Hillcrest
Elementary School

Home Learning Packet
Paquete de Aprendizaje en el Hogar

Grade 5 /5to grado

Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Hillcrest Elementary, 4 Horton Drive, Peekskill, NY 10566
Phone: (914) 739-2284 Fax: (914) 737-9053
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Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary School is committed to providing instructional resources to our students for use during school closures or for reinforcement of skills during spring break. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and social studies.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their login and we have provided directions to our school website page for online access.

The information contained in this packet will be provided online on our school pages as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal

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Estimadas familias de Hillcrest:

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Oakside se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela o para reforzar las habilidades durante las vacaciones de primavera. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas y estudios sociales.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y su hijo está familiarizado y le gusta aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

Some Online Resources

Elementary Math	• Check for assignments posted by teachers on Google Classroom which can be accessed here
	• To get extra practice for Math: (examples)
	  ○ Khan Academy offers free, online courses. Teachers may have accounts set up for their students. If not, parents can sign up for their students.
	  ○ Castle Learning offers targeted practice through school accounts
	  ○ IXLLearning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts.
	  ○ Students can also use the Clever Portal to log into Zearn or ST Math and continue their lessons at home.

Elementary STEAM	• Check for assignments posted by teachers on Google Classroom which can be accessed here. • Castle Learning offers targeted practice through school accounts • IXLLearning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts. • Students can explore topics and resources on Discovery Education • National Geographic Kids offers free articles, games, and explorations without an account.

Elementary Dual Language: Spanish websites & apps	**Grades Pre K-3** Please check for assignments posted by DL teachers on Google Classroom which can be accessed here • Students may use Clever Portal to log in and access Raz-Kids for Spanish leveled readers. • Story Place (Free:English & Spanish games) • PBS Kids Spanish Games (Free:Spanish games that develop listening and direction following skills in Spanish) • Digital Dialects (Free:Spelling quizzes and games by category: Grammar concepts and vocabulary, animals, colors, spelling and other foundational Spanish skills) • ABCya Spanish (Spanish Bingo and Spanish vocabulary games. Type Spanish in search bar and scroll down if it does not come up immediately) • Online Free Spanish (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice) • Duolingo (Start from foundational skills and move up to advanced level fluency. May have cost associated after certain level) **Grades 4-5:** Check for assignments posted by DL teachers on Google Classroom which can be accessed here

	• BBC Spanish (Free: type Spanish in the search bar if it does not come up immediately. Select learning category) • Conjuguemos (Free: grammar based activities, games, quizzes: Scroll to bottom of page and select "*Get Started as Student*", register child using parent/guardian email. • Online Free Spanish (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice) • Education.com Printable worksheets (Free: Printable worksheets for home practice) • Duolingo (Start from foundational skills and move up to advanced level fluency. May have costs associated after certain level) **For Adults in the home:** • SpanishPod 101 (Free: Listen to over 1800 videos and lessons in addition to podcasts in Spanish) • Study Spanish Online (Free options as well as monthly membership fees) • Duolingo (Start from foundational skills and move up to advanced level fluency) **Phone & Tablet/Ipad Apps:** (*may or may not have associated costs:* • Duolingo • Gus on the Go: Spanish for kids (Gus on the Go: cost $3.99) **Toddlers & Pre-K Apps:** • Learn Spanish for Toddlers (Learn Spanish for toddlers with a little boy named Carlos

English as a New Language: Pre k- 5	Check for assignments posted by your child's ENL/Dual Language teachers on Google Classroom which can be accessed here
	
	• Students may use Clever Portal to log in and access:
	  ○ Raz- Kids leveled readers
	  ○ BrainpopENL
	  ○ Brainpop
	  ○ BrainpopJr
	  ○ Achieve3000 (Grades 4-12)
	
	• Starfall (Free: Learn the English alphabet, play games and practice foundational reading skills in English)
	
	• Epic Books (Access hundreds of books and videos in English)
	
	• PBS Kids (Free: Practice English through fun games and activities)
	
	• ABCya (Free, practice English through fun games and videos)
	• Duolingo (Free app and website. Select English)

DAY 1		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Running For Hearts** Paragraphs 1-21 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Order of Operations Problems Page 1/Day 1 Complete Sprint 1 / Day 1	
HAWKS	Do a random act of kindness for someone!	

DAY 2		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Running For Hearts** Paragraphs 22-33 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Number Forms Problems - Page 2/ Day 2 Complete Sprint 2/ Day 2	
HAWKS	Do a random act of kindness for someone!	

DAY 3		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Experiments with Motion** Paragraphs 1-8 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Rounding Problems - Page 3/ Day 3 Complete Sprint Problems - Page 3/Day 3	
HAWKS	Do a random act of kindness for someone!	

DAY 4		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Experiments with Motion** Paragraphs 9-10 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Decimal adding and subtracting - page 4/ Day 4. Show all your work on the provided page. Complete Sprint 4 - page 4/Day 4	
HAWKS	Do a random act of kindness for someone!	

DAY 5		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Read **Bump, Bump & Away!The Science of Bumper Cars** Paragraphs 1-12 • Comprehension Questions #1, 2 and 3 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	Complete Multiplying Whole Numbers - Page 5/ Day 5. Show your work on the page provided. Complete Sprint 5- Page 5/Day 5	
HAWKS	Do a random act of kindness for someone!	

DAY 6		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Read **Bump, Bump & Away!The Science of Bumper Cars** Paragraphs 13-19 • Comprehension Questions #1, 2 and 3 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	Complete Multiplying Decimals- page 6/ Day 6. Show all your work on the provided page. Complete Sprint 6 - page 6/Day 6	
HAWKS	Do a random act of kindness for someone!	

DAY 7		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Like A Book** Paragraphs 1-29 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Dividing Whole Numbers - page 7/ Day 7. Show all your work on the provided page. Complete Sprint 7 - page 7/Day 7	
HAWKS	Do a random act of kindness for someone!	

DAY 8		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Like A Book** Paragraphs 30-47 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Word Problems - page 8/ Day 8. Complete Sprint 8 - page 8/Day 8	
HAWKS	Do a random act of kindness for someone!	

DAY 9

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **California Gold Rush** Paragraphs 1-9 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Converting Fractions - page 9/ Day 9. Complete Sprint 9 - page 9/Day 9	
HAWKS	Do a random act of kindness for someone!	

DAY 10

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **California Gold Rush** Paragraphs 10-14 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Equivalent Fractions - page 10/ Day 10. Complete Sprint 10 - page 10/Day 10	
HAWKS	Do a random act of kindness for someone!	

DAY 11		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Riding the Orphan Train** Paragraphs 1-12 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Simplifying/ Reducing Fractions Problems Page 11/Day 11 Complete Sprint 11 / Day 11	
HAWKS	Do a random act of kindness for someone!	

DAY 12		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Read **Riding the Orphan Train** Paragraphs 13-16 • Comprehension Questions #1, 2 and 3 Writing • Choose a writing prompt (see list attached)	
Math	Complete Multiplying Fractions Problems Page 12/Day 12 Complete Sprint 12 / Day 12	
HAWKS	Do a random act of kindness for someone!	

DAY 13		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Read **Heroes.** Describe the job of a police officer. <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	Complete Dividing Fractions Problems Page 13/Day 13 Complete Sprint 13 / Day 13	
HAWKS	Do a random act of kindness for someone!	

DAY 14		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Read **Protecting the President.** Describe the job of a secret service agent. <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	Complete Metric Conversions Problems Page 14/Day 14 Complete Sprint 14 / Day 14	
HAWKS	Do a random act of kindness for someone!	

Sample Writing Subjects

When you need a subject or starting point for a writing assignment, check these pages for ideas.

Writing Prompts

The following prompts will be helpful when you are writing about a personal experience.

Best and Worst

My best day
A great memory
My worst moment
My biggest accomplishment
My saddest experience

It could only happen to me!

It sounds unbelievable, but . . .
I felt so foolish.
I looked everywhere for . . .
Why do I keep losing things?

What if . . . ?/Why?

What if animals could talk?
What if I had three wishes?
What if we have to move?
Why is it important to win?
Why do we have to go so fast?

First and Last

The first time I . . .
My last visit with . . .
My first goal
The last place I want to go
I like to be the last one . . .

I was just thinking . . .

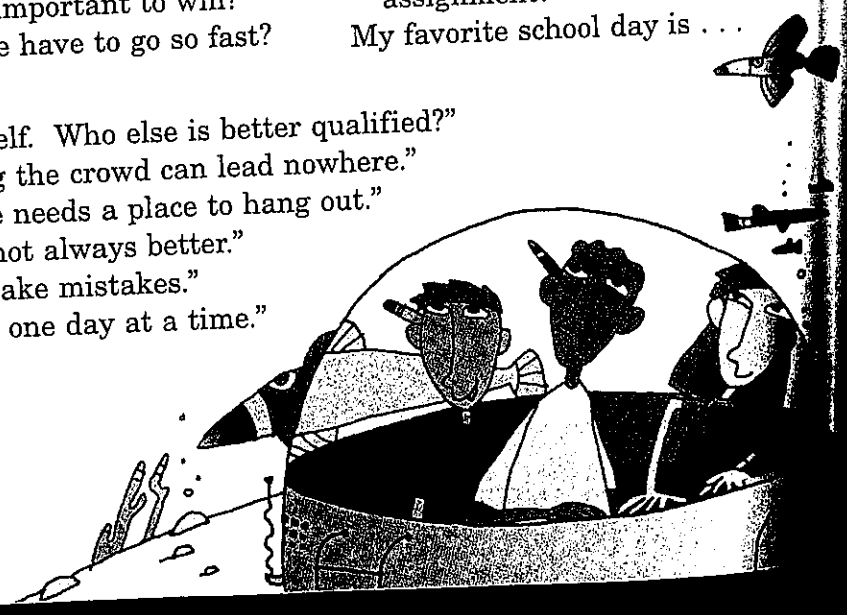
I believe in . . .
I worry about . . .
Things that make me angry
Talk about being scared!

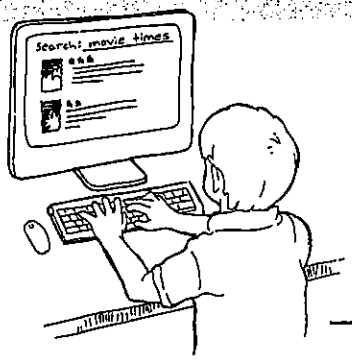
School Days

I've never worked so hard.
I'd like you to meet . . .
Where did I put my assignment?
My favorite school day is . . .

Quotations

"Be yourself. Who else is better qualified?"
"Following the crowd can lead nowhere."
"Everyone needs a place to hang out."
"More is not always better."
"We all make mistakes."
"Take life one day at a time."





Overview II: Introduction to Informational Text

What Is It?

What is informational text?

Nonfiction text is an important tool for learning. Informational text informs about Social Studies or Science topics. Factual text increases our knowledge of the world.

Examples

What are some examples of informational text?

- Brochures and pamphlets
- Encyclopedia entries
- Magazine articles
- Online reference articles
- Reference books
- Textbooks

Purpose

What is the purpose of reading informational text?

Informational text helps us learn information and explore different thoughts and issues. It also helps prepare the brain for more difficult information and prepare for real-life reading as an adult.

Audience

Who is the audience for informational text?

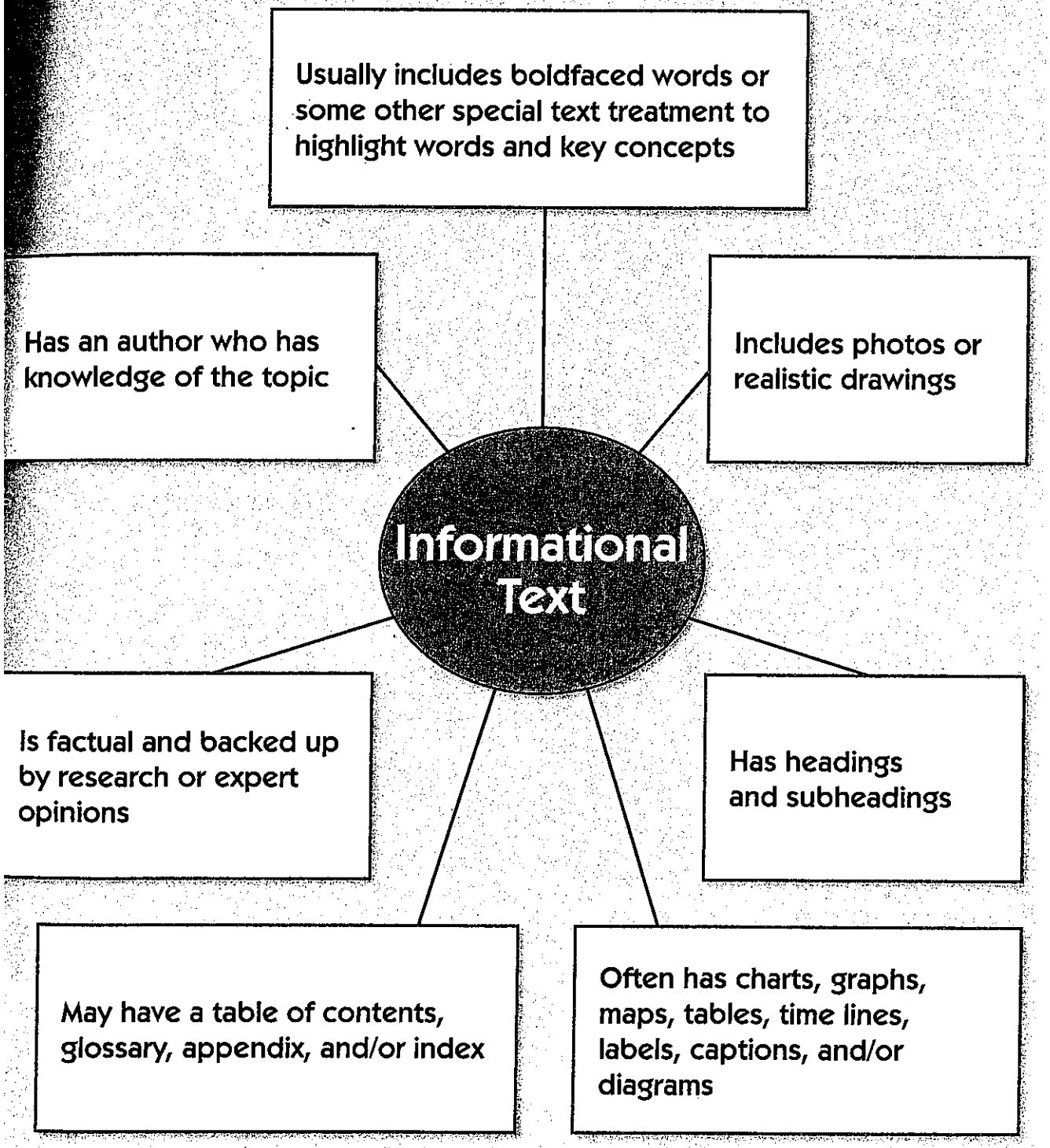
Informational text serves to educate the reader on a topic. Some readers prefer reading nonfiction to fiction. They would rather get information they can use or that makes them smarter, instead of reading imagined stories.

How to Use It

How do you read informational text?

1. Think about what you already know about the topic.
2. Think about what you would like to know.
3. Ask yourself what you learned.

What are some common features of informational text?



Overview 1: Introduction to Narrative Texts

What Is It?

What is a narrative text?

A narrative text is a nonfiction or fiction story that follows a story structure. That structure starts by capturing the reader's attention with an exciting or interesting beginning. The author then gives details about the characters, setting, and plot. This gives rise to the conclusion, which should satisfy the reader's curiosity.

Examples

What are some examples of a narrative text?

- Adventure
- Biographies
- Fables
- Fairy tales
- Historical fiction
- Journals and diaries
- Mysteries
- Science fiction
- Tall tales

Purpose

What is the purpose of a narrative text?

Basically, the purpose is to tell a story. Different types of narratives will have different purposes. For example, the purpose of a fable is to teach people lessons or explain mysteries of Earth.

Audience

Who is the audience for a narrative text?

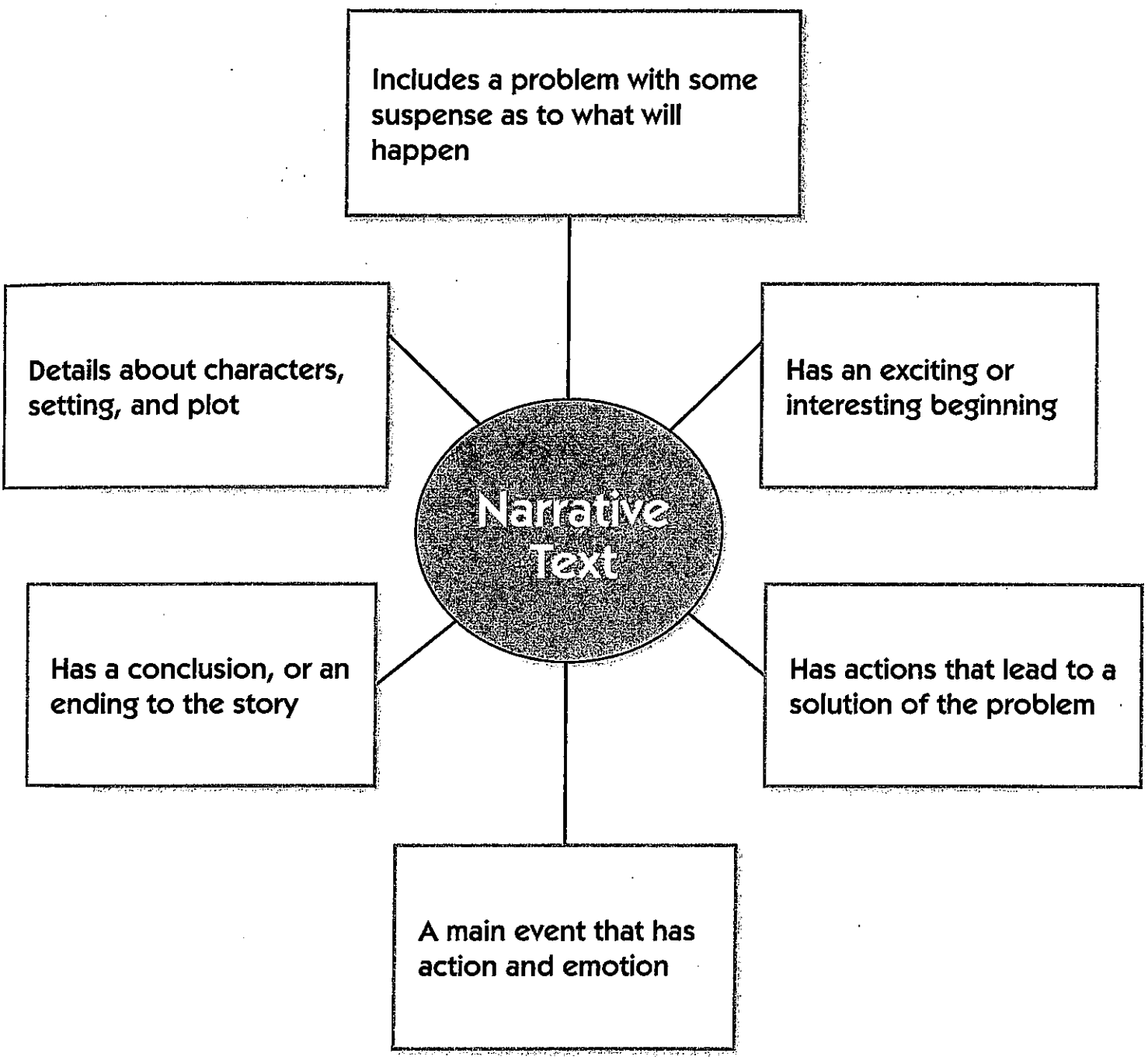
The audience is any reader. Sometimes you will enjoy a book because you relate to a character, a setting, or a problem in the book. Sometimes you will enjoy a story that is told really well, even though the story line is not your favorite.

How to Use It

How do you read a narrative text?

1. Read from beginning to end.
2. Use a graphic organizer to keep the characters straight.
3. Research the setting if it is unfamiliar.

What are some common features of a narrative text?



Guided Instruction

RL.5.3

WORDS TO KNOW

dilemma
endurance
option

We can better understand a story by **comparing and contrasting story elements,** such as characters and events.

CITE EVIDENCE

A Characters have traits, or personal qualities. Put a star next to a trait that the sisters have in common.

B A major event in the story is the 10K race. This year's race is contrasted with races in previous years. Underline the sentences that explain why the race is different this year.

Running for Hearts

(Genre: Fictional Narrative)

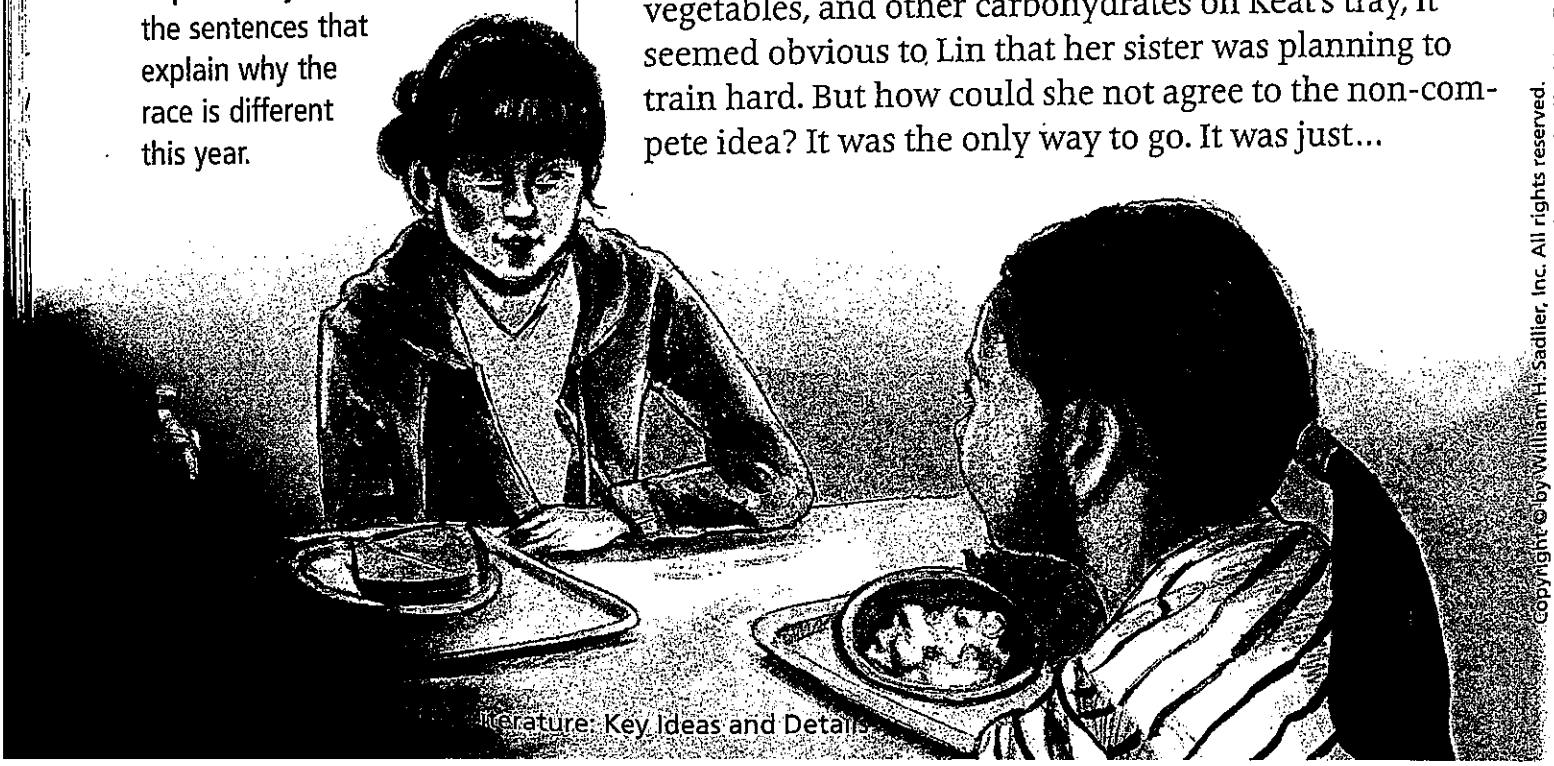
1 Lin and Keat Foong weren't just sisters, they were friends—good ones. But they were also fierce competitors. Everything they did, from their studies to cleaning their rooms, became a contest. So when San Francisco's annual Run for Hearts 10K race came around, the sisters found themselves in a **dilemma**.

2 They had run the 10K in previous years, but this year's race was special. Their grandmother had recently been hospitalized for tachycardia, or a very rapid heartbeat. The Run for Hearts was all about raising funds to use for research into heart disease in women.

3 It didn't seem right for either girl to try to beat the other in a race that they were running to help Nana. But to not enter the race was not an **option**.

4 "It's simple, Lin," Keat said, as they sat down to lunch in the school cafeteria. "We run the race, but we agree not to compete, okay?"

5 From the macaroni and cheese, rolls, steamed vegetables, and other carbohydrates on Keat's tray, it seemed obvious to Lin that her sister was planning to train hard. But how could she not agree to the non-compete idea? It was the only way to go. It was just...



6 Lin stuck out her hand. "Okay. Deal." Even as she shook Keat's hand, Lin realized that she, too, would ramp up her training. Keat, a year older, was taller and faster than Lin. Lin's only advantage was **endurance**.

7 What followed was one of the oddest periods ever in the Foong household. While both girls showed up for family meals—and slipped into the kitchen for snacks so frequently that Mrs. Foong had to go to the store more often—the girls seemed to have no presence in the home at all.

8 "You're like ghosts," their mother said one night. "I used to see you all the time. Now I only see you a few minutes a day. Nana really misses you. You don't read to her at night any more, you're both so tired."

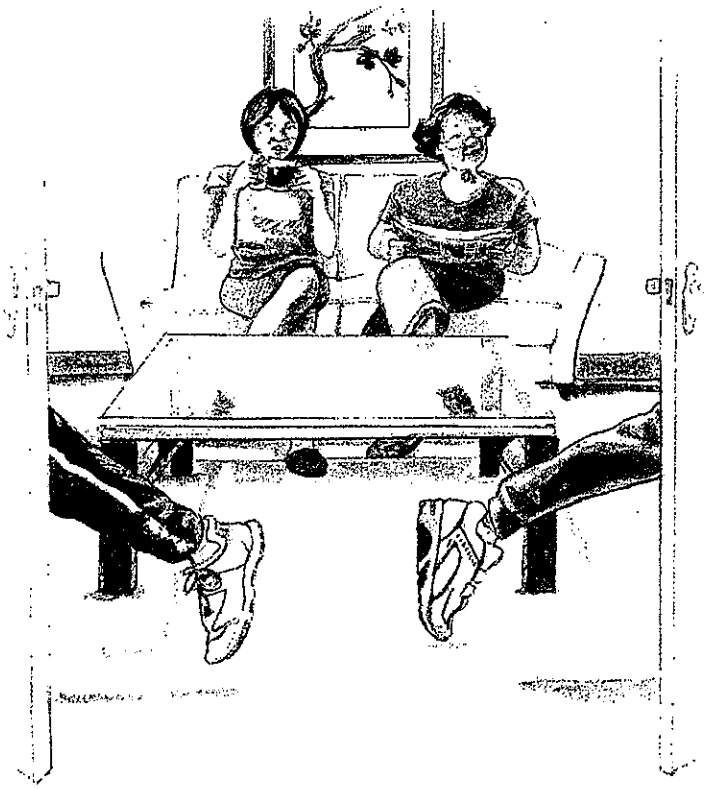
9 Lin winced. She'd been going to bed earlier and earlier so that she could take longer training runs in the morning. But then Keat was doing the same thing. One girl went out the front door, the other the back door. It hadn't occurred to Lin for a second that their getting ready for this run to help Nana was depriving Nana of what she wanted most: their company.

10 Still, it went on. It was as if there was something in the sisters' DNA that they simply couldn't fight. Each girl seemed to know in her heart that the nonstop training wasn't about simply running the race in a time they could be proud of—it was about *winning*.

CITE EVIDENCE

C In what ways has the Foong household been affected by the girls' training? Underline sentences that contrast the way the sisters behave now with how they behaved before.

D Underline the sentence that reveals the girls' motivation for their training. Explain how the story element of character is driving the story at this point.



Comprehension Check

According to the text, how are Lin and Keat Foong alike? How are they different?

Guided Practice

RL.5.3

WORDS TO KNOW

sarcastic

tart

CITE EVIDENCE

A Put a star next to an example of Lin's thinking that seems to contrast with her sister's way of thinking.

B In paragraphs 13–15, circle the main points each girl makes. How does the point of view each girl expresses help you compare and contrast the characters?

Running for Hearts *continued*

11 On a Saturday morning two weeks before the race, both girls were running around the park in opposite directions. Their usual routine was to look away at the exact moment they passed. But on this morning Keat stopped in her tracks. Lin jogged on a little, then circled back to her sister. Her heart was beating hard, and not just from running.

12 "I know," Lin said, before Keat said a word. "We have to get serious about not winning."

13 Keat shook her head, breathing hard. "I don't think we can. Not in two weeks." She paused to catch her breath. "We can't just change who we are. Anyway, what does it matter? We both know this is for Nana. Let's just admit it. We're both going to run hard and try our best to win."

14 "So, what are you saying: that we're going to battle to see who loves Nana most?" Lin said, her voice a little **tart**. "What would she say to that?"

15 "I think Nana wants us to be ourselves."

16 Lin thought about it. Using the race like they did everything else—as a contest— seemed wrong, almost an insult to Nana. It worried Lin to think that their motivation might be less than noble. But Lin also knew that, like her sister, she wouldn't be able to pull back from the goal of victory. And now Keat was throwing down a challenge.

17 "Are we on?" Keat asked.

18 "Oh, we're *on*, Sister," Lin shot back. "And you'd better bring it."

19 Now that it was out in the open, the girls threw themselves into training as never before. They even competed over *that*. Each one kept on eye on her sister's comings and goings, making certain not to be outdone.

20 "I see your sneakers are gathering a little dust," Keat said to her sister a week later as they hung out in Lin's room. The race was in four days.

21 "*Meow*," Lin replied, scratching the air—a jab at Keat's **sarcastic** tone. "We'll find out who's been training hardest on Sunday, right?"

Comprehension Check

1. Which statement best describes the contrast between Lin's and Keat's feelings about the race?

   a. Lin, unlike Keat, worries that using the race as a contest is wrong.

   b. Lin wants to win for Nana's sake, but Keat wants to win for herself.

   c. Lin thinks they should agree not to run, but Keat disagrees.

   d. Lin thinks Keat will win, but Keat thinks Lin will win.

2. What contrast between the sisters is shown by the meeting in the park?

   a. When Keat stops in her tracks, it shows that she has less strength and stamina than Lin.

   b. When they argue about Nana, it shows that Lin loves Nana more than Keat does.

   c. When they are running in opposite directions, it shows that they are working against each other.

   d. When Lin's heart beats hard, it shows that she is not as ready for the race as Keat is.

3. Work with a partner to compare and contrast the characters, the settings, and the events of the story so far. What story element seems to be mainly driving the story?

Independent Practice

RL.5.3

WORDS TO KNOW

contorted
hydrated
stamina

CITE EVIDENCE

A Underline details that tell about each sister's talents. Compare and contrast their abilities.

B Put a star next to the paragraph that describes an event that is the turning point of the story. How does this event change the way the sisters usually interact with each other?

Running for Hearts *continued*

22 The day of the race dawned cool and bright: a classic San Francisco day. It was also perfect running weather.

23 From the moment the starting gun went off it was clear that neither Keat nor Lin was going to give an inch. This might be a charity run to fight heart disease, but when one girl got in front of the other it was closer to all-out war.

24 First Keat led, her long legs flicking swiftly like the blades of scissors as the racers sped along the city's level riverfront. Keat used the chance to press far ahead and join the frontrunners. But as they got into San Francisco's steep hills, it was Lin's turn to shine.

25 Lin's real power was in her **stamina**. She might not have her sister's long legs, but she could master the strain of going up streets so steep that runner after runner fell behind. As Lin caught up to Keat, the sisters' race within a race became razor close.

26 Each girl strategized to make sure she would be in the lead when they crossed the finish line. The sun came out, blazing down on Lin and Keat. But they'd both trained hard and they both managed to get enough water from volunteers along the route to stay perfectly **hydrated**. The girls' race within a race seemed certain to end in a tie.

27 Until disaster struck.

28 Two miles from the finish line, Keat pulled up sharply. Her face was **contorted** in anguish.

29 "What's wrong?" Lin asked, catching up to her sister.

30 "Charley horse, I think," Keat gasped. "I can't...I can't finish, Lin. My leg is cramped; it hurts too much."

31 "You can if you lean on me, Keatster." Lin put Keat's arm over her shoulders. Both girls had tears in their eyes. "This is for Nana, right?"

32 Keat could only nod.

33 Hours later, as the girls hobbled over the line with some of the novelty runners—people on pogo sticks or wearing chicken suits—no one but their parents knew the truth. The girls hadn't set any records. Neither one even finished before the other. But they were most definitely winners.

Comprehension Check

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1. According to the text, which of the following best describes the contrast between the girls' running talents?

   a. Keat is more strategic; Lin is more energetic.

   b. Keat is better on the flats; Lin is better on the hills.

   c. Lin is smarter; Keat is luckier.

   d. Keat can endure longer distances; Lin can run faster in spurts.

2. Which is the BEST statement of the contrast between the girls' characters, based on evidence from the story?

   a. Lin tends to think a lot and worry more than Keat does.

   b. Keat has complicated ideas, while Lin has simple ones.

   c. Lin wants Nana's love, but Keat doesn't seem to care about Nana.

   d. Keat is very competitive in everything, while Lin is not.

3. Compare and contrast two or more of the events in this story to explain how the conflict between the sisters is finally resolved. CIte the text.

Guided Instruction

RI.5.3

WORDS TO KNOW

hypothesis
interaction
pressure
procedure

Readers need to explain **relationships or interactions between concepts and ideas** to help them better understand an informational text.

CITE EVIDENCE

A To help make **connections between ideas**, you can think about causes and effects. In paragraph 3, circle the words that tell what happens when you push against something.

B In order to see **relationships between ideas**, think about whether the ideas are the same or different. Underline the two ideas in paragraph 3 that present the same concept.

Experiments with Motion

(Genre: Science Procedural)

1 You are riding in the car when suddenly a dog darts into the road. *Screech!* The car comes to a sudden stop. Why do you feel the **pressure** of your body against the seat belt when the car stops?

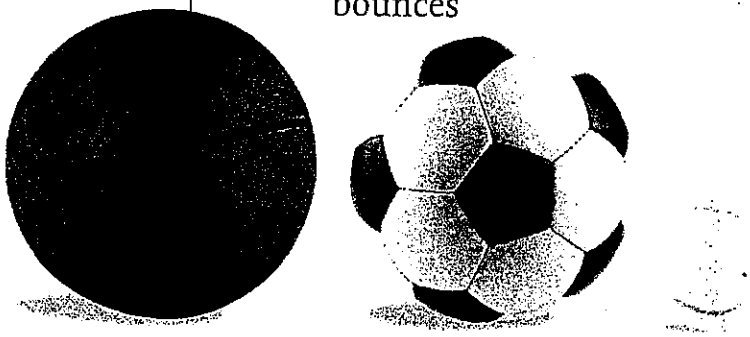
2 When the car stopped, you moved forward, and the seat belt pushed against you. If you weren't secured by the seat belt, you would have continued to move forward as the car stopped. The seat belt applied a force to keep you from moving forward. The seat belt was the force that took you from a state of motion to a state of rest.

3 An exchange of energy occurred when the car stopped. That's because, when you push against something, it pushes back on you with an equal force. In other words, when two objects meet, there is a transfer of energy. Newton's third law of motion describes this: For every action there is an equal and opposite reaction. This is sometimes called the law of **interaction**. When you push on a table, the table pushes on you. When you sit on a chair, the chair is pushing back on you. A surprising experiment demonstrates this law.

Bounce vs. Bounce

Materials Needed:

- a soccer ball, basketball, or other large ball that bounces
- a tennis ball, racquetball, or other small ball that bounces



RI.5.3

Guided Instruction

Procedure:

- Conduct this experiment outdoors.
- Find a hard surface, such as concrete or a wood deck.
- Bounce the large ball and small ball side by side, dropping each from shoulder height. Note how high each ball returns after the first bounce.
- Remember that with any experiment, it is necessary to perform the **procedure** more than once. You need to drop the ball several times and then form a conclusion based on the average results of your observations.
- Now stack the smaller ball on top of the larger one and prepare to drop them both at once. But first, make a **hypothesis**: Based on what you know about the laws of motion, what do you believe will happen when the balls hit the ground?
- Drop the balls. It may take a couple of tries to get this right, but when you do the result may surprise you.

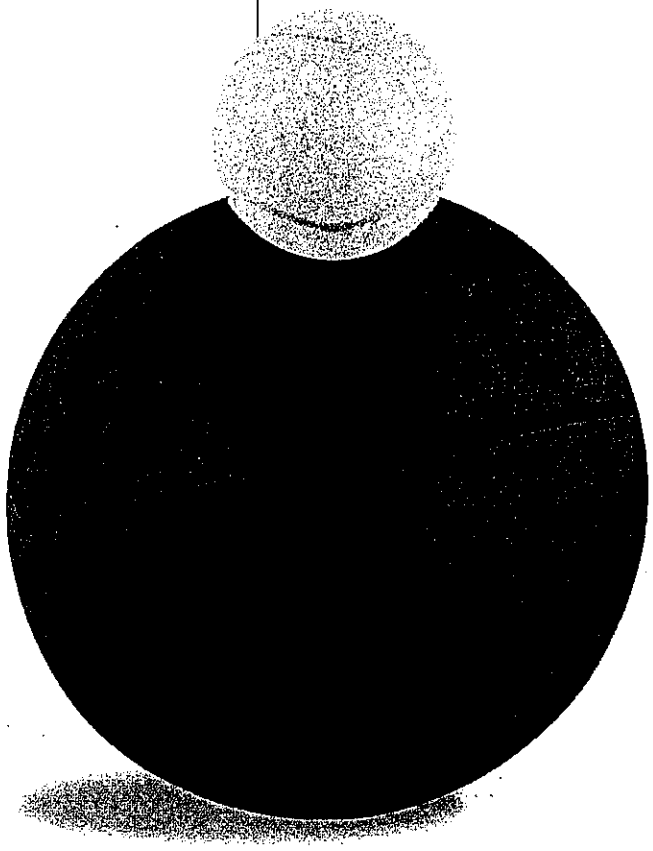
CITE EVIDENCE

C In this text, the steps in the experiment are related—they are presented in a **specific order**, in a series. Underline the sentence that tells the first thing you will do with the balls.

D Review what you have read about motion, and think about the relationship between those concepts and this experiment. Put a star by the sentence in "Procedure" that asks you to make that connection. Discuss what you have learned about motion that helped you make your hypothesis.

Comprehension Check

How was your hypothesis of what would happen based on what you read in the text? How did what you already know about Newton's ideas relate to your answer?



Guided Practice

WORDS TO KNOW

concentrated

log

CITE EVIDENCE

A In this experiment, why does the larger ball barely bounce, but the smaller ball flies? Circle the sentence that explains.

B Underline the sentence that tell what kind of relationship gravity has with energy. Discuss how gravity affects all movements on Earth.

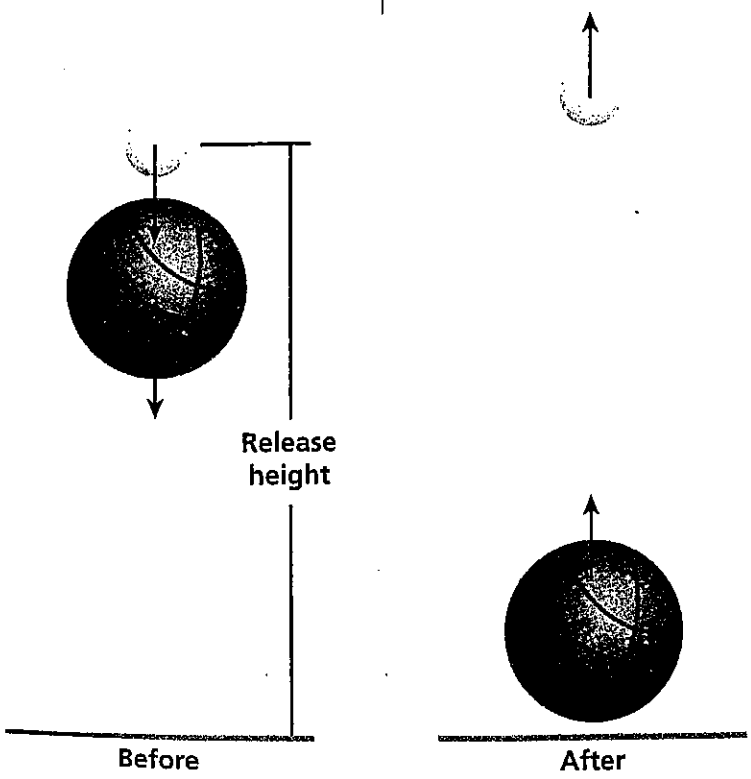
Explanation:

4 It's all about transfer of energy! Some of the energy of the larger ball is transferred to the smaller one. Notice that you most likely **concentrated** your attention on the high-flying smaller ball. Try it again and see what the larger ball does. It barely bounces at all. This is because its energy passes directly to the smaller ball. The smaller ball, having less mass, goes rocketing into the air. Oh, and don't forget gravity! As the smaller ball is flying through the air, gravity is slowing it down, changing kinetic energy (the energy at work) into potential energy (stored energy).

Explore it further:

5 Select from your variety of other bouncy balls and see what happens. If an even lighter ball is on top, what then? What if a bigger ball sits on top of a smaller ball? What if you stack three balls—largest on the bottom, then a medium-sized ball, topped with a small ball? Which ball will travel the farthest?

6 As you try all the variations you can think of, consider how Newton's laws and the ideas you have learned about energy apply to the experiment.



7 When you have tried all the various balls you have to use, try other comparisons. If you drop a basketball and a ping pong ball from the same height, which bounces longest? Why do you think that is?

8 Keep an experiment **log** that records the results of each experiment. Include your hypothesis and a description of the results. Explain whether the experiment supported your hypothesis. End with an explanation of why you got the results you did.

Comprehension Check

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1. Which of the following concepts related to Newton's third law of motion is the key concept behind this experiment?

   a. pressure

   b. friction

   c. transfer of energy

   d. mass and acceleration

2. What causes kinetic energy to change to potential energy once the small ball is in the air?

   a. acceleration

   b. gravity

   c. transfer of energy

   d. friction

3. With a partner, discuss how the experiments and information in the text help you to gain a better understanding of transfer of energy.

Independent Practice

RI.5.3

WORDS TO KNOW

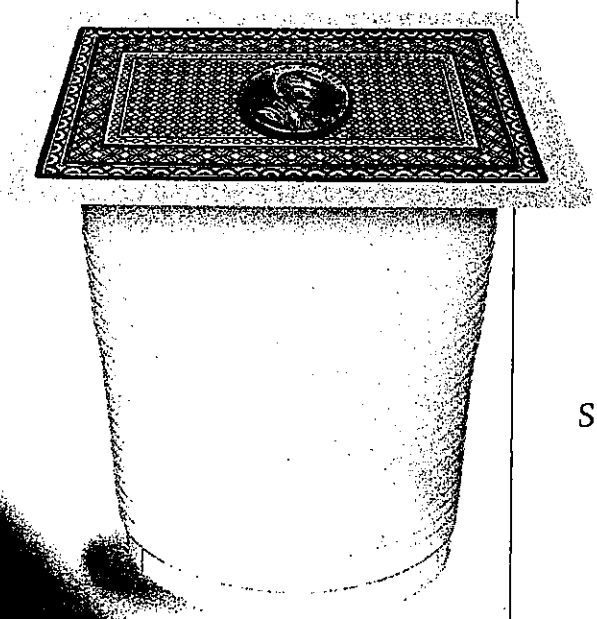
tendency

valid

CITE EVIDENCE

A Underline the step in the procedure that will show a relationship between the action performed on the card and the penny.

B Circle the sentence in the procedure that explains why you need to perform the experiment several times. Discuss why it is important to record results.



Disappearing Penny

9 For this experiment, you will demonstrate the basics of inertia—the **tendency** of an object to keep doing whatever it is doing until a force acts on it. This is Newton's first law of motion, and there is nothing that escapes it. As you sit at your desk reading this experiment, you, too, are in a state of inertia!

Materials Needed:

- A clear plastic cup
- A penny
- A playing card

Procedure:

- As you conduct this experiment, make sure an adult is nearby to supervise.
- Place the playing card on top of the cup's opening.
- Set the penny on top of the playing card so that it is positioned over the middle of the cup.
- Hold the cup firmly. Then, with the penny still sitting on it, whip the card off the top of the cup. Be sure you keep the card flat. You can also just pull the card toward you with a sharp tug.
- Remember to perform the procedure at least three times. You will need to test your results several times in order to draw a **valid** conclusion.
- Write down your observations of what happened. How many times did the penny drop into the cup? Did the way you flicked the card change what happened to the penny?

So, why did the penny fall into the cup?

Explanation:

10 Because the penny has inertia, its tendency is to keep doing what it is doing, which is nothing. With one quick flick you see the power of inertia, which holds the coin in place. If you like, you can even try the same experiment using your finger instead of the cup. It's tricky, but with practice you can do it!

Comprehension Check

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1. What force described in the Bounce vs. Bounce experiment can you infer acted on the penny to make it fall into the cup?

   a. mass

   b. gravity

   c. acceleration

   d. transfer of energy

2. What is the relationship between the Bounce vs. Bounce experiment and the Disappearing Penny experiment?

   a. They both use materials you can easily find.

   b. They both deal with mass and acceleration.

   c. They both start with a hypothesis.

   d. They both demonstrate Newton's laws of motion.

3. Describe how the Explanation section at the end of each experiment helped to explain the interactions observed in each experiment.

Guided Instruction

Bump, Bump, and Away! The Science of Bumper Cars

(Genre: Explanatory Text)

WORDS TO KNOW

collision
kinetic
magnitude
vibration

The **main idea** is the most important idea in a text or part of a text. The **key details** support the main idea. Use the main idea and key details to **summarize** the text.

CITE EVIDENCE

A To **determine the main idea**, ask what the paragraph is mostly about. Underline the main idea of paragraph 2.

B **Key details** support the main idea. In paragraph 4, circle a key detail that supports the idea that Newton's law doesn't seem to match up with reality.

1 Bumper cars at amusement parks seem to appeal to all ages. You may have ridden in one and felt the jolting effects as one bug-shaped car *whams* into another in a controlled **collision**.

2 Bumper car rides are created with safety in mind. The cars are rimmed with thick rubber bumpers. These bumpers provide cushioning that lessens the force of the impact. You feel the collision, but it doesn't hurt you, and it doesn't toss you out of the car.

Balanced Forces

3 With all this protection, why do you still feel such a jolt? The answer is in Newton's third law of motion. This law states that if one object exerts a force on a second object, the second object exerts a force equal in **magnitude** and opposite in direction on the first object.

4 At first, this law doesn't seem to match up with reality. After all, when a bat hits a ball, the ball can fly hundreds of yards. The bat does not appear to move backward at all. But if you are the one doing the hitting, you know exactly where the force goes. It is the **vibration** that goes into your hands, your wrists, and—if you hit hard enough—right into the bones of your shoulders. The jolt and quiver of the bat is an amount of energy exactly equal to that which sends the ball soaring all the way into the upper deck of the stands. The two forces are indeed in exact balance.

5 The force the batter feels is like the jolt you feel from a bumper car collision. One force meets the other force in the opposite direction. The car's rubber bumpers absorb part of the energy of the collision. Another part of the energy goes into the slight backward movement of your car that results from the collision. The rest of the energy goes into your body as a strong jolt.

6 The idea of a force going in the opposite direction explains the jolt, but it doesn't explain why the cars don't go flying out of the ring. The principle of action and reaction explains why bumper cars do not bump each other out of the ring. The cars stay within the ring because the maximum speed of the cars is carefully adjusted, and also because they have the same amount of power available to them. They can't collide with enough force to go flying!

7 Bumper cars run on electricity. Each bumper car is supplied with the same amount of electrical energy. In some bumper car rides, the electricity flows constantly through a metal net stretched across the ceiling. A metal brush at the end of a pole in the car's back carries the electricity into the car's electric motor. The motor then converts this electrical energy into **kinetic** energy, the energy of motion. Think of the electrical energy as gasoline and the kinetic energy as the energy that is released from burning gasoline. (Some of the electrical energy becomes heat, which is why bumper car motors can get hot.)

Comprehension Check

What key details in the text explain how controlling the amount of electricity available to the cars affect the safety of the bumper car ride?

CITE EVIDENCE

C Every paragraph in a text has its own main idea. You may have to infer this main idea, but sometimes it will be stated directly, or explicitly. Underline the statement of the main idea in paragraph 6.

D When you **summarize,** you need to think about the main idea and just the important, or key, details. Put a box around a detail in paragraph 7 that you would not need to include in a summary. Why is this detail unnecessary? Then summarize the paragraph.

Guided Practice

RI.5.2

WORDS TO KNOW

restrained
transfer
velocity

CITE EVIDENCE

A What is the main idea of paragraph 8? Underline the sentence.

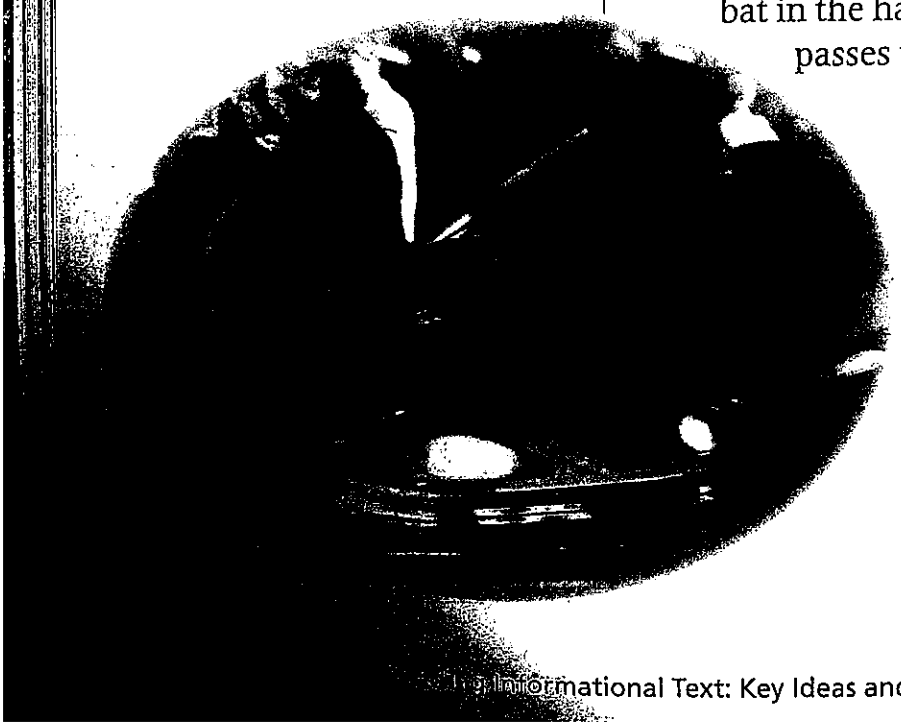
B Underline the main idea in paragraph 10. Then circle two details that support this main idea. Discuss what would happen if you were in a bumper car and you collided with a smaller driver whose car was sitting still.

It's Not Just the Jolt

8 Bumper car drivers experience more effects than just jolts. When two cars bump together, both drivers feel a jolt, but they also sense a change in their motion. If you collide head on, for example, your body still wants to go forward. It is **restrained** only by the seat belt. (Bumper car drivers *must* wear seat belts!) When you take a sharp turn the same thing is true: your body wants to keep going in the direction it was going. When you hit the accelerator, you feel like you are being pressed back in your seat. That is because your body was at rest and wanted to stay that way.

9 You are experiencing Newton's first law of motion at work. An object at rest stays at rest; an object in motion stays in motion unless acted upon by an outside force.

10 Of course, not every jolt you will get in a bumper car is the same. The strength of the jolt you get is directly related to your mass and the mass of the driver who bumps you. If a large adult bumped you with his or her car, you would feel a greater jolt than if you were bumped by someone smaller than you. Also, if you are sitting still and the other car is moving, the **transfer** of energy will give you a really powerful jolt, just like that bat in the hands of the batter. BONK! All that energy passes through you!



11 All the cars weigh the same, and they have the same maximum speed and the same amount of power. So, we can reduce the reasons for differences in bumper car collisions to just a few factors: the mass of the drivers, the **velocity** of the cars, and the angle of the collisions.

12 Remember that safety is a concern with bumper cars. That's because the ride is designed for all ages. Children as well as adults have to be able to use them without fear of injury. Therefore, height and weight restrictions have been determined for these rides, in order to protect people who are too small or may be too light to be safe in a bumper car.

Comprehension Check

1. Which of the following is a key detail that supports the main idea in paragraph 8?

   a. Bumper cars work only in unique circumstances.

   b. When two cars bump, both drivers sense a change in their motion.

   c. Bumper cars can help you understand Newton's first law of motion.

   d. Bumper cars are required to have seat belts.

2. What is the main idea of paragraph 12?

   a. Only people who fit a certain standard for ideal height and weight can ride in bumper cars.

   b. Bumper car rides are safe for people of all ages, even people who are too small or too light.

   c. Bumper cars are designed to be enjoyed by all ages, so there are height and weight restrictions for safety.

   d. It is best if only older children and adults ride in bumper cars.

3. Work with a partner to create a summary sentence that describes how mass affects the jolt a bumper car driver may receive.

Independent Practice

RI.5.2

WORDS TO KNOW

angle

deflected

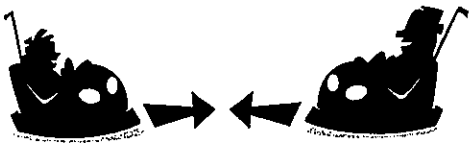
CITE EVIDENCE

A Circle three key details in paragraph 13. Why are these details important?

B Underline the main idea of this section. What is the author is trying to prove in this section of the article? Give a brief summary of "The Science of Bumper Cars."

The Science of Bumper Cars

13 Now let's look at what can actually happen when science and bumper cars meet! Imagine two bumper cars are in a head-on collision. Each car weighs about 700 pounds. The driver in the black car weighs 90 pounds, and the driver in the red car weighs 180 pounds. The cars slam into each other.

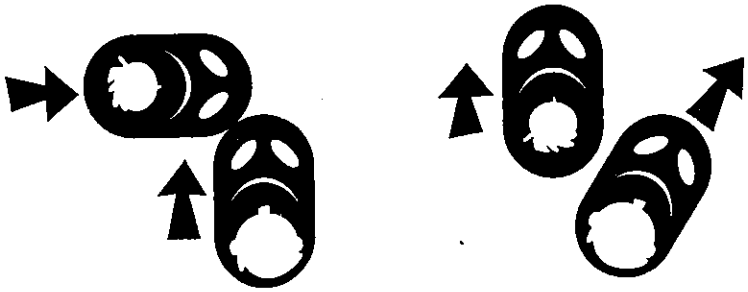


14 Will they bounce off each other and move away in opposite directions?

15 Will they both continue in the same direction as the red car?

16 If you guessed the second result, you're right! The greater total mass of the red car with the 180-pound driver gives it more force. This force is enough to push back the black car with its 90-pound driver.

17 Here are the same black and red cars with the same drivers again. In this case, they bump each other at a 90-degree **angle** instead of head-on. What will be the result?



18 The black car is **deflected** at a sharper angle than the red car. The black car speeds up, and the red car slows down. The red car's driver is twice the mass of the black car's driver, so the red car will be pushed off less from its path. But the energy that passes into the black car will have more effect because the black car has less mass. That car will move off faster.

19 Can you believe all of this science is behind such a fun ride? If you ever have a chance to drive bumper cars, remember that science will help keep you safe. Fasten that seat belt and enjoy the ride!

Comprehension Check

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1. What is the main idea of paragraph 19?

a. It is fun to watch people colliding in bumper cars and to see how the laws of motion work.

b. People have different ways of bumping each other in bumper cars.

c. Bumper car rides are safe because they were designed with an understanding of science.

d. Science can be fun when bumper cars are used as the subject.

2. Circle the letter next to the BEST summary of paragraph 18.

a. Mass has a significant effect on the deflection of a bumper car.

b. The red car is twice the mass of the black car.

c. Energy has the same effect on both cars.

d. A sharp angle will make a bumper car deflect less.

3. What key details in the section "The Science of Bumper Cars" are most important to understanding what happens in bumper car collisions?

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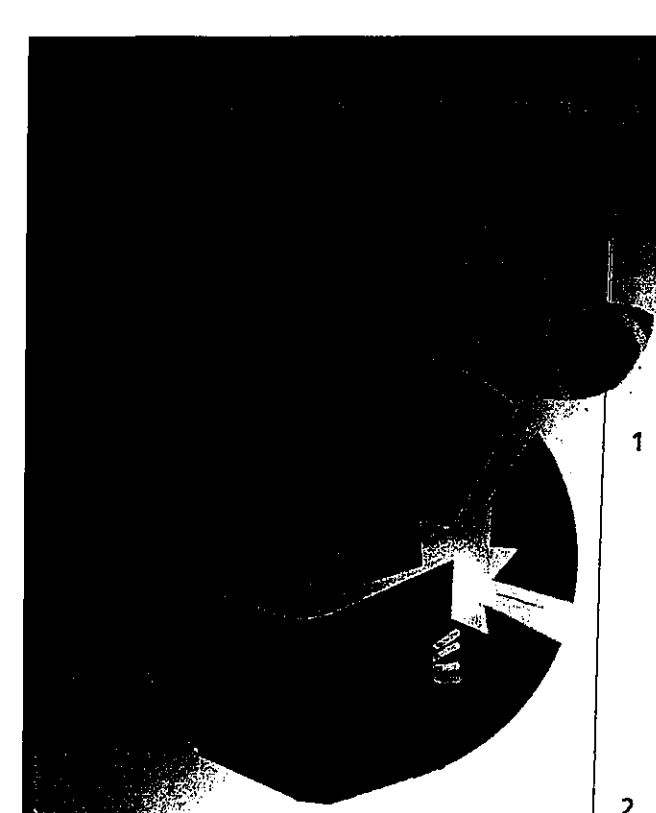
Like a Book

(Genre: Realistic Fiction)



WORDS TO KNOW

intricate
resonant
scurrying

You can use evidence to **draw inferences,** or figure out what is really going on in a text.

CITE EVIDENCE

A Sometimes an author will tell you directly, or explicitly, what a character thinks or feels. Underline a sentence that explicitly tells you what the narrator thinks of his brothers.

B Information isn't always stated directly. You need to **draw inferences**, or use evidence to make good guesses. Underline details that help you infer what the narrator is like. How is he? How do you know?

1 I sat in the big chair in the living room with my history book propped on my knee like a shield. Foam balls flew fast and furiously through the air—my little twin brothers had developed their own game that involved not just one ball but two, plus an assortment of other objects and at least three different goals that I knew of. They kept at least one or two of the goals secret even from each other.

2 I love my little brothers, but I hate it when they get going with their **intricate**, made-up ballgames. Tonight, with a test in the morning, I could not be distracted. Dad wouldn't be home until later, and Mom was upstairs working in her office. I wasn't exactly babysitting, but I felt like I was. I had to either endure this noisy activity or find a way to...somehow...end it.

3 A foam football bounced off my textbook and arced through the door to the kitchen.

4 "Score!!" Leo yelled.

5 I got an idea. "Lester, Leo, come to me," I said in my best Tracker voice. The Tracker was a fantasy character I had invented. I drew comics about him. He was a noble warrior from a planet that existed long ago and far away. His name, Tracker, came from the fact that he could track down any enemy, anywhere, even in another dimension. He spoke in a deep, **resonant** voice with an accent that sounded a bit Scottish. I think I did a pretty good job of speaking the way I imagined he would sound.

6 Most of the time, my brothers like it when I use my Tracker voice, because it means some make-believe game about ancient space warriors is about to start. Tonight, though, they were more interested in their own

RL.5.1

game. They had wound each other up. I doubt they even heard me. Leo grabbed a foam noodle from behind Lester and charged upstairs with it. Lester followed.

7 "Do not disturb your mother!" I called out in my Tracker voice. "For if you do, she shall surely come sailing down the stairs in a fury!"

8 Suddenly I heard a loud thump and the sound of objects falling, followed by Leo's triumphant cry, "Score!" I heard an upstairs door swing open, and Mom's voice called out, "Logan! Aren't you watching your brothers? Lester and Leo, get back downstairs and find something quiet to do! Logan, come up here and see what they've been up to."

9 Leo and Lester came slowly back down the stairs as I trudged tiredly up the stairway, feeling like I was about eighty years old. When I got to the top, I saw dozens of hardcover books scattered in the hallway. (My parents were not noted for orderliness or organization. They basically just had too many books, and not enough bookcases.)

10 I sighed and started to put the books back into a balanced pile against the wall. Then my eyes settled on a book I'd never seen before. It had an old-fashioned leather binding with fancy gold lettering. I picked it up gently and turned the pages with care. It was just an old book of poetry, but it looked valuable and important.

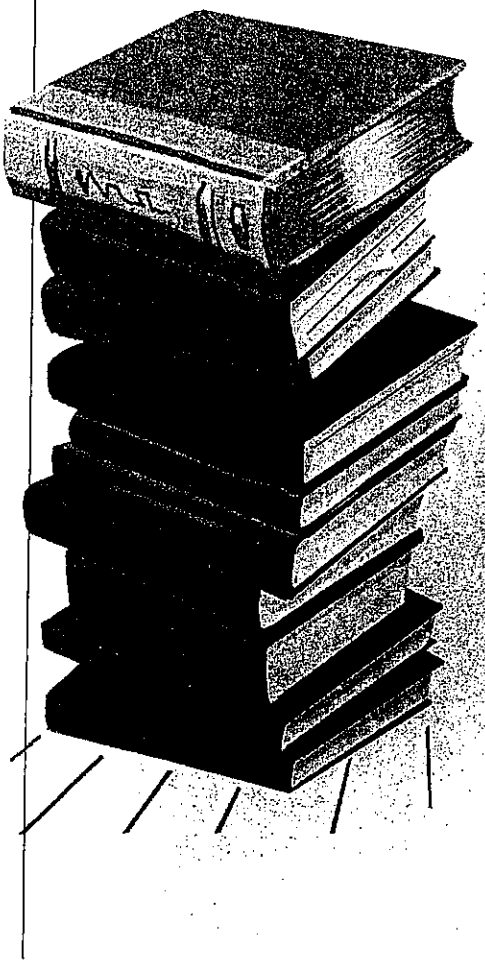
Cries and noisy **scurrying** drifted up from downstairs. The twins were back at it again. I heard Mom's voice from behind her office door: "Logan, can't you get them to settle down? Please? I have to finish this report."

Guided Instruction

CITE EVIDENCE

C In paragraph 9, why are the books scattered in the hallway? Circle a sentence in paragraph 8 that helped you draw this inference.

D Underline the sentences that describe the book and show how the narrator treats it. Discuss whether you think the book might be important later in the story, and why.



Comprehension Check

How do you know that the narrator is already tired of watching his brothers? Explain your answer with details from the text.

Guided Practice

RL.5.1

WORDS TO KNOW

opponent
tactic
unison

CITE EVIDENCE

A Underline the sentences that suggest the twins are falling for the narrator's plan.

B Circle hints that suggest what the narrator is trying to do. How would you describe his approach to dealing with his little brothers?

Like a Book *continued*

12 Well, I had a test to prepare for. I looked again at the old book in my hands, and an idea hatched.

13 I came slowly down the stairs. Back in my chair, I leafed through the old book, staring intently at each page. "Amazing!" I said. "This is incredible!" I waited for the twins to become curious.

14 "What's in that book?" Leo asked, finally. A plastic hockey helmet sat at an angle on his head. Lester was sprawled on the floor.

15 I ignored Leo. "Logan! I asked you what's in it!"

16 Paying no attention was critical at this stage.

17 Leo gave Lester a knowing look. "Logan's reading a really old book. He's keeping it secret."

18 Lester shuffled toward me on his knees. "Come on. What's in the book? Is it a story?"

19 I shook my head. "Not a story. The truth. It's a book of special ancient knowledge. It's full of wisdom." I paused. "*Warrior wisdom.*" I looked them in the eyes. "But...well, I think you're a little too young for this."

20 "Too young for what?" Lester asked, getting up.

21 Both boys stood at eager attention in front of me.

22 "Tell us," they said, in impatient **unison**.

23 "It's not for little kids. It's a book of **tactics** that ancient warriors used to win battles," I explained. "Highly trained martial artists and soldiers study this book to give them an advantage over enemies."

24 Leo and Lester gave each other highly competitive looks. Was my plan actually going to work?

25 "These strategies take all the physical and mental power a person has," I said seriously. "A person who learned them would be...well, even better than a black belt in karate. I can teach you—if you think you can handle it." I paused. "And you have to keep it a secret."

26 They followed me into the kitchen. I had them sit at opposite ends of the table. "You must start with the most basic skill of a true warrior. The one skill that will give you an absolute advantage over any **opponent**."

27 Leo's face became a mask of awe. "What is it?"

28 "Only the most important skill there is. Without mastering this skill, you will never achieve the higher levels...."

29 Lester's eagerness was visible. "So what *is* it?"

Comprehension Check

1. Circle the letter of an inference you can draw about Lester.

   a. He is trusting.

   b. He is impatient.

   c. He is well-read.

   d. He is tall.

2. Circle the letter of a quotation that helps you infer the narrator has mapped out a clever plan.

   a. "I came slowly down the stairs."

   b. "I leafed through the old book, staring intently at each page."

   c. "Lester shuffled toward me on his knees."

   d. "Paying no attention was critical at this stage."

3. Work with a partner to make an inference based on the text for why the narrator pretends the poetry book is about ancient warrior wisdom.

_____

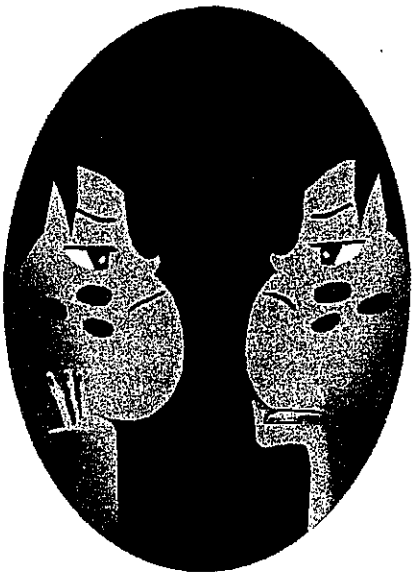
_____

_____

_____

Independent Practice

RL.5.1



WORDS TO KNOW

immobility
potential
random

CITE EVIDENCE

A Underline the sentences that tells you the narrator has succeeded in getting the twins to do what he wanted.

B Circle examples of how the narrator uses his manner and speech to make the twins do what he wants. What kinds of games might the narrator be particularly good at, based on what you have inferred

Like a Book *continued*

30 I smiled and opened to a **random** page in the book. "Complete **immobility**. Utter silence and stillness."

31 The boys looked at each other, then at me.

32 "You mean, like, not moving or talking?" Leo asked.

33 I nodded as gravely as I could. "The best test of a warrior's **potential** is through a competition."

34 Lester set his jaw. "How do you win it?"

35 At last I had them.

36 "The first one to twitch a muscle or speak a word... well, he's probably not cut out to follow the path of the true warrior."

37 Before I had even finished, Lester and Leo were sitting stone still at the kitchen table. Their eyes were locked in a mental arm wrestling match.

38 "It has begun," I muttered, backing away.

39 Of course it wasn't going to be that easy. I had to take a chair into the kitchen and watch them while I read my book for school—with one eye on the clock. After the first five minutes I saw that I'd have to relax the rules.

40 "Okay," I said, picking up the old book. "The book says you can move—a bit. Even the Tracker moves slightly, remember? But you have to be stealthy. Be more silent than ants, or the grass, or a breeze...."

41 My words did the trick. They were each so focused on winning that they were like statues.

42 I crept back into the living room to concentrate on my book. For the next twenty minutes or so, not a peep came from the kitchen.

43 At 8:30 the front door opened. My dad, home early, came into the living room. Then Mom came down the stairs. She looked around a bit nervously.

44 "What happened to the twins? Where are they?"

45 No one had ever known the silence of the twins. Looking up from my book, I nodded toward the kitchen.

46 My parents stood and watched for a while. "How'd you do it?" Dad mouthed, clearly not wanting to break the spell of silence.

47 I shrugged. "A little psychology. I guess by now I can just read the twins like...a book."

Comprehension Check

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1. Circle the letter of an inference you can draw about the narrator's tone of voice in paragraph 40.

   a. It is probably dreamy and soothing.

   b. It is probably rough and angry.

   c. It is probably loud and commanding.

   d. It is probably sad and lonely.

2. Circle the letter of the text evidence that best supports the inference that the narrator is able to change his strategy with the situation.

   a. "I crept back into the living room to concentrate on my book."

   b. "Before I had even finished, Lester and Leo were sitting stone still at the kitchen table."

   c. "'It has begun,' I muttered, backing away."

   d. "After the first five minutes I saw that I'd have to relax the rules."

3. List two things you can infer about the narrator. Provide text evidence for each inference on the lines below.

_____

_____

_____

_____

Guided Instruction

RI.5.8

WORDS TO KNOW

fulfilled
migration
sawmill
skeptical

To **analyze an author's argument**, identify the points the author presents, and examine the **reasons and evidence** he or she provides to support each point.

CITE EVIDENCE

A Analyze the author's argument in paragraph 2. Circle the sentence that states the argument, or "point," of the paragraph. Restate that sentence in your own words.

B In paragraph 2, underline four facts that the author uses as evidence for the point made earlier in the paragraph. When you add these facts together, what generalization can you make about what motivated the Gold Rush?

Going for the Gold:
The California Gold Rush

(Genre: Historical Nonfiction)

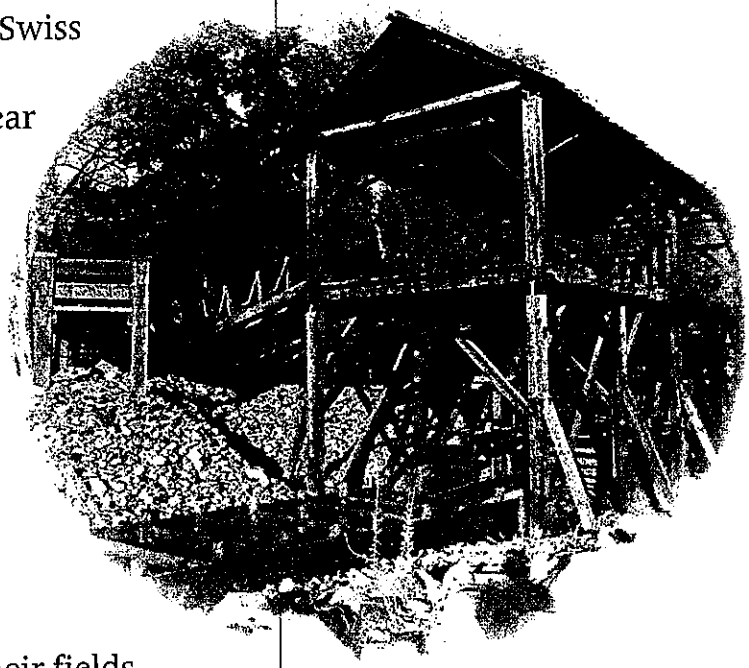
1 Throughout the 20th century, many people flocked to California in search of their dreams. They hoped to become famous in the film, television, or music industries. Today, many people still think of California as a land of opportunity, where a lucky few can succeed as actors, recording artists, animators, software developers, or biotech engineers. The idea of moving to California in search of a dream can be traced back to the middle of the 19th century. In those days, thousands raced to California, all drawn by the same dream: the dream of gold. It was the era of the "Gold Rush," a **migration** that would change California and the United States forever.

What Caused the Gold Rush?

2 It might seem that greed for riches was the only cause of the Gold Rush. A hunger for gold was certainly a major cause of the Gold Rush, but the answer is actually more complicated. In 1848, the United States had just defeated Mexico in a war and, as a result, had gained a large amount of new territory, including the modern states of Texas, California, and Oregon. Americans generally believed that this victory **fulfilled** their country's destiny: to reach from the Atlantic to the Pacific. Many were eager to claim some of this new land for themselves. Others wanted opportunities to work for themselves and determine their own success, a goal that was no longer easy in the crowded East. African Americans looked for greater freedom in the new lands. Some Americans hoped to profit from the gold miners themselves by offering to sell them products and services they needed.

The Discovery of Gold

3 The discovery of gold in California was a small event with a huge impact. John Sutter, a Swiss immigrant, had built a **sawmill** on the American River in Coloma, California, near Sacramento. Then, in January 1848, Sutter's Mill workers found some small pieces of gold. At first, most local people were **skeptical**. But in May, some workers from Sutter's Mill went to a store owned by newspaperman Samuel Brannan, and they paid for their purchases with gold. Brannan then showed off a bottle of gold dust in San Francisco, and the Gold Rush began.



The Sutter's Mill site today

4 The first miners were the people of California, many of whom abandoned their fields and jobs to search for gold. But "Gold Fever" quickly spread. Ships took the news to Hawaii, Latin America, and China, while East Coast newspapers printed stories about the amazing finds out west. California had only around 7,000 nonnative inhabitants when gold was discovered at Sutter's Mill. By the end of 1848, some 20,000 new immigrants had come to California. Most were men, and many were from Mexico and Chile.

5 In 1849, the number of gold seekers grew. Wagon trains from the East Coast began to arrive, as well as ships that had traveled the length of South America. The new non-native population reached 100,000.

Comprehension Check

How does the author support the argument that California underwent a major change in 1848 and 1849? Cite text evidence.

CITE EVIDENCE

C Paragraph 3 implies that Samuel Brannan made a "point" of his own. What was that point? Put a box around the real-life evidence that supported his point. How strong was this evidence?

D The author makes another key point in the first sentence of paragraph 3. Underline evidence on this page that supports the idea of "a huge impact." How did the discovery of gold change the population of California?

Guided Practice

RI.5.8

WORDS TO KNOW

diversity
lured
peril

CITE EVIDENCE

A Underline the author's argument in paragraph 6. Then circle the evidence in that paragraph that supports the argument.

B Underline the point the author makes in paragraph 8. Reread paragraphs 8–9. Put a star by each of the three examples that are evidence for that point. With a partner, discuss whether the examples provide strong evidence.

Making the Migration

6 The trip to California was a difficult one, no matter how the immigrants chose to come. People from Chile and China came by ship. The ocean journey from Chile took six weeks; the journey from China took even longer, up to several months. Americans from the East Coast who traveled by ship had to round the southern tip of South America, through the dangerous Cape Horn. Ship travelers faced many **perils**: terrible storms, the threat of shipwreck, lack of food and water, and disease.

7 Land travel was also very difficult. Travelers went mostly by covered wagon or on foot—across the continent at a pace of approximately two miles an hour. The trip lasted six to nine months, and travelers faced disease and hunger as well as other dangers. Furthermore, the longer it took travelers to reach California, the less gold was left to be found. The gold that was left was usually more difficult to reach.

The Travelers

8 The Gold Rush brought many cultures together in the same place, beginning the **diversity** that California is known for today. The first Chinese immigrants came to San Francisco in 1848 to search for gold, exposing many American miners to this Asian culture for the first time. The gold these immigrants sent back to China **lured** more and more people to California. Only four years after the first Chinese miners arrived, some 20,000 additional Chinese immigrants reached San Francisco and entered the country.

9 Immigrants from Latin America also rushed to California. Although California had been part of Mexico, immigrants from Mexico arrived once gold was found. Chile was one of the first countries to see proof of the gold to be found in California. Thousands of Chileans, from all levels of society, came to seek their fortune in the United States.

Guided Practice

Comprehension Check

1. Which statement provides the strongest evidence for the argument presented in the text that the journey to California was difficult?

   a. Travelers went mostly by covered wagon or on foot—across the continent at a pace of approximately two miles an hour.

   b. Ship travelers faced many perils: terrible storms, the threat of shipwreck, lack of food and water, and disease.

   c. The Gold Rush brought many cultures together in the same place, beginning the diversity that California is known for today.

   d. Furthermore, the longer it took travelers to reach California, the less gold was left to be found.

2. Which argument is supported by this evidence: *The first Chinese immigrants came to San Francisco in 1848 to search for gold, exposing many American miners to this Asian culture for the first time.*

   a. The migration caused by the Gold Rush changed America forever.

   b. The trip to California was a very difficult one.

   c. Greed for gold was not the only reason immigrants came to California.

   d. At first, many Americans were skeptical about the discovery of gold.

3. Work with a partner to write a brief explanation of the author's argument so far. Use text evidence in your answer.

Independent Practice

RI.5.8

WORDS TO KNOW

provisions
revitalized
society
sophisticated

CITE EVIDENCE

A In paragraph 10, put a box around the evidence the author presents to show that gold mining was difficult and even dangerous. What is the author implying by the sentence "And, of course, there was no guarantee of success"?

B What examples does the author give to support the argument that the Gold Rush offered people different ways to become rich? Underline the examples. Then discuss examples of how people today develop ways to make money.

Life in California

10 Some people may have imagined that gold was simply lying on the ground or glittering in streams, but mining gold was not that easy. Miners worked long days, hauling rocks and wading through freezing-cold rivers. Disease and a lack of food were still big problems. And, of course, there was no guarantee of success.

11 The **society** these miners created was rough and wild. In contrast to the "civilized" East Coast, where most people attended church or rested on Sundays, miners usually spent their Sundays in recreation. They finally had money, but nothing much to spend it on. They were not "family men" who went home after a hard day's work. San Francisco quickly filled with gambling halls where miners played cards, gambled, and fought.

12 Some Californians became rich not by mining for gold themselves but by selling **provisions** to the miners. Samuel Brannan, whose bottle of gold dust started the Gold Rush, made his fortune by selling supplies. Women sometimes found a similar way to succeed. For example, Luzena Wilson discovered that she could make money when a man offered her ten dollars (worth more than $240 now) for "bread made by a woman." Luzena made a fortune by opening a restaurant that catered to men desperate for the taste of a home-cooked meal.

A Lasting Impact

13 After the Gold Rush, California was a very different place. Its population was far larger than it had been before gold was first discovered. San Francisco grew from 800 citizens in 1848 to more than 50,000 in 1853. With people from all over the world, it was one of the most culturally and ethnically diverse cities anywhere. More women and families moved in, and a **sophisticated** city developed. Eventually, legal controls were placed on mining, and agriculture replaced gold as the way for Californians to become rich.

Independent Practice

14 The Gold Rush **revitalized** the American Dream, making people feel that it was possible to "start over" in a new place and succeed on their own terms. The Gold Rush also helped to shape the very identity of California. To this day, the state bears the nickname "The Golden State," and its state motto is "Eureka" (a Greek exclamation for "I have found it!"), supposedly shouted by the miners who found gold at Sutter's Mill.

Comprehension Check

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1. Which of these statements does NOT explain why life in California during the Gold Rush was difficult and wild, according to the text?

   a. Miners worked long days, hauling rocks and wading through freezing-cold rivers.

   b. San Francisco filled with gambling halls where men played cards, gambled, and fought.

   c. Samuel Brannan, whose bottle of gold dust started the Gold Rush, made his fortune by selling supplies.

   d. Disease and a lack of food were still big problems.

2. The author's main argument is that the Gold Rush

   a. had a lasting effect on California and the nation.

   b. showed that, in general, Americans of that time were greedy people.

   c. led to California having a much larger population than before.

   d. did little to change the size or diversity of California's population.

3. What evidence in the last two sections supports the author's point that people involved in the Gold Rush found success on their own terms?

Guided Instruction

RI.5.9

WORDS TO KNOW

conviction
perpetually
precursor

Integrating information is combining what you are reading with something you have already read in order to build knowledge.

CITE EVIDENCE

A Circle the dates of the orphan train migration. How do these dates compare to those of the Gold Rush?

B Underline evidence on this page that suggests how economics played a role in the orphan trains. How were the migrations of the Gold Rush and the orphan trains both motivated by economics?

Homeless city children

Riding the Orphan Trains

(Genre: Historical Nonfiction)

1 History books tend to highlight the "big events" in history: the discoveries, the wars, the actions of famous people. But some less well-known historical events have had very large effects on people and nations. One such event is the story of America's orphan trains. From 1854–1929, tens of thousands of orphaned children were plucked from their native cities in the East and sent hundreds of miles westward. In the far-off countryside they began new lives, living with farm families.

2 The Orphan Train Movement began with the best of intentions. When the program's founder, Charles Loring Brace, first encountered the homeless children of New York City, he felt a jolt of horror. There were thousands of children living on the streets. **Perpetually** searching for food and shelter, many fell sick or became victims of street crimes. Others turned to petty crime themselves.

3 Authorities put children as young as five years old into jails with adults. The year was 1853 and Brace, a native of Connecticut, was in the city to complete his training for the ministry. But the sight of these "children of unhappy fortune" was too much for him to bear.

4 Brace took action immediately. Within that same year he established the Children's Aid Society. His overwhelming **conviction** was that these vulnerable, parentless city children had to be removed from urban areas and sent westward to live on farms in the Midwest and elsewhere. In the countryside there would be fresh air, healthy food, and homes provided by loving families. He reasoned that farms required so much work that farm families would be delighted for the extra help. His beloved orphans would be off the dangerous city streets and safely placed in homes in the country, where they would become part of traditional family structures.

5 And so it began. Between 1854 and 1929, more than 120,000 children from crowded cities such as Boston and New York became forced participants in America's westward expansion. They were taken from the only homes they'd ever known and sent hundreds of miles away. They were given little more than cardboard suitcases for their few belongings. In many cases the children had almost nothing to put in their luggage. Some children did not even have shoes.

6 Ultimately, all the orphans would be taken in. Brace had been right: farm families did need extra labor. They received his rescued children with open arms. Indeed, the Children's Aid Society became the **precursor** to our modern foster care system.

7 In those early days, however, the system was far from ideal. For many of the children, the forced migration of the orphan trains led to an almost unimaginable grief. For a child to give up everything familiar, often against his or her will, created distress from which some never fully recovered. Being on the street had meant that they were homeless, but not necessarily that they were without relatives. Siblings were often separated from each other in the journey, ending up in different homes and even in different parts of the country. Some of the so-called orphans actually had one or both parents but were temporarily separated from them and living with others, often for economic reasons. As a result, some of the orphan train children went to their new homes holding tightly to cherished memories of parents they would never see again.

Comprehension Check

Use information from the article and what you already know about American history to identify two events that made the orphan trains possible.

CITE EVIDENCE

C Put a star next to the number of children involved in the orphan trains. How do the numbers involved in the orphan train "migration" compare with the number of people who took part in the Gold Rush?

D Circle the sentences that tell whether the children were taken in, and why. What did you learn about farm life when reading about Laura Ingalls Wilder that helps you understand why this happened?

Guided Practice

RI.5.9

WORDS TO KNOW

controversy
furrow
servitude

CITE EVIDENCE

A Circle the paragraph that tells what happened upon the arrival of an orphan train. How could the system have been improved, based on what is described here?

B Underline details in paragraph 11 that help you understand which orphans were most desirable. Discuss how a well-researched fictional story about an orphan train's arrival could help you better understand the experiences of the orphan train children.

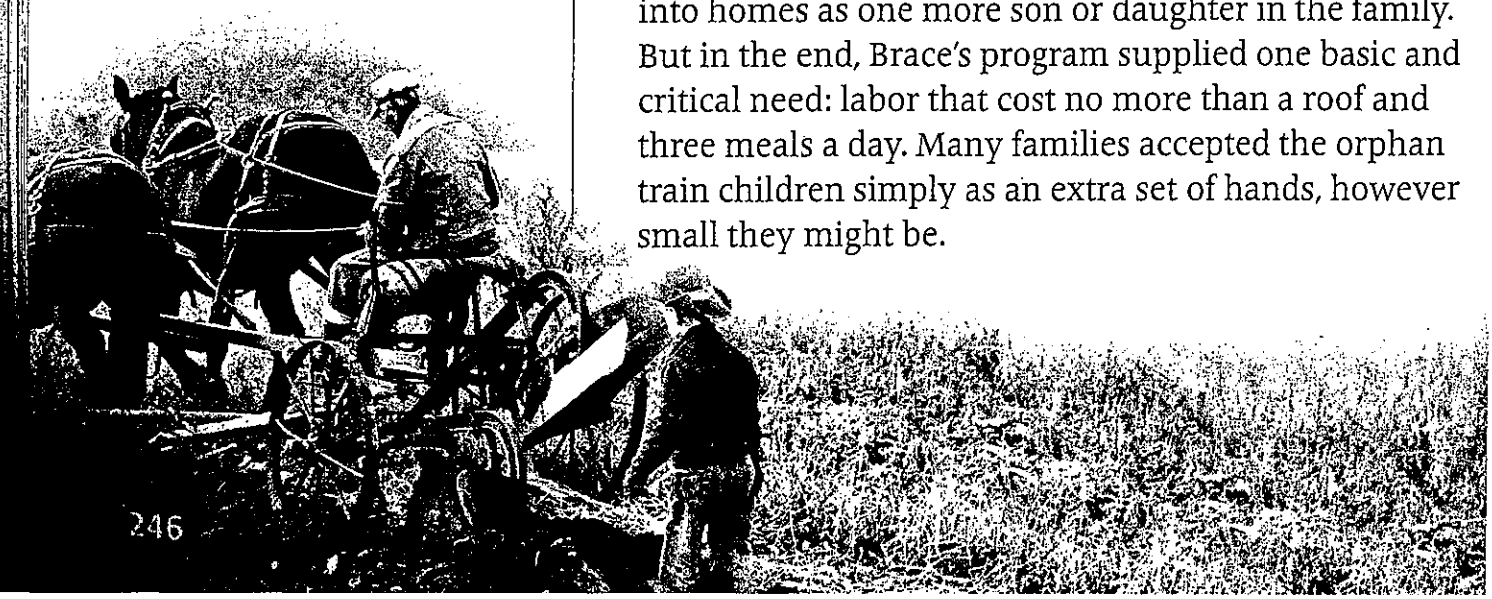
Riding the Orphan Trains *continued*

8 There was another aspect to the orphan trains that generated **controversy**, even at the time. In the 1850s, when the program began, the institution of slavery still existed. Abolitionists—people who worked to bring slavery to an end—were a strong presence in the cities that had large populations of homeless children.

9 Some abolitionists insisted that taking anyone against his or her will and into a condition of unpaid **servitude** was not right. They argued that the orphan trains were simply a different form of slavery. Pro-slavery voices arose on the other side, complaining that the orphan trains were a deliberate attempt to make slavery unnecessary. Farmers who took in orphans would have free labor without having to buy slaves.

10 The system itself was flawed. There was little planning or preparation. A trainload of orphans would arrive at the train station in some Midwestern town, and the children would be paraded on the platform for the local inhabitants. Organizers usually proclaimed their arrival with little more than a handbill.

11 The best candidates for adoption were those strong enough to carry heavy loads or work a plow. Curious farmers would pinch and squeeze to see who had the most muscle. Some even checked children's teeth, as if they were farm animals. Without a doubt, many children found loving parents as well and were integrated into homes as one more son or daughter in the family. But in the end, Brace's program supplied one basic and critical need: labor that cost no more than a roof and three meals a day. Many families accepted the orphan train children simply as an extra set of hands, however small they might be.



Guided Practice

12 Even today, farming is a difficult and often dangerous job. In the late nineteenth and early twentieth centuries, it was even harder. For much of that time, work was done with animal power. Horses pulled plows to cut **furrows** in the soil. They hauled wagons and other equipment. These work animals had to be cared for and fed, just like the cows and chickens and goats. The former "city orphans" were often given the responsibility of caring for and even working with these large animals.

Comprehension Check

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1. The text describes an early controversy involving the orphan trains. Which of these texts might tell you more about this controversy?

   a. an excerpt from a manual about farm animals

   b. a sample of a handbill announcing the orphans' arrival

   c. an article on slavery and abolitionism

   d. a memoir of farm life in the nineteenth century

2. Which event occurs both in this article and in the biography of Laura Ingalls Wilder?

   a. people on farms looking for cheap labor

   b. moving across country in search of a better life

   c. learning to develop a new kind of business

   d. making a career by writing about hard times

3. With a partner, decide what you would most like and least like about being an orphan train participant. Make a list for each category.

Independent Practice

RI.5.9

WORDS TO KNOW

deportation
legacy
pivotal
trauma

CITE EVIDENCE

A Circle the paragraph that suggests Brace struggled with some doubts. What information might you integrate to explore this idea further?

B Underline details about two individuals who went on to achieve success. What kind of information would help you to determine whether their success was a direct result of a positive orphan train experience?

Riding the Orphan Trains *continued*

13 Charles Loring Brace believed in the Children's Aid Society and the orphan train system. Yet he was also aware of the stress and **trauma** that forced **deportation** could cause. He once noted the powerful emotional effect the sight of a tearful homeless child had on him. The faces of many of the children stayed in his mind. But he admitted that it was not easy to know how to help. He sometimes wondered how far to go in changing the children's lives, sensing that he might be interfering with their own desires, dreams, and destinies.

14 Brace's heart was in the right place. And, without any question, a big industrial city was no place for a homeless child. While it is easy to understand the heartbreak and confusion of the unwilling migrants, many did go on to lead rewarding lives in every imaginable profession. Andrew Burke, a street boy from New York City, grew up to become governor of North Dakota. John Brady, another Children's Aid Society success story, became governor of Alaska.

15 Perhaps the most enduring **legacy** of the Orphan Train Movement were the many reforms it helped create. The Children's Aid Society, which still exists, would prove **pivotal** in passing child labor laws and establishing foster care services. In 1863, it created the forerunner of the PTA (Parent Teacher Association). A year later, the society opened New York's first vocational school for children—a school of carpentry on 38th Street. The Children's Aid Society was even responsible for the first free lunch programs in public schools.

16 Today, the National Orphan Train Museum and Research Center in Concordia, Kansas, preserves the history of the orphan trains. There, photos, objects, and any records of the children who migrated on the trains are kept for researchers and the general public. Official records of the orphan train children are scarce, since

few had birth certificates or other official documentation. There could be as many as 2 million descendants of these children in the United States today, so it is no wonder that many people are interested in knowing who rode the orphan trains.

Comprehension Check

MORE ONLINE sadlierconnect.com

1. The website of the Children's Aid Society would most likely have information that could help you understand which of the following?

   a. what visual artifacts remain of the orphan trains

   b. how Andrew Burke become governor of North Dakota

   c. how the first free lunch programs came into existence

   d. whether any of your ancestors rode the orphan trains

2. What is the biggest difference between the migrations of "Going for the Gold: The California Gold Rush" and "Riding the Orphan Trains"?

   a. The Gold Rush migrations benefited those who migrated, but the orphan train migrations did not.

   b. The Gold Rush migrations were voluntary, but the orphan train migrations were forced.

   c. The Gold Rush migrations made some people rich, but no one got rich from the orphan train migrations.

   d. The Gold Rush migrations changed California's population, but the orphan migrations did not change the Midwest's population.

3. Compare Laura Ingalls Wilder's frequent moves around the Midwest with the migration experiences of children on the orphan trains.

Kayla couldn't believe two hours had passed so quickly. "Can't we go back in and watch the movie again?" she begged her mother as they exited the theater.

"Not today, Kayla. We're meeting your father for lunch," she gently reminded her.

"Well, that is something to look forward to at least," Kayla said, "but I still want to see the movie again. There was so much action and adventure, and you didn't know what was going to happen next. I hope they make a sequel." Kayla continued talking as they walked down the sidewalk and stopped outside the door to her favorite eating place.

At the restaurant, Kayla still couldn't stop talking about the movie. She told her father all about the plot and the main characters, but she was careful not to give away the ending. She explained that the president's plane, *Air Force One*, was being taken over, and one of his secret service men had to try to save him and everyone else on the plane.

"Just one?" her father teased.

"I wish I could grow up and be a hero," Kayla said.

"You know you can be anything you want to be, Kayla. You have your entire future ahead of you, but I don't think what happens in the movies is really what heroes are like, do you?" her mother asked. Kayla watched as her father stood up to pay for their lunch. She thought her father looked handsome in his police uniform. She knew her mother was right. Real heroes weren't make-believe characters in movies; they were people like her father.

"You're right, Mom, but I still want to go and see the movie again, and maybe our own family hero will go with me next time!"

Protecting the President

The president of the United States holds one of the most important offices in the world. Many people work to guard the president and keep him or her safe. The amount of protection surrounding the president has not always been as great as it is today. Not until the early 1900s, when an attempt was made on the life of President McKinley, did agents begin protecting the country's leader. Then in 1930, while President Hoover was in the White House, a stranger walked straight into the dining room where he was. Hoover then decided it was time for a change in protecting whoever was in office. He helped establish a special group to protect the president each day. As threats against the leader of the country have increased, so has the amount of security.

The Secret Service has the important job of protecting the leader of the United States. To keep the president safe, the Secret Service does many different things. One way they prevent others from causing harm is by keeping secret the exact information about where, when, and even how the president is planning to travel. This secrecy is just one step in making sure there are no problems.

Wherever the president does decide to travel, many security measures must be taken. Any place where the president might be on his or her travels is inspected for security. Even the president's food is inspected. Sometimes Secret Service agents must spend hours waiting on the president and keeping the area where he or she has traveled secured. Once they are positioned, they must watch for any suspicious situations that might be potential threats.

Of course, the men and women who are part of the Secret Service receive special training to do their jobs well. They are vital in making sure the president and those close by stay safe. Having such an important job is not always easy, but those who protect the president always know their job is important to not only the president but also the entire country.

Day 1

NOTES

P|E|MD|AS

Order of Operations

1. Parentheses and other grouping symbols
2. Exponents
3. Multiplication and division from left to right
4. Addition and subtraction from left to right

PRACTICE

1) $(13 + 19) \div (9 - 5)$

2) $(14 + 23 - 5) \div 4$

3) $3 \times 13 \times (3 - 8)$

4) $(11 + 49) \div (9 - 4)$

5) $(10 + 5) + 12 \div 4$

6) $(33 - 3^2) \div (-3 + 7)$

7) $(34 - 4) \div 3 + 3^2$

8) $6 \times (9 - 4) + 5^2$

9) $3 \times (14 + 3) - 5^2$

10) $(7 \times 10 + 4^2) + 2$

Sprint Day 1

Number Correct: _____

A

Multiply by 3

1.	1 × 3 =	
2.	3 × 1 =	
3.	2 × 3 =	
4.	3 × 2 =	
5.	3 × 3 =	
6.	4 × 3 =	
7.	3 × 4 =	
8.	5 × 3 =	
9.	3 × 5 =	
10.	6 × 3 =	
11.	3 × 6 =	
12.	7 × 3 =	
13.	3 × 7 =	
14.	8 × 3 =	
15.	3 × 8 =	
16.	9 × 3 =	
17.	3 × 9 =	
18.	10 × 3 =	
19.	3 × 10 =	
20.	3 × 3 =	
21.	1 × 3 =	
22.	2 × 3 =	

23.	10 × 3 =	
24.	9 × 3 =	
25.	4 × 3 =	
26.	8 × 3 =	
27.	5 × 3 =	
28.	7 × 3 =	
29.	6 × 3 =	
30.	3 × 10 =	
31.	3 × 5 =	
32.	3 × 6 =	
33.	3 × 1 =	
34.	3 × 9 =	
35.	3 × 4 =	
36.	3 × 3 =	
37.	3 × 2 =	
38.	3 × 7 =	
39.	3 × 8 =	
40.	11 × 3 =	
41.	3 × 11 =	
42.	12 × 3 =	
43.	3 × 13 =	
44.	13 × 3 =	

Number Forms

Day 2

NOTES

Decimals can be written in standard, word, or expanded forms. For example, the number 34.215 can be written in:

- STANDARD FORM = 34.215
- WORD FORM = thirty-four and two hundred fifteen thousandths
- EXPANDED FORM = (3 x 10) + (4 x 1) + (2 x 0.1) + (1 x 0.01) + (5 x 0.001)

PRACTICE

WORD FORM	STANDARD FORM	EXPANDED FORM
Eighty-one hundredths		
Nine thousand thirty-four and seven tenths		
Five hundred nine thousandths		
	44.907	
	1.004	
	0.45	
		(1 x 0.01) + (3 x 0.001)
		(2 x 100) + (1 x 1) + (4 x 0.01) + (8 x 0.001)
		(6x 1) + (7 x 0.1)

Sprint
Day 2

Number Correct: _____

Improvement: _____

B

Multiply by 3

1.	3 × 1 =	
2.	1 × 3 =	
3.	3 × 2 =	
4.	2 × 3 =	
5.	3 × 3 =	
6.	3 × 4 =	
7.	4 × 3 =	
8.	3 × 5 =	
9.	5 × 3 =	
10.	3 × 6 =	
11.	6 × 3 =	
12.	3 × 7 =	
13.	7 × 3 =	
14.	3 × 8 =	
15.	8 × 3 =	
16.	3 × 9 =	
17.	9 × 3 =	
18.	3 × 10 =	
19.	10 × 3 =	
20.	1 × 3 =	
21.	10 × 3 =	
22.	2 × 3 =	
23.	9 × 3 =	
24.	3 × 3 =	
25.	8 × 3 =	
26.	4 × 3 =	
27.	7 × 3 =	
28.	5 × 3 =	
29.	6 × 3 =	
30.	3 × 5 =	
31.	3 × 10 =	
32.	3 × 1 =	
33.	3 × 6 =	
34.	3 × 4 =	
35.	3 × 9 =	
36.	3 × 2 =	
37.	3 × 7 =	
38.	3 × 3 =	
39.	3 × 8 =	
40.	11 × 3 =	
41.	3 × 11 =	
42.	13 × 3 =	
43.	3 × 13 =	
44.	12 × 3 =	

Rounding

Day 3

PRACTICE

Round each decimal to the indicated place value.

1) .1325 to thousandths _____

2) .0091 to thousandths _____

3) .0196 to thousandths _____

4) 5.1234 to thousandths _____

5) 6.6666 to thousandths _____

6) 40.61884 to thousandths _____

7) 1.99999 to thousandths _____

8) .1325 to hundredths _____

9) .0091 to hundredths _____

10) .3333 to hundredths _____

11) 5.567 to hundredths _____

12) 48.001 to hundredths _____

13) 7.987 to tenths _____

14) .666 to tenths _____

15) 1.32 to tenths _____

16) 99.99 to tenths _____

17) .5 to whole (ones) number _____

18) 11.99 to whole (ones) number _____

19) 499 to the nearest hundred _____

20) 999 to the nearest thousand _____

Number Correct: _____

A

Multiply Decimals by 10, 100, and 1,000

1.	62.3 × 10 =	
2.	62.3 × 100 =	
3.	62.3 × 1,000 =	
4.	73.6 × 10 =	
5.	73.6 × 100 =	
6.	73.6 × 1,000 =	
7.	0.6 × 10 =	
8.	0.06 × 10 =	
9.	0.006 × 10 =	
10.	0.3 × 10 =	
11.	0.3 × 100 =	
12.	0.3 × 1,000 =	
13.	0.02 × 10 =	
14.	0.02 × 100 =	
15.	0.02 × 1,000 =	
16.	0.008 × 10 =	
17.	0.008 × 100 =	
18.	0.008 × 1,000 =	
19.	0.32 × 10 =	
20.	0.67 × 10 =	
21.	0.91 × 100 =	
22.	0.74 × 100 =	
23.	4.1 × 1,000 =	
24.	7.6 × 1,000 =	
25.	0.01 × 1,000 =	
26.	0.07 × 1,000 =	
27.	0.072 × 100 =	
28.	0.802 × 10 =	
29.	0.019 × 1,000 =	
30.	7.412 × 1,000 =	
31.	6.8 × 100 =	
32.	4.901 × 10 =	
33.	16.07 × 100 =	
34.	9.19 × 10 =	
35.	18.2 × 100 =	
36.	14.7 × 1,000 =	
37.	2.021 × 100 =	
38.	172.1 × 10 =	
39.	3.2 × 20 =	
40.	4.1 × 20 =	
41.	3.2 × 30 =	
42.	1.3 × 30 =	
43.	3.12 × 40 =	
44.	14.12 × 40 =	

Adding | Subtracting Decimals

Day 4

PRACTICE

1)
$$\begin{array}{r} 8.7 \\ +\ 5.4 \\ \hline \end{array}$$

2) $74.906 + .01 + \overline{42} =$

3) $8416 + .28 + 1.489 =$

4)
$$\begin{array}{r} 38.64 \\ -\ 8.87 \\ \hline \end{array}$$

5) $462 - 31.2 =$

6) $16.001 - 12.984 =$

7) $.1 + 1.9 + 13 =$

8) $20 - 14.8 - .018 =$

9) $6 + 132.89 =$

10) $346.8912 - 29.98764$

11)
$$\begin{array}{r} 11.00001 \\ -\ 1.11234 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 1234. \\ -\ .1234 \\ \hline \end{array}$$

13) $124.8 + 3.79 - 118.965$

14) Subtract 6.8 from 14.2

15) Subtract 38.97 from 59

16) Add .001 to 87

17) Add 5000 to .0186

18)
$$\begin{array}{r} .40 \\ 3.80 \\ 26.91 \\ +\ 587.89 \\ \hline \end{array}$$

19)
$$\begin{array}{r} 143.012 \\ +\ 98.764 \\ \hline \end{array}$$

20) Subtract .001 from .01

Sprint
Day 4

Number Correct: _____

Improvement: _____

B

Multiply Decimals by 10, 100, and 1,000

1.	46.1 × 10 =	
2.	46.1 × 100 =	
3.	46.1 × 1,000 =	
4.	89.2 × 10 =	
5.	89.2 × 100 =	
6.	89.2 × 1,000 =	
7.	0.3 × 10 =	
8.	0.03 × 10 =	
9.	0.003 × 10 =	
10.	0.9 × 10 =	
11.	0.9 × 100 =	
12.	0.9 × 1,000 =	
13.	0.04 × 10 =	
14.	0.04 × 100 =	
15.	0.04 × 1,000 =	
16.	0.007 × 10 =	
17.	0.007 × 100 =	
18.	0.007 × 1,000 =	
19.	0.45 × 10 =	
20.	0.78 × 10 =	
21.	0.28 × 100 =	
22.	0.19 × 100 =	

23.	5.2 × 1,000 =	
24.	8.7 × 1,000 =	
25.	0.01 × 1,000 =	
26.	0.08 × 1,000 =	
27.	0.083 × 10 =	
28.	0.903 × 10 =	
29.	0.017 × 1,000 =	
30.	8.523 × 1,000 =	
31.	7.9 × 100 =	
32.	5.802 × 10 =	
33.	27.08 × 100 =	
34.	8.18 × 10 =	
35.	29.3 × 100 =	
36.	25.8 × 1,000 =	
37.	3.032 × 100 =	
38.	283.1 × 10 =	
39.	2.1 × 20 =	
40.	3.3 × 20 =	
41.	3.1 × 30 =	
42.	1.2 × 30 =	
43.	2.11 × 40 =	
44.	13.11 × 40 =	

Day 5

l the product for each problem.

32 x 25

Think:
(5 x 2) + (5 x 30)

$$\begin{array}{r} \boxed{32} \\ \times\ 2\boxed{5} \\ \hline 160 \end{array}$$ ← Multiply by the ones digit.

Think:
(20 x 2) + (20 x 30)

$$\begin{array}{r} \boxed{32} \\ \times\ 2\boxed{5} \\ \hline 160 \\ +\ 640 \end{array}$$ ← Multiply by the tens digit. (20 x 32)

← Add the partial products.

) 22 x 54

$$\begin{array}{r} 54 \\ \times\ 22 \end{array}$$

❸ 12 x 31

$$\begin{array}{r} 31 \\ \times\ 12 \end{array}$$

❹ 25 x 60

$$\begin{array}{r} 60 \\ \times\ 25 \end{array}$$

) 49 x 57

$$\begin{array}{r} 57 \\ \times\ 49 \end{array}$$

❻ 15 x 370

$$\begin{array}{r} 370 \\ \times\ 15 \end{array}$$

❼ 82 x 160

$$\begin{array}{r} 160 \\ \times\ 82 \end{array}$$

) 27 x 474

$$\begin{array}{r} 474 \\ \times\ 27 \end{array}$$

❾ 38 x 615

$$\begin{array}{r} 615 \\ \times\ 38 \end{array}$$

❿ 14 x 913

$$\begin{array}{r} 913 \\ \times\ 14 \end{array}$$

) 64 x 327

$$\begin{array}{r} 327 \\ \times\ 64 \end{array}$$

⓬ 50 x 761

$$\begin{array}{r} 761 \\ \times\ 50 \end{array}$$

⓭ 43 x 807

$$\begin{array}{r} 807 \\ \times\ 43 \end{array}$$

Sprint
Day 5

B

Number Correct: _____

Improvement: _____

Round to the Nearest One

1.	4.1 ≈	
2.	4.2 ≈	
3.	4.3 ≈	
4.	4.4 ≈	
5.	4.5 ≈	
6.	4.6 ≈	
7.	4.9 ≈	
8.	14.9 ≈	
9.	14.1 ≈	
10.	14.5 ≈	
11.	7.5 ≈	
12.	8.5 ≈	
13.	9.5 ≈	
14.	19.5 ≈	
15.	29.5 ≈	
16.	79.5 ≈	
17.	3.4 ≈	
18.	3.41 ≈	
19.	3.42 ≈	
20.	3.45 ≈	
21.	3.49 ≈	
22.	3.51 ≈	
23.	13.51 ≈	
24.	17.61 ≈	
25.	18.41 ≈	
26.	12.51 ≈	
27.	12.49 ≈	
28.	14.49 ≈	
29.	14.51 ≈	
30.	16.51 ≈	
31.	16.49 ≈	
32.	7.3 ≈	
33.	8.6 ≈	
34.	39.5 ≈	
35.	4.45 ≈	
36.	18.46 ≈	
37.	12.76 ≈	
38.	6.2 ≈	
39.	13.8 ≈	
40.	49.5 ≈	
41.	6.45 ≈	
42.	19.48 ≈	
43.	19.78 ≈	
44.	59.51 ≈	

Name _____

Day 6

Find each product. Multiply as you would with whole numbers.

1. 2.3 x 0.7

2 ← 1 decimal place
2.3
x 0.7 ← 1 decimal place
1.61 ← Write the decimal point in the product.

2. 1.5 x 0.3

1.5
x 0.3

3. 1.8 x 0.6

1.8
x 0.6

4. 0.21 x 0.4

0.21
x 0.4

5. 6.5 x 1.2

6.5
x 1.2

6. 3.02 x 0.02

3.02
x 0.02

7. 4.5 x 1.1

4.5
x 1.1

8. 0.19 x 1.9

0.19
x 1.9

9. 0.22 x 0.5

0.22
x 0.5

10. 1.6 x 3.7

1.6
x 3.7

11. 8.09 x 0.1

8.09
x 0.1

12. 7.11 x 9.5

7.11
x 9.5

13. 0.06 x 0.6

0.06
x 0.6

14. 4.03 x 0.5

4.03
x 0.5

15. 0.75 x 0.8

0.75
x 0.8

16. 1.38 x 0.08

1.38
x 0.08

Sprint

Day 6

Number Correct: _____

A

Write the Missing Factor

1.	10 = 5 × ___	
2.	10 = 2 × ___	
3.	8 = 4 × ___	
4.	9 = 3 × ___	
5.	6 = 2 × ___	
6.	6 = 3 × ___	
7.	12 = 6 × ___	
8.	12 = 3 × ___	
9.	12 = 4 × ___	
10.	12 = 2 × 2 × ___	
11.	12 = 3 × 2 × ___	
12.	20 = 5 × 2 × ___	
13.	20 = 5 × 2 × ___	
14.	16 = 8 × ___	
15.	16 = 4 × 2 × ___	
16.	24 = 8 × ___	
17.	24 = 4 × 2 × ___	
18.	24 = 4 × ___ × 2	
19.	24 = 3 × 2 × ___	
20.	24 = 3 × ___ × 2	
21.	6 × 4 = 8 × ___	
22.	6 × 4 = 4 × 2 × ___	

23.	28 = 7 × ___	
24.	28 = 2 × 2 × ___	
25.	28 = 2 × ___ × 2	
26.	28 = ___ × 2 × 2	
27.	36 = 3 × 3 × ___	
28.	9 × 4 = 3 × 3 × ___	
29.	9 × 4 = 6 × ___	
30.	9 × 4 = 3 × 2 × ___	
31.	8 × 6 = 4 × ___ × 2	
32.	9 × 9 = 3 × ___ × 3	
33.	8 × 8 = ___ × 8	
34.	7 × 7 = ___ × 7	
35.	8 × 3 = ___ × 6	
36.	16 × 2 = ___ × 4	
37.	2 × 18 = ___ × 9	
38.	28 × 2 = ___ × 8	
39.	24 × 3 = ___ × 9	
40.	6 × 8 = ___ × 12	
41.	27 × 3 = ___ × 9	
42.	12 × 6 = ___ × 8	
43.	54 × 2 = ___ × 12	
44.	9 × 13 = ___ × 39	

6

Name _____

Day 7

Divide. Show your work.

1. 724 ÷ 6 = _____
2. 335 ÷ 5 = _____
3. 8,982 ÷ 2 = _____
4. 162 ÷ 6 = _____
5. 367 ÷ 3 = _____
6. 623 ÷ 7 = _____
7. 129 ÷ 6 = _____
8. 4,623 ÷ 3 = _____
9. 1,621 ÷ 4 = _____
10. 427 ÷ 3 = _____
11. 126 ÷ 5 = _____
12. 771 ÷ 3 = _____
13. 815 ÷ 5 = _____
14. 616 ÷ 4 = _____
15. 914 ÷ 8 = _____
16. 413 ÷ 7 = _____
17. 913 ÷ 9 = _____
18. 754 ÷ 3 = _____
19. 733 ÷ 9 = _____
20. 828 ÷ 7 = _____
21. 5,633 ÷ 6 = _____
22. 4,415 ÷ 5 = _____
23. 8,741 ÷ 6 = _____
24. 3,798 ÷ 3 = _____

Sprint Day 7

Number Correct: _____

A

Find the Missing Numerator or Denominator

1.	$\frac{1}{2} = \frac{\quad}{4}$	
2.	$\frac{1}{5} = \frac{2}{\quad}$	
3.	$\frac{2}{5} = \frac{\quad}{10}$	
4.	$\frac{3}{5} = \frac{\quad}{10}$	
5.	$\frac{4}{5} = \frac{\quad}{10}$	
6.	$\frac{1}{3} = \frac{2}{\quad}$	
7.	$\frac{2}{3} = \frac{\quad}{6}$	
8.	$\frac{1}{3} = \frac{3}{\quad}$	
9.	$\frac{2}{3} = \frac{\quad}{9}$	
10.	$\frac{1}{4} = \frac{\quad}{8}$	
11.	$\frac{3}{4} = \frac{\quad}{8}$	
12.	$\frac{1}{4} = \frac{3}{\quad}$	
13.	$\frac{3}{4} = \frac{9}{\quad}$	
14.	$\frac{2}{4} = \frac{\quad}{2}$	
15.	$\frac{2}{6} = \frac{1}{\quad}$	
16.	$\frac{2}{10} = \frac{1}{\quad}$	
17.	$\frac{4}{10} = \frac{\quad}{5}$	
18.	$\frac{8}{10} = \frac{\quad}{5}$	
19.	$\frac{3}{9} = \frac{\quad}{3}$	
20.	$\frac{6}{9} = \frac{\quad}{3}$	
21.	$\frac{3}{12} = \frac{1}{\quad}$	
22.	$\frac{9}{12} = \frac{\quad}{4}$	
23.	$\frac{1}{3} = \frac{\quad}{12}$	
24.	$\frac{2}{3} = \frac{\quad}{12}$	
25.	$\frac{8}{12} = \frac{\quad}{3}$	
26.	$\frac{12}{16} = \frac{3}{\quad}$	
27.	$\frac{3}{5} = \frac{\quad}{25}$	
28.	$\frac{4}{5} = \frac{28}{\quad}$	
29.	$\frac{18}{24} = \frac{3}{\quad}$	
30.	$\frac{24}{30} = \frac{\quad}{5}$	
31.	$\frac{5}{6} = \frac{35}{\quad}$	
32.	$\frac{56}{63} = \frac{\quad}{9}$	
33.	$\frac{64}{72} = \frac{8}{\quad}$	
34.	$\frac{5}{8} = \frac{\quad}{64}$	
35.	$\frac{5}{6} = \frac{45}{\quad}$	
36.	$\frac{45}{81} = \frac{\quad}{9}$	
37.	$\frac{6}{7} = \frac{48}{\quad}$	
38.	$\frac{36}{81} = \frac{\quad}{9}$	
39.	$\frac{8}{56} = \frac{1}{\quad}$	
40.	$\frac{35}{63} = \frac{5}{\quad}$	
41.	$\frac{1}{6} = \frac{12}{\quad}$	
42.	$\frac{3}{7} = \frac{36}{\quad}$	
43.	$\frac{48}{60} = \frac{4}{\quad}$	
44.	$\frac{72}{84} = \frac{\quad}{7}$	

Word Problems

Day 8

PRACTICE

1) During five days, you drive 15.4 miles, 24.2 miles, 10.4 miles, 18.7 miles, and 7.5 miles. How many miles did you drive during those five days?

2) If you are given 3 checks, one for $36.98, another for $17.27, and a third for $260, how much is the total of all 3 checks?

3) If a car gets 42.1 mpg on the highway, how many gallons of fuel will it use by traveling 340 highway miles? (round answer to tenths)

4) If you need to cut 5 pieces of glass from a 14 feet length, how long should each piece be?

5) If you purchase a TV and pay $40 down and $32.60 a month for 8 months, what was the purchase price of the TV?

6) If the revenues from the extra $\frac{1}{4}$ % sales tax amounted to $48,136.47 in 1983 and is to be divided equally among 7 different departments within the city of Albuquerque, how much will each department receive? (round to the nearest cent)

7) If the total precipitation (rainfall and snow) for the year at a mountain town is expected to be 37.9 inches and it has already rained 26.82 inches, how many more inches of precipitation are expected?

Sprint
Day 8

Number Correct: _____

A

Find the Missing Numerator or Denominator

1.	$\frac{1}{2} = \frac{\quad}{4}$	
2.	$\frac{1}{5} = \frac{2}{\quad}$	
3.	$\frac{2}{5} = \frac{\quad}{10}$	
4.	$\frac{3}{5} = \frac{\quad}{10}$	
5.	$\frac{4}{5} = \frac{\quad}{10}$	
6.	$\frac{1}{3} = \frac{2}{\quad}$	
7.	$\frac{2}{3} = \frac{\quad}{6}$	
8.	$\frac{1}{3} = \frac{3}{\quad}$	
9.	$\frac{2}{3} = \frac{\quad}{9}$	
10.	$\frac{1}{4} = \frac{\quad}{8}$	
11.	$\frac{3}{4} = \frac{\quad}{8}$	
12.	$\frac{1}{4} = \frac{3}{\quad}$	
13.	$\frac{3}{4} = \frac{9}{\quad}$	
14.	$\frac{2}{4} = \frac{\quad}{2}$	
15.	$\frac{2}{6} = \frac{1}{\quad}$	
16.	$\frac{2}{10} = \frac{1}{\quad}$	
17.	$\frac{4}{10} = \frac{\quad}{5}$	
18.	$\frac{8}{10} = \frac{\quad}{5}$	
19.	$\frac{3}{9} = \frac{\quad}{3}$	
20.	$\frac{6}{9} = \frac{\quad}{3}$	
21.	$\frac{3}{12} = \frac{1}{\quad}$	
22.	$\frac{9}{12} = \frac{\quad}{4}$	
23.	$\frac{1}{3} = \frac{\quad}{12}$	
24.	$\frac{2}{3} = \frac{\quad}{12}$	
25.	$\frac{8}{12} = \frac{\quad}{3}$	
26.	$\frac{12}{16} = \frac{3}{\quad}$	
27.	$\frac{3}{5} = \frac{\quad}{25}$	
28.	$\frac{4}{5} = \frac{28}{\quad}$	
29.	$\frac{18}{24} = \frac{3}{\quad}$	
30.	$\frac{24}{30} = \frac{\quad}{5}$	
31.	$\frac{5}{6} = \frac{35}{\quad}$	
32.	$\frac{56}{63} = \frac{\quad}{9}$	
33.	$\frac{64}{72} = \frac{8}{\quad}$	
34.	$\frac{5}{8} = \frac{\quad}{64}$	
35.	$\frac{5}{6} = \frac{45}{\quad}$	
36.	$\frac{45}{81} = \frac{\quad}{9}$	
37.	$\frac{6}{7} = \frac{48}{\quad}$	
38.	$\frac{36}{81} = \frac{\quad}{9}$	
39.	$\frac{8}{56} = \frac{1}{\quad}$	
40.	$\frac{35}{63} = \frac{5}{\quad}$	
41.	$\frac{1}{6} = \frac{12}{\quad}$	
42.	$\frac{3}{7} = \frac{36}{\quad}$	
43.	$\frac{48}{60} = \frac{4}{\quad}$	
44.	$\frac{72}{84} = \frac{\quad}{7}$	

Converting Fractions

Day 9

PRACTICE

Write the mixed number for each improper fraction.

1a. $\frac{55}{18}$ 1b. $\frac{38}{12}$ 1c. $\frac{20}{15}$

2a. $\frac{45}{3}$ 2b. $\frac{14}{10}$ 2c. $\frac{48}{15}$

3a. $\frac{29}{20}$ 3b. $\frac{34}{18}$ 3c. $\frac{20}{2}$

Write the improper fraction for each mixed number.

1a. $2\frac{11}{15}$ 1b. $18\frac{2}{9}$ 1c. $18\frac{7}{19}$

2a. $8\frac{8}{10}$ 2b. $15\frac{16}{17}$ 2c. $18\frac{10}{13}$

3a. $14\frac{15}{16}$ 3b. $11\frac{4}{7}$ 3c. $17\frac{3}{16}$

Sprint

Day 9

Number Correct: _____

A

Circle the Equivalent Fraction

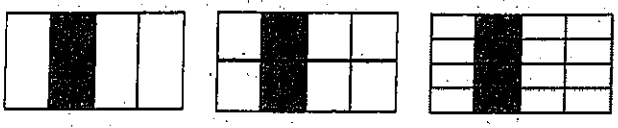
1.	$\frac{2}{4} =$	$\frac{1}{2}$	$\frac{1}{3}$
2.	$\frac{2}{6} =$	$\frac{1}{2}$	$\frac{1}{3}$
3.	$\frac{2}{8} =$	$\frac{1}{2}$	$\frac{1}{4}$
4.	$\frac{5}{10} =$	$\frac{1}{2}$	$\frac{1}{4}$
5.	$\frac{5}{15} =$	$\frac{1}{2}$	$\frac{1}{3}$
6.	$\frac{5}{20} =$	$\frac{1}{2}$	$\frac{1}{4}$
7.	$\frac{4}{8} =$	$\frac{1}{2}$	$\frac{1}{4}$
8.	$\frac{4}{12} =$	$\frac{1}{2}$	$\frac{1}{3}$
9.	$\frac{4}{16} =$	$\frac{1}{2}$	$\frac{1}{4}$
10.	$\frac{3}{6} =$	$\frac{1}{2}$	$\frac{1}{3}$
11.	$\frac{3}{9} =$	$\frac{1}{2}$	$\frac{1}{3}$
12.	$\frac{3}{12} =$	$\frac{1}{2}$	$\frac{1}{4}$
13.	$\frac{4}{6} =$	$\frac{2}{3}$	$\frac{1}{3}$
14.	$\frac{6}{12} =$	$\frac{2}{3}$	$\frac{1}{2}$
15.	$\frac{6}{18} =$	$\frac{2}{3}$	$\frac{1}{3}$
16.	$\frac{6}{30} =$	$\frac{1}{5}$	$\frac{1}{3}$
17.	$\frac{6}{9} =$	$\frac{2}{3}$	$\frac{1}{3}$
18.	$\frac{7}{14} =$	$\frac{1}{2}$	$\frac{1}{3}$
19.	$\frac{7}{21} =$	$\frac{1}{2}$	$\frac{1}{3}$
20.	$\frac{7}{42} =$	$\frac{1}{6}$	$\frac{1}{7}$
21.	$\frac{8}{12} =$	$\frac{2}{3}$	$\frac{3}{4}$
22.	$\frac{9}{18} =$	$\frac{1}{2}$	$\frac{1}{3}$
23.	$\frac{9}{27} =$	$\frac{2}{3}$	$\frac{1}{3}$ $\frac{1}{4}$
24.	$\frac{9}{63} =$	$\frac{1}{6}$	$\frac{1}{7}$ $\frac{1}{8}$
25.	$\frac{8}{12} =$	$\frac{2}{3}$	$\frac{3}{4}$ $\frac{4}{5}$
26.	$\frac{8}{16} =$	$\frac{1}{2}$	$\frac{1}{3}$ $\frac{1}{4}$
27.	$\frac{8}{24} =$	$\frac{1}{2}$	$\frac{1}{3}$ $\frac{1}{4}$
28.	$\frac{8}{64} =$	$\frac{1}{7}$	$\frac{1}{8}$ $\frac{1}{9}$
29.	$\frac{12}{18} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
30.	$\frac{12}{16} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
31.	$\frac{9}{12} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
32.	$\frac{6}{8} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
33.	$\frac{10}{12} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
34.	$\frac{15}{18} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
35.	$\frac{8}{10} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
36.	$\frac{16}{20} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
37.	$\frac{12}{15} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
38.	$\frac{18}{27} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
39.	$\frac{27}{36} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
40.	$\frac{32}{40} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
41.	$\frac{45}{54} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{5}{6}$
42.	$\frac{24}{36} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{2}{3}$
43.	$\frac{60}{72} =$	$\frac{3}{4}$	$\frac{5}{6}$ $\frac{2}{3}$
44.	$\frac{48}{60} =$	$\frac{3}{4}$	$\frac{4}{5}$ $\frac{5}{6}$

Day 10

Notes

Equivalent Fractions

Equivalent fractions are fractions that name the AMOUNT in different ways.



$$\frac{1}{4} = \frac{2}{8} = \frac{4}{16}$$

To find equivalent fractions by using MULTIPLICATION, multiply the original fraction by a fraction that represents ONE WHOLE.

$$\frac{1 \times 2}{3 \times 2} = \frac{2 \times 2}{6 \times 2} = \frac{4}{12}$$

To find equivalent fractions by using DIVISION, divide the original fraction by a common factor of the numerator and denominator.

$$\frac{30 \div 6}{42 \div 6} = \frac{5}{7}$$

PRACTICE

Find the missing numerator or denominator.

1a. $\frac{\quad}{3} = \frac{4}{12}$ 1b. $\frac{2}{1} = \frac{30}{\quad}$ 1c. $\frac{1}{2} = \frac{3}{\quad}$

2a. $\frac{\quad}{1} = \frac{50}{5}$ 2b. $\frac{2}{\quad} = \frac{20}{10}$ 2c. $\frac{5}{20} = \frac{1}{\quad}$

3a. $\frac{12}{\quad} = \frac{60}{5}$ 3b. $\frac{21}{6} = \frac{7}{\quad}$ 3c. $\frac{1}{\quad} = \frac{5}{5}$

Sprint
Day 10

Number Correct: _____

A

Divide Whole Numbers

1.	1 ÷ 2 =	
2.	1 ÷ 3 =	
3.	1 ÷ 8 =	
4.	2 ÷ 2 =	
5.	2 ÷ 3 =	
6.	3 ÷ 3 =	
7.	3 ÷ 4 =	
8.	3 ÷ 10 =	
9.	3 ÷ 5 =	
10.	5 ÷ 5 =	
11.	6 ÷ 5 =	
12.	7 ÷ 5 =	
13.	9 ÷ 5 =	
14.	2 ÷ 3 =	
15.	4 ÷ 4 =	
16.	5 ÷ 4 =	
17.	7 ÷ 4 =	
18.	4 ÷ 2 =	
19.	5 ÷ 2 =	
20.	10 ÷ 5 =	
21.	11 ÷ 5 =	
22.	13 ÷ 5 =	

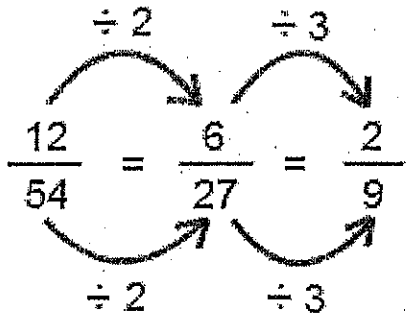
23.	6 ÷ 2 =	
24.	7 ÷ 2 =	
25.	8 ÷ 8 =	
26.	9 ÷ 8 =	
27.	15 ÷ 8 =	
28.	8 ÷ 4 =	
29.	11 ÷ 4 =	
30.	15 ÷ 2 =	
31.	24 ÷ 5 =	
32.	17 ÷ 4 =	
33.	20 ÷ 3 =	
34.	13 ÷ 6 =	
35.	30 ÷ 7 =	
36.	27 ÷ 8 =	
37.	49 ÷ 9 =	
38.	29 ÷ 6 =	
39.	47 ÷ 7 =	
40.	53 ÷ 8 =	
41.	67 ÷ 9 =	
42.	59 ÷ 6 =	
43.	63 ÷ 8 =	
44.	71 ÷ 9 =	

Day 11

Notes

Simplifying or Reducing Fractions

To simplify or reduce a fraction, divide both the numerator and denominator by the GREATEST COMMON FACTOR. If you do not know the greatest common factor, then keep dividing the fraction by a common factor until the only common factor is one.



OR $\frac{12}{54} \div \frac{6}{6} = \frac{2}{9}$

PRACTICE

Simplify or reduce each fraction.

1a. $\frac{4}{16}$	1b. $\frac{10}{26}$	1c. $\frac{18}{18}$
2a. $\frac{6}{27}$	2b. $\frac{3}{48}$	2c. $\frac{10}{40}$
3a. $\frac{15}{48}$	3b. $\frac{3}{45}$	3c. $\frac{4}{24}$
4a. $\frac{20}{50}$	4b. $\frac{7}{35}$	4c. $\frac{9}{39}$
5a. $\frac{8}{56}$	5b. $\frac{18}{33}$	5c. $\frac{12}{20}$

Sprint Day 11

Number Correct: _____

A

Multiply a Fraction and a Whole Number

1.	$\frac{1}{5} \times 2 =$	
2.	$\frac{1}{5} \times 3 =$	
3.	$\frac{1}{5} \times 4 =$	
4.	$4 \times \frac{1}{5} =$	
5.	$\frac{1}{8} \times 3 =$	
6.	$\frac{1}{8} \times 5 =$	
7.	$\frac{1}{8} \times 7 =$	
8.	$7 \times \frac{1}{8} =$	
9.	$3 \times \frac{1}{10} =$	
10.	$7 \times \frac{1}{10} =$	
11.	$\frac{1}{10} \times 7 =$	
12.	$4 \div 2 =$	
13.	$4 \times \frac{1}{2} =$	
14.	$6 \div 3 =$	
15.	$\frac{1}{3} \times 6 =$	
16.	$10 \div 5 =$	
17.	$10 \times \frac{1}{5} =$	
18.	$\frac{1}{3} \times 9 =$	
19.	$\frac{2}{3} \times 9 =$	
20.	$\frac{1}{4} \times 8 =$	
21.	$\frac{3}{4} \times 8 =$	
22.	$\frac{1}{6} \times 12 =$	
23.	$\frac{5}{6} \times 12 =$	
24.	$\frac{1}{3} \times 15 =$	
25.	$\frac{2}{3} \times 15 =$	
26.	$15 \times \frac{2}{3} =$	
27.	$\frac{1}{5} \times 15 =$	
28.	$\frac{2}{5} \times 15 =$	
29.	$\frac{4}{5} \times 15 =$	
30.	$\frac{3}{5} \times 15 =$	
31.	$15 \times \frac{3}{5} =$	
32.	$18 \times \frac{1}{6} =$	
33.	$18 \times \frac{5}{6} =$	
34.	$\frac{5}{6} \times 18 =$	
35.	$24 \times \frac{1}{4} =$	
36.	$\frac{3}{4} \times 24 =$	
37.	$32 \times \frac{1}{8} =$	
38.	$32 \times \frac{3}{8} =$	
39.	$\frac{5}{8} \times 32 =$	
40.	$32 \times \frac{7}{8} =$	
41.	$\frac{5}{9} \times 54 =$	
42.	$63 \times \frac{7}{9} =$	
43.	$56 \times \frac{3}{7} =$	
44.	$\frac{6}{7} \times 49 =$	

Day 12

Exercise 1 (answers on page 40)

Multiply these fractions. Cancel and simplify if possible.

1. $\frac{1}{8} \times \frac{2}{3} =$

2. $\frac{1}{2} \times \frac{4}{5} =$

3. $\frac{3}{5} \times \frac{10}{11} =$

4. $\frac{8}{9} \times \frac{3}{4} =$

5. $\frac{7}{10} \times \frac{2}{21} =$

6. $\frac{3}{4} \times \frac{5}{7} =$

7. $\frac{5}{9} \times \frac{7}{8} =$

8. $6 \times \frac{1}{3} =$

9. $\frac{5}{9} \times 9 =$

10. $10 \times \frac{1}{2} =$

11. $\frac{1}{3} \times 12 =$

12. $\frac{15}{16} \times \frac{8}{10} =$

13. $\frac{7}{8} \times \frac{12}{13} =$

14. $\frac{6}{9} \times \frac{1}{3} =$

15. $\frac{5}{10} \times \frac{3}{4} =$

16. $\frac{16}{17} \times \frac{23}{24} =$

17. $\frac{5}{16} \times \frac{20}{30} =$

18. $\frac{9}{10} \times \frac{50}{100} =$

Sprint Day 12

Number Correct: _____

A

Multiply Decimals

1.	$3 \times 2 =$	
2.	$3 \times 0.2 =$	
3.	$3 \times 0.02 =$	
4.	$3 \times 3 =$	
5.	$3 \times 0.3 =$	
6.	$3 \times 0.03 =$	
7.	$2 \times 4 =$	
8.	$2 \times 0.4 =$	
9.	$2 \times 0.04 =$	
10.	$5 \times 3 =$	
11.	$5 \times 0.3 =$	
12.	$5 \times 0.03 =$	
13.	$7 \times 2 =$	
14.	$7 \times 0.2 =$	
15.	$7 \times 0.02 =$	
16.	$4 \times 3 =$	
17.	$4 \times 0.3 =$	
18.	$0.4 \times 3 =$	
19.	$0.4 \times 0.3 =$	
20.	$0.4 \times 0.03 =$	
21.	$0.3 \times 0.04 =$	
22.	$6 \times 2 =$	
23.	$0.6 \times 2 =$	
24.	$0.6 \times 0.2 =$	
25.	$0.6 \times 0.02 =$	
26.	$0.2 \times 0.06 =$	
27.	$5 \times 7 =$	
28.	$0.5 \times 7 =$	
29.	$0.5 \times 0.7 =$	
30.	$0.5 \times 0.07 =$	
31.	$0.7 \times 0.05 =$	
32.	$2 \times 8 =$	
33.	$9 \times 0.2 =$	
34.	$3 \times 7 =$	
35.	$8 \times 0.03 =$	
36.	$4 \times 6 =$	
37.	$0.6 \times 7 =$	
38.	$0.7 \times 0.7 =$	
39.	$0.8 \times 0.06 =$	
40.	$0.09 \times 0.6 =$	
41.	$6 \times 0.8 =$	
42.	$0.7 \times 0.9 =$	
43.	$0.08 \times 0.8 =$	
44.	$0.9 \times 0.08 =$	

Dividing Fractions

Day 13

When dividing fractions, invert (turn over) the fraction to the right of the ÷ ("divide by") symbol. Cancel (if possible) then multiply. KCF

Ex. 1: $\frac{1}{2} \div \frac{3}{4} = \frac{1}{\cancel{2}_{1}} \times \frac{\cancel{4}^{2}}{3} = \frac{2}{3}$

Ex. 2: $\frac{3}{5} \div 5 = \frac{3}{5} \div \frac{5}{1} = \frac{3}{5} \times \frac{1}{5} = \frac{3}{25}$

Exercise 3 (answers on page 40)

Divide these fractions. Cancel if necessary and simplify

1. $\frac{2}{3} \div \frac{5}{6} =$
2. $\frac{9}{10} \div \frac{1}{2} =$
3. $\frac{3}{4} \div \frac{1}{4} =$
4. $\frac{9}{11} \div \frac{7}{22} =$
5. $\frac{2}{5} \div \frac{1}{6} =$
6. $\frac{1}{2} \div \frac{3}{4} =$
7. $\frac{7}{8} \div \frac{1}{4} =$
8. $\frac{1}{5} \div \frac{1}{6} =$
9. $\frac{5}{8} \div \frac{15}{16} =$
10. $\frac{15}{16} \div \frac{5}{8} =$
11. $\frac{7}{12} \div \frac{3}{4} =$
12. $\frac{8}{9} \div \frac{9}{8} =$
13. $2 \div \frac{3}{8} =$
14. $6 \div \frac{1}{2} =$
15. $\frac{3}{4} \div 4 =$

Sprint

Day 13

Number Correct: _____

A

Divide Whole Numbers by Fractions and Fractions by Whole Numbers

1.	$\frac{1}{2} \div 2 =$	
2.	$\frac{1}{2} \div 3 =$	
3.	$\frac{1}{2} \div 4 =$	
4.	$\frac{1}{2} \div 7 =$	
5.	$7 \div \frac{1}{2} =$	
6.	$6 \div \frac{1}{2} =$	
7.	$5 \div \frac{1}{2} =$	
8.	$3 \div \frac{1}{2} =$	
9.	$2 \div \frac{1}{5} =$	
10.	$3 \div \frac{1}{5} =$	
11.	$4 \div \frac{1}{5} =$	
12.	$7 \div \frac{1}{5} =$	
13.	$\frac{1}{5} \div 7 =$	
14.	$\frac{1}{3} \div 2 =$	
15.	$2 \div \frac{1}{3} =$	
16.	$\frac{1}{4} \div 2 =$	
17.	$2 \div \frac{1}{4} =$	
18.	$\frac{1}{5} \div 2 =$	
19.	$2 \div \frac{1}{5} =$	
20.	$3 \div \frac{1}{4} =$	
21.	$\frac{1}{4} \div 3 =$	
22.	$\frac{1}{4} \div 4 =$	
23.	$4 \div \frac{1}{4} =$	
24.	$\frac{1}{3} \div 3 =$	
25.	$\frac{2}{3} \div 3 =$	
26.	$\frac{1}{4} \div 2 =$	
27.	$\frac{3}{4} \div 2 =$	
28.	$\frac{1}{5} \div 2 =$	
29.	$\frac{3}{5} \div 2 =$	
30.	$\frac{1}{6} \div 2 =$	
31.	$\frac{5}{6} \div 2 =$	
32.	$\frac{5}{6} \div 3 =$	
33.	$\frac{1}{6} \div 3 =$	
34.	$3 \div \frac{1}{6} =$	
35.	$6 \div \frac{1}{6} =$	
36.	$7 \div \frac{1}{7} =$	
37.	$8 \div \frac{1}{8} =$	
38.	$9 \div \frac{1}{9} =$	
39.	$\frac{1}{8} \div 7 =$	
40.	$9 \div \frac{1}{8} =$	
41.	$\frac{1}{8} \div 7 =$	
42.	$7 \div \frac{1}{6} =$	
43.	$9 \div \frac{1}{7} =$	
44.	$\frac{1}{8} \div 9 =$	

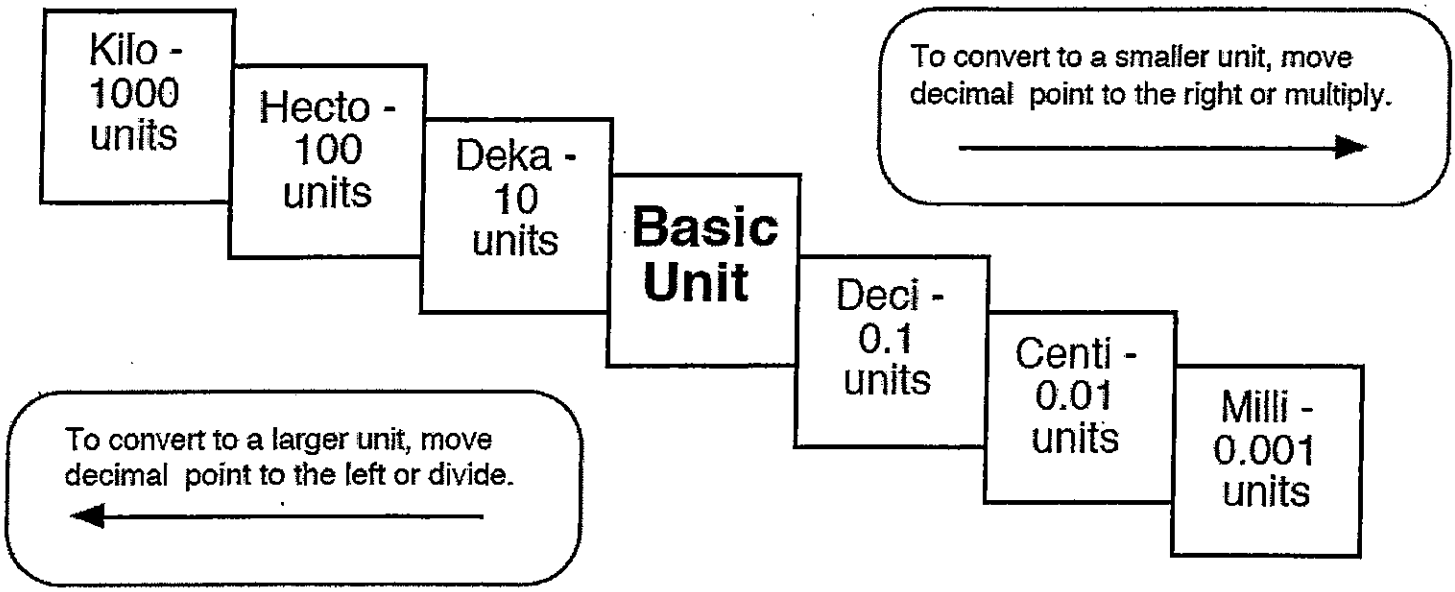
13

Metric Conversions

Day 14

NOTES

Converting within the Metric System



PRACTICE

1) 2000 mg = _____ g

2) 104 km = _____ m

3) 480 cm = _____ m

4) 5.6 kg = _____ g

5) 8 mm = _____ cm

6) 5 L = _____ mL

7) 198 g = _____ kg

8) 75 mL = _____ L

9) 50 cm = _____ m

10) 5.6 m = _____ cm

11) 16 cm = _____ mm

12) 2500 m = _____ km

13) 65 g = _____ mg

14) 6.3 cm = _____ mm

15) 120 mg = _____ g

Sprint Day 14

Number Correct: _____

A

Divide Decimals

1.	$1 \div 1 =$	
2.	$1 \div 0.1 =$	
3.	$2 \div 0.1 =$	
4.	$7 \div 0.1 =$	
5.	$1 \div 0.1 =$	
6.	$10 \div 0.1 =$	
7.	$20 \div 0.1 =$	
8.	$60 \div 0.1 =$	
9.	$1 \div 1 =$	
10.	$1 \div 0.1 =$	
11.	$10 \div 0.1 =$	
12.	$100 \div 0.1 =$	
13.	$200 \div 0.1 =$	
14.	$800 \div 0.1 =$	
15.	$1 \div 0.1 =$	
16.	$1 \div 0.01 =$	
17.	$2 \div 0.01 =$	
18.	$9 \div 0.01 =$	
19.	$5 \div 0.01 =$	
20.	$50 \div 0.01 =$	
21.	$60 \div 0.01 =$	
22.	$20 \div 0.01 =$	
23.	$5 \div 0.1 =$	
24.	$0.5 \div 0.1 =$	
25.	$0.05 \div 0.1 =$	
26.	$0.08 \div 0.1 =$	
27.	$4 \div 0.01 =$	
28.	$40 \div 0.01 =$	
29.	$47 \div 0.01 =$	
30.	$59 \div 0.01 =$	
31.	$3 \div 0.1 =$	
32.	$30 \div 0.1 =$	
33.	$32 \div 0.1 =$	
34.	$32.5 \div 0.1 =$	
35.	$25 \div 5 =$	
36.	$2.5 \div 0.5 =$	
37.	$2.5 \div 0.05 =$	
38.	$3.6 \div 0.04 =$	
39.	$32 \div 0.08 =$	
40.	$56 \div 0.7 =$	
41.	$77 \div 1.1 =$	
42.	$4.8 \div 0.12 =$	
43.	$4.84 \div 0.4 =$	
44.	$9.63 \div 0.03 =$	

14

Adding Fractions

Day 15

PRACTICE

Find the sum.

1a. $\frac{4}{11} + \frac{9}{4} =$

1b. $\frac{10}{11} + \frac{1}{6} =$

2a. $\frac{1}{11} + \frac{5}{9} =$

2b. $\frac{9}{7} + \frac{5}{4} =$

3a. $\frac{9}{8} + \frac{9}{4} =$

3b. $\frac{6}{9} + \frac{6}{9} =$

4a. $4\frac{1}{2} + 5\frac{1}{4} =$

4b. $9\frac{2}{12} + 3\frac{3}{4} =$

5a. $2\frac{7}{8} + 10\frac{1}{3} =$

5b. $7\frac{1}{4} + 9\frac{1}{3} =$

6a. $4\frac{5}{12} + 3\frac{3}{4} =$

6b. $3\frac{2}{4} + 6\frac{6}{9} =$

Sprint

Day 15

Number Correct: _____

Improvement: _____

B

Divide Decimals

1.	10 ÷ 1 =	
2.	1 ÷ 0.1 =	
3.	2 ÷ 0.1 =	
4.	8 ÷ 0.1 =	
5.	1 ÷ 0.1 =	
6.	10 ÷ 0.1 =	
7.	20 ÷ 0.1 =	
8.	70 ÷ 0.1 =	
9.	1 ÷ 1 =	
10.	1 ÷ 0.1 =	
11.	10 ÷ 0.1 =	
12.	100 ÷ 0.1 =	
13.	200 ÷ 0.1 =	
14.	900 ÷ 0.1 =	
15.	1 ÷ 0.1 =	
16.	1 ÷ 0.01 =	
17.	2 ÷ 0.01 =	
18.	7 ÷ 0.01 =	
19.	4 ÷ 0.01 =	
20.	40 ÷ 0.01 =	
21.	50 ÷ 0.01 =	
22.	80 ÷ 0.01 =	
23.	4 ÷ 0.1 =	
24.	0.4 ÷ 0.1 =	
25.	0.04 ÷ 0.1 =	
26.	0.07 ÷ 0.1 =	
27.	5 ÷ 0.01 =	
28.	50 ÷ 0.01 =	
29.	53 ÷ 0.01 =	
30.	68 ÷ 0.01 =	
31.	2 ÷ 0.1 =	
32.	20 ÷ 0.1 =	
33.	23 ÷ 0.1 =	
34.	23.6 ÷ 0.1 =	
35.	15 ÷ 5 =	
36.	1.5 ÷ 0.5 =	
37.	1.5 ÷ 0.05 =	
38.	3.2 ÷ 0.04 =	
39.	28 ÷ 0.07 =	
40.	42 ÷ 0.6 =	
41.	88 ÷ 1.1 =	
42.	3.6 ÷ 0.12 =	
43.	3.63 ÷ 0.3 =	
44.	8.44 ÷ 0.04 =	

Hillcrest Daily Art Prompts: 4th and 5th Grade Ms. Coleman

4th Google code: zz52qez

5th Google code: fycuana

1 Draw yourself with wings.	**2** Draw a picture of the perfect garden for your house.	**3** Draw a city on another planet.	**4** If animals could draw, what would their artwork look like? Draw their artwork.	**5** Draw a poster to advertise your favorite movie.	**6** Draw a picture of where you would like to fly to.	**7** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
8 Draw a picture of yourself if you grew flowers instead of hair.	**9** Draw a house built underground.	**10** Create an imaginary alphabet.	**11** Design a costume for 2090.	**12** Draw yourself at 16 years old, 30 and 80 years old.	**13** Draw a picture. Cut your pictures into squares. Paste the squares into a new design.	**14** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
15 Draw a comic strip with your own characters.	**16** Draw a character from a book you like	**17** Combine a plant and an animal to create a new life form.	**18** Draw your idea of Paradise	**19** Draw your dream room.	**20** Write a large number in the middle of a page. Turn it into a person/animal.	**21** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
22 Illustrate: If you were the tallest person in the world.	**23** Draw your best friend.	**24** Draw yourself as a robot.	**25** Draw a large jar and fill it up with something (candy, toys, rock, etc)	**26** Practice drawing anything from observation	**27** Draw your favorite photograph.	**28** Take any one of the ideas you have already drawn this week and revise it - - redesign it.

Directions: Take fifteen minutes a day to relax and use your imagination! Use any materials you have -- get creative! If you'd like to share your creations, you may send me a picture at **tcoleman@peekskillschools.org!**

Dibujando un día de Hillcrest: 4to y 5to grado Sra. Coleman
4th Google code: zz52qez
5th Google code: fycuana

1 Dibujate con alas.	2 Haz un dibujo del jardín perfecto para tu casa.	3 Dibuja una ciudad en otro planeta.	4 Si los animales pudieran dibujar, ¿cómo se vería su obra de arte? Dibuja su obra de arte.	5 Dibuja un póster para anunciar tu película favorita.	6 Haz un dibujo de a dónde te gustaría volar.	7 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
8 Haz un dibujo de ti mismo si cultivaste flores en lugar de cabello.	9 Dibuja una casa construida bajo tierra.	10 Crea un alfabeto imaginario.	11 Diseña un disfraz para 2090.	12 Dibujarse a los 16 años, 30 y 80 años.	13 Dibuja una imagen. Corta tus fotos en cuadrados. Pega los cuadrados en un nuevo diseño.	14 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
15 Dibuja una historieta con tus propios personajes.	16 Dibuja un personaje de un libro que te guste	17 Combina una planta y un animal para crear una nueva forma de vida.	18 Dibuja tu idea del paraíso	19 Dibuja la habitación de tus sueños.	20 Escribe un número grande en el medio de una página. Conviértalo en una persona / animal.	21 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
22 Ilustrar: si fueras la persona más alta del mundo.	23 Dibuja a tu mejor amigo/a	24 Dibujate como un robot.	25 Dibuja un frasco grande y llénalo con algo (dulces, juguetes, rocas, etc.)	26 Practica dibujar cualquier cosa desde la observación	27 Dibuja tu fotografía favorita.	28 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.

Instrucciones: ¡Tómese quince minutos al día para relajarse y usar su imaginación! Use cualquier material que tenga, ¡sea creativo! Si desea compartir sus creaciones, ¡puede enviarme una foto a **tcoleman@peekskillschools.org!**