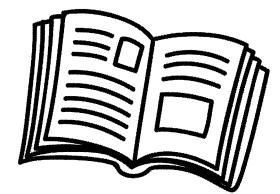


Independent Reading!



See pages 53 and 54 of this packet.



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

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

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

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

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

- www.starfall.com
- www.storyplace.org
- www.uniteforliteracy.com
- www.storynory.com
- www.freekidsbooks.org
- en.childrenslibrary.org



X.

Lesson 8 Finding the Theme of a Poem



🐝 Introduction

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.

| Night can ease worries of the a |
|------------------------------------|
| |
| |
| |
| |

- How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk (\bigcirc) Use these words to talk about the text. • theme speaker topics reflect

Genre: Lyric Poem

Read

Darkness in the Desert

by Morena Sommers

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

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

But late in the day the sky grows dim.10 The sun drops past the canyon rim. The stars peek through, and very soon The night replaces afternoon.

> Inside their dens the creatures stir— They like the cooler temperature.

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

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

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

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

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

Close Reader Habits

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

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Finding the Theme of a Poem Lesson 8

Explore

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



Think

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

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

| 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 |
|-----------------------------------|--|--|----------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Talk

3

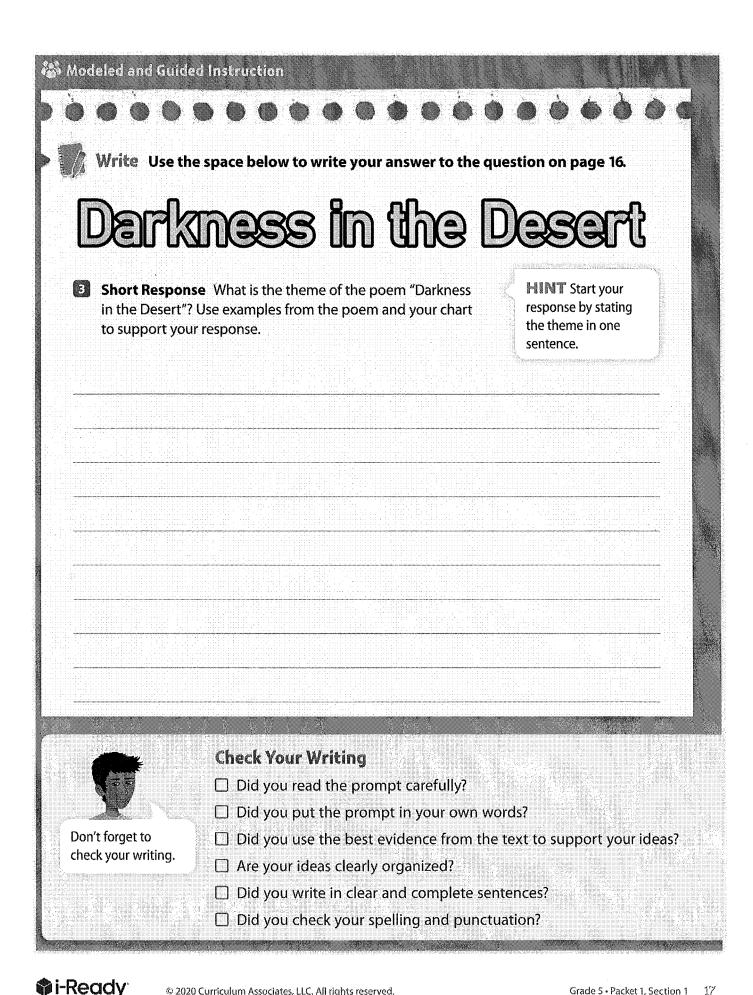
\$i-Ready

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

Write

Short Response What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 17 to write your answer.

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



Genre: Narrative Poem

NIGHT WALK by Amy Saito

 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.

Read

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 beamsWill dart and dance inside her dreams.

Close Reader Habits

What is the message of

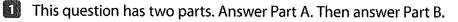
poem. Underline details

showing what the puppy does. Use these details to

identify the poem's theme.

the poem? Reread the

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



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

What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 20 to record such details.

Write

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 20 to write your answer. **HINT** Think about the speaker's reflections on how the puppy will change over time.



A narrative poem tells a story. Identifying

how characters

respond to events

out the theme of

the poem.

will help you figure

NIGHT WALK

Use the chart below to organize your ideas.

| 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 19.

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



Lesson 2 Prepositions and Prepositional Phrases

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

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

preposition objectprepositionobjectThe 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

HINT Most prepositional phrases come after the noun or verb they describe. Example: I read a <u>book</u> about Emperor penguins. 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.

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

Independent Practice

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

- 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
- B 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

i-Readv

For numbers 4 and 5, answer the question.

4 Read this sentence.

Most animals move to a warmer place each winter, but Emperor penguins do not.

What is the purpose of the underlined preposition?

- **A** to describe when animals move
- **B** to connect *warmer* with *animals*
- C to connect two phrases about winter
- **D** to show a relationship between *move* and *place*
- 5 Read this sentence.

The feathers of the penguin keep out cold air and water.

What is the purpose of the underlined preposition?

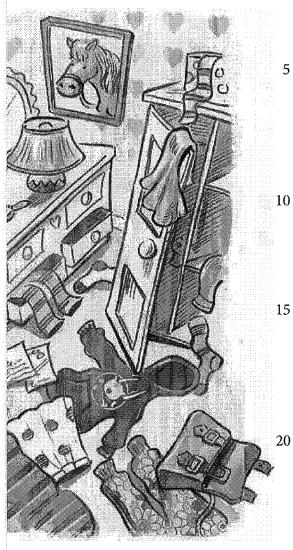
- A to connect feathers with cold
- **B** to show a relationship between *feathers* and *penguin*
- C to tell what a penguin's feathers do
- **D** to show a relationship between *penguin* and *cold*

WORDS TO KNOW

Read

As you read, look inside, around, and beyond these words to figure out what they mean.

• assured • complained





by Justin Nuñez

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



Č٦

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

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 <u>all in your head</u>?

- 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 <u>all in your head</u>?

- 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,'"

Which statement **best** summarizes the speaker's message about fears?

- A For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- **B** Many people are much too fearful, and some are even afraid of their own surroundings.
- **C** It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- **D** It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

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

Part A

How are the events in stanzas two and three important to the poem's theme?

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

Part B

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

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

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

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

Read

WORDS TO KNOW As you read, look

inside, around, and beyond these words to figure out what they mean.

- hovering
- vaster

SUMMER NICHT

by Bianca Cappeletta

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



Genre: Lyric Poem

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| , minu | Nicht the second from the first the second from the second fro | |
| | Write Use what you learned from reading "Summer Night" to answ | er |
| the | following question. | |
| 5 | Short Response What is the theme of the poem "Summer Night"? | |
| | Use details from the poem to support your answer. | |
| | ose details from the poent to support your driswer. | |
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Writing and Research

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

Climbing Mount Whitney

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

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

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





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



Read this sentence from the essay.

I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?

- A 'Climbing Mount Whitney'
- **B** "Climbing Mount Whitney"
- **C** Climbing Mount Whitney
- D "Climbing Mount Whitney"



25

Read this sentence from the essay.

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

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

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

Read this sentence from the essay.

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

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



Read this sentence from the essay.

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

How should the underlined part be corrected?

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





Section 2 Activities

Lesson 15 Using Context Clues

Wintroduction 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 <u>dubiously</u> 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 |
|------------------------------|---|-------------------------------------|
| | A <u>problem</u> has a cause. Therefore, the source of a problem is its cause. | the cause of something |
| for facts about food choices | A <u>website</u> can have information such as <u>facts</u> . 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-andeffect 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.

👗 Independent Practice

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.

- 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

Which two words from the paragraph help you understand the meaning of marine?

- 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.

- B 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
- Which two words from the paragraph help you understand the meaning of detoxify?
 - A "crisp" and "crunchy"
 - B "prevent" and "cancer"
 - C "veggies" and "substances"
 - D "calories" and "vitamins"

🐝 Introduction

Lesson 11 Unfamiliar Words



Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

Read When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

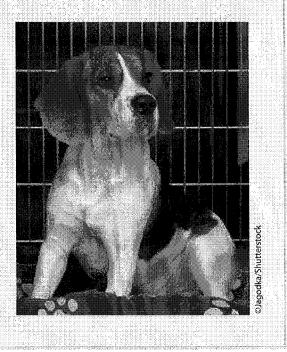
Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!

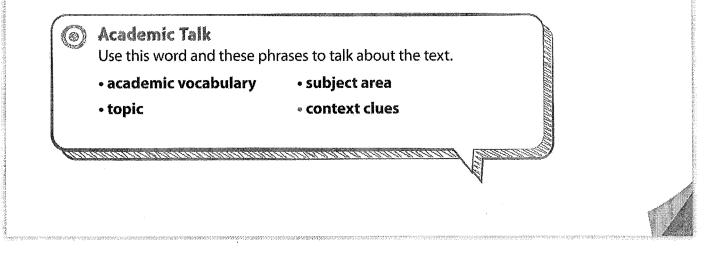


Think Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

| Unknown Word | Context | Possible Meaning | Clues |
|--------------|--|------------------|-------|
| Shelter | " build a new <u>shelter</u> to protect our pets?" | | |
| Donation | "Please make a <u>donation</u> " | | |
| Benevolence | "each act of <u>benevolence</u> counts!" | · · | |

Talk Share your chart with a partner.

- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?



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Genre: History Article

oMega Pixel/Shutterstocl



Read





by Gail Hutter

- 1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.
- 2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."
- So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.
- 4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.

Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean. Explore

What context clues can help you understand unfamiliar words and phrases in the text?

• Think

Look for context clues in the same sentence or nearby sentences.

Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

| Unfamiliar Word or Phrase | Context | Possible Meaning | Clues |
|-------------------------------------|---------|--|-------|
| Peer into the past (paragraph 1) | | | |
| Inventive potters (paragraph 3) | | Tanan mar an | |
| Contemporary (paragraph 4) | | | |
| Retrieved (paragraph 4) | | | |

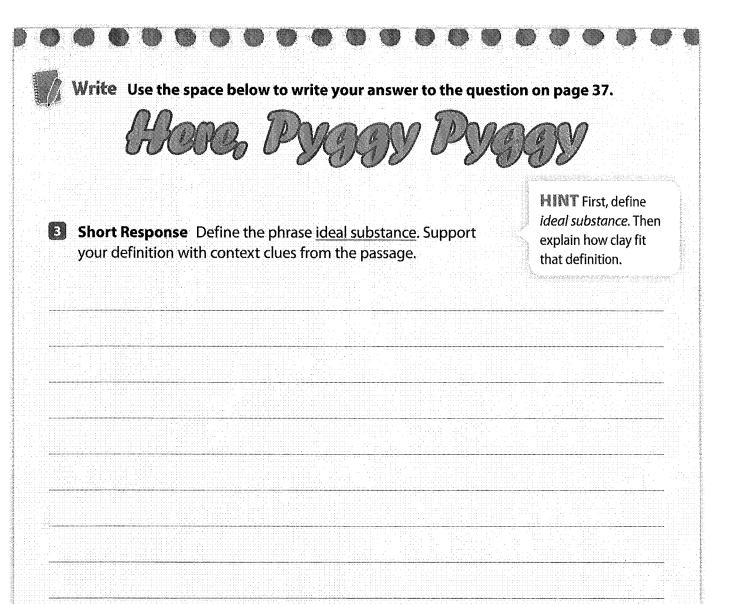
Talk

Use context clues to determine why clay was an "ideal substance" for making certain objects.

Write

Short Response Define the phrase <u>ideal substance</u>. Support your definition with context clues from the passage. Use the space provided on page 38 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.







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From Furs to Five-Dollar Bills

by Jason Liu

- Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
 - Paper money developed in China around 800 c.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were

In China, knife money was used from 600 to 200 B.C.E.

DBYP/Shutterstock

minted in 1793. These copper cents produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.

Read

3

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This is one of the earliest American silver dollars ever minted.

Close Reader Habits

SRalph Loesche/Shutterstock

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue. **Think** Use what you learned from reading the text to answer the following questions.

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

Part A

What is the meaning of the word <u>currency</u> as it is used in paragraph 4?

- A goods used in trade
- **B** an idea accepted by many people
- **C** something that is up-to-date
- **D** the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of <u>currency</u>?

- A "based on the dollar"
- B "produced by hand"
- C "lost its value"
- D "a new design"

2 Underline the word in the paragraph below that means "traded or exchanged one thing for another."

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

Talk

Discuss the meaning of <u>minted</u> as it is used in paragraph 4 of the text.

Write

Short Response Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>. Use the space provided on page 41 to write your answer.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

100



A context clue may give a definition, an

explanation, or an

example. Sometimes

an author will include

a word with a similar meaning. Other times,

the clue may be a

word with an opposite meaning.

Write Use the space below to write your answer to the question on page 40.

From Furs to Five-Dollar Bills

Short Response Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

Check Your Writing

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

WORDS TO KNOW As you read, look inside, around, and beyond these words to figure

out what they mean. • financial

Read

• economy

Why the Creat Circat Openession.

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.

i-Ready

Genre: History Article

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.

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. 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.

2

3

4

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.

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.

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.

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.

6

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

11 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>me chandise</u> that no one bought.

What does the word merchandise 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 ..."

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 c isis 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.

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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)

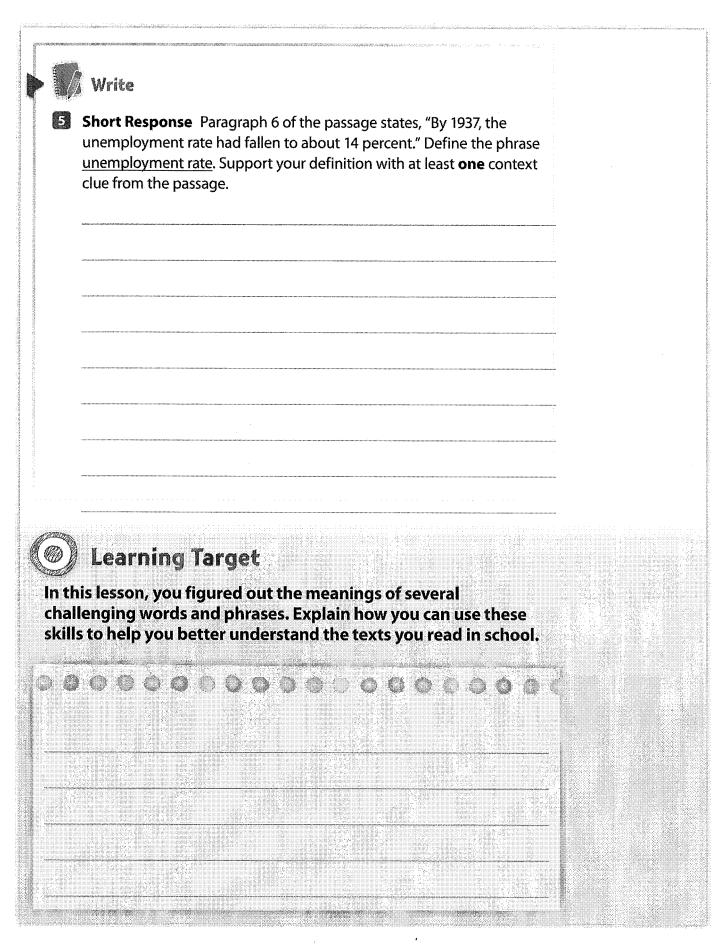
Read the sentence from paragraph 1.

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

Which dictionary entry best defines demand

- A "forceful statement"
- **B** "wish"
- C "strong need"
- **D** "question"

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Writing and Research

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

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafetearia prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-lt-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

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"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk: or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.



Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

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

- A In order to win the trip everyone,
- **B** In order to win the trip, everyone
- **C** In order, to win the trip everyone
- **D** In order to win, the trip everyone



Read this sentence from the story.

The date was so terrifying that some Westfield students <u>break</u> into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

- A have broken
- **B** will be breaking
- **C** will break
- D broke



Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

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

- A either Westfield students nor
- **B** neither Westfield students or
- C either Westfield students or
- **D** neither Westfield students and



Read this sentence from the story.

"Read a book, take a walk; or play a game."

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

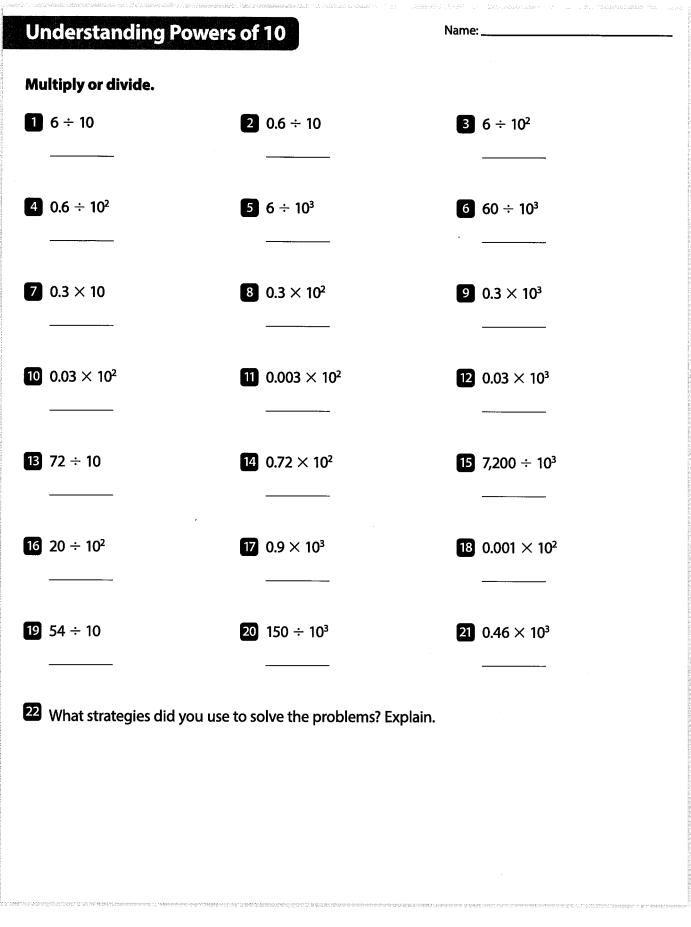
- A book take, a walk, or
- **B** book, take a walk, or
- C book; take a walk; or
- D book, take a walk or,

Understanding of Place Value

Name:

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 ÷ _____ = 0.05 0.05 × _____ = 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 × _____ = 2 2 ÷ _____ = 0.2 3 Which type of model do you like best? Explain why.

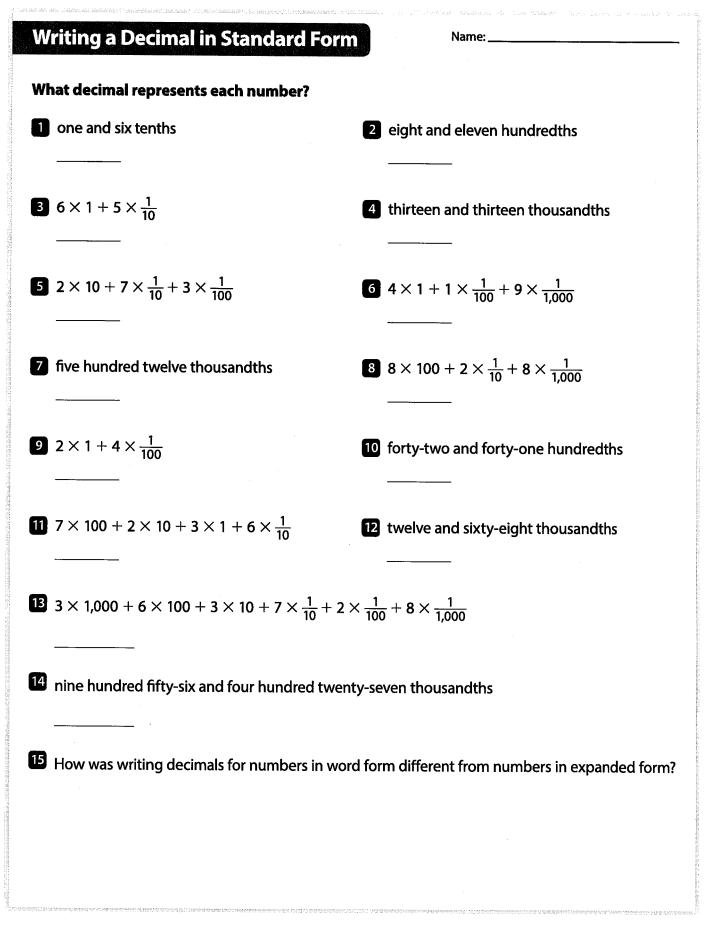




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| Reading a Decimal in Word Fo | Mame: | |
|---|-------------------------------|--|
| What is the word form of each decimal? | | |
| 1 0.2 | 2 0.02 | |
| 3 0.002 | 4 0.12 | |
| 0.012 | 6 0.102 | |
| 1.002 | 8 9.4 | |
| 90.04 | 10 0.94 | |
| 500.2 | 12 8.008 | |
| 700.06 | 14 6.335 | |
| 3,000.001 | | |
| What strategies did you use to help you | u read the decimals? Explain. | |
| | | |
| | | |
| | | |
| | | |





| Comparing Decimals | | naad Webben - Alabean under en multa ben versten - Dan uneerschning onder statungen Name: |
|------------------------------|------------------------------------|--|
| Write the symbol <, =, or > | in each comparison statement | • |
| 0.020.002 | 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 6.1296.19 |
| 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 u | se to solve the problems? Explain. | |
| | | |



| 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 |
|--|
| 4 12.75 6 645.059 4 12.745 6 645.059 4 12.745 6 645.059 10 12.745 6 645.059 11 12.745 12.745 12.745 12 12.745 12.745 12.745 12 12.745 12.745 12.745 12 12.745 12.745 12.745 13 12.745 12.745 12.745 14 12.745 12.745 12.745 15 12.745 12.745 12.745 14 12.745 12.745 12.745 15 12.745 12.745 12.745 15 12.745 12.745 12.745 16 12.745 12.745 12.745 16 12.745 12.745 12.745 17 12.745 12.745 12.745 17 12.745 12.745 12.745 18 12.745 12.745 12.745 18 12.745 12.745 < |
| Round each decimal to the nearest hundredth. |
| ound each decimal to the nearest hundredth. |
| |
| 1.079 8 0.854 9 0.709 |
| |
| 10 12.745 11 645.059 12 50.501 |
| a cound each decimal to the nearest whole number.3 1.4714 12.515 200.051 |
| |
| Write two different decimals that are the same value when rounded to the ne Explain why the rounded values are the same. |

Multiplying Multi-Digit Whole Numbers

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

Name:

| 1 132 | 2 247 | 3 145 |
|-------------|-------------|-------------|
| × 34 | × 15 | × 23 |
| 4 308 | 5 158 | 6 364 |
| <u>× 12</u> | <u>× 41</u> | × 32 |
| 7 400 | 8 254 | 9 187 |
| × 29 | <u>× 17</u> | × 42 |
| 10 216 | 11 323 | 12 194 |
| × 12 | × 18 | <u>× 26</u> |
| 13 317 | 14 385 | 15 285 |
| <u>× 14</u> | × 31 | <u>× 27</u> |

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



Multiplying with the Standard Algorithm

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

| 1 580 <u>× 30</u> | | 2 3,104 <u>× 18</u> | 3 1,44 × 3 | |
|-------------------------|--------|------------------------|--|--------|
| 4 1,085 <u>× 17</u> | | 5 1,236 × 55 | 6 1,6 × | |
| 7 2,105 <u>× 13</u> | | 8 1,788 <u>× 15</u> | 9 2,50 × | |
| 10 648 × 32 | | 11 2,409 × 23 | 12 300 × 63 | |
| 13 2,417 <u>× 24</u> | | 14 650 <u>× 35</u> | 15 96 × 4 | |
| 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 |
| | | | ter en | |

Using Estimation and Area Models to Divide

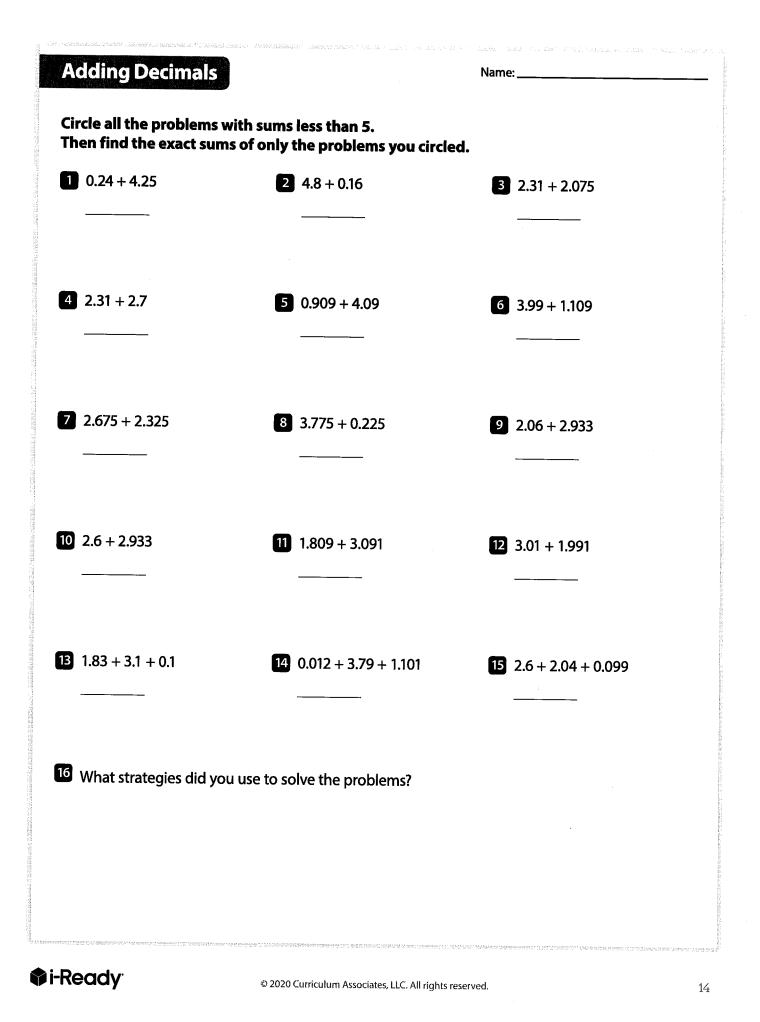
Name: _

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 Ansv | wers |
|--------------------------------------|------------------------------|---|
| 516 ÷ 12 | 48 43 | Check: 12 × 48 = 576 |
| 837 ÷ 31 | 27 | |
| 351 ÷ 13 | 57 | |
| 918 ÷ 54 | 22 | |
| 896 ÷ 32 | 23 | |
| 1,482 ÷ 78 | 14 | |
| 1,012 ÷ 11 | 82 | |
| 1,344 ÷ 56 | 24 | |
| Explain how you could a multiplying. | l know that the answers t | o two of the problems are incorrect without |

| 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.



Subtracting Decimals to Hundredths

| 1 7.5 - 1.2 | , | 2 10 75 - 4 12 | | 202 140 |
|--------------------------------|---------|-----------------------|------|----------------|
| . , 7.3 1.2 | | 2 10.75 – 4.13 | 3 | 20.2 — 14.8 |
| | | | | |
| | _ | | _ | |
| 4 6.12 – 0. | 7 | 5 41.5 — 33.25 | 6 | 15.9 — 8.92 |
| | | | | |
| 7 105.53 - | - 99 28 | 8 9.46 - 3.68 | | 74 — 65.9 |
| | | 00.0 | 9 | ע.כט - די ו |
| | _ | | | |
| 0 5.05 — 0. | .56 | 11 31.27 – 23.67 | 12 | 256.4 - 248.38 |
| | | | | |
| • | _ | | | |
| 3 12 - 4.39 |) | 14 1,280.01 — 1,272.7 | 7 15 | 500.2 — 494.94 |
| | | | | |
| <u></u> | - | <u>.</u> | | |
| | | | | |
| nswers | | | | |
| .25 | 5.26 | 6.62 | 8.1 | 7.6 |
| 49 | 8.25 | 7.61 | 6.98 | 5.42 |
| 24 | 5.4 | 8.02 | 5.78 | 6.3 |



Using Estimation with Decimals

Name:

Solve the problems.

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

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

Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.



Using Estimation with Decimals continued

Name:

Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

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

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



Multiplying a Decimal by a Whole Number

Name: ___



| lultiply. | | |
|----------------------|-------------------------------|---------------------------------------|
| 0.5 × 3 | 2 0.5 × 0.3 | 3 0.5 × 0.03 |
| | | |
| 6 × 0.2 | 5 0.6 × 0.2 | 6 0.06 × 0.2 |
| | | |
| 0.8 × 0.1 | 8 0.8 × 0.2 | 9 0.8 × 0.3 |
| | | · · · · · · · · · · · · · · · · · · · |
| 0.4 × 0.02 | 11 0.4 × 0.04 | 12 0.4 × 0.12 |
| | | |
| 3 0.3 × 0.4 | 14 0.6 × 0.4 | 15 0.6 × 0.8 |
| 0.01 × 0.5 | 17 0.05 × 0.5 | 18 0.25 × 0.5 |
| | | |
| Describe a pattern y | ou noticed when you were comp | pleting the problem set. |
| | | |

Multiplying with Decimals Greater Than 1

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

Name:

| 2 | 1.2 × 0.4 | 3 | 1.2 × 1.1 |
|---|------------------------------------|---------------------|--|
| | | | |
| 5 | 4.4 × 1.1 | 6 | 0.02 × 1.8 |
| | | | |
| 8 | 6.6 × 0.02 | 9 | 2.4 × 4.8 |
| | | | |
| 11 | 1.2 × 1.24 | 12 | 8.4 × 6.2 |
| | | | |
| 14 | 4.25 × 8.5 | 15 | 1.9 × 2.78 |
| | | | |
| | | | |
| 1.32 | 13.482 | 1.488 | 48.208 |
| 0.48 | 52.08 | 11.52 | 5.282 |
| 0.036 | 0.36 | 3.63 | 36.21 |
| anaronya ay karana ik kanananya ing kananan ay karana | | | |
| | 5 8 11 14 1.32 0.48 | 1.3213.4820.4852.08 | 5 4.4×1.1 6 8 6.6×0.02 9 11 1.2×1.24 12 12 14.25 × 8.5 15 132 13.482 1.488 0.48 52.08 11.52 |

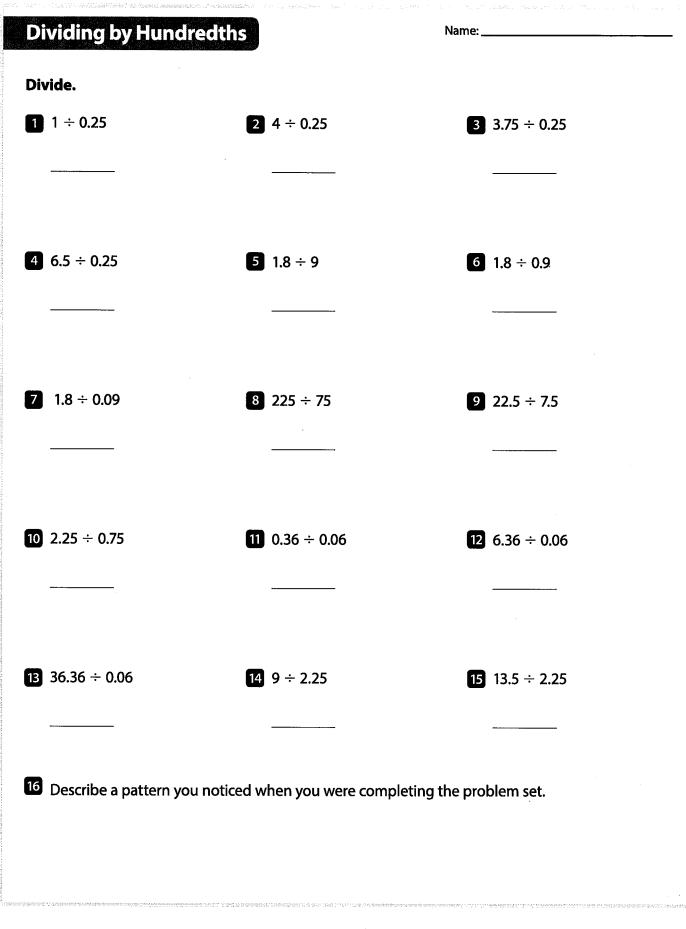
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Dividing a Decimal by a Whole Number

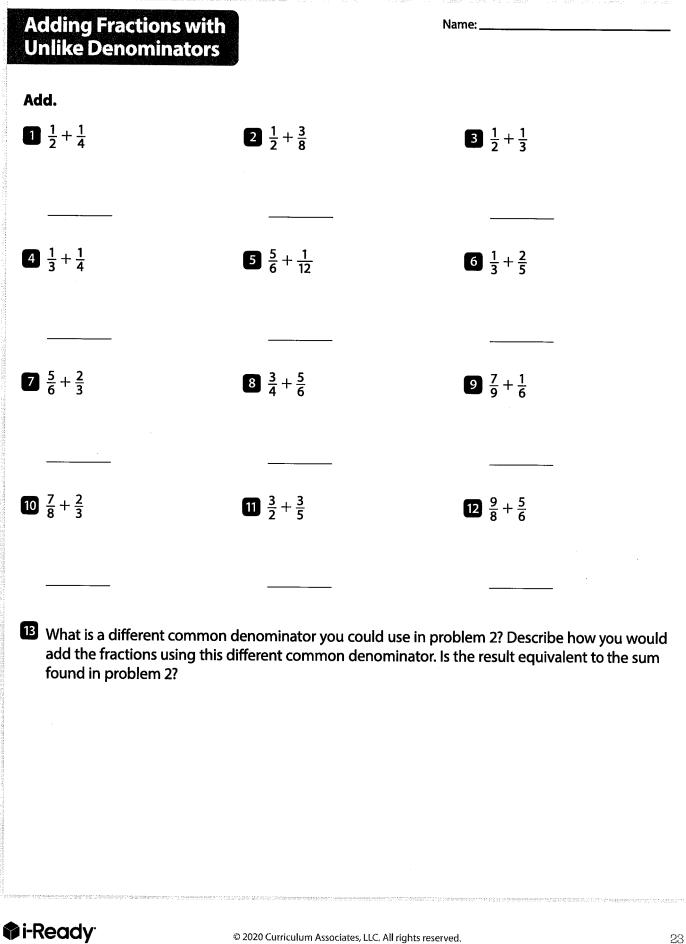
Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

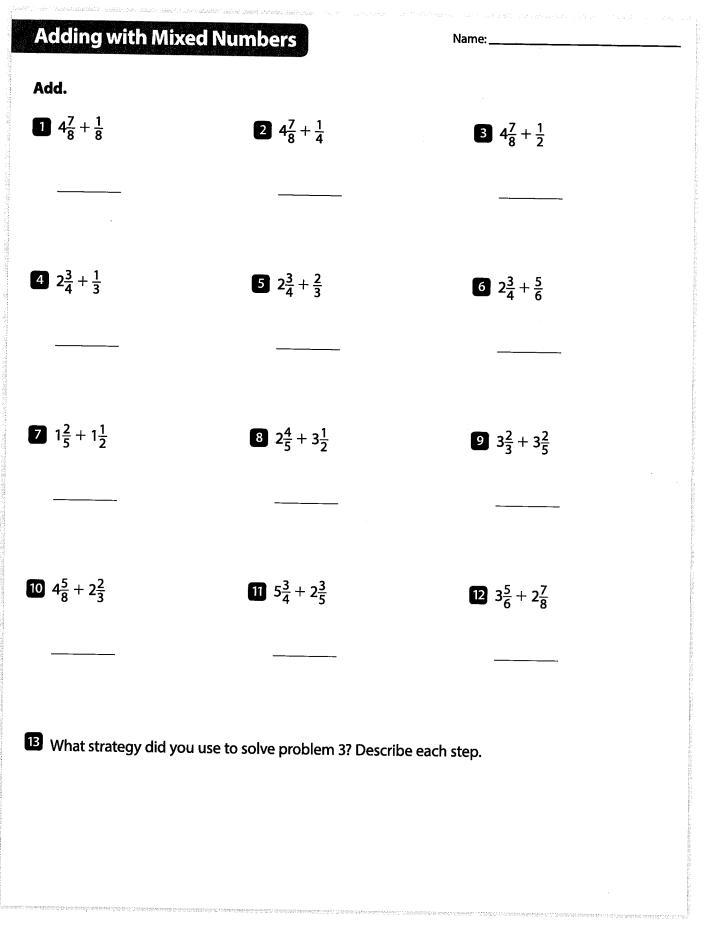
| ct: 11 × 0.8 = 8.8 |
|--------------------|
| |
| |
| |
| |
| |
| |
| |
| |
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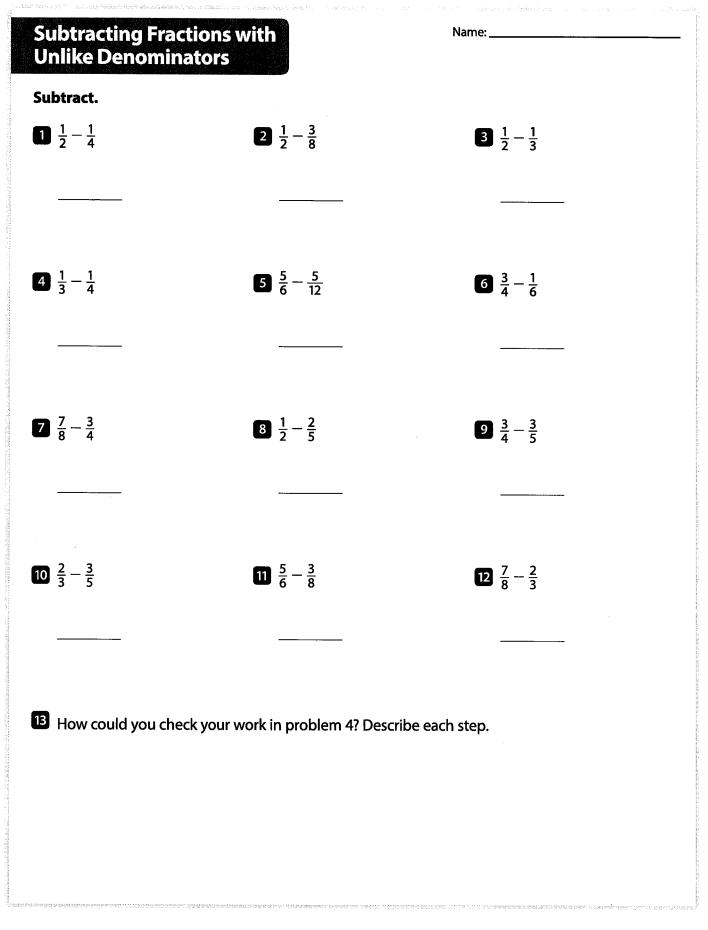


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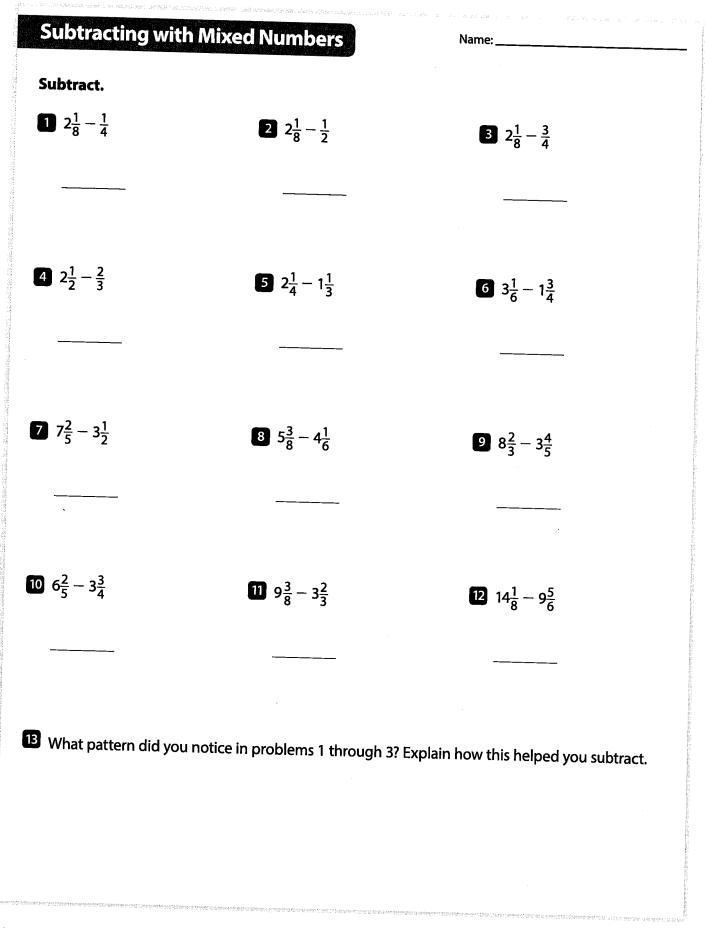




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Estimating in Word Problems with Fractions

Name:

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

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

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

3 To make fruit punch, Tyrone needs $3\frac{3}{8}$ quarts of orange juice and $3\frac{3}{4}$ quarts of cranberry juice. How many quarts of juice does he need in all?



Estimating in Word Problems with Fractions continued

Name:

Lin spent $\frac{5}{6}$ hour on math homework and $1\frac{3}{4}$ hours on science homework. How many hours in all did she spend on homework for both subjects?

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

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



Fractions as Division

Name:

- Solve each problem.
- Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?
- 2 Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

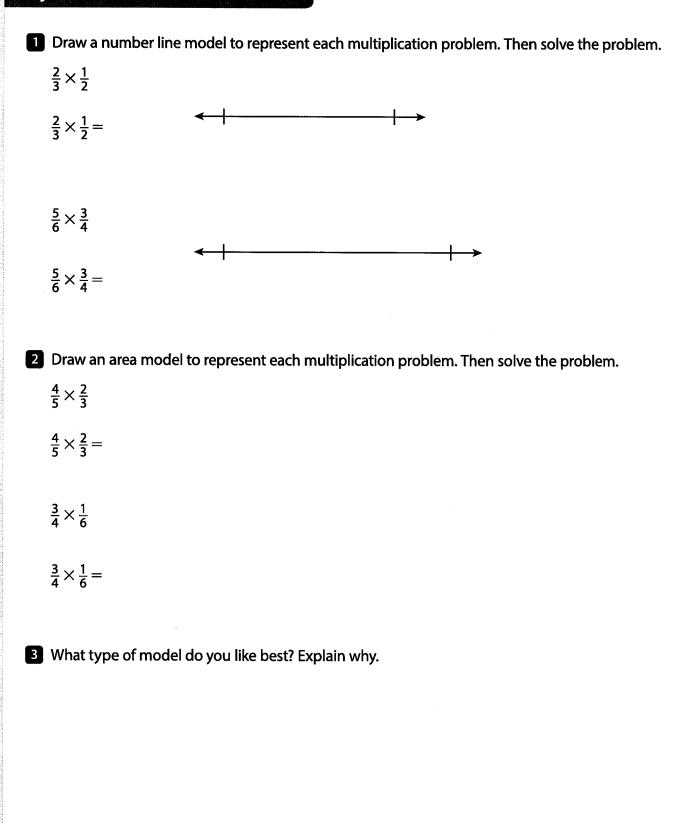
3 Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

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

- Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?
- ⁶ DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

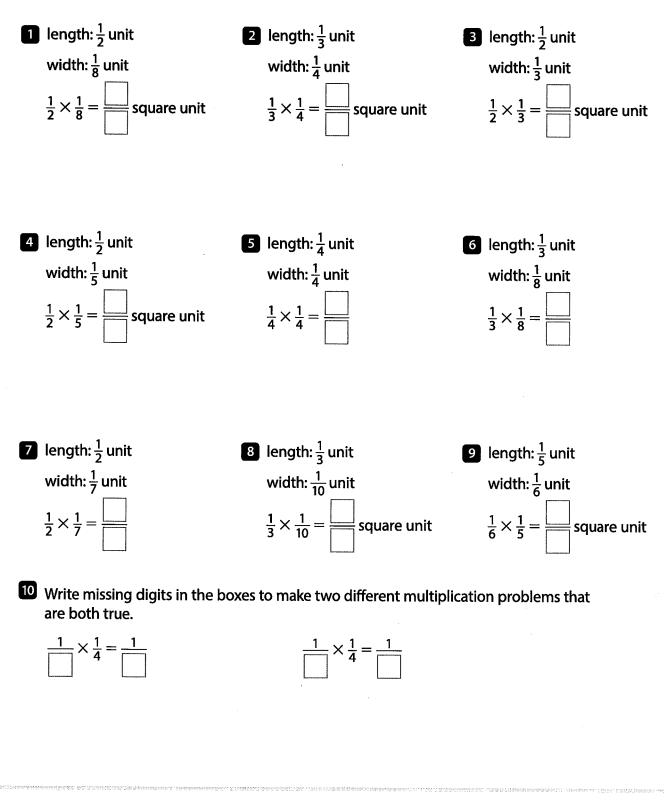
2 What is a division word problem that can be represented by $\frac{4}{3}$?

Understanding of Multiplying by a Fraction



Multiplying Unit Fractions to Find Area

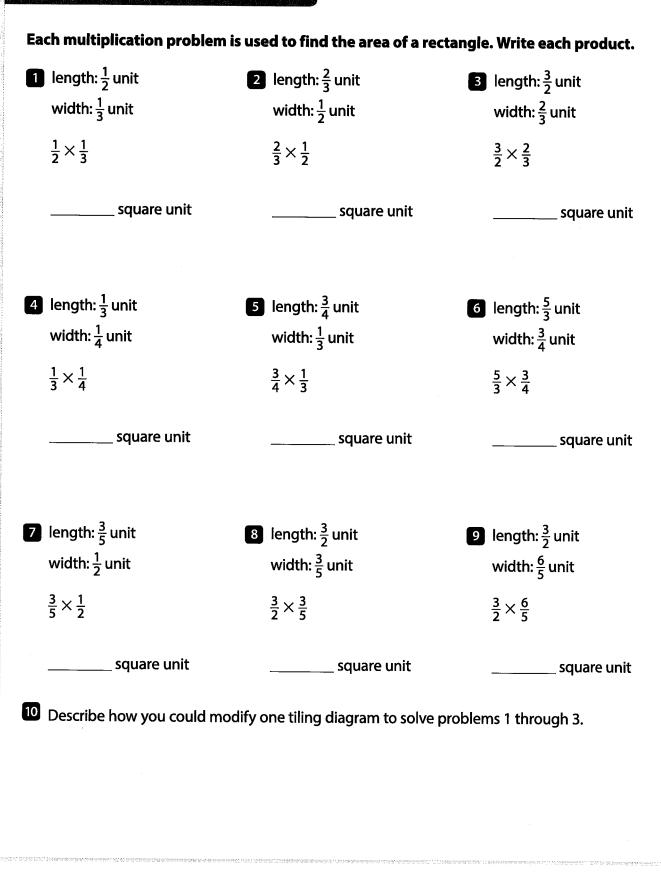
Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.





Tiling a Rectangle to Find Area

Name: _



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