

# Artesia Public Schools

## Fifth Grade Packet

Week 4

April 27th-May 1st



Escuelas públicas de Artesia  
Paquete de quinto grado

Semana 4

27 de abril-1 de mayo

# APS 5th Grade Math Week 4



<b>Day1</b>	<ul style="list-style-type: none"><li>• Math Week 4 Monday</li><li>• Online:</li><li>• Watch the Visual Learning Video in the math assignments tab for Topic 6-3. This will be in your assignments in Pearson.</li><li>• Complete the Homework Buddy: Homework &amp; Practice Topic 6-3 in Pearson</li><li>• 5<sup>th</sup> Grade IXL S.6 (Extra Help)</li><li>• Paper:</li><li>• If working on the packet complete Topic 6-3 guided practice page 315 and homework page 317.</li><li>• If you need extra help: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul>
<b>Day2</b>	<ul style="list-style-type: none"><li>• Math Week 4 Tuesday</li><li>• Online:</li><li>• Watch the Visual Learning Video in the math assignments tab for Topic 6-4. This will be in your assignments in Pearson.</li><li>• Complete the Homework Buddy: Homework &amp; Practice Topic 6-4 in Pearson</li><li>• 5<sup>th</sup> Grade Math IXL S.6 (Extra Help)</li><li>• Paper:</li><li>• If working on the packet complete Topic 6-4 guided practice page 321 and homework page 323.</li><li>• If you need extra help: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul>
<b>Day3</b>	<ul style="list-style-type: none"><li>• Math Week 4 Wednesday</li><li>• Online:</li><li>• Watch the Visual Learning Video in the math assignments tab for Topic 6-5. This will be in your assignments in Pearson.</li><li>• Complete the Homework Buddy: Homework &amp; Practice Topic 6-5 in Pearson</li><li>• 5<sup>th</sup> Grade IXL J.3, S,4 Also Consider J.4 &amp; J.5 (Extra Help)</li><li>• Paper:</li><li>• If working on the packet complete Topic 6-5 guided practice page 327 and homework page 329.</li><li>• If you need extra help: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul>
<b>Day4</b>	<ul style="list-style-type: none"><li>• Math Week 4 Thursday</li><li>• Online:</li><li>• Watch the Visual Learning Video in the math assignments tab for Topic 6-7. This will be in your assignments in Pearson.</li><li>• Complete the Homework Buddy: Homework &amp; Practice Topic 6-7 in Pearson</li><li>• Paper:</li><li>• If working on the packet complete Topic 6-7 guided practice page 339 and homework page 341.</li></ul>

	<ul style="list-style-type: none"> <li>• If you need extra help: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li> </ul>
Day5	<ul style="list-style-type: none"> <li>• Math Week 4 Friday</li> <li>• Online: <ul style="list-style-type: none"> <li>• Watch the Visual Learning Video in the math assignments tab for Topic 6-8. This will be in your assignments in Pearson.</li> </ul> </li> <li>• Complete the Homework Buddy: Homework &amp; Practice Topic 6-8 in Pearson</li> <li>• Paper: <ul style="list-style-type: none"> <li>• If working on the packet complete Topic 6-8 guided practice page 345 and homework page 347.</li> </ul> </li> <li>• If you need extra help: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li> </ul>

### **30 MINUTES OF MATH ASSIGNMENTS PER DAY**

Please contact your child's teacher if you need their username or password for any of the online resources. Do not hesitate to contact your child's teacher with any questions that may arise during the week.

**Math worksheets will be attached for extra practice if needed**

# APS 5to Grado

## Matemáticas semana 4



<b>Día 1</b>	<ul style="list-style-type: none"><li>• Matemáticas Semana 4-lunes</li><li>• En Línea:<ul style="list-style-type: none"><li>• Mirar “the Visual Learning Video” in la sección de asignaturas de matemáticas para el Tema 6-3. Esto estará en las asignaturas de Pearson.</li><li>• Completar “Homework Buddy”: Tarea y Practica Tema 6-3 en Pearson.</li><li>• 5to Grado IXL S.6 (ayuda extra)</li></ul></li><li>• Papel:<ul style="list-style-type: none"><li>• Si está trabajando en el paquete completar Tema 6-3 de practica guida en la página 315 y la tarea en la página 317.</li><li>• Si necesita ayuda extra: <a href="http://www.khanacademy.org/cc-fifth-grade-math">http://www.khanacademy.org/cc-fifth-grade-math</a></li></ul></li></ul>
<b>Día 2</b>	<ul style="list-style-type: none"><li>• Matemáticas Semana 4-martes</li><li>• En Línea:<ul style="list-style-type: none"><li>• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 6-4. Esto está en las asignaturas de Pearson.</li><li>• Completar “Homework Buddy”: Tarea y Practica Tema 6-4 en Pearson.</li><li>• 5to grado IXL S.6 (ayuda extra)</li></ul></li><li>• Papel:<ul style="list-style-type: none"><li>• Si está trabajando en el paquete completar el Tema 6-4 de practica guida en la página 321 y la tarea en la página 323.</li><li>• Si necesita ayuda extra: <a href="http://www.khanacademy.org/cc-fifth-grade-math">http://www.khanacademy.org/cc-fifth-grade-math</a></li></ul></li></ul>
<b>Día 3</b>	<ul style="list-style-type: none"><li>• Matemáticas Semana 4-miércoles</li><li>• En Línea:<ul style="list-style-type: none"><li>• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 6-5. Esto está en las asignaturas de Pearson.</li><li>• Completar “Homework Buddy”: Tarea y Practica Tema 6-5 en Pearson.</li><li>• 5to Grado IXL J.3, S.4 también considerar J.4 y J.5 (ayuda extra)</li></ul></li><li>• Papel:<ul style="list-style-type: none"><li>• Si está trabajando en el paquete completar el Tema 6-5 de practica guida en la página 327 y la tarea en la página 329.</li><li>• Si necesita ayuda extra: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul></li></ul>
<b>Día 4</b>	<ul style="list-style-type: none"><li>• Matemáticas Semana 4-jueves</li><li>• En línea:<ul style="list-style-type: none"><li>• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 6-7. Esto está en las asignaturas de Pearson.</li><li>• Completar “Homework Buddy”: Tarea y Practica Tema 6-7 en Pearson.</li></ul></li><li>• Papel:<ul style="list-style-type: none"><li>• Si está trabajando en el paquete completar el Tema 6-7 de practica guida en la página 339 y la tarea en la página 341.</li><li>• Si necesita ayuda extra: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul></li></ul>

<b>Día 5</b>	<ul style="list-style-type: none"><li>• Matemáticas Semana 4- viernes</li><li>• En Línea:<ul style="list-style-type: none"><li>• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 6-8. Esto está en las asignaturas de Pearson.</li><li>• Completar “Homework Buddy”: Tarea y Practica Tema 6-8 en Pearson.</li></ul></li><li>• Papel<ul style="list-style-type: none"><li>• Si está trabajando en el paquete completar Tema 6-8 de practica guida en la página 345 y la tarea en la página 347.</li><li>• Si necesita ayuda extra: <a href="https://www.khanacademy.org/cc-fifth-grade-math">https://www.khanacademy.org/cc-fifth-grade-math</a></li></ul></li></ul>
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## **30 MINUTOS DE TAREA DE MATEMATICAS POR DIA**

Por favor de contactar al maestro(a) de su hijo(a) si necesita el nombre del usuario y la contraseña para cualquier recurso usado en línea. No dude en contactar al maestro(a) de su hijo(a) con cualquier pregunta que pueda surgir durante la semana

### **Como entrar a Pearson:**

- Entre al internet al <http://bulldogs.powershcool.com/public/>
- Entre el nombre de usuario y contraseña
- Abajo en la izquierda, oprima el icono de Pearson Courses. Esto se abrirá en un nuevo navegador.
- Seleccione Matemáticas
- Seleccione la asignación.
- Oprima la selección de asignaciones para ese día.

**Hoyas de trabajo de matemáticas se a juntaran para practica adicional si es necesario**

# APS 5<sup>th</sup> Grade Reading Week 4



Day 1	Reading -Week 4 Monday <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Use the instructions below to log on and find your assignments page.</li><li>• Read “The Echoing Green” &amp; complete the multiple-choice questions – be sure to go back into the text to check/find your answers</li><li>• Do not submit the assignment until you have finished Tuesday’s work.</li></ul>
Day 2	Reading - Week 4 Tuesday <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Log on to readworks.org and find your assignments page.</li><li>• Reread “The Echoing Green” &amp; complete the extended response (RACE) questions.</li><li>• Submit your assignment when you have finished these questions.</li></ul>
Day 3	Reading – Week 4 Wednesday <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Log on to readworks.org and find your assignments page.</li><li>• Read “Go Outside and Play” and answer the multiple-choice questions – be sure to go back into the text to check/find your answers</li><li>• Do not submit the assignment until you have finished Thursday’s work.</li></ul>
Day 4	Reading - Week 4 Thursday <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Log on to readworks.org and find your assignments page</li><li>• Reread “Go Outside and Play” and answer the extended response (RACE) questions.</li><li>• Submit your assignment when you have finished these questions.</li></ul>
Day 5	Reading - Week 4 Friday <ul style="list-style-type: none"><li>• Pearsonrealize.com</li><li>• Log on to your Pearson Realize account and go to your assignments page.</li><li>• Read each of the “Fresh Reads for Fluency and Comprehension” texts and answer the multiple-choice questions (there are 3 assignments total)</li></ul>

## 30 MINUTES OF READING ASSIGNMENTS PER DAY

### Read Aloud Suggestions:

- Read with a parent. You read a page, and then they read a page. Ask each other questions about your page.
- Read aloud to a younger sibling and explain to them what's happening in the story.
- Read aloud to a pet or stuffed animal.
- Read aloud to an older sibling. Then ask them questions about what you have read to see if they listened.
- Read and then write down three things you liked about the story.
- Read and then write down three things you learned from the story.
- Read and then write down three questions you have about the story. Look up those questions online.
- Check YouTube using the title of the story for it to be read aloud.

# APS 5<sup>th</sup> Grade Reading and Math

## Websites Week 4

### How to Get on Pearson Online:

- Go to website <https://bulldogs.powerschool.com/public/>
- Enter your child's username and password.
- On the bottom left, click on the Pearson Courses icon. This will open up a new browser.
- Select the Reading or Math (depending on what assignment you will be working on).
- Then select assignments.
- Click on assignment needed for each day. The page number is specified in the assignment. You can discuss the answers verbally with a parent, write them out on a piece of paper, or print out the assignment.

### How to Get on Readworks:

- Go to [readworks.org](http://readworks.org)
- Click the button that says “student login”
- Enter your class code (your teacher will provide you with this code)
- Select your name from the list of names.
- Enter your password (your teacher will provide you with this password).
- You will now be on the assignments page.
- Click on the assignment listed on this week’s assignment list (above).
- Your assignment should pop up and you may begin working.

Please contact your child's teacher if you need their username or password for any of the online resources. Do not hesitate to contact your child's teacher with any questions that may arise during the week.

# APS 5to Grado Lectura Semana 4



Día 1	Lectura -Semana 4 - lunes <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Use las instrucciones abajo para entrar y buscar sus asignaciones.</li><li>• Leer “The Echoing Green” y complete las preguntas de opción múltiple -- asegúrense de regresar al texto para buscar/verificar las respuestas.</li><li>• No envíe la tarea hasta que termine el trabajo del martes.</li></ul>
Día 2	Lectura - Semana 4- martes <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Ingrese a readworks.org y busque su asignación en la página.</li><li>• Lea de nuevo “The Echoing Green” y complete las respuestas extendidas de las preguntas usando la forma de (RACE).</li><li>• Envié su tarea cuando haya terminado estas preguntas.</li></ul>
Día 3	Lectura - Semana 4- miércoles <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Ingrese a readworks.org y encuentre su asignación en la página.</li><li>• Lea “Go Outside and Play” y complete las respuestas de opción múltiple- asegúrese de regresar al texto y buscar/verificar su respuesta.</li><li>• No envíe la tarea hasta que termine el trabajo del jueves.</li></ul>
Día 4	Lectura - Semana 4- jueves <ul style="list-style-type: none"><li>• Readworks.org</li><li>• Ingrese a readworks.org y encuentre su asignación en la página.</li><li>• Lea de nuevo “Go Outside and Play” y complete las respuestas extendidas de las preguntas usando la forma de (RACE).</li><li>• Envié su tarea cuando haya terminado estas preguntas.</li></ul>
Día 5	Lectura - Semana 4- viernes <ul style="list-style-type: none"><li>• Pearsonrealize.com</li><li>• Ingrese a su cuenta de Pearson Realize y encuentre la página de sus tareas.</li><li>• Leer cada uno de los textos de “Fresh Reads for Fluency and Comprehension” y complete las preguntas de opción múltiple (hay 3 asignaciones en total).</li></ul>

## 30 MINUTOS DE LECTURA DE TAREA POR DIA

### Sugerencia para leer en voz alta:

- Leer con un padre de familia. Tú lees una página y luego ellos leen otra. Hacerse preguntas de cada página que leyeron.
- Leerle en voz alta a un/una hermano(a) y explicarles que está pasando en el cuento/la historia.
- Leer en voz alta a una mascota o a un animal de peluche.
- Leer en voz alta a un hermano(a) mayor. Hay les preguntas a ellos de lo que

estabas leyendo a ver si estaban escuchando.

- Leer y luego escribe tres cosas que te gusto del cuento.
- Leer y luego escribe tres cosas que aprendiste del cuento/ la historia.
- Lee y luego escribe tres preguntas que tienes sobre el cuento/la historia.
- Mira en Youtube escribiendo el título del libro a ver si encuentras en cuento para que lo escuches y te lo lean.

## APS 5to Grado Sitios Web de Lectura y Matemáticas Semana 4

### Como entrar a Pearson:

- Entre al internet al <http://bulldogs.powershcool.com/public/>
- Entre el nombre de usuario y contraseña
- Abajo en la izquierda, oprima el icono de Pearson Courses. Esto se abrirá en un nuevo navegador.
- Seleccione Lectura o Matemáticas (depende de que trabajo este haciendo)
- Seleccione la asignación.
- Oprima la selección de asignaciones para ese día. El número de la página es especifico a la asignación. Puede discutir las respuestas verbalmente con tus padres, escribir la respuesta en una hoja de papel, o imprimir la asignación.

### Como entrar a Readworks:

- Vaya a [readworks.org](http://readworks.org)
- Seleccione el botón que dice “student login”
- Ingrese el código de la clase (la/el maestra(o) les dará el código)
- Selecciona tu nombre de la lista.
- Ingrese su contraseña (el/la maestro(a) les dará la contraseña)
- Ahora estarán en la página de asignaciones.
- Seleccione la asignatura para la semana que está en la lista (arriba).

Por favor de contactar al maestro(a) de su hijo(a) si necesita el nombre del usuario y la contraseña para cualquier recurso usado en línea. No dude en contactar al maestro(a) de su hijo(a) con cualquier pregunta que pueda surgir durante la semana.

# Homework & Practice 6-3

## Use Models to Divide by a 1-Digit Whole Number

### Another Look!

Draw a model to help you find  $3.25 \div 5$ .

3 wholes, 2 tenths, and 5 hundredths



32 tenths and 5 hundredths

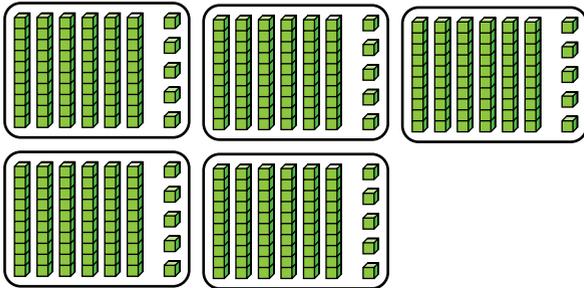


30 tenths and 25 hundredths

Think about how you can exchange place-value blocks to make 5 equal shares.



### What You Show



### What You Write

$$\begin{array}{r}
 0.65 \\
 5 \overline{)3.25} \\
 \underline{-30} \phantom{0} \\
 25 \\
 \underline{-25} \\
 0
 \end{array}$$

**Think:**

Each equal share has 6 tenths and 5 hundredths.

### Leveled Practice In 1–8, divide. Use models to help.

1. 
$$\begin{array}{r}
 0.\square\square \\
 4 \overline{)3.48} \\
 \underline{-\square\square} \\
 2\square \\
 \underline{-\square\square} \\
 0
 \end{array}$$

2. 
$$\begin{array}{r}
 0.\square\square \\
 5 \overline{)4.25} \\
 \underline{-\square\square} \\
 \square 5 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

3. 
$$\begin{array}{r}
 \square.\square \\
 6 \overline{)7.44} \\
 \underline{-6} \\
 \square\square \\
 \underline{-12} \\
 \square\square \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

4. 
$$\begin{array}{r}
 1.\square\square \\
 8 \overline{)9.68} \\
 \underline{-\square} \\
 1\square \\
 \underline{-\square\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

5.  $3 \overline{)2.91}$

6.  $4 \overline{)6.52}$

7.  $7.02 \div 6$

8.  $4.75 \div 5$

# ★ Guided Practice ★

## Do You Understand?

1. **MP.3 Construct Arguments** Should you start dividing the ones first or the tenths first to find  $9.36 \div 4$ ? Explain.
2. **MP.8 Generalize** How is dividing a decimal by a whole number similar to dividing a whole number by a whole number? Explain.

## Do You Know How?

3. Use models to help you divide  $2.16 \div 4$ . Complete the division calculation.

$$\begin{array}{r}
 0.\square\square \\
 4 \overline{)2.16} \\
 \underline{-\square\square} \\
 \square 6 \\
 \underline{-\square\square} \\
 0
 \end{array}$$

# ★ Independent Practice ★

**Leveled Practice** In 4–11, divide. Use models to help.

4. 
$$\begin{array}{r}
 0.4\square \\
 3 \overline{)1.35} \\
 \underline{-\square\square} \\
 \square 5 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

5. 
$$\begin{array}{r}
 0.\square\square \\
 6 \overline{)2.76} \\
 \underline{-\square\square} \\
 \square 6 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

6. 
$$\begin{array}{r}
 1.\square\square \\
 5 \overline{)6.85} \\
 \underline{-5} \\
 \square 8 \\
 \underline{-\square\square} \\
 \square 5 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

7. 
$$\begin{array}{r}
 \square.\square\square \\
 4 \overline{)5.72} \\
 \underline{-\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

8.  $2.38 \div 7$

9.  $4.71 \div 3$

10.  $1.76 \div 8$

11.  $5.36 \div 2$

# The Echoing Green

by William Blake

The sun does arise,  
And make happy the skies;  
The merry bells ring  
To welcome the Spring;  
The skylark and thrush, 5  
The birds of the bush,  
Sing louder around  
To the bells' cheerful sound;  
While our sports shall be seen  
On the echoing Green. 10

Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play, 15  
And soon they all say,  
"Such, such were the joys  
When we all--girls and boys--  
In our youth-time were seen  
On the echoing Green." 20

Till the little ones, weary,  
No more can be merry:  
The sun does descend,  
And our sports have an end.  
Round the laps of their mothers 25  
Many sisters and brothers,  
Like birds in their nest,  
Are ready for rest,  
And sport no more seen  
On the darkening green. 30

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What arises at the beginning of the poem and descends at the end?

- A. the sun
- B. a bell
- C. a bird
- D. an oak tree

2. What is the setting of this poem?

- A. the nest of a bird
- B. a bush where birds live
- C. the echoing Green
- D. the home of Old John

**3.** Reread the second stanza of the poem:

Old John, with white hair,

Does laugh away care,

Sitting under the oak,

Among the old folk.

They laugh at our play,

And soon they all say,

"Such, such were the joys

When we all--girls and boys--

In our youth-time were seen

On the echoing Green."

What can you infer from this stanza about Old John?

- A. Old John spends most of his time worrying.
- B. Old John used to play on the echoing Green.
- C. Old John likes being an old man more than he liked being a boy.
- D. Old John does not get along well with the other old folk.

**4.** Who or what are "the little ones" in line 21?

- A. young birds
- B. boys and girls
- C. mothers
- D. old folk

5. What is the theme of this poem?
- A. the disappointments of old age
  - B. the importance of hard work
  - C. the power of dreams
  - D. the joy of playing outdoors
6. What is the effect of using personification in lines 2 and 4?
- A. Personification suggests that nature can be dangerous.
  - B. Personification contrasts birds with human beings.
  - C. Personification explains the difference between skylarks and thrushes.
  - D. Personification creates a mood of happiness.
7. Whom does "our" refer to in line 15?
- A. the old folks sitting together under an oak tree
  - B. the people who ring merry bells to welcome the spring
  - C. the boys and girls playing on the echoing Green
  - D. the mothers around whose laps many sisters and brothers gather
8. What "shall be seen" on the echoing Green?
9. Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.
10. What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

# Homework & Practice 6-4

## Divide by a 1-Digit Whole Number

### Another Look!

The mass of 6 identical gold bracelets is 75 grams. What is the mass of each bracelet?



### Step 1

Estimate.  
Since  $72 \div 6 = 12$ , start dividing in the tens place.

$$\begin{array}{r} 1 \\ 6 \overline{)75} \\ - 6 \phantom{0} \\ \hline 1 \phantom{0} \end{array}$$

### Step 2

Divide the ones.

$$\begin{array}{r} 12 \\ 6 \overline{)75} \\ - 6 \phantom{0} \downarrow \\ \hline 15 \phantom{0} \text{ Bring down.} \\ - 12 \phantom{0} \\ \hline 3 \phantom{0} \end{array}$$

### Step 3

Divide the tenths.

$$\begin{array}{r} 12.5 \\ 6 \overline{)75.0} \text{ Place the decimal point.} \\ - 6 \phantom{0} \phantom{0} \text{ Annex a zero.} \\ \hline 15 \phantom{0} \phantom{0} \\ - 12 \phantom{0} \phantom{0} \downarrow \\ \hline 30 \phantom{0} \text{ Bring down.} \\ - 30 \phantom{0} \\ \hline 0 \phantom{0} \end{array}$$

The mass of each bracelet is 12.5 grams.

### Leveled Practice In 1–12, find each quotient.

1. 
$$\begin{array}{r} \phantom{00} \phantom{.} \phantom{0} \\ 5 \overline{)32.\phantom{0}} \\ - \phantom{00} \phantom{0} \\ \hline 20 \\ - \phantom{00} \phantom{0} \\ \hline \phantom{00} \phantom{0} \end{array}$$

2. 
$$\begin{array}{r} \phantom{00} \phantom{.} \phantom{00} \\ 7 \overline{)3.36} \\ - \phantom{00} \phantom{0} \\ \hline \phantom{00} \phantom{0} \phantom{0} \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} \end{array}$$

3. 
$$\begin{array}{r} \phantom{00} \phantom{.} \phantom{00} \\ 4 \overline{)9.76} \\ - \phantom{00} \phantom{0} \\ \hline \phantom{00} \phantom{0} \phantom{0} \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} \phantom{0} \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} \end{array}$$

4. 
$$\begin{array}{r} \phantom{00} \phantom{.} \phantom{00} \\ 8 \overline{)92.\phantom{0}} \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} \phantom{0} \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} 0 \\ - \phantom{00} \phantom{0} \phantom{0} \\ \hline \phantom{00} \phantom{0} \end{array}$$

5.  $13 \div 2$

6.  $5.58 \div 9$

7.  $27.6 \div 8$

8.  $30.17 \div 7$

9.  $15 \div 4$

10.  $37.8 \div 7$

11.  $4.95 \div 9$

12.  $5.04 \div 6$

# ★ Guided Practice ★

## Do You Understand?

- When you divide a decimal by a whole number, where do you place the decimal point in the quotient?
- MP.2 Reasoning** In the example on the previous page, why is a zero annexed in the dividend?

## Do You Know How?

In **3** and **4**, complete each division.

$$\begin{array}{r}
 7.\square \\
 6 \overline{)43.8} \\
 \underline{-4\square} \\
 1\square \\
 \underline{-18} \\
 \square
 \end{array}$$

$$\begin{array}{r}
 9.2\square \\
 4 \overline{)37.\square\square} \\
 \underline{-\square6} \\
 1\square \\
 \underline{-8} \\
 \square\square \\
 \underline{-\square\square} \\
 0
 \end{array}$$

# ★ Independent Practice ★

**Leveled Practice** In **5–16**, find each quotient.

$$\begin{array}{r}
 0.\square\square \\
 6 \overline{)4.56} \\
 \underline{-\square\square} \\
 \square6 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

$$\begin{array}{r}
 \square.\square \\
 5 \overline{)32.\square} \\
 \underline{-\square\square} \\
 20 \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

$$\begin{array}{r}
 \square.\square \\
 7 \overline{)20.3} \\
 \underline{-\square\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

$$\begin{array}{r}
 \square.\square\square \\
 4 \overline{)33.8\square} \\
 \underline{-\square\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square\square \\
 \underline{-\square\square} \\
 \square
 \end{array}$$

9.  $19 \div 5$

10.  $7.83 \div 3$

11.  $48.62 \div 2$

12.  $62 \div 8$

13.  $35.5 \div 5$

14.  $100 \div 8$

15.  $1.44 \div 9$

16.  $\$7.20 \div 6$

# Homework & Practice 6-5

## Divide by a 2-Digit Whole Number

### Another Look!

The area of a sketch pad is 93.5 square inches. The length of the sketch pad is 11 inches. What is the width of the sketch pad?

First, estimate the width:  
 $93.5 \div 11$  is about  
 $90 \div 10 = 9$ .

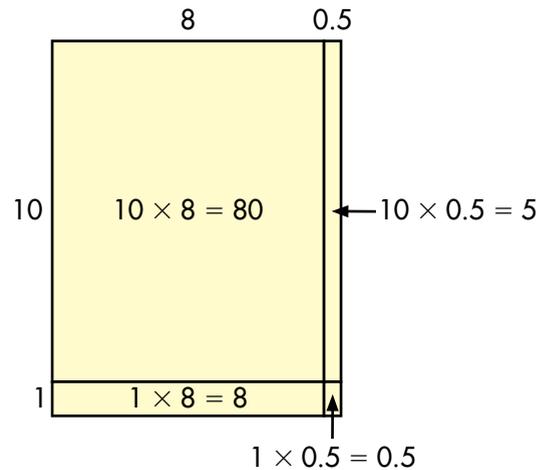


Divide 93.5 by 11.

$$\begin{array}{r}
 8.5 \\
 11 \overline{)93.5} \\
 \underline{-88} \phantom{0} \\
 55 \\
 \underline{-55} \\
 0
 \end{array}$$

8.5 is close to the estimate of 9, so the answer is reasonable.

The width of the sketch pad is 8.5 inches.



### Leveled Practice In 1–12, find each quotient.

1. 
$$\begin{array}{r}
 \phantom{00} \\
 23 \overline{)71.3} \\
 \underline{-69} \phantom{0} \\
 23 \\
 \underline{-23} \\
 0
 \end{array}$$

2. 
$$\begin{array}{r}
 \phantom{00} \\
 80 \overline{)192.0} \\
 \underline{-160} \phantom{0} \\
 320 \\
 \underline{-320} \\
 0
 \end{array}$$

3. 
$$\begin{array}{r}
 \phantom{000} \\
 42 \overline{)2394} \\
 \underline{-84} \phantom{0} \\
 1554 \\
 \underline{-126} \phantom{0} \\
 294 \\
 \underline{-294} \\
 0
 \end{array}$$

4. 
$$\begin{array}{r}
 \phantom{000} \\
 18 \overline{)40.50} \\
 \underline{-36} \phantom{0} \\
 450 \\
 \underline{-36} \phantom{0} \\
 110 \\
 \underline{-90} \phantom{0} \\
 200 \\
 \underline{-180} \phantom{0} \\
 200 \\
 \underline{-180} \\
 20 \\
 \underline{-18} \\
 2
 \end{array}$$

5.  $26 \overline{)98.8}$

6.  $17 \overline{)14.62}$

7.  $25 \overline{)160}$

8.  $60 \overline{)343.2}$

9.  $83.2 \div 26$

10.  $25.6 \div 4$

11.  $90.54 \div 18$

12.  $2.4 \div 16$

# ★ Guided Practice ★

## Do You Understand?

In **1** and **2**, use the example on the previous page.

- Where is 5.3 shown in the diagram?
- © **MP.7 Use Structure** How can you check that the quotient 5.3 is reasonable? Explain.

## Do You Know How?

In **3** and **4**, complete the division problem.

$\begin{array}{r} \square . 2 \square \\ 49 \overline{) 306.25} \\ - \square 9 \square \\ \hline 1 \square \square \\ - 98 \\ \hline \square \square \square \\ - 245 \\ \hline \square \end{array}$	$\begin{array}{r} 0. \square \square \\ 15 \overline{) 14.4 \square} \\ - \square \square \square \\ \hline 9 \square \\ - \square 0 \\ \hline \square \end{array}$
--	---

# ★ Independent Practice ★

**Leveled Practice** In **5–12**, find each quotient.

$$\begin{array}{r} \square \square \\ 17 \overline{) 78.2} \\ - \square \square \\ \hline \square \square \square \\ - \square \square \square \\ \hline 0 \end{array}$$

$$\begin{array}{r} \square \square \\ 40 \overline{) 232.0} \\ - \square \square \square \\ \hline \square \square \square \\ - \square \square \square \\ \hline 0 \end{array}$$

$$\begin{array}{r} \square . 7 \square \\ 53 \overline{) 304.75} \\ - \square 6 \square \\ \hline 3 \square \square \\ - 371 \\ \hline \square \square \square \\ - 265 \\ \hline \square \end{array}$$

$$\begin{array}{r} 0. \square \square \\ 18 \overline{) 15.3 \square} \\ - \square \square \square \\ \hline 9 \square \\ - \square 0 \\ \hline \square \end{array}$$

$$9. 27 \overline{) 91.8}$$

$$10. 15 \overline{) 3.9}$$

$$11. 88 \overline{) 396}$$

$$12. 50 \overline{) 247.5}$$

# Go Outside and Play!

by Jennifer Kroll



Photos.com

*Spending time outside can be a real kick for your health.*

Think about how much time you spent outside last week. Really "outside." Walking from the car into the mall doesn't count. Now think about how much time you spent indoors-on the Internet or playing video games or watching TV.

"I play inside more than outside," says Casey M., of South Bend, Indiana. "I like to play games on the computer."

If you're like Casey and many other people, it's likely that you spent more time inside four walls than outside in fresh air. Kids spent two fewer hours per week on sports and outdoor activities in the early 2000s than kids did in the early 1980s. That's

according to a University of Michigan study. *Sedentary* (nonmoving) activities are more popular. Most people in the study reported spending most of their free time watching TV (85 percent) or playing computer games (81 percent). The costs "include obesity, greater stress, higher rates of physical and emotional illnesses-and less joy in being alive and aware," says Richard Louv, author of *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*.

## Find Your Place

Are you staying inside because you need a place to go? Former open spaces have been filled in with buildings. All kinds of areas are off-limits to tweens and teens. "It wasn't that long ago that kids were free to roam sidewalks, streets, alleys, vacant lots, city parks," says Rhonda Clements. She's a professor of physical education at Manhattanville College in New York. "Students still need to have that place where they are free to go and meet friends."

Even when space is available, personal safety is an issue. "I wish I could play outside more," says Angela P., of New Haven, Connecticut. "I live in an apartment. There's a park down the street, but my mom doesn't think it's safe to go there by ourselves."

Rae Pica, an activity specialist, says she knows that "many kids are home alone in the

afternoons and have been [told] not to leave the house."

So what's a person to do? One answer is to make sure an adult knows how to find you. A cell phone can help. Another idea is to get an adult involved. "Rely on your neighborhood and maybe on one or two parents to get to a local park where there is ample space," says Clements. Most communities have organized activities and supervised recreation spaces that offer parents peace of mind.

## The Great Outdoors

There's no doubt about it-heading outdoors is good for you. So what can you do out there?

- **Explore.** Take a friend along, and check out your environment on foot. Just make sure a responsible adult knows where you are.
- **Get on wheels.** Cycling, in-line skating, and skateboarding are fun ways of enjoying the fresh air. Be sure to strap on safety gear when you get on wheels.
- **Be artistic.** Grab a camera, and take photos outside. Or use sidewalk chalk to create colorful works of art. Pick up sticks to create boxes, sculptures, and frames.
- **Spy on wildlife.** What lives nearby? Search for signs of your many-legged or winged neighbors.
- **Recapture your childhood.** Remember what it was like to climb around on a jungle gym or swing or play Four Square? Why should little kids have all the fun? Revisit games you enjoyed as a little kid-playing games is a great way to relieve stress!
- **Play with toys.** You might find that your Frisbee-throwing, kite-flying, and Hacky Sack-kicking skills improve as you get older and more coordinated.
- **Join the club.** If you are with a group of people, "your parents won't worry as much about safety," says author Richard Louv. You're also likely to make new friends. Possibilities might include a Scout organization, YMCA, 4-H, or sports club or team. Many communities offer outdoor programs too.
- **Just hang out.** Chat with friends, kick around a ball, whatever you feel like doing-hey, it's your outdoors!

## Why Play? Why Outside?

"I do soccer, so I'm outside a lot," says Jacob C. of Nashua, New Hampshire. "Sometimes, though, I wish I had more time to *play* outside."

Playing is important, even for adults. Goofing around relieves stress and lets us feel free and creative. And playing outside is especially good. Just being exposed to the great outdoors does wonders. "Outside light is ... vital to the immune system and simply makes us feel happier," Pica says.

Here are four great reasons to get outside and play.

**1. Outdoor activity expands your senses.** Try this: If you have a computer, the next time you sit down to use it, take note of your senses during and after your session. Then take note of your senses after you've done something outside. Which makes you feel better?

Being outdoors brings the senses to life. In fact, 75 percent of students polled by Weekly Reader said they felt better after spending time outside. "Hiking, exploring, and fishing help hone all of your senses," says Betsy Keller. She's a professor of exercise and sports sciences at Ithaca College in New York. "Smell, sight ... [they're] all engaged when you're outside."

Bonus! With your senses engaged, you'll feel free and more creative. Clements reports that in a park near her home, young people turned a concrete slab into their own outdoor theater.

**2. Playing outside helps your body.** Want to get fit? Go outside! "The outdoors is the best place for [you] to practice and master physical skills and to experience the pure joy of movement," says Pica.

You've probably heard teachers and others tell you that getting 30 minutes of exercise a day or walking 10,000 steps helps you stay fit. "We've emphasized physical activity levels and not focused on the fun aspect," Keller admits. But if you're having fun, you're more likely to stick with it, and being outside offers special fun and fitness. When playing outside, says Keller, "the terrain varies. You can be on stairs, hills, walls, play equipment. It challenges your balance, coordination, and stamina. Playing on a flat floor doesn't always do that."

Time spent outdoors pays off later too. It helps keep your body's clock on track so that you sleep better at night and feel less sleepy during the day.

**3. Outdoor play eases your mind.** Are you stressed out? Having trouble concentrating? Too much time indoors-away from the natural world-may be a cause. Louv uses a term to describe the set of problems caused by too much time indoors: *nature-deficit disorder*. "I use it not as a medical diagnosis," he says. "I use it to describe the price we pay for being so separated from nature."

Exposure to nature has been shown to lower stress levels and ease symptoms of attention deficit disorder. "By comparison," says Louv, "activities indoors, such as watching TV, or \_\_\_\_\_"

activities in paved, non-green areas leave kids [with ADD symptoms] worse off."

**4. Spending time outdoors brings you closer to the environment**Hearing the leaves crackle underfoot and breathing in fresh air build awareness and appreciation of the environment. If you walk through the woods in search of cool birds and plants, you may find your mind expanding.

No woods nearby? You don't need a huge park to enjoy nature's benefits. Nature can be as close as your own backyard or that clump of trees at the end of the street. There are bits of nature everywhere-even in cities. "Some naturalists call that 'nearby nature,'" Louv says. "It's a great way to experience a piece of the natural world without wandering too far from home."

So the next time you sit down to spend quality time with a TV, consider treating yourself to a little outdoor play instead. It's not called the great outdoors for nothing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does the author describe as the major obstacle to kids today playing outside?

- A. Many areas are off limits or unsafe for kids to play.
- B. More kids live in urban areas, where there are no places to play outside.
- C. More kids have health problems such as attention deficit disorder and nature deficit disorder.
- D. Playing outside is too expensive for parents in the current economy.

2. What is the author trying to persuade the reader to do?

- A. to play video games more often
- B. to be more physically active outdoors
- C. to move from urban to rural areas
- D. to avoid the dangers of playing outside by staying inside

3. Read the sentences:

"I do soccer, so I'm outside a lot," says Jacob C. of Nashua, New Hampshire.  
'Sometimes, though, I wish I had more time to *play* outside.'

Joshua C. would most likely agree with which of the statements below?

- A. Kids today should only participate in organized activities due to the safety risks of playing outside.
- B. Kids today play too many of their sports games online.
- C. Kids should have time for both organized and unorganized activities outside.
- D. Kids already spend too much time outside.

4. In the section "The Great Outdoors," the author suggests that readers recapture their childhood. Reread the section. Which definition is closest to the meaning of **recapture** as used in that section?

- A. to write down or record
- B. to imagine in vivid detail
- C. to go back to or live again
- D. to take a picture or video of

5. What is the author mainly arguing in this passage?

- A. Kids in urban areas should be provided with cleaner parks, more accessible indoor recreation areas, and safer routes to outdoor activity areas.
- B. Playing outside is beneficial for your body and mind, and there are many ways to enjoy the outdoors.
- C. Young kids today will face obesity when they are older if they do not learn to exercise.
- D. Students would perform better in school if they played outside more.

6. Why is playing outside good for your health? Use evidence from the passage to support your answer.

7. Read the sentences and answer the question:

"Hiking, exploring, and fishing help **hone** all of your senses,' says Betsy Keller. She's a professor of exercise and sports sciences at Ithaca College in New York. 'Smell, sight ... [they're] all engaged when you're outside.'"

What does Professor Betsy Keller mean when she states that the activities can **hone** all senses?

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The author clearly states that you do not need to live in a rural area to enjoy the outdoors; \_\_\_\_\_, many cities have parks and plots of trees within the city blocks.

- A. for instance
- B. secondly
- C. however
- D. obviously

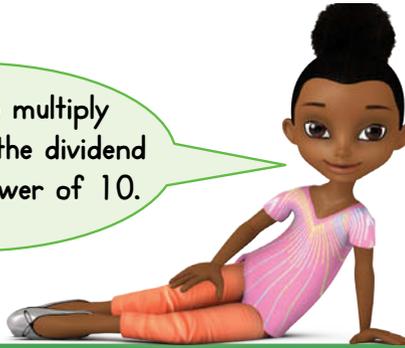
# Homework & Practice 6-7

## Divide by a Decimal

### Another Look!

Find  $1.47 \div 0.42$ .

Remember to multiply the divisor and the dividend by the same power of 10.



### Step 1

Think of a power of 10 to multiply the divisor by so it is a whole number.

$$0.\underline{4}2$$

Multiply by  $10^2$  or 100.

### Step 2

Multiply the dividend by the same power of 10 and place the decimal point in the quotient.

$$0.42 \times 10^2 = 42$$

$$1.47 \times 10^2 = 147$$

$$0.42 \overline{)1.47} = 42 \overline{)147}$$

### Step 3

Divide.

$$\begin{array}{r} 3.5 \\ 42 \overline{)147.0} \\ \underline{-126} \phantom{0} \\ 210 \\ \underline{-210} \\ 0 \end{array}$$

So,  $1.47 \div 0.42 = 3.5$ .

In **1–4**, write the power of 10 to multiply the divisor by to make it a whole number. Then write the equivalent problem.

1.  $80.5 \div 3.5$

2.  $12.74 \div 0.98$

3.  $26.4 \div 0.3$

4.  $1.65 \div 0.05$

In **5–16**, find each quotient.

5.  $0.32 \overline{)1.92}$

6.  $3.5 \overline{)21.7}$

7.  $0.01 \overline{)8.64}$

8.  $0.4 \overline{)0.3}$

9.  $1.6 \overline{)8.8}$

10.  $3.4 \overline{)79.9}$

11.  $0.03 \overline{)3.21}$

12.  $0.75 \overline{)5.25}$

13.  $2.3 \overline{)27.6}$

14.  $0.07 \overline{)1.05}$

15.  $0.12 \overline{)11.16}$

16.  $0.04 \overline{)8.52}$

## ☆ Guided Practice \*

### Do You Understand?

1. **MP.8 Generalize** When dividing by a decimal, why can you multiply the divisor and dividend by the same power of 10?
2. What power of 10 would you multiply the dividend and divisor by to make  $2.85 \div 0.95$  easier to divide?

### Do You Know How?

In 3–6, find each quotient.

3.  $2 \div 0.5$
4.  $1.25 \div 0.25$
5.  $2.1 \div 0.7$
6.  $6.6 \div 0.3$

Think about how the dividend, divisor, and quotient are related.



## ☆ Independent Practice ☆

In 7–10, write a power of 10 you would multiply the divisor by to make it a whole number. Then write the equivalent problem.

7.  $23.56 \div 0.04$

8.  $73.2 \div 0.6$

9.  $0.3 \div 0.5$

10.  $2.73 \div 0.78$

In 11–22, find each quotient.

11.  $0.25 \overline{)0.62}$

12.  $0.04 \overline{)4.56}$

13.  $0.05 \overline{)0.02}$

14.  $0.1 \overline{)182.8}$

15.  $0.03 \overline{)17.25}$

16.  $0.8 \overline{)56.8}$

17.  $0.06 \overline{)6.24}$

18.  $2.5 \overline{)1.5}$

19.  $5.5 \overline{)24.2}$

20.  $0.85 \overline{)0.34}$

21.  $0.09 \overline{)0.36}$

22.  $0.22 \overline{)48.62}$

# Homework & Practice 6-8

## Continue to Divide with Decimals

### Another Look!

The cost of a taxi ride to the airport is \$48.06. The cost per mile is \$0.72. How many miles is the taxi ride?

You can annex zeros to the dividend to keep dividing.



Estimate the quotient by rounding:  
 $48 \div 1 = 48$ . The actual answer is greater than 48.06, the dividend, because the divisor is less than 1.

Multiply the divisor and dividend by the same power of 10 to make the divisor a whole number. Place the decimal point in the quotient.

$$0.72 \overline{)48.06} = 72 \overline{)4806.}$$

Divide. Annex zeros as needed.

$$\begin{array}{r} 66.75 \\ 72 \overline{)4806.00} \\ \underline{-432} \phantom{00} \\ 486 \phantom{00} \\ \underline{-432} \phantom{00} \\ 540 \phantom{00} \\ \underline{-504} \phantom{00} \\ 360 \phantom{00} \\ \underline{-360} \phantom{00} \\ 0 \end{array}$$

The taxi ride is 66.75 miles long.

The answer is reasonable because it is close to the estimate.

In **1–9**, find each quotient. Annex zeros as needed.

1.  $0.64 \overline{)5.44}$

2.  $0.28 \overline{)1.12}$

3.  $4.2 \overline{)12.81}$

4.  $0.5 \overline{)65}$

5.  $4.8 \overline{)85.2}$

6.  $0.17 \overline{)6.8}$

7.  $0.07 \overline{)32.34}$

8.  $0.75 \overline{)60}$

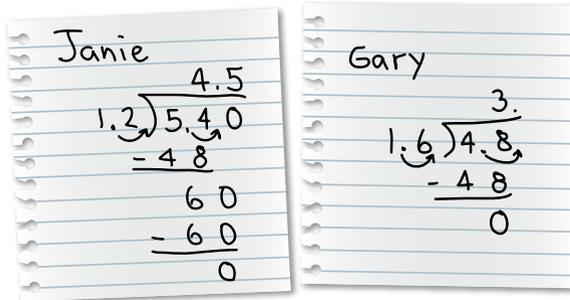
9.  $0.35 \overline{)2.352}$

10. Show how to check your answer to Exercise 9.

## ★ Guided Practice\*

### Do You Understand?

1. Janie solved  $5.4 \div 1.2$ . Gary solved  $4.8 \div 1.6$ . Why did Janie place a zero to the right of the dividend but Gary did not?



Janie's work for  $5.4 \div 1.2$ :

$$\begin{array}{r} 4.5 \\ 1.2 \overline{)5.40} \\ \underline{-48} \phantom{0} \\ 60 \\ \underline{-60} \\ 0 \end{array}$$

Gary's work for  $4.8 \div 1.6$ :

$$\begin{array}{r} 3. \\ 1.6 \overline{)4.8} \\ \underline{-48} \\ 0 \end{array}$$

### Do You Know How?

In 2–5, find each quotient. Annex zeros as needed.

2.  $1.8 \overline{)0.72}$

3.  $0.45 \overline{)4.14}$

4.  $5.6 \div 0.14$

5.  $0.76 \div 0.25$

## ★ Independent Practice ★

In 6–14, find each quotient. Annex zeros as needed.

6.  $0.32 \overline{)2.08}$

7.  $0.43 \overline{)3.01}$

8.  $6.2 \overline{)6.51}$

9.  $35 \div 0.5$

10.  $102.3 \div 4.4$

11.  $9.3 \div 0.31$

12.  $25.44 \div 0.06$

13.  $90 \div 0.45$

14.  $3.24 \div 0.48$

Name \_\_\_\_\_

**Read the selection. Then answer the questions that follow.****About *Shrek***

The animated film *Shrek* tells the story of a big green ogre named Shrek, who lives contentedly alone in a forest in an imaginary land called Duloc. Although big and fearsome, Shrek is really a kindhearted being who enjoys his solitary life. However, Shrek's peaceful life in the woods is disrupted when Lord Farquaad, the ruler of Duloc, decides to banish all the fairy-tales from the land, and Shrek's home becomes overrun by the displaced fairy-tale creatures.

When Shrek's home is invaded, he sets out to find Lord Farquaad and to persuade the ruler to take the fairy-tale creatures back, so that they can go home and Shrek can live again in peace. Lord Farquaad tells Shrek that he'll take the fairy-tale beings back on the condition that Shrek finds the princess Fiona, so that Farquaad can marry her. Shrek begins his journey to find Fiona and is accompanied by his loyal and talkative friend the donkey. The adventures that follow make for a very entertaining film, with a surprising ending.

The 2001 film is based on the children's book *Shrek!* by the award-winning cartoonist and author William Steig. During his early life, Steig made his living as an acclaimed cartoonist, creating thousands of drawings for the magazine *The New Yorker*. At the age of sixty-one, Steig began writing and illustrating children's books, and he soon earned awards for his books, including the Caldecott Medal for his third children's book *Sylvester and the Magic Pebble*.

Steig continued to create new books throughout his long life, writing *Shrek!* when he was in his nineties. Like other works by Steig, this tale about the goodhearted green ogre emphasizes the values of independence, resourcefulness, and tolerance of others. The movie and the book are well worth seeing and reading.

**Turn the page.**

Answer the questions below.

**1** Which of the following is a statement of fact based on the first paragraph?

- A** The film *Shrek* was set in the imaginary land of Duloc.
- B** Shrek was the most fearsome monster in Duloc.
- C** Lord Farquaad hated all fairy-tales.
- D** Shrek’s kind heart was evident to all who met him.

**2** Which of the following sentences contains a statement of opinion?

- F** Shrek’s friend, the donkey, was rarely quiet.
- G** Steig began writing children’s books late in life.
- H** *Shrek* the movie is based on a book by the same title.
- J** *Sylvester and the Magic Pebble* deserved a medal.

**3** If you wanted to verify the statements of fact about Steig’s life, which of the following reference sources would you use?

- A** a dictionary
- B** a map of Duloc
- C** a biography about Steig
- D** a social studies textbook

**4** Based on information about Steig’s books, what is Sylvester probably like?

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**5** List a statement of opinion from the last paragraph of the selection.

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**Common Core State Standards**

Questions 1–5: Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Name \_\_\_\_\_

Read the selection. Then answer the questions that follow.

**Amelia Earhart: The First Woman to Fly Over the Atlantic**

Amelia Earhart was a renowned American aviator (airplane pilot), who became famous for several daring flights. Born in 1897, Earhart worked as a nurse and a social worker after graduating from high school in Chicago. In the early 1920s she learned how to fly a plane, and in 1928 she became the first woman to cross the Atlantic Ocean in a plane, although she was a passenger on that flight.

The 1928 flight was the first of several achievements by Earhart, who went on to set several more records during the 1930s. After crossing the Atlantic as a passenger, Earhart decided to fly across the Atlantic as a pilot by herself, and in 1932 she accomplished that goal, flying solo from Newfoundland, North America, to Ireland in the record time of fourteen hours and fifty-six minutes.

Earhart also wrote books about her remarkable experiences as a pilot. The book she published after the 1932 flight, *The Fun of It*, is a lively account of her journey. She also wrote another book called *20 Hrs., 40 Min.*, which recalls her 1928 flight across the Atlantic.

In 1935 Earhart set another world flying record by becoming the first person to fly alone from Hawaii to California, which was a longer distance than her flight from North America to Ireland. Throughout her career, Earhart sought to create more opportunities for women in the world of aviation (flying), since it was still unusual for women to become pilots at the time.

Today, Earhart is remembered as a bold adventurer, who was at the fore of the first years of international aviation. Her life story is told in many biographies, including *Soaring Wings*, which was written by her husband, the publisher George Palmer Putnam, and was first published in 1939.

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Turn the page.

Answer the questions below.

**1** Based on the selection, which of the following is a statement of fact?

- A** Earhart was the most beloved and famous pilot of her time.
- B** Earhart was the first woman to cross the Atlantic in a plane.
- C** Earhart should have written more than two books.
- D** No other early pilots were as brave as Earhart.

**2** Based on the selection, which of the following is a statement of opinion?

- F** Earhart wrote books about her experiences as a pilot.
- G** The book *20 Hrs., 40 Min.* tells about her 1928 flight.
- H** Earhart's first book was published in 1931.
- J** *The Fun of It* is a lively account of one of Earhart's journeys.

**3** Which of the following reference sources would be most useful to verify the statement of facts in this selection?

- A** a dictionary
- B** a world atlas
- C** an almanac
- D** an encyclopedia

**4** The main idea of the second paragraph is that—

- F** Earhart set many records in flight.
- G** most pilots were men during the 1930s.
- H** Earhart crossed the Atlantic alone in 1932.
- J** Earhart learned how to fly after the 1928 flight.

**5** Write a statement of opinion based on the last sentence of the selection.

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Name \_\_\_\_\_

**Read the selection. Then answer the questions that follow.****The Oldest Sport in North America**

You might be surprised to learn that the oldest team sport in North America is not football or baseball, but a game called lacrosse. Based on a Native American sport called *baggataway*, the game was taken up by European Canadians in about 1840. These players changed the rules of the sport and called it *lacrosse* because the stick players use looks like a crosier, which is a type of walking stick. The Canadian government made lacrosse the national game in 1867.

Today, the sport is played with a small rubber sponge ball. Players carry and throw the ball using a long-handled stick with a basket at the end of it. As with hockey, two teams try to score points by tossing the ball into a netted goal at the ends of a field. One point is scored for each goal. The sport is fast-paced and exciting to watch, so everyone should see a lacrosse game at least once.



# Answer Keys

## Math and ELA

Math Week 4 Answer Key

**Page 315**

1. Ones; Since  $9/4 > 1$ ,  $9.36/4 > 1$  2. The steps are the same, but you have to make sure to place the decimal. 3. 0.54 4. 0.45 5. 0.46 6. 1.37 7. 1.43 8. 0.34 9. 1.57 10. 0.22 11. 2.68

**Page 317**

1. 0.87 2. 0.85 3. 1.24 4. 1.21 5. 0.97 6. 1.63 7. 1.17 8. 0.95

**Page 321**

1. Above the decimal point in the dividend 2. To find the hundredths digit in the quotient 3. 7.3  
4. 9.25 5. 0.76 6. 6.4 7. 2.9 8. 8.45 9. 3.8 10. 2.61 11. 24.31 12. 7.75 13. 7.1 14. 12.5 15. 0.16  
16. \$1.20

**Page 323**

1. 6.4 2. 0.48 3. 2.44 4. 11.5 5. 6.5 6. 0.62 7. 3.45 8. 4.31 9. 3.75 10. 5.4 11. 0.55 12. 0.84

**Page 327**

1. The width is marked 5 and 0.3 and  $5 + 0.3 = 5.3$  2. I can use multiplication to estimate  $5 \times 16 = 80$ . Which is close to the dividend. 3. 6.25 4. 0.96 5. 4.6 6. 5.8 7. 5.75 8. 0.85 9. 3.4  
10. 0.26 11. 4.5 12. 4.95

**Page 329**

1. 3.1 2. 2.4 3. 0.57 4. 2.25 5. 3.8 6. 0.86 7. 6.4 8. 5.72 9. 3.2 10. 6.4 11. 5.03 12. 0.15

**Page 339**

1. Multiplying by the same power of ten does not change the quotient. 2.  $10^2$  3. 4 4. 5 5. 3 6. 22  
7.  $10^2$ ;  $2,356/4$  8.  $10^1$ ;  $732/6$  9.  $10^1$ ;  $3/5$  10.  $10^2$ ;  $273/78$  11. 2.48 12. 114 13. 0.4 14. 1,828  
15. 575 16. 71 17. 104 18. 0.6 19. 4.4 20. 0.4 21. 4 22. 221

**Page 341**

1.  $10^1$ ;  $805/35$  2.  $10^2$ ;  $1274/98$  3.  $10^1$ ;  $264/3$  4.  $10^2$ ;  $165/5$  5. 6 6. 6.2 7. 864 8. 0.75 9. 5.5  
10. 23.5 11. 107 12. 7 13. 12 14. 15 15. 93 16. 213

**Page 345**

1. Janie needed to annex zeros so she could keep dividing. Gary reached a remainder of zero, so he did not need to annex a zero. 2. 0.4 3. 9.2 4. 40 5. 3.04 6. 6.5 7. 7 8. 1.05 9. 70 10. 23.25  
11. 30 12. 424 13. 200 14. 6.75

**Page 347**

1. 8.5 2. 4 3. 3.05 4. 130 5. 17.75 6. 40 7. 462 8. 80 9. 6.72 10.  $6.72 \times 0.35 = 2.352$

## Week of April 27<sup>th</sup>-May 1<sup>st</sup> Answer Key

### ReadWorks

**The Echoing Green-** 1.A 2.C 3.B 4.B 5.D 6.D 7.C 8. “Sports” or “our sports” shall be seen on the echoing Green. 9. Answers may vary but should be supported by the poem. For example, students may respond that the word “sports” in the poem means outdoor play. In the first stanza, the speaker states that “our sports shall be seen on the echoing Green.” In the second stanza, readers learn more about what is happening on the Green—girls and boys are at play. 10. Answers may vary, but students should recognize that the echoing Green is an outdoor area in nature, probably a grassy field. Clues include the mention of an “oak” (line 13), various descriptions of children playing on the Green, the effect of sunset on the green (line 30), and the word “Green” itself. The “echoing” quality of the Green probably comes from the sounds of the children playing, the singing birds, and/or the ringing bells.

**Playing Outside-** Answers will vary for this. Make sure students are writing in complete sentences and restating the question. See your child’s teacher for additional help.

### Fresh Reads

**About Shrek-** 1.A 2.J 3.C 4. Sylvester is probably independent and resourceful and tolerant of others. 5. “The movie and the book are well worth seeing and reading.”

**Amelia Earhart: The First Woman to Fly Over the Atlantic-** 1.B 2.J 3.D 4.F 5. Soaring Wings is the best biography of Amelia Earhart.

**The Oldest Sport in North America-** 1.B 2.J 3.B 4. The topic is how the game of lacrosse is played and what equipment is used.

## Additional Resources Social Studies/Science

Social Studies: <https://ixl.com> 5<sup>th</sup> Grade A.1-A.3

Science: <https://nasa.gov/glennvirtualtours>