

Artesia Public Schools

Fifth Grade Packet

Week 6

May 11th-May 15th



Escuelas públicas de Artesia

Paquete de quinto grado

Semana 6

11 de mayo-15 de mayo

May 11, 2020

Parents and Students,

As we come to the end of this crazy year, we want to thank you for working with your students. We have seen some great things, and appreciate you taking the time to step in our place. **This is the last of the packets.** We hope to know more about picking up your things from school soon. Again, we thank you for working hard this last nine weeks. We hope to see you soon.

Sincerely,

5th Grade Teachers

11 de mayo de 2020,

Padres y Estudiantes,

A medida que llegamos al final de este año, queremos agradecerles por trabajar con sus estudiantes. Hemos visto grandes cosas y apreciamos que se hayan tomado el tiempo para entrar en nuestro lugar. **Este es el último de los paquetes.** Esperemos saber más sobre cuando puedan recoger sus cosas de la escuela pronto. De nuevo, les queremos dar las gracias por trabajar duro estas últimas nueve semanas. ¡Esperamos verlos pronto!

Sinceramente,

Los/Las Maestros(as) de 5to grado

APS 5th Grade Math Week 6



Day1	<ul style="list-style-type: none">• Math Week 6 Monday• Online:• Watch the Visual Learning Video in the math assignments tab for Topic 8-7. This will be in your assignments in Pearson.• Complete the Homework Buddy: Homework & Practice Topic 8-7 in Pearson• 5th Grade IXL M.31 Also see M.34 (Extra Help)• Paper:• If working on the packet complete Topic 8-7 guided practice page 495 and homework page 497.
Day2	<ul style="list-style-type: none">• Math Week 6 Tuesday• Online:• Watch the Visual Learning Video in the math assignments tab for Topic 9-3. This will be in your assignments in Pearson.• Complete the Homework Buddy: Homework & Practice Topic 9-3 in Pearson• 5th Grade Math IXL N. 2 & N.3 (Extra Help)• Paper:• If working on the packet complete Topic 9-3 guided practice page 541 and homework page 543.
Day3	<ul style="list-style-type: none">• Math Week 6 Wednesday• Online:• Watch the Visual Learning Video in the math assignments tab for Topic 9-6. This will be in your assignments in Pearson.• Complete the Homework Buddy: Homework & Practice Topic 9-6 in Pearson• 5th Grade Math IXL N.4 (Extra Help)• Paper:• If working on the packet complete Topic 9-6 guided practice page 559 and homework page 561.
Day4	<ul style="list-style-type: none">• Math Week 6 Thursday• Online:• Watch the Visual Learning Video in the math assignments tab for Topic 10-2. This will be in your assignments in Pearson.• 5th Grade Math- IXL EE. 15 (Extra Help)• Complete the Homework Buddy: Homework & Practice Topic 10-2 in Pearson• Paper:• If working on the packet complete Topic 10-2 guided practice page 595 and homework page 597.

Day5	<ul style="list-style-type: none">• Math Week 6 Friday• No School
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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.

If you need extra help: <https://www.khanacademy.org/cc-fifth-grade-math>

Math worksheets will be attached for extra practice if needed

APS 5to Grado

Matemáticas semana 6



Día 1	<ul style="list-style-type: none">• Matemáticas Semana 6-lunes• En Línea:<ul style="list-style-type: none">• Mirar “Visual Learning Video” in la sección de asignaturas de matemáticas para el Tema 8-7. Esto estará en las asignaturas de Pearson.• Completar “Homework Buddy”: Tarea y Practica Tema 8-7 en Pearson.• 5to Grado IXL M.31 y mirar M.34 (ayuda extra)• Papel:<ul style="list-style-type: none">• Si está trabajando en el paquete completar Tema 8-7 de practica guida en la página 495 y la tarea en la página 497.
Día 2	<ul style="list-style-type: none">• Matemáticas Semana 6-martes• En Línea:<ul style="list-style-type: none">• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 9-3. Esto está en las asignaturas de Pearson.• Completar “Homework Buddy”: Tarea y Practica Tema 9-3 en Pearson.• 5to grado IXL N.2 y N.3 (ayuda extra)• Papel:<ul style="list-style-type: none">• Si está trabajando en el paquete completar el Tema 9-3 de practica guida en la página 541 y la tarea en la página 543.
Día 3	<ul style="list-style-type: none">• Matemáticas Semana 6-miércoles• En Línea:<ul style="list-style-type: none">• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 9-6. Esto está en las asignaturas de Pearson.• Completar “Homework Buddy”: Tarea y Practica Tema 9-6 en Pearson.• 5to grado IXL N.4 (ayuda extra)• Papel:<ul style="list-style-type: none">• Si está trabajando en el paquete completar el Tema 9-6 de practica guida en la página 559 y la tarea en la página 561.
Día 4	<ul style="list-style-type: none">• Matemáticas Semana 6-jueves• En línea:<ul style="list-style-type: none">• Mirar “Visual Learning Video” en las asignaturas de matemáticas para el Tema 10-2. Esto está en las asignaturas de Pearson.• Completar “Homework Buddy”: Tarea y Practica Tema 10-2 en Pearson.• 5to grado IXL EE.15 (ayuda extra)• Papel:<ul style="list-style-type: none">• Si está trabajando en el paquete completar el Tema 10-2 de practica guida en la página 595 y la tarea en la página 597.

Día 5	<ul style="list-style-type: none">• Matemáticas Semana 6- viernes• No School
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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.

- Si necesita ayuda extra: <https://www.khanacademy.org/cc-fifth-grade-math>

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 5th Grade Reading Week 6



Day 1	Reading -Week 6 Monday <ul style="list-style-type: none">• Readworks.org• Use the instructions below to log on and find your assignments page.• Read “Escape from the Mountains” & complete the multiple-choice questions – be sure to go back into the text to check/find your answers• Do not submit the assignment until you have finished Tuesday’s work.
Day 2	Reading - Week 6 Tuesday <ul style="list-style-type: none">• Readworks.org• Log on to readworks.org and find your assignments page.• Reread “Escape from the Mountains” & complete the extended response (RACE) questions.• Submit your assignment when you have finished these questions.
Day 3	Reading – Week 6 Wednesday <ul style="list-style-type: none">• Readworks.org• Log on to readworks.org and find your assignments page.• Read “Summer of the Cast” and answer the multiple-choice questions – be sure to go back into the text to check/find your answers• Do not submit the assignment until you have finished Thursday’s work.
Day 4	Reading - Week 6 Thursday <ul style="list-style-type: none">• Readworks.org• Log on to readworks.org and find your assignments page• Reread “Summer of the Cast” and answer the extended response (RACE) questions.• Submit your assignment when you have finished these questions.
Day 5	Reading - Week 6 Friday <ul style="list-style-type: none">• No School

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 5th Grade Reading and Math

Websites Week 6

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
- 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 6



Día 1	Lectura -Semana 6 - lunes <ul style="list-style-type: none">• Readworks.org• Use las instrucciones abajo para entrar y buscar sus asignaciones.• Leer “Escape from the Mountains” y complete las preguntas de opción múltiple -- asegúrense de regresar al texto para buscar/verificar las respuestas.• No envíe la tarea hasta que termine el trabajo del martes.
Día 2	Lectura - Semana 6- martes <ul style="list-style-type: none">• Readworks.org• Ingrese a readworks.org y busque su asignación en la página.• Lea de nuevo “Escape from the Mountains” y complete las respuestas extendidas de las preguntas usando la forma de (RACE).• Envíe su tarea cuando haya terminado estas preguntas.
Día 3	Lectura - Semana 6- miércoles <ul style="list-style-type: none">• Readworks.org• Ingrese a readworks.org y encuentre su asignación en la página.• Lea “Summer of the Cast” y complete las respuestas de opción múltiple- asegúrese de regresar al texto y buscar/verificar su respuesta.• No envíe la tarea hasta que termine el trabajo del jueves.
Día 4	Lectura - Semana 6- jueves <ul style="list-style-type: none">• Readworks.org• Ingrese a readworks.org y encuentre su asignación en la página.• Lea de nuevo “Summer of the Cast” y complete las respuestas extendidas de las preguntas usando la forma de (RACE).• Envíe su tarea cuando haya terminado estas preguntas.
Día 5	Lectura - Semana 6- viernes <ul style="list-style-type: none">• No School

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 las 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 6

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
- 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.

☆ Guided Practice*

Do You Understand?

1. **MP.3 Construct Arguments** Explain how you would multiply $5 \times 2\frac{1}{2}$.

Do You Know How?

In **2** and **3**, estimate the product. Then complete the multiplication.

2. $2\frac{3}{4} \times 8 = \frac{\square}{4} \times \frac{8}{1} = \square$

3. $4\frac{1}{2} \times 1\frac{1}{4} = \frac{\square}{2} \times \frac{\square}{4} = \square$

☆ Independent Practice ☆

In **4–9**, estimate the product. Then complete the multiplication.

Compare your product against your estimate to check for reasonableness.



4. $3\frac{4}{5} \times 5 = \frac{\square}{5} \times \frac{5}{1} = \square$

5. $1\frac{3}{5} \times 2\frac{1}{4} = \frac{\square}{5} \times \frac{\square}{4} = \square$

6. $1\frac{1}{2} \times 3\frac{5}{6} = \frac{\square}{2} \times \frac{\square}{6} = \square$

7. $4\frac{2}{3} \times 4 = \frac{\square}{3} \times \frac{4}{1} = \square$

8. $3\frac{1}{7} \times 1\frac{1}{4} = \frac{\square}{7} \times \frac{\square}{4} = \square$

9. $1\frac{1}{3} \times 2\frac{1}{6} = \frac{\square}{3} \times \frac{\square}{6} = \square$

In **10–20**, estimate the product. Then find each product.

10. $2\frac{1}{6} \times 4\frac{1}{2}$

11. $\frac{3}{4} \times 8\frac{1}{2}$

12. $1\frac{1}{8} \times 3\frac{1}{3}$

13. $3\frac{1}{5} \times \frac{2}{3}$

14. $3\frac{1}{4} \times 6$

15. $5\frac{1}{3} \times 3$

16. $2\frac{3}{8} \times 4$

17. $4\frac{1}{8} \times 5\frac{1}{2}$

18. $(\frac{1}{6} + 2\frac{2}{3}) \times (1\frac{1}{4} - \frac{1}{2})$

19. $(2\frac{4}{9} + \frac{1}{3}) \times (1\frac{1}{4} - \frac{1}{8})$

20. $(1\frac{7}{8} + 2\frac{1}{2}) \times (1\frac{1}{5} - \frac{1}{10})$

Homework & Practice 8-7

Multiply Mixed Numbers

Another Look!

Millwood City is constructing a new highway through town. The construction crew can complete $5\frac{3}{5}$ miles of road each month. How many miles will they complete in $6\frac{1}{2}$ months?

Step 1

Round the mixed numbers to whole numbers to estimate the product.

$$\begin{array}{r}
 5\frac{3}{5} \times 6\frac{1}{2} \\
 \downarrow \quad \downarrow \\
 6 \times 7 = 42
 \end{array}$$

So, they can complete about 42 miles.

Step 2

Rename the mixed numbers.

$$5\frac{3}{5} \times 6\frac{1}{2} = \frac{28}{5} \times \frac{13}{2}$$

Step 3

Multiply the numerators and the denominators.

$$\frac{28}{5} \times \frac{13}{2} = \frac{364}{10} = 36\frac{2}{5}$$

The construction crew will complete $36\frac{2}{5}$ miles of highway in $6\frac{1}{2}$ months.

Step 4

Check for reasonableness.

Compare your product to your estimate.

$36\frac{2}{5}$ is close to 42, so the answer is reasonable.

In 1–4, estimate the product. Then complete the multiplication.

$$1. \quad 1\frac{1}{4} \times 2\frac{1}{4} = \frac{\square}{4} \times \frac{9}{\square} = \frac{5 \times \square}{\square \times 4} = \frac{45}{\square} = \square \frac{\square}{16}$$

$$2. \quad 3\frac{1}{2} \times 2\frac{2}{3} = \frac{7}{\square} \times \frac{\square}{3} = \frac{\square \times 8}{2 \times \square} = \frac{\square}{6} = \square \frac{1}{\square}$$

$$3. \quad 5\frac{1}{3} \times 2\frac{3}{4} = \frac{\square}{3} \times \frac{11}{\square} = \square$$

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

In 5–12, estimate the product. Then find each product.

$$5. \quad 4 \times 6\frac{1}{4}$$

$$6. \quad 3\frac{2}{3} \times 2\frac{3}{4}$$

$$7. \quad \frac{7}{8} \times 4\frac{1}{6}$$

$$8. \quad 1\frac{1}{2} \times 2\frac{3}{4}$$

$$9. \quad 8\frac{1}{10} \times \frac{2}{3}$$

$$10. \quad 4\frac{1}{12} \times 7$$

$$11. \quad 3\frac{4}{5} \times 7\frac{1}{2}$$

$$12. \quad 6\frac{2}{3} \times 4\frac{4}{5}$$

Escape from the Mountains



map of Kyrgyzstan

Four kidnapped climbers face danger in a far-off country.

Four mountain climbers hung 1,000 feet above the ground. They were sleeping on tiny cots dangling from the side of a cliff.

That's when the shots rang out.

"They're shooting at us!" yelled Beth Rodden. Rodden, at age 20, was one of the world's top woman climbers.

On the ground, three soldiers waved at the climbers, yelling, "Come down, now!"

The four Americans had scaled many dangerous mountains. But nothing had prepared them for this trip.

A Foreign Land

Rodden and her boyfriend, 22-year-old Tommy Caldwell, were climbing with Jason Smith, 22, and John Dickey, 25. They were in a country called *Kyrgyzstan* (KURG-i-stan). It is located in central Asia.

Rebel soldiers there want to form their own country. Still, the area the climbers were in was

thought to be safe.

The rebel soldiers took the climbers prisoner. The rebels hoped that they could trade the climbers for food or weapons.

Prisoners!

For days, the climbers and the rebels hiked through the mountains. Government helicopters flew overhead. The rebels hid the prisoners under sticks and dirt so that they couldn't be seen from the air.

The climbers each ate half an energy bar per day. They drank muddy water. They tried to sleep in the freezing cold.

The climbers hid as rebels traded gunfire with government soldiers. "We were terrified," Rodden said. "We knew we could die in a firefight, shot by either side.

"But," she added, "we kept talking about what we could do to escape."

A Chance for Freedom

On the sixth day, the batteries in the rebels' walkie-talkie died. The leader said he and others would return to the climbers' camp to get fresh ones. He left one man to keep the prisoners on the move.

The group crept along a cliff over a 1,500-foot drop. "[The guard] was having a hard time getting around," Smith said. "He stopped, and someone yelled, 'Now!' Then we pushed him off."

The guard's arms and legs thrashed in panic as he fell toward a river below. "I don't think anyone could survive a fall like that," Smith said. "No. Nobody could."

The climbers ran for the government's army camp. They ran for 18 miles. As they neared the camp, rebels began shooting at them. Government soldiers shot back. "We're Americans!" Smith yelled. "We're Americans!"

Moments later, the climbers were safe in the camp. Soldiers lent them clean clothes. The climbers described their ordeal.

Return to Climbing

Seven months have passed since the four Americans were captured. Today, all four are climbing again. But they also must deal with what they had to do to escape.

"It's hard to think about that," said Rodden about the guard who was pushed to his death. "But we were afraid we wouldn't survive. We'll have to live with it."

Name: _____ Date: _____

1. According to the text, what did the rebel soldiers hope to do with the climbers?

- A. trade them for clean clothes
- B. trade them for helicopters
- C. trade them for batteries
- D. trade them for food or weapons

2. In the text, the author describes the problem that the American climbers faced of being kidnapped. How did they solve this problem?

- A. The climbers decided that they would never climb mountains again.
- B. The climbers killed a rebel guard and escaped to a government army camp.
- C. The climbers slept under sticks and dirt so that they would stay hidden.
- D. The climbers hiked through the mountains for days with the rebel soldiers.

3. Read these paragraphs from the text.

The climbers ran for the government's army camp. They ran for 18 miles. As they neared the camp, rebels began shooting at them. Government soldiers shot back. "We're Americans!" Smith yelled. "We're Americans!"

Moments later, the climbers were safe in the camp. Soldiers lent them clean clothes. The climbers described their ordeal.

What can you conclude based on this evidence?

- A. The government soldiers wanted the climbers to take a message back to the rebels.
- B. The government soldiers did not know the climbers were Americans when they started shooting at them.
- C. The climbers didn't know how to communicate with the government troops.
- D. The climbers tried to tell the government about the rebels, but they didn't believe them.

4. What can be inferred from the text about the climbers?

- A. The climbers were happy to spend time in the mountains with the friendly rebel soldiers.
- B. The climbers weren't very scared during the gunfights between rebels and government soldiers.
- C. The climbers did not expect that they would interact with rebel soldiers during their trip.
- D. The climbers were mountain climbing in a very dangerous part of Kyrgyzstan.

5. What would be another good title for this text?

- A. Dangerous Rebels
- B. How to Climb Mountains
- C. Hiking in Kyrgyzstan
- D. Kidnapped Hikers Get Away

6. Read these sentences from the text.

The guard's arms and legs thrashed in panic as he fell toward a river below. "I don't think anyone could **survive** a fall like that," Smith said.

As used in these sentences, what does the word "**survive**" mean?

- A. run as fast as possible
- B. live through a dangerous event
- C. creep along a high place
- D. fall a great distance

7. Choose the answer that best completes the sentence.

The rebels left the mountain climbers with only one guard _____ they needed to go back to the climbers' camp to get new batteries for their walkie-talkies.

- A. because
- B. before
- C. though
- D. until

8. Based on the text, describe three ways that the climbers suffered during their time with the rebel soldiers.

9. Read the "A Chance for Freedom" section.

Describe how the climbers might have felt during this part of their escape. Use evidence from the text to support your answer.

☆ Guided Practice *

Do You Understand?

1. **MP.2 Reasoning** Explain how to use multiplication to find $4 \div \frac{1}{5}$.
2. Show how to use multiplication to check your answer to Exercise 1.

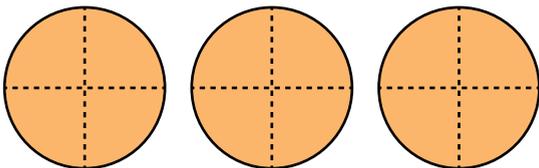
Do You Know How?

3. Find $3 \div \frac{1}{10}$.
4. Draw a model to find $2 \div \frac{1}{6}$.
5. Use a multiplication equation to check your answer to Exercise 4.

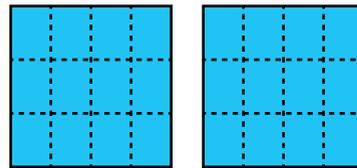
☆ Independent Practice ☆

In **6–9**, use the model to find each quotient. Use multiplication to check your answer.

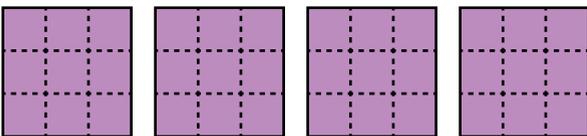
6. $3 \div \frac{1}{4}$



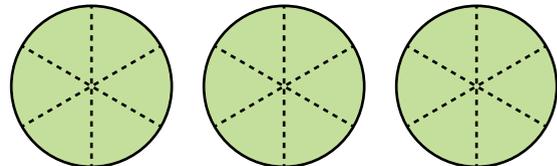
7. $2 \div \frac{1}{12}$



8. $4 \div \frac{1}{9}$



9. $3 \div \frac{1}{6}$



In **10–12**, draw a model to find each quotient. Use multiplication to check your answer.

10. $5 \div \frac{1}{6}$

11. $4 \div \frac{1}{8}$

12. $3 \div \frac{1}{3}$

Homework & Practice 9-3

Use Multiplication to Divide



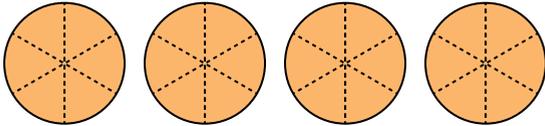
Another Look!

How many sixths are in 4?

Find $4 \div \frac{1}{6}$. Use a model to help.

There are 6 sixths in each whole, so 4 wholes contain $4 \times 6 = 24$ sixths.

$$4 \div \frac{1}{6} = 24$$



Check your answer.

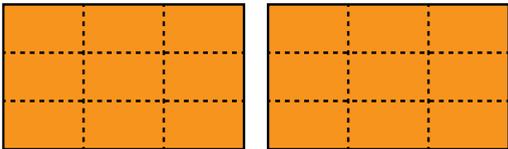
$$24 \times \frac{1}{6} = \frac{24}{6} = 4$$

The answer checks.

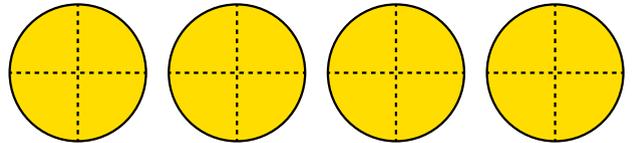
You can use multiplication to check division.

In 1–4, use the model to find each quotient. Use multiplication to check your answer.

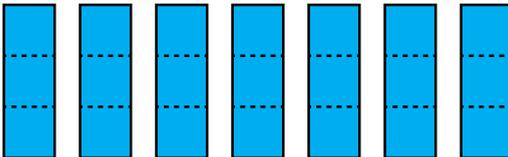
1. $2 \div \frac{1}{9}$



2. $4 \div \frac{1}{4}$



3. $7 \div \frac{1}{3}$



4. $3 \div \frac{1}{2}$



In 5–7, draw a model to find each quotient. Use multiplication to check your answer.

5. $4 \div \frac{1}{6}$

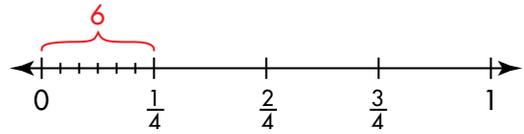
6. $2 \div \frac{1}{8}$

7. $3 \div \frac{1}{12}$

Another Example

Use a number line to find $\frac{1}{4} \div 6$.

If you partition $\frac{1}{4}$ into 6 equal segments, how long is each segment?



$$\frac{1}{4} \div 6 = \frac{1}{24}$$

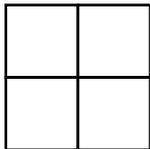
Check your answer using multiplication: $\frac{1}{24} \times 6 = \frac{1}{4}$.

☆ Guided Practice *

Do You Understand?

- MP.8. Generalize** When you divide a whole number by a fraction less than 1, will the quotient be greater than or less than the whole number?
- 4 square miles of land is separated into sections that each have an area of $\frac{1}{2}$ square mile. How many sections are there?

$$4 \div \frac{1}{2}$$



Do You Know How?

In 3–6, find each quotient.

3. $2 \div \frac{1}{4}$

4. $3 \div \frac{1}{4}$

5. $\frac{1}{6} \div 2$

6. $2 \div \frac{1}{3}$

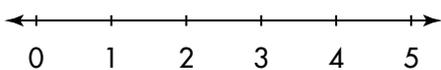
Draw a number line or use a model to help you find the answers!



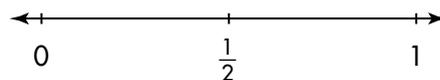
☆ Independent Practice ☆

Leveled Practice In 7–10, find each quotient. Use a model or number line to help.

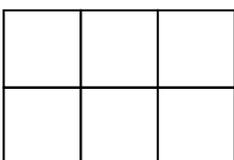
7. $5 \div \frac{1}{2}$



8. $\frac{1}{2} \div 5$



9. $6 \div \frac{1}{3}$



10. $\frac{1}{3} \div 6$



Homework & Practice 9-6

Divide Whole Numbers and Unit Fractions

Another Look!

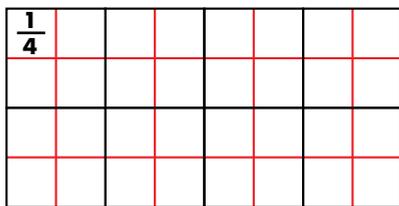
Find $8 \div \frac{1}{4}$.

You can use an area model to solve the problem.



First, draw a rectangle and divide it into 8 equal parts to represent 8 wholes.

Then use another color to divide each of the 8 parts into fourths and count the total number of fraction parts.



There are 32 small squares, so you know that $8 \div \frac{1}{4} = 32$.

Find $\frac{1}{4} \div 8$.

You can also divide unit fractions by whole numbers.



Think: the quotient times the divisor must equal the dividend.

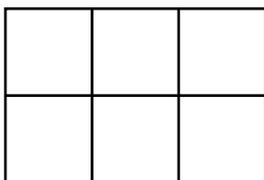
What times 8 equals $\frac{1}{4}$?

$$\frac{1}{32} \times 8 = \frac{1}{4}$$

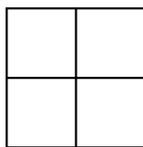
$$\text{So, } \frac{1}{4} \div 8 = \frac{1}{32}.$$

In 1–12, find each quotient. Use a number line or model to help.

1. $6 \div \frac{1}{2}$



2. $4 \div \frac{1}{4}$



3. $5 \div \frac{1}{3}$



4. $\frac{1}{2} \div 6$

5. $\frac{1}{5} \div 2$

6. $\frac{1}{8} \div 3$

7. $\frac{1}{7} \div 8$

8. $5 \div \frac{1}{5}$

9. $\frac{1}{3} \div 9$

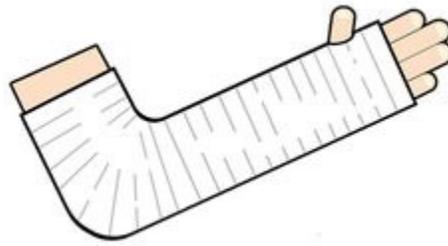
10. $\frac{1}{4} \div 8$

11. $6 \div \frac{1}{7}$

12. $\frac{1}{6} \div 5$

The Summer of the Cast

by James Folta



Oddly, one of the best summers I ever spent was the summer my little sister broke her arm. She broke it toward the end of the school year and spent the warm summer months unable to swim. My sister, Amanda, didn't mind the broken arm so much. She just hated that it kept her from doing her favorite thing: swimming.

Amanda was the happiest swimmer I have ever seen. She seemed more content in water than she did on land. If we spent a day at the beach or at a pool, Amanda would be in the water the entire day. This is not an overstatement—we would arrive and she would lay out her towel, place her flip flops carefully beside it, then walk into the water. When it was time to head home, one of us would have to walk to the water and fetch her. She would pout and protest, then do one last handstand, walk out of the water, and collect her towel and flip flops, still in the exact place she had left them.

It came as a surprise to all of us that Amanda was the first child in our family to break a bone. She was sweet and smart with messy blond hair. She preferred to sit back and puff up her cheeks, watching everything from a distance rather than get involved. She was active, but remarkably careful. She had a sense of danger that kept her from even bruising herself.

I was almost the complete opposite. My only speed was overenthusiastic, reckless sprinting. I couldn't manage all the energy I had and bounced through my childhood like a pinball. I would wake up singing and jumping and go to bed out of breath. I was always happiest when I was a little scratched up.

So we were all shocked that Amanda was the first in a cast and not me. The break happened after school one spring day on the new playground. Amanda was playing on a slider, which is a handle set into a gently inclined track. When you held onto the handle and dangled, you could slide along the track. Of course, it was more exciting to get a push from a friend and slide much faster than gravity would pull you.

Unfortunately, Amanda was pushed on the slider much too hard. Her body jerked to and fro as she sped along, clearly out of control. Finally, Amanda lost her grip and fell, arcing up and forward. She fell like a cat, twisting improbably in the air so that she descended facing the ground. For a moment, it seemed that she would be okay and land safely, but she slammed down hard on all fours, wood chips skidding around her. There was a moment of eerie calm. I expected her to burst into tears, but she just whimpered and rolled over to a sitting position. Her knees were scraped up, and her hands had wood chips stuck to them. But there wasn't any blood. She seemed okay.

We walked home and she complained about her wrist. She cradled it delicately with her other hand, as if it were a very full cup of water, but it didn't seem any more swollen or bruised than her other wrist.

When we got home, Mom could immediately tell something was wrong by our faces. "What happened?" she asked.

Mom reached out and touched Amanda's now swollen wrist. Amanda turned as white as snow and her jaw dropped open in silent pain.

"Your wrist hurts?" Mom asked. Amanda could only nod. Mom quickly whisked us into the car.

When we got inside the doctor's office, we were moved through a waiting room and then into "a checking up room," as Amanda called it. I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the gravity of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda. These are the kind of moments of childhood that you look back on and feel a pang of shame and embarrassment in your gut.

The x-rays came back-Amanda's wrist had a hairline fracture along her ulna, a forearm bone, close to her hand.

"Nothing terrible, it'll heal very soon," the doctor said nonchalantly. He didn't even look up from the documents he held before him. We were all anxious and upset. Mom was trying not to cry. I was shocked. Amanda sat calmly.

The doctor applied the cast. It looked like an arts and crafts project, more summer camp than medicine. While he set her arm, the doctor explained everything that Amanda would have to avoid to keep her arm from becoming further injured. Amanda, like I, was fascinated by the process of casting and didn't seem to be paying attention to what the doctor was prescribing. But at some point she started crying, so quietly that we didn't notice immediately.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable?"

"No." But Amanda's face stayed screwed up in pain and discomfort, tears squeezing out of the corners of her eyes. Her legs dangling off the hospital bed kicked restlessly and crinkled the paper pulled across the table she sat on. She was upset but wouldn't say why.

Mom tried to distract Amanda by having her list all the people she wanted to sign her cast. She could only produce names in groups of two or three until she was distracted again by her tears. Mom gave up when the doctor announced that we were all done.

"Any questions?" We shook our heads. Mom signed a few papers, and we were soon back in the car, exhausted and on our way home.

Amanda didn't stop crying, and Mom kept checking in with her, barely able to hold back tears herself.

"Are you in pain?" Mom asked.

"No."

"Are you uncomfortable? Itchy?"

"No."

"Are you sad?"

"Yes," she finally admitted. "I'm not going to be able to swim this summer." She wept even harder after admitting this. In the doctor's directions for care of the cast, he had noted swimming wasn't allowed. Mom and I missed it, but it was the only thing Amanda heard. She had been told that her favorite activity of her favorite season was canceled.

The summer went on. Our fear over Amanda further hurting her arm quickly gave way to a fear of her ruining her cast by plunging it in a pool or diving into the ocean. We became preoccupied with trying to keep Amanda from soaking her cast as she sat by pools the entire summer, staring longingly at the water.

We tried all sorts of things to help her-baths, a kiddie pool in the yard, showers with her cast held out of the curtain. But of course none of this was the same as swimming. Swimming is

motion and exploration, not sitting or standing while wet.

We stopped going to pools as often as we used to. I was grouchy about it at first, but then the summer became different. Instead of the usual lazy summer days of swimming and seeing friends, I stayed home more to be with Amanda. We gardened together, staged a play, and, in what would become family lore, we planted a tree that survived both a lightning strike and being hit by a neighbor's car.

When Amanda's arm was finally healed and the cast came off, we threw a big pool party for her and all her friends. As everyone cheered, she jumped back in the pool, swam for six hours straight, and never stopped smiling. It was a great day.

But in the car on the way back home, Amanda was very quiet. After a while, she turned to me and told me how much she missed our garden.

"Maybe we could not go to the pool tomorrow?" she asked.

I told her that sounded very nice.

Name: _____ Date: _____

1. What was Amanda's favorite thing?

- A. running
- B. swimming
- C. reading
- D. singing

2. What main problem does Amanda face in the story?

- A. She does not get along with the rest of her family.
- B. She does not want to leave the beach at the end of the day.
- C. She cannot manage all of the energy she has.
- D. She cannot go swimming because she broke her arm.

3. When she has her cast on, Amanda misses swimming. What evidence from the story best supports this conclusion?

- A. At the pool, Amanda stares longingly at the water.
- B. Amanda's family stops going to the pool as often.
- C. Amanda staged a play and planted a tree.
- D. Amanda's family throws a pool party for her and her friends.

4. Why does Amanda start crying at the doctor's office?

- A. because she is in a lot of pain
- B. because she can't think of anyone to sign her cast
- C. because she is tired and wants to go home
- D. because she won't be able to go swimming

5. What is the story mostly about?

- A. A girl breaks her arm while playing on a slider at the playground.
- B. Two siblings learn to love swimming over the course of a summer.
- C. A girl who loves swimming discovers an interest in gardening after breaking her arm.
- D. Two siblings spend more time together when one of them breaks her arm.

6. Read the following sentences: "I was excitedly babbling, standing on chairs, reading brochures, and peppering everyone with questions about how x-rays worked. I was completely oblivious to the **gravity** of the situation. This wasn't a fun field trip. My sister was badly hurt. I don't like thinking back on my lack of care for Amanda."

As used in this sentence, what does the word "**gravity**" mean?

- A. happiness
- B. discomfort
- C. seriousness
- D. excitement

7. Choose the answer that best completes the sentence below.

_____ Amanda loves swimming, she asks her sibling if they could not go to the pool tomorrow.

- A. Initially
- B. Meanwhile
- C. Even though
- D. Therefore

8. What did the narrator do during "the summer of the cast" instead of swimming and seeing friends?

9. Why doesn't Amanda want to go to the pool at the end of the story? Use evidence from the text to support your answer.

10. How did Amanda's broken arm impact her relationship with her sibling, the narrator? Use evidence from the story to support your answer.

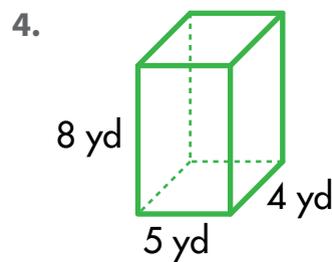
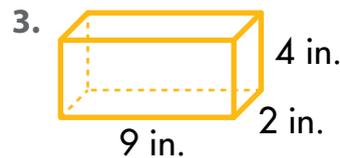
☆ Guided Practice *

Do You Understand?

1. In the example on page 594, could you first multiply the width by the height? Explain.
2. **MP.4 Model with Math** A wooden block measures 5 centimeters long, 3 centimeters wide, and 2 centimeters tall. Draw a rectangular prism to show the block and label it. What is the volume of the block?

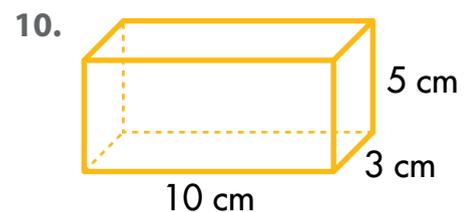
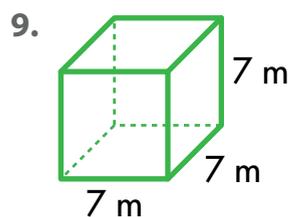
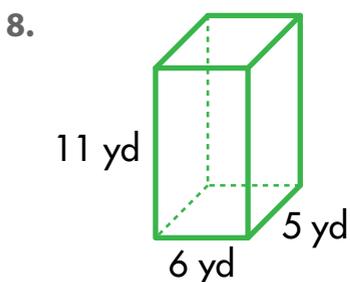
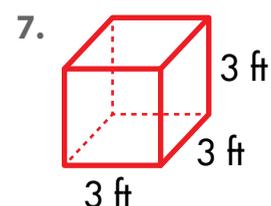
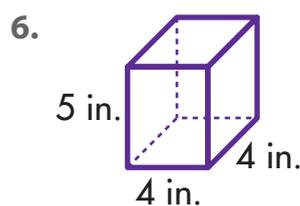
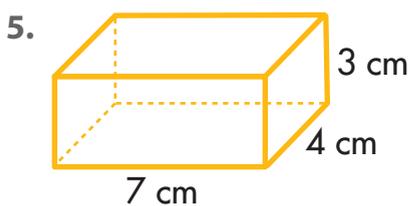
Do You Know How?

In **3** and **4**, find the volume of each rectangular prism.



☆ Independent Practice ☆

In **5–10**, find the volume of each rectangular prism.

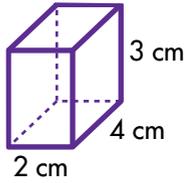


Homework & Practice 10-2

Develop a Volume Formula

Another Look!

What is the volume of a rectangular prism that has a length of 2 centimeters, a width of 4 centimeters, and a height of 3 centimeters?

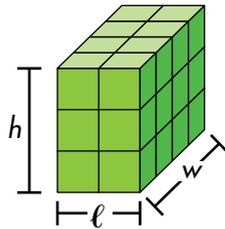


The volume of the prism is the same whether you count unit cubes or multiply its dimensions.



A model with unit cubes can show the meaning of ℓ , w , and h .

- ℓ = length
- w = width
- h = height



$\ell = 2 \text{ cm}$ $w = 4 \text{ cm}$ $h = 3 \text{ cm}$

Insert the values for ℓ , w , and h in the volume formula.

$$V = \ell \times w \times h$$

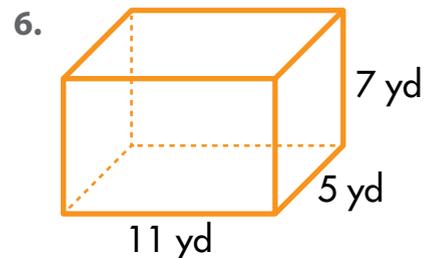
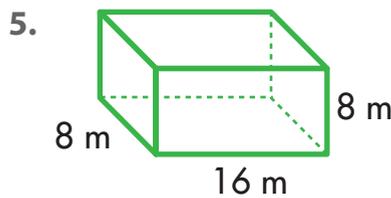
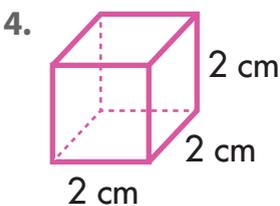
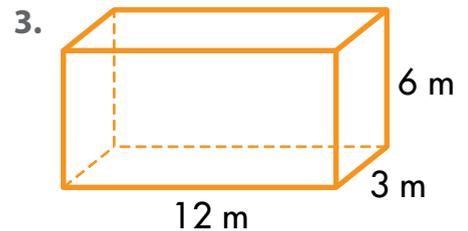
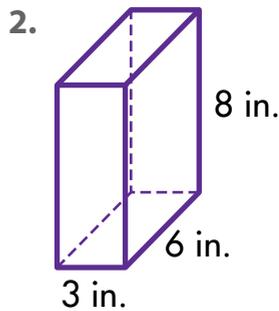
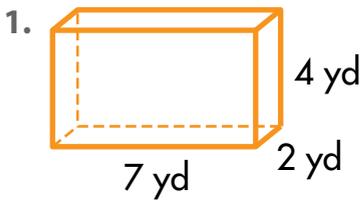
$$V = (2 \times 4) \times 3$$

$$V = 8 \times 3$$

$$V = 24$$

The volume is 24 cm^3 .

In 1–6, find the volume of each rectangular prism.



Week 6 Math Answer Key

Page 495

1. $\frac{5}{1} \times \frac{(2 \times 2 + 1)}{2}$; $\frac{5}{1} \times \frac{5}{2} = \frac{25}{2}$; $\frac{25}{2} = 12 \frac{1}{2}$ 2. $\frac{11}{4} \times \frac{8}{1} = \frac{88}{4} = 22$
3. $\frac{9}{2} \times \frac{5}{4} = \frac{45}{8} = 5 \frac{5}{8}$ 4. $\frac{19}{5} \times \frac{5}{1} = 19$ 5. $\frac{8}{5} \times \frac{9}{4} = \frac{18}{5} = 3 \frac{3}{5}$
6. $\frac{3}{2} \times \frac{23}{6} = \frac{23}{4} = 5 \frac{3}{4}$ 7. $\frac{14}{3} \times \frac{4}{1} = 18 \frac{2}{3}$ 8. $\frac{22}{7} \times \frac{5}{4} = \frac{55}{14} = 3 \frac{13}{14}$
9. $\frac{4}{3} \times \frac{13}{6} = \frac{26}{9} = 2 \frac{8}{9}$ 10. $9 \frac{3}{4}$ 11. $6 \frac{3}{8}$ 12. $3 \frac{3}{4}$ 13. $2 \frac{2}{15}$ 14. $19 \frac{1}{2}$ 15. 16 16. $9 \frac{1}{2}$
17. 22 $\frac{11}{16}$ 18. $2 \frac{1}{8}$ 19. $3 \frac{1}{8}$ 20. $4 \frac{13}{16}$

Page 497

1. $\frac{5}{4} \times \frac{9}{4} = \frac{5 \times 9}{4 \times 4} = \frac{45}{16} = 2 \frac{13}{16}$ 2. $\frac{7}{2} \times \frac{8}{3} = \frac{7 \times 8}{2 \times 3} = \frac{56}{6} = 9 \frac{1}{3}$
3. $\frac{16}{3} \times \frac{11}{4} = 14 \frac{2}{3}$ 4. $\frac{21}{5} \times \frac{9}{4} = 9 \frac{9}{20}$ 5. 25 6. $10 \frac{1}{12}$ 7. $3 \frac{31}{48}$ 8. $4 \frac{1}{8}$ 9. $5 \frac{2}{5}$
10. $28 \frac{7}{12}$ 11. $28 \frac{1}{2}$ 12. 32

Page 541

3. 30 4. 12 5. 6×2 6. 12 7. 24 8. 36 9. 18 10. 30 11. 42 12. 9

Page 543

1. 18 2. 16 3. 21 4. 6 5. 24 6. 16 7. 36

Page 559

1. The quotient is greater than the whole number. 2. 8 sections 3. 8 4. 12 5. $\frac{1}{12}$ 6. 6 7. 10
8. $\frac{1}{10}$ 9. 18 10. $\frac{1}{18}$

Page 561

1. 12 2. 16 3. 15 4. $\frac{1}{12}$ 5. $\frac{1}{10}$ 6. $\frac{1}{24}$ 7. $\frac{1}{56}$ 8. 25 9. $\frac{1}{27}$ 10. $\frac{1}{32}$ 11. 42 12. $\frac{1}{30}$

Page 595

2. 30 cm^3 3. 72 in^3 4. 160 yds^3 5. 84 cm^3 6. 80 in^3 7. 27 ft^3 8. 330 yds^3 9. 343 m^3
10. 150 cm^3

Page 597

1. 56 yds^3 2. 144 in^3 3. 216 m^3 4. 8 cm^3 5. 1024 m^3 6. 385 yds^3

Week of May 11th – 15th Answer Key

ReadWorks

Escape from the Mountains- 1.D 2.B 3.B 4.C 5.D 6.B 7.A 8. The climbers did not have enough food, only half an energy bar a day each. They had to drink dirty water. They were very cold. 9. The climbers probably felt guilty because they killed the rebel guard as part of their escape, but they seem to also feel that they had to do what they did in order to survive.

Summer of the Cast- 1.B 2.D 3.A 4.D 5.D 6.C 7.C 8. The narrator stayed home with Amanda more. 9. Amanda does not want to go to the pool because she wants to spend time with her sibling. She says she misses their garden, which is where the two of them spent the summer together. 10. Answers may vary and should be supported by the text. Students should recognize that Amanda and her sibling became closer the summer that Amanda broke her arm. This is supported by the fact that the narrator stayed home to spend time with Amanda, and at the end of the story she does NOT want to go to the pool, even though swimming is her favorite thing. Instead, she would rather spend time with her sibling in their garden.

Fresh Reads

No Fresh Reads

Science & Social Studies

Additional Resources

Science

****DO WITH PARENT PERMISSION****

<https://billnye.com>

- Go to the learn tab and click on home demos
- Choose a science lab or two that you have all the supplies at home for.

Social Studies:

<https://ixl.com>

- Under the social studies tab in 5th grade do C 13-15