Grades 3-5

Dear SLPS Families,

As we work together to contain the spread of the Coronavirus (COVID 19), schools will be closed March 23 – April 3. In that time, leaders of Saint Louis Public Schools and our partner connections are committed to providing nutritious food (breakfast and lunch) and ensuring a Continuous Learning Experience for every child.

Attached please find a list of designated school sites where families may pick up meals and learning plans. In addition to lesson plans available on our website, we are making these Learning Kits available to each family to continue access to meaningful, hands on learning experiences.

While the internet allows us to keep the world at our children's fingertips, we also want our students to engage in work that allows them to draw upon the world around them, the resources they have at home, and the resources we are providing.

Your Learning Kit will include:

1) Suggested Daily Schedule

2) Learning Log to be Completed Daily

3) Continuous Learning Plans that Outline Suggested Learning Activities in each Subject

Families may access these materials and more on-line at www.slps.org/keeponlearning

Here is how you can help:

➔ Review the Suggested Daily Schedule and help your child select from the Learning Kit activities offered.

➔ Work through all core subjects with your child each day.

➔ Encourage your child to read a little every day!

➔ Encourage physical activity daily.

➔ Take advantage of meal opportunities provided by St. Louis Public Schools!

➔ Complete the Learning Log daily, and send these back to school when we return.

➔ Talk with them about what they are seeing and hearing on the news about the Coronavirus. Reinforce proper hand washing and coughing or sneezing into a tissue or elbow.

Any parent of a child who does not have access to the internet can contact Charter/Spectrum at 844-488-8395 to receive free access for 60 days.

If you have questions about anything in this packet, you can post your questions on "Let's Talk" via the SLPS website or contact Dr. Paula Knight, Deputy Superintendent for Academics / Chief Academic Officer via email at paula.knight@slps.org.

Thank you for your ongoing support of your child's education!

Saint Louis Schools' Pandemic Meal Plan

City of Saint Louis schools will provide free meals during the pandemic outbreak for children ages 18 and younger. Children can visit school sites (listed below) for meals and snacks.

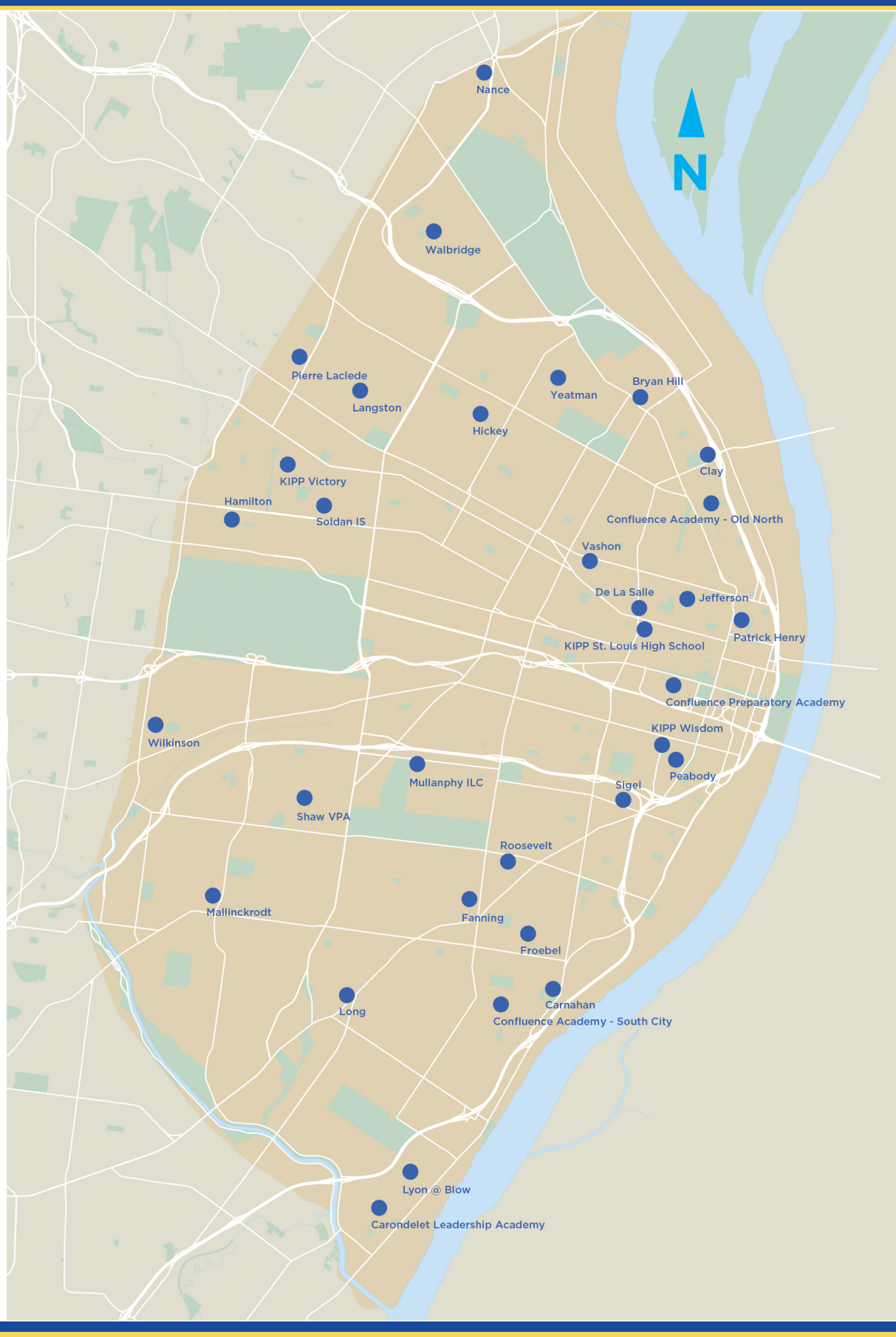
- Grab-and-go breakfast and lunch meals are provided at school sites
- No student ID required
- Students must be present to receive meal
- Free for children 18 and younger
- Meals served from **8:00 a.m. - 12:00 p.m.**

North City Schools:

School	Address	Dates
Bryan Hill	2128 E. Gano	3/23 - 4/3, M-F
Clay	3820 N. 14th	3/23 - 4/3, M-F
Confluence Academy - Old North	3017 N. 13th	3/23 - 4/3, M-F
Hamilton	5819 Westminster Place	3/23 - 4/3, M-F
Hickey	3111 Cora	3/23 - 4/3, M-F
Jefferson	1301 Hogan	3/23 - 4/3, M-F
KIPP Victory	955 Arcade	3/23 - 4/3, M-F
La Salle	1106 Jefferson	3/18 - 3/20, 3/30 - 4/3, M-F
Langston	5511 Wabada	3/23 - 4/3, M-F
Nance	8959 Riverview	3/23 - 4/3, M-F
Patrick Henry	1220 N. 10th	3/23 - 4/3, M-F
Pierre Laclede	5821 Kennerly	3/23 - 4/3, M-F
Soldan	918 Union	3/23 - 4/3, M-F
Vashon	3035 Cass	3/23 - 4/3, M-F
Walbridge	5000 Davison	3/23 - 4/3, M-F
Yeatman	4265 Athlone	3/23 - 4/3, M-F

Downtown/South City Schools:

School	Address	Dates
Carnahan	4041 S. Broadway	3/23 - 4/3, M-F
Carondelet Leadership Academy	7604 Michigan	3/18 - 4/3, M-F
Confluence Preparatory Academy	310 N. 15th	3/23-4/3, M-F
Confluence Academy - South City	3112 Meramec	3/23 - 4/3, M-F
Fanning	3417 Grace	3/23 - 4/3, M-F
Froebel	3709 Nebraska	3/23 - 4/3, M-F
KIPP St. Louis High School	706 N. Jefferson	3/23 - 4/3, M-F
KIPP Wisdom	1224 Grattan	3/23 - 4/3, M-F
Long	5028 Morganford	3/23 - 4/3, M-F
Lyon @ Blow	516 Loughborough	3/23 - 4/3, M-F
Mallinckrodt	6020 Pernod	3/23 - 4/3, M-F
Mullanphy	4221 Shaw	3/23 - 4/3, M-F
Peabody	1224 S. 14th	3/18 - 4/3, M-F
Roosevelt	3230 Hartford	3/23 - 4/3, M-F
Shaw	5329 Columbia	3/23 - 4/3, M-F
Sigel	2050 Allen	3/23 - 4/3, M-F
Wilkinson	1921 Prather	3/23 - 4/3, M-F



FOR MORE INFORMATION, DIRECTIONS AND UPDATES, PLEASE VISIT

WWW.SLPS.ORG/MEALS

Recommended Daily Schedule

Time	Suggested Activity	Details
Before 9 am	Wake Up & Breakfast	Get ready for the day Please remember that SLPS is providing breakfast and lunch.
9-10 am	Learning Time	Spring Break Packets; Continuous Learning Packets; Reading Work; **Complete Daily Log***
10-11 am	Academic Time	Reading books, doing puzzles, journaling Choose from the List of Possible Learning Activities; **Complete Daily Log***
11-12 pm	Morning Free Time	Take a walk, play outside, Go Noodle, physical activities of any sort
12-12:30 pm	Lunch	Please remember that SLPS is providing breakfast and lunch.
12:30-1 pm	Chore Time	Remember to use disinfectant around the house, on a frequent and regular basis during this time. Wipe down door handles, light switches, tabletops, etc.
1-2 pm	Afternoon Free Time	Take a walk, play outside, Go Noodle, physical activities of any sort Choose from the List of Possible Physical Activities
2-4 pm	Creative Time	Coloring, legos, crafting, music, cooking Choose from the List of Possible Creative Activities; **Complete Daily Log***
4-bedtime	Family Time	Enjoy time with family!

*Completed Daily Logs should be returned to your child's teacher upon return to school. Middle and High School logs will be submitted to their ELA teacher. Each completed week of the Daily Log will receive one entry into a raffle for prizes.

Learning Log Name_____

While you are learning at home, we want to know what is happening. You will bring this back to your teacher when we return to school. Each day, share about your learning experiences. This Learning Log will function as your conversation with your teacher about your learning while you were at home. Give them as much information as you can.

Sample Learning Activities
Make a list of what you learned/did today.

SAMPLES:

- ❑ Independent Reading
- ❑ Practice Math Facts
- ❑ Journaling Our Daily Experiences
- ❑ Virtual Field Trips
- ❑ Puzzles
- ❑ Legos

Sample Reflection (Sentence Starters)
Write a summary of your learning today.

SAMPLES:

- ❑ What did you like today vs. what did you not like?
- ❑ What was really fun?
- ❑ What was most interesting?
- ❑ What do you need more help with when you see your teacher again?

✓ Read Chapters 3-6 of All American Boys ✓ Journaled about my reading ✓ Took a virtual field trip to Ellis Island.	I am really getting into this book. I feel sad for Rashad because what is happening to him is unjust. Visiting Ellis Island reminded me of what this country means to people all over the world, and made me wonder if we're living up to the promises. I want to talk more about the justice system when I come back to class.

Learning Log

Name_____

Monday, March 23	
Learning Activity	**Reflection**

Tuesday, March 24	
Learning Activity	**Reflection**

Learning Log Name_____

Wednesday, March 25	
Learning Activity	**Reflection**

Thursday, March 26	
Learning Activity	**Reflection**

Learning Log Name_____

Friday, March 27	
Learning Activity	**Reflection**

Monday, March 30	
Learning Activity	**Reflection**

Learning Log Name_____

Tuesday, March 31	
Learning Activity	**Reflection**

Wednesday, April 1	
Learning Activity	**Reflection**

Learning Log Name_____

Thursday, April 2	
Learning Activity	**Reflection**

Friday, April 3	
Learning Activity	**Reflection**

Learning Log Name_____

Journal:
Here you can write about your learning experiences. Anything you want to share with your teacher(s), you can write here:

Elem.
Gr. 3-5
ELA

St. Louis Public Schools
Continuous Learning Packet
Elementary School English Language Arts – Grades 3-5

WEEK 1	Lesson Objective *What will you know and be able to do at the conclusion of this lesson?*	Missouri Learning Standard *What content standard will this learning align to?*	Instructional Activities *What needs to be done in order to learn the material?*	Resources *What print and electronic resources are available to support your learning?*	Assessment / Assignment* *How will you show your teacher that you learned the material?*
Monday **March 23**	I can determine the meaning of multiple meaning words.	4.R.1.B.b: Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.	Read the Introduction. Complete the Guided Practice and Independent Practice Read Lesson 13 Introduction Complete the Think activity	Lesson 16: Using Context Clues, pages 11-12 Lesson 13: Unfamiliar Words, pages 13-14 March 23 Handouts	Independent Practice - #1-4 Determine the meaning of conceived of using your own words and the clues.
	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal	Respond to one of the Reader Response questions.
Tuesday **March 24**	I can determine the meaning of multiple meaning words.	4.R.1.B.b: Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.	Read "Fire and Air" Complete Close Reader Habits, page 15 Complete Think, Talk, and Write activities	"Fire and Air, " pages 15-16 March 24	Short Response: Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer.

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ELA Curriculum Specialist
Esther.palsenberger@slps.org

WEEK 1	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal	Respond to one of the Reader Response questions.
Wednesday March 25	I can identify the meaning of words with Greek and Latin parts.	4.R.1.B.a: Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.	Read the Introduction Complete the Guided Practice and Independent Practice	Lesson 17: Greek and Latin Word Parts, pages 17-18 March 25 Handouts	Independent Practice: #1-4
	I can determine unknown words using context clues.	4.R.1.B.b: Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	Read "Over Bridge, Under Tunnel." Complete Think, Talk, and Write	"Over Bridge, Under Tunnel," pages 19-21	Write: Short Response: Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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WEEK 1	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal	Respond to one of the Reader Response questions.
Thursday **March 26**	I can determine the meaning of unknown words. I can identify the author's purpose for using specific words and phrases	4.R.1.B.b: Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words 4.R.3.B.b: Read, infer, and draw conclusions to: analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.	Read "Seashells." Complete Words to Know activity Complete Think and Write activities	"Seashells," page 22-27 March 26 Handouts	Write: Short Response: What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response. A pearl is an accident.

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WEEK 1	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal	Respond to one of the Reader Response questions.
Friday March 27	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal March 27 Handouts	Respond to one of the Reader Response questions.
	I can determine unknown words using context clues.	4.R.1.B.b: Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words .	Read "Lesson 17, Understanding Vocabulary in Literary Texts" Complete Think	"Lesson 17, Understanding Vocabulary in Literary Texts," pages 32-33	Based on the completed chart on page 33, reread the "The Search." How does knowing the meaning of these two words help you better understand the passage?

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WEEK 1	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
	I can use a dictionary to find the meaning of unknown words.	4.R.1.B.e: Develop an understanding of vocabulary by: using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	Read Lesson 18: Using a Dictionary or Glossary Complete the Guided Practice and Independent Practice	"Using a Dictionary or Glossary" pages 30-31	Independent Practice #1-4

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St. Louis Public Schools
Continuous Learning Packet
Elementary School English Language Arts: Grades 3-5

WEEK 2	Lesson Objective *What will you know and be able to do at the conclusion of this lesson?*	Missouri Learning Standard *What content standard will this learning align to?*	Instructional Activities *What needs to be done in order to learn the material?*	Resources *What print and electronic resources are available to support your learning?*	Assessment / Assignment* *How will you show your teacher that you learned the material?*
Monday **March 30**	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal March 30 Handouts	Respond to one of the Reader Response questions.
	I can determine unknown words using context clues.	4.R.1.B.b: Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words .	Read "Out to Win" Complete the Close Reader Habits Complete the Think, Talk, and Write activities	"Out to Win," pages 34-35, 38	Write: Short Response: Explain the meaning of opportunity (paragraph 3). What context clues help you understand what the word means?

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WEEK 2	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
Tuesday **March 31**	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal March 31 Handouts	Respond to one of the Reader Response questions.
	I can identify the differences between similes and metaphors.	4.R.1.B.d: Develop an understanding of vocabulary by: identifying the meaning of common idioms and figurative language.	Read the Introduction Complete Guided Practice and Independent Practice	Lesson 19: Similes and Metaphors, pages 36-37	Independent Practice, #1-4
	I can explain the author's purpose for using specific words or phrases.	4.R.3.B.c: Read, infer, and draw conclusions to: explain how an author uses language to present information to influence what the reader thinks or does	Read "The Catfish" Complete Close Reader Habits Complete Think, Talk, and Write activities	"The Catfish," pages 39-41	Write: Short Response: Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus."
Wednesday **April 1**	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal April 1 Handouts	Respond to one of the Reader Response questions.

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WEEK 2	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
	I can determine the meaning of unknown words.	4.R.1.B.b: Develop an understanding of vocabulary by: using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	Read "A Golden Vase and Two Bright Monkeys" Complete Words to Know Complete the Think and Write activities.	"A Golden Vase and Two Bright Monkeys," pages 42-47	Write: Short Response: Paragraph 19 of the passage uses the phrase "freak accident." Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.
Thursday **April 2**	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal April 2 Handouts	Respond to one of the Reader Response questions.
	I can determine the meaning of unknown words.	4.R.1.B.b: Develop an understanding vocabulary by: using context to determine meaning of unfamiliar or multiple-meaning words.	Read "From Furs to Five-Dollar Bills" Complete the Close Reader Habits, page 39 Complete the "Think", "Talk," and "Write" activities	"From Furs to Five-Dollar Bills" page 39-40	Determine the meaning of *minted* in paragraph 4 based on the context clues. Explain how you determined the meaning.
	I can describe the meaning of a phrase from the passage.	4.W.2.A.d: Write opinion texts that: contain information using student's original language except when using direct quotation from a source.	Write activity: Describe what words or phases helped you figure out the meaning of minted.	Short Response: page 40-41	Short Response: Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.

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WEEK 2	Lesson Objective *What will you know and be able to do at the conclusion of this lesson?*	Missouri Learning Standard *What content standard will this learning align to?*	Instructional Activities *What needs to be done in order to learn the material?*	Resources *What print and electronic resources are available to support your learning?*	Assessment / Assignment* *How will you show your teacher that you learned the material?*
Friday **April 3**	I can summarize a text.	4.R.1.D.a: Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate. 4.R.2.A.a: Read, infer, analyze, and draw conclusions: compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	Read independently for 20 minutes with a book of your choice.	Independent book Reader Response questions Reader Response journal April 3 Handouts	Respond to one of the Reader Response questions.
	I can determine the meaning of unknown words. I can identify details from the poem to support the topic	4.R.1.B.b: Develop an understanding vocabulary by: using context to determine meaning of unfamiliar or multiple-meaning words. 4.R.1.A.b: Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly.	Read "What was the Great Depression?" Complete the Words to Know, page 42 Complete the "Think", "Talk," and "Write" activities	"What was the Great Depression?" pages 42-47	Write: Short Response: Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

Please be prepared to submit these assignments to your teacher upon returning to school.

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Lesson 16

Using Context Clues

Introduction Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a **definition** in the text.	In high school, Jim Lovell built his first rocket, a jet engine that could fly to great heights.
Find an **example** that will give you clues about the word's meaning.	Lovell's first attempt was a failure. His rocket flew into the air but then exploded and crashed.
Look for a **restatement**. A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are combustible. These materials burn and release gases.

Guided Practice

Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

1 What does the word command mean?

- **A** to study
- **B** to fly with others on
- **C** to be at the head of
- **D** to be part of

2 What words help you understand the meaning of command?

- **A** "in charge of"
- **B** "two men"
- **C** "space mission"
- **D** "chose Lovell"

3 What does the word explosion mean?

- **A** a leak
- **B** a bursting of something
- **C** a lack of oxygen
- **D** leaving outer space

4 What does the word capable suggest about Lovell as a leader?

- **A** He is a gentle and patient leader.
- **B** He is skillful at leading others.
- **C** He is harsh to those he leads.
- **D** He is weak when leading others.

Lesson 13
Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

Read Informational texts often have words people don't use in everyday life.

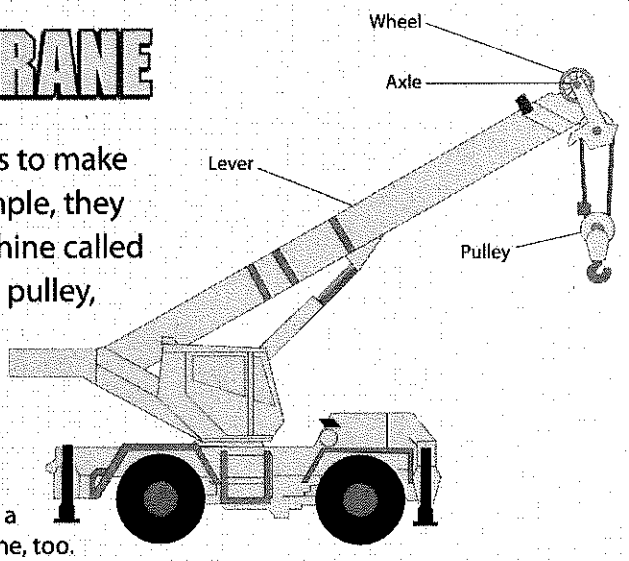
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase <u>conceived of</u>, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.

Helpful Context	Clues	Possible Meaning

The meaning of the phrase: _____

_____

Talk Share your chart and meaning with a partner.

- Did you agree about the helpful context?
- Did you agree about the meaning of the phrase?

Academic Talk

Use these phases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

Fire and Air

by Johanna Joyner

1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.

2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.

3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

4 Materials You Will Need

- **MOST IMPORTANT:** A TEACHER HELPING YOU
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?

A chart will help you identify the parts of the text that provide context clues.

Think

1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

***Combust* means:**

Helpful Context	Clues	Possible Meaning
1. "Starting a fire is a bit like following a recipe. . ."		

***Monitor* means:**

Helpful Context	Clues	Possible Meaning
1. "Pay attention to the candles. . ." 2. ". . . happens over time."	1. attention	

Talk

2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?

Write

3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

Lesson 17

Greek and Latin Word Parts

Introduction

English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word, as in the word *photograph*.

Root	Meaning	Root	Meaning
graph	"write"	*act*	"do"
vis, vid	"see"	*photo*	"light"
phon, phono	"sound, voice"	*port*	"carry"

- **Affixes** are word parts, such as prefixes and suffixes, that are added to word roots to make words. You can add the root *vis* to *-ible* to make *visible*.

Prefix	Meaning	Suffix	Meaning
auto-	"self"	*-ist, -er, -or*	"someone who"
tele-	"distance"	*-able, -ible*	"able or capable"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice

Circle the roots in the underlined words. Write the meaning of each root. Then tell a partner the meaning of each underlined word.

HINT Remember, words may have two roots or a root and an affix.

1. My favorite actor is Jesse B.

_____

2. I have five photographs of Jesse B. on my wall.

_____

3. One even has an autograph on it.

_____

4. I've asked my mom if I could telephone Jesse B.

_____

5. She said I could just watch Jesse B. on television.

_____

Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

1 I decided to compose a letter to Jesse B.

The prefix *com-* means "with," and the root *poser* means "to put or set down." What is the meaning of compose as used in the sentence?

A to think

B to write

C to talk

D to mail

2 Dear Jesse B., I just read a biography about you.

The prefix *bio-* means "life," and the root *graph* means "write." What is the meaning of biography as used in the sentence?

A writing about the life of an actor

B writing about someone else's life

C writing about the beauty of life

D writing about how to live your life

3 Your life story inspires me and many other fans.

The prefix *in-* can mean "within," and the root *spir* means "breathe." What is the meaning of inspires as used in the sentence?

A causes people to become alive

B causes a heavy wind to blow

C causes people to faint

D causes strong lungs

4 I hear you are a very benevolent person, giving to many charities.

The prefix *bene-* means "well," and the root *velle* means "wish." What is the meaning of benevolent as used in the sentence?

A surrounded by good people

B showing good will to others

C liked by many good people

D hoping others are good

Over Bridge, Under Tunnel

by Lloyd Frank

1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.

2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.

3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.

Think

Use what you learned from reading the science article to respond to the following questions.

Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- **A** things made below or above ground
- **B** things that slow or stop movement
- **C** things that help people travel
- **D** things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

> A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

Talk

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

> It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

Write

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

Over Bridge, Under Tunnel

3 **Use the chart below to organize your ideas.**

Helpful Context	Clues	Possible Meaning

Write **Use the space below to write your answer to the question on page 207.**

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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

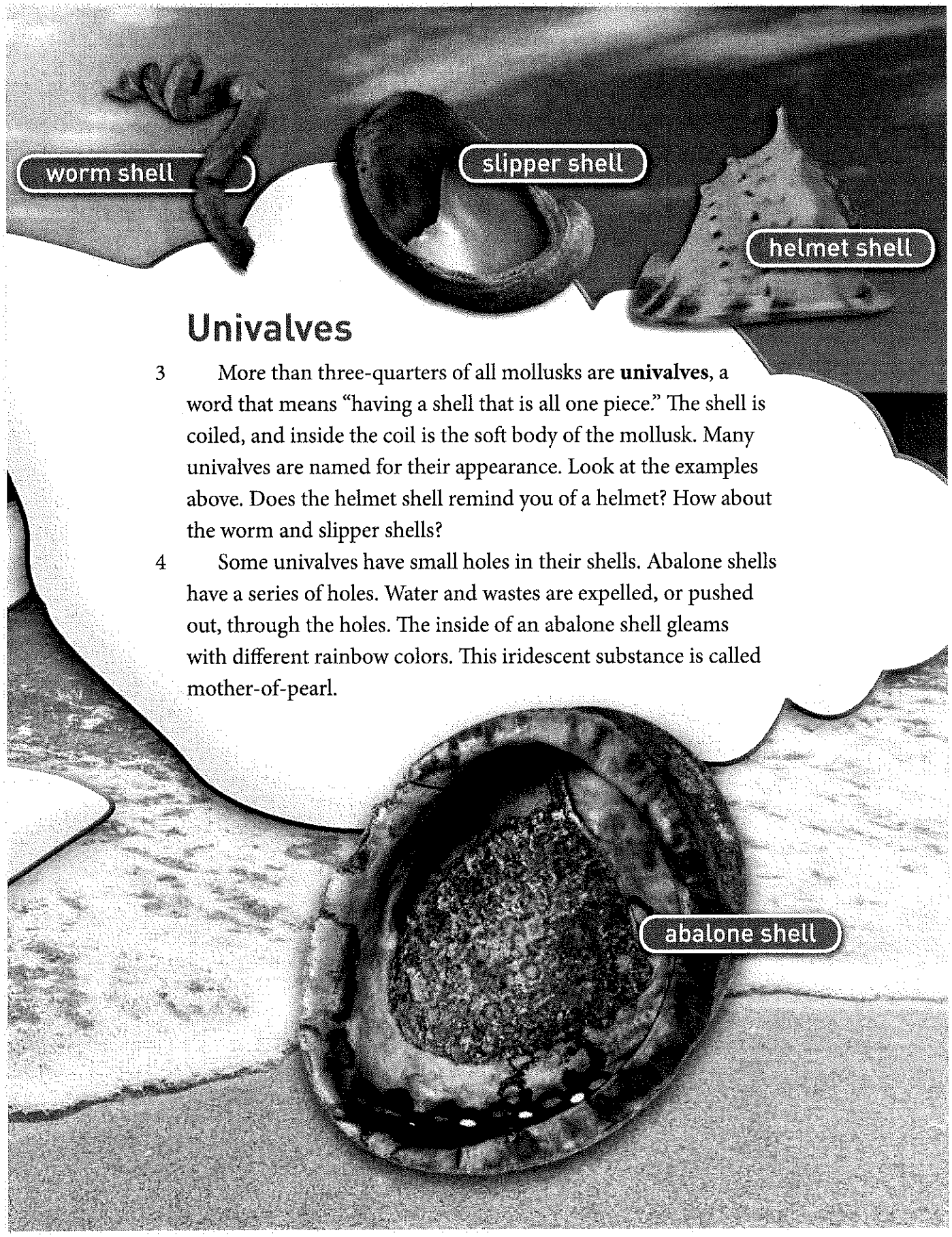
- **series**
- **hinged**
- **foreign**

Seashells

by Bela Moté

1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.

2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.



Univalves

3 More than three-quarters of all mollusks are **univalves**, a word that means "having a shell that is all one piece." The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.

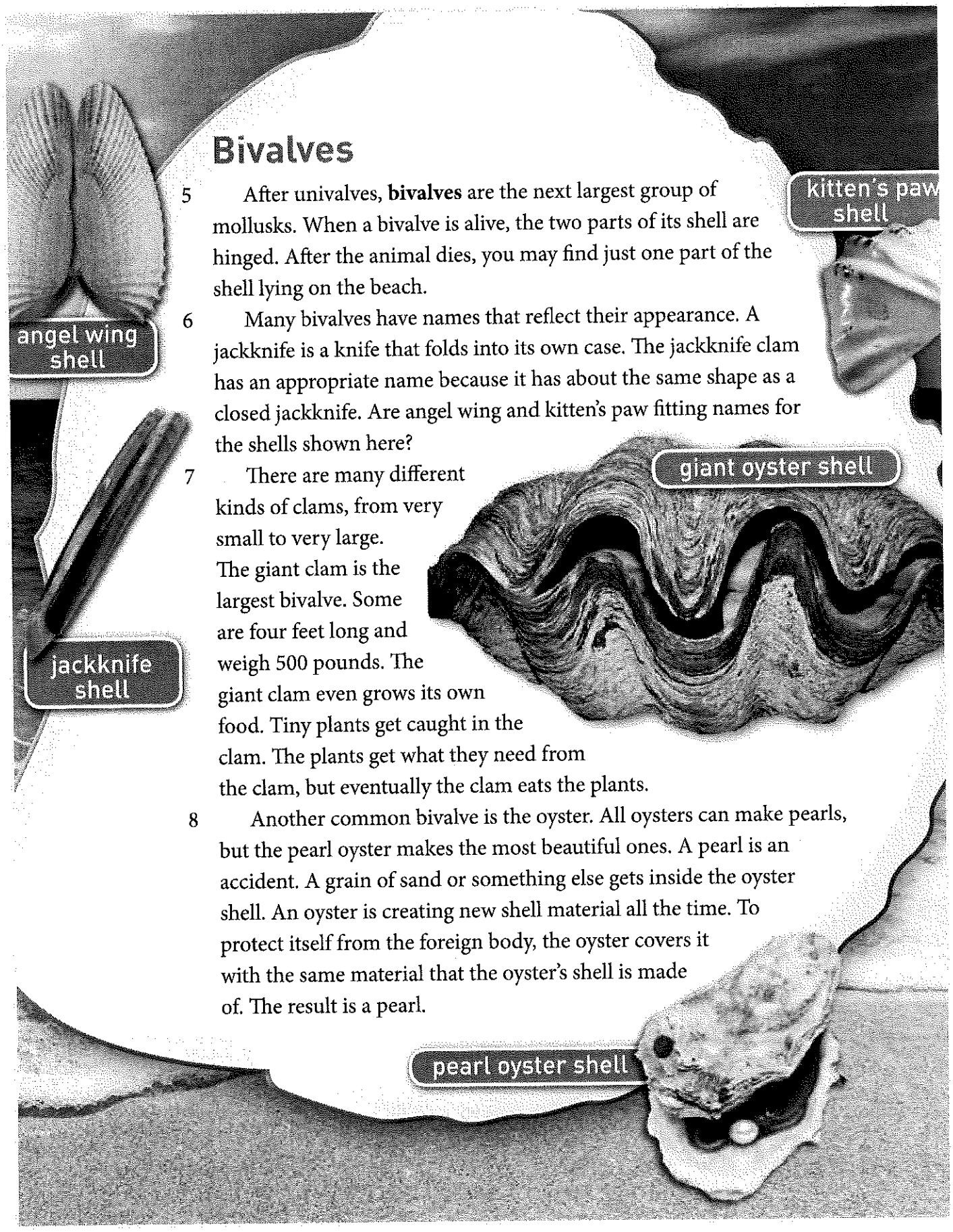
Bivalves

5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?

7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.

8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.



Think Use what you learned from reading the science text to respond to the following questions.

1 Read the sentence from paragraph 1 in the passage.

> Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- **A** Predators can harm some animals.
- **B** Predators need to find shelter from storms.
- **C** An animal's shell helps protect it.
- **D** All predators have skeletons.
- **E** When the animal dies, the shell remains.

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

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- **A** not letting light through
- **B** easy to notice or understand
- **C** shining with many varying colors
- **D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- **A** "next largest group of mollusks"
- **B** "have small holes in their shells"
- **C** "the inside of an abalone shell"
- **D** "gleams with different rainbow colors"

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

Part A

What is the meaning of the word bivalve as it is used in paragraph 5?

A having a hard outer shell

B having a shell with two pieces

C having a soft outer shell

D having a shell that is all one piece

Part B

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

> After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

4 Read the sentence from the passage.

> The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

A Bivalves are the largest group of mollusks.

B Jackknife describes the shape of the clam.

C An angel wing is a good name for the clam.

D Jackknife is a good name for the clam.

E The clam looks like an open jackknife.

F A jackknife folds into its own case.

Write

5 **Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an <u>accident</u>.

Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Lesson 17
Understanding Vocabulary in Literary Texts

Learning Target

Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

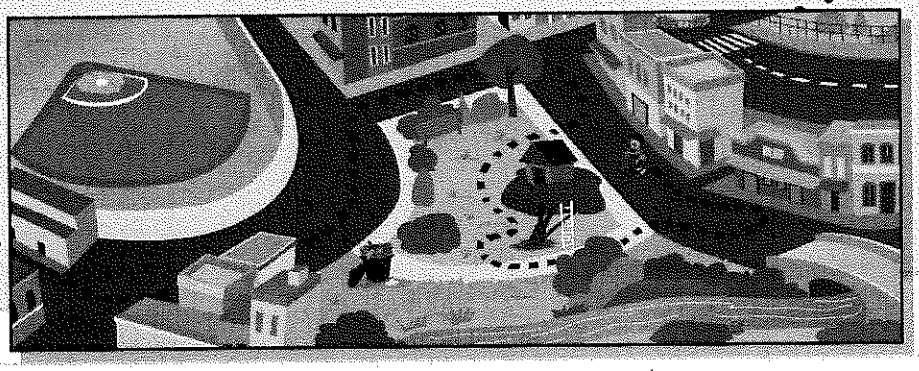
Read A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

Read the story below. What are the meanings of *odyssey* and *locate*?

The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!



Think How can context clues help you learn the meanings of unknown words and phrases? Complete the chart below to show what you have figured out about the meanings of odyssey and locate.

Unknown Word	Context	Possible Meaning	Clues
odyssey	"My odyssey took me far and wide . . ."		
locate			

Talk Share your chart with a partner.

- Did your possible meanings agree?
- Which context clues did you use?
- Reread the "The Search." How does knowing the meanings of these two words help you better understand the passage?

Academic Talk

Use these words and phrases to talk about the text.

- **context clues**
- **allude to**
- **mythology**
- **significant**

Lesson 18

Using a Dictionary or Glossary

Introduction There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into 1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kăr′ē) **1.** to move **2.** to hold **carry on 1.** to continue **2.** to act excitedly

Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

Independent Practice

Use the dictionary entries to answer numbers 1–4.

material (mə tîr′ ē əl) *n.* **1.** fabric or cloth **2.** ideas and facts used in writing something *adj.* **3.** made of matter **4.** having great meaning or effect

1 Which definition matches how material is used in this sentence?

Hank Aaron had few material goods growing up, but his parents gave him love and encouragement.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

hammer (hăm′ ər) *n.* **1.** a tool used for pounding objects, such as nails **2.** a part of a piano *v.* **3.** to hit hard **4.** to join with nails

2 Which definition matches how hammer is used in this sentence?

His skill at hammering baseballs helped Aaron become a successful baseball player.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

stand (stănd) *n.* **1.** a display area **2.** an opinion or a position on an issue *v.* **3.** to be on one's feet **4.** to endure, put up with **stand for 1.** to represent, be a symbol of **2.** to allow **3.** to believe in and support: *He stands for equality.* **4.** an abbreviation for

3 Which definition matches how stand is used in this sentence?

Aaron could stand a lot of pressure, too.

A Definition 1

B Definition 2

C Definition 3

D Definition 4

4 Which definition matches how stand for is used in this sentence?

Hank Aaron stands for the talent, hard work, and courage that make an athlete great.

A Definition 1

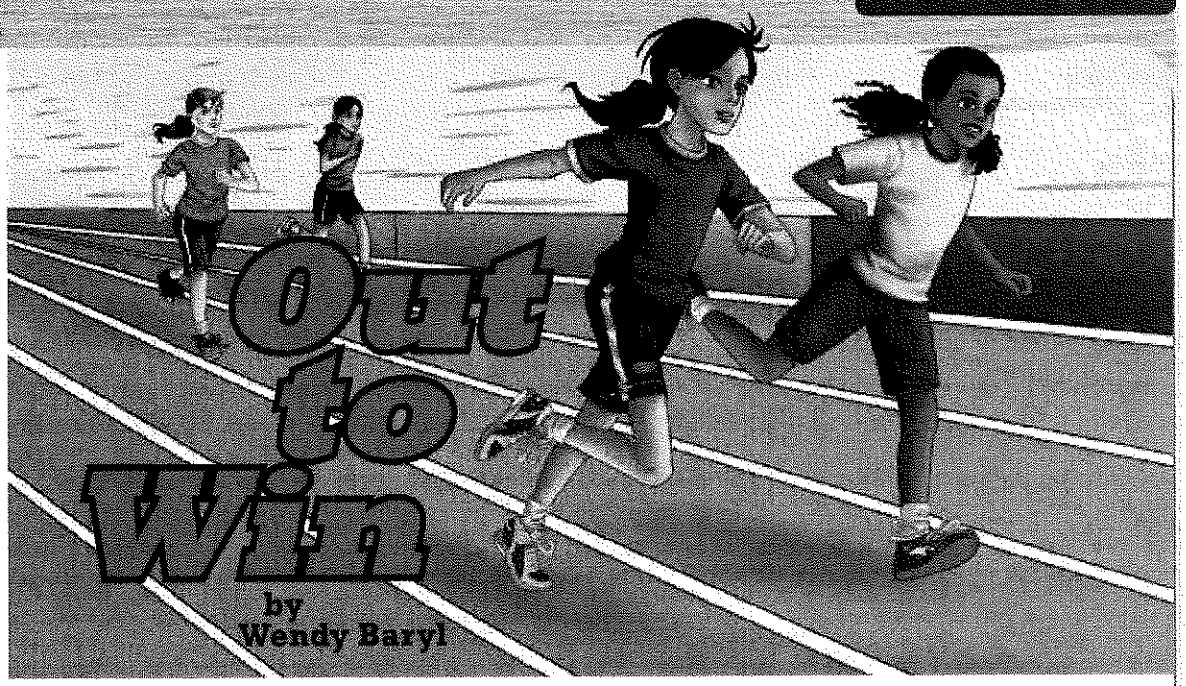
B Definition 2

C Definition 3

D Definition 4

Read

Genre: Realistic Fiction



Out to Win

by Wendy Baryl

1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.

2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!

3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis[1] at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

[1] **nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

Explore

How do context clues help you figure out the meaning of unfamiliar words in "Out to Win"?

Think

1 Complete the chart below to show what you have figured out about the meanings of the words.

Context clues can appear before or after the sentence having an unfamiliar word.

Unknown Word	Context	Possible Meaning	Clues
dissatisfied			
obsessed			
nemesis			

Talk

2 Explain the meaning of the word opportunity (paragraph 3). What context clues help you understand what the word means?

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Write

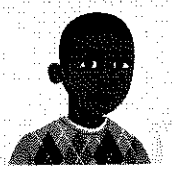
3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word. Use the space provided on page 276 to write your response.

Write **Use the space below to write your answer to the question on page 273.**

Out to Win

3 **Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.



Don't forget to check your writing.

Check Your Writing

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

Lesson 19

Similes and Metaphors

Introduction Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has *paws* as big as *dinner plates*.	Ollie has very big paws.
His *bark* sounds like *thunder*.	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
Ollie is a *mountain* of a dog.	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

1. Ollie's mouth was a trap that held a giant stick.

_____

2. Ollie leapt toward Alicia like a clumsy ballerina.

_____

3. Ollie raced past Alicia like a strong wind.

_____

4. Suddenly, Ollie was a freight train racing into the house.

_____

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

1 The stick in Ollie's mouth <u>was a sword</u>, knocking over one object after another.

A The stick was heavy.

B The stick was dangerous.

C Ollie was dangerous.

D The stick was made of metal.

2 The plates on the table <u>became flying saucers</u> that Alicia had to dodge.

A Flying saucers came from outer space.

B Alicia had to play dodge ball.

C Alicia had to fly across the kitchen.

D Plates flew through the air.

3 Salad covered the floor <u>like a large blanket</u>.

A The salad was warm.

B The salad tasted awful.

C There was a large blanket on the floor.

D A layer of salad covered the floor.

4 The floor was <u>as sticky as glue</u>.

A Glue covered the floor.

B The floor was a glue stick.

C The floor was very sticky.

D Glue made the floor sticky.

5 Alicia <u>was a whirlwind</u> as she cleaned up the mess.

A Alicia spun wildly.

B Alicia worked quickly.

C Alicia was getting tired.

D Alicia was breathing hard.

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline[1] and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy[2]—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
If you know what it is!

Close Reader Habits

How does the poet describe the catfish? Reread the poem. **Underline** words and phrases that explain how he imagines a catfish to look.

[1]**feline:** catlike
[2]**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix

Think

Use what you learned from reading the lyric poem to respond to the following questions.

If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

1 In the poem, one word has this definition: "to cry out in sadness or pain." Underline the word that **best** fits the definition in the following lines from "The Catfish."

> The saddest fish that swims the briny ocean,
> The Catfish I bewail,
> I cannot even think without emotion
> Of his distressful tail.

2 Read these lines from the poem.

> I vision him half feline and half fishy,
> A paradox in twins,
> Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

A a creature with parts that don't seem to go together

B a furry fish with a brother that looks just like him

C a scaly cat that is confused and spins around

D a make-believe animal that has two different heads

Talk

3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a "feline Tantalus"? Use the chart on page 277 to organize your ideas about the poem.

Write

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus." Use the space provided on page 277 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

The Catfish

3 **Use the chart below to organize your ideas.**

Unknown Word	Context in Poem	Possible Meaning	Clues

Write **Use the space below to write your answer to the question on page 275.**

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus."

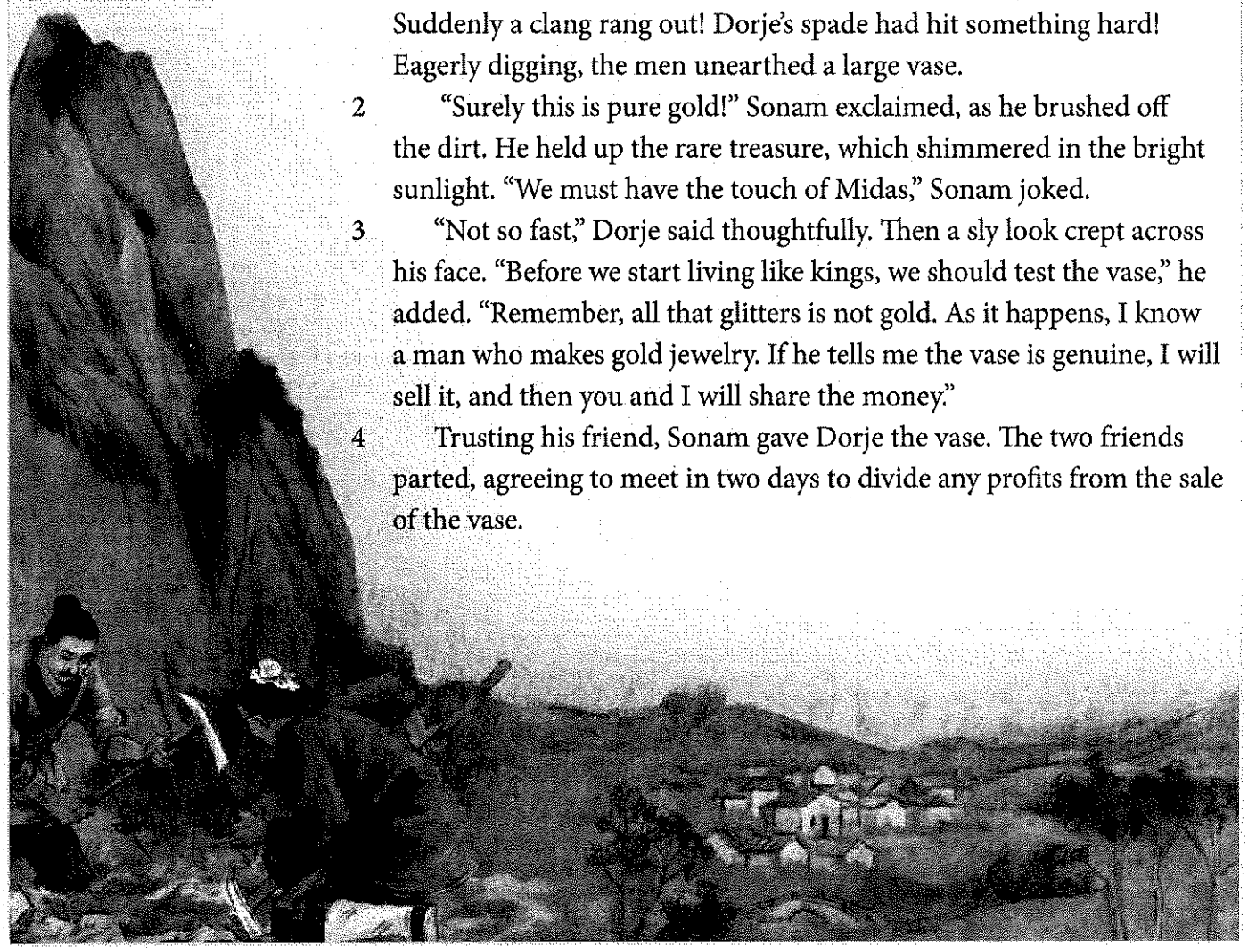
HINT Think of what you know about a cat's usual reaction to a fish.

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

- **genuine**
- **recent**
- **pardon**

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

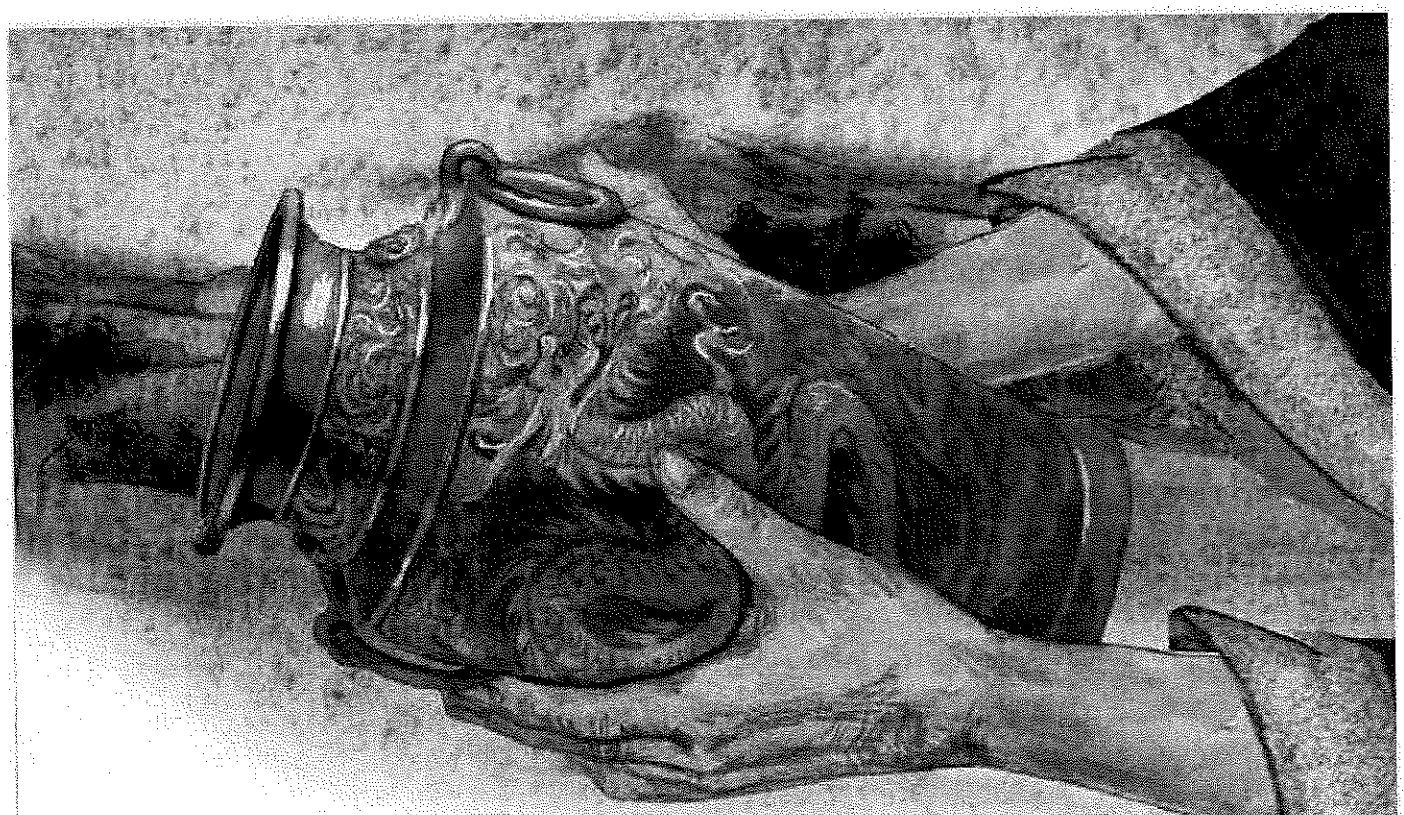


1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.

2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.

3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."

4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.



5 The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face.

6 "What is wrong, Dorje?" asked Sonam.

7 "Alas!" sighed Dorje dramatically. "Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all."

8 Sonam was not taken in by Dorje's tale, but he hid his suspicions. He just sighed and then softly replied, "Never mind. Since the vase was worth nothing, nothing has been lost."

9 Relieved that Sonam had taken the bad news so well, Dorje invited him to stay overnight with his family.

10 The next morning Sonam said, "Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!"

11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.

12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. "We will take these little fellows home as pets. You can play with them if you treat them kindly," he explained. "I will name a monkey after each of you, we'll teach them tricks, and they will be your twins!"

13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.

14 Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. "Walk up the mountain to gather berries and fruits," he said. "We will surprise your father with a tasty treat before you return home."

15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.

16 "What is wrong, my friend?" asked Dorje.

17 "Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. "H-h-how can this be?" he sputtered. "Is such a thing even possible?"

19 "It was a freak accident," Sonam replied. "After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal." Then a twinkle crept into his eyes.

20 "Oh!" was all Dorje could say at first. Then a look of shame and relief spread over his face. "Now I understand, my friend," he said. "Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed."

21 Just then, Dorje's children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.

22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, "I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold."

Think Use what you learned from reading the folktale to respond to the following questions.

1. In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase "the touch of Midas" in paragraph 2?

   A to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold

   B to compare Dorje and Sonam's good fortune in finding the vase to Midas's ability to make gold

   C to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas

   D to compare Dorje and Sonam's rare golden treasure to similar treasures owned by rich kings like Midas

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

   Part A
   What is the **best** meaning of the word pewter in paragraph 7?

   A a metal that shines like gold

   B a metal that is soft and melts easily

   C a metal that is not costly

   D a metal that is not useful

   Part B
   Underline **two** story details that support the answer to Part A.

   "Alas!" sighed Dorje dramatically. "Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all."

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

Part A

What is the meaning of the word mimicked as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

A tried

B watched

C found

D copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing . . . .

4 In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.

Write

5 **Short Response** Paragraph 19 of the passage uses the phrase "freak accident." Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.

Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.

From Furs to Five-Dollar Bills

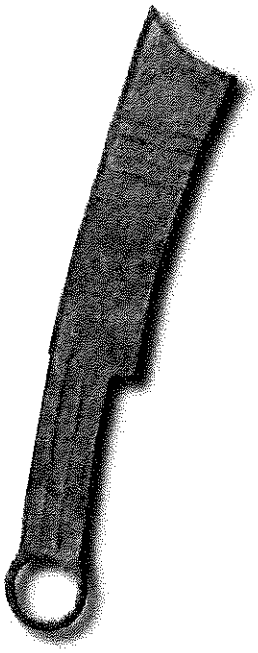
by Jason Liu

1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.

3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



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

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

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

Think

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

A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

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

Part A

What is the meaning of the word currency as it is used in paragraph 4?

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

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

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

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

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

Talk

3 Discuss the meaning of minted as it is used in paragraph 4 of the text.

Write

4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.

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

Write **Use the space below to write your answer to the question on page 193.**

From Furs to Five-Dollar Bills

4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.

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

Check Your Writing

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

Genre: History Article

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **financial**
- **economy**

WHAT WAS the Great Depression?

by Fran Severs

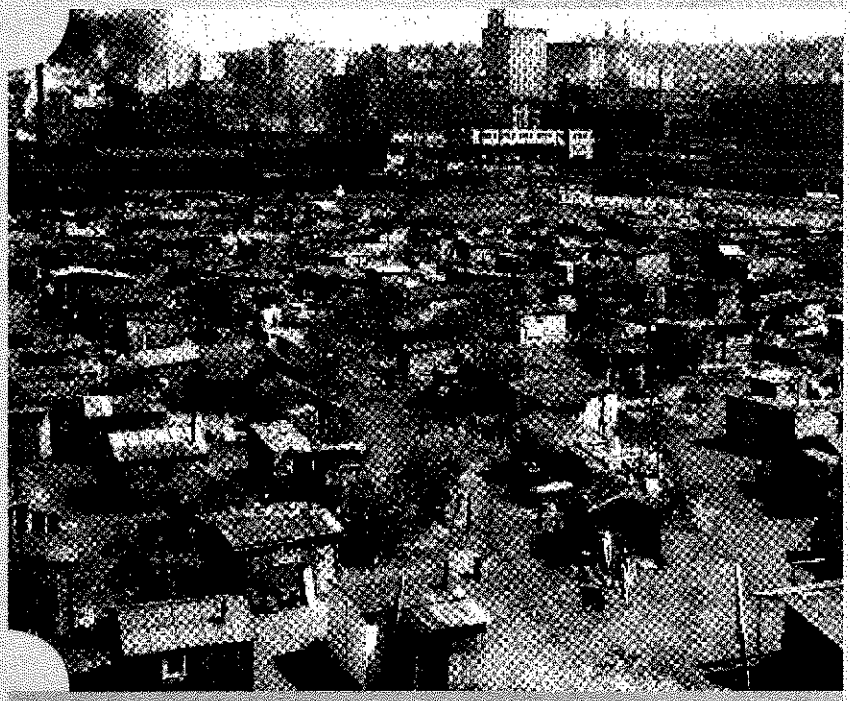
1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

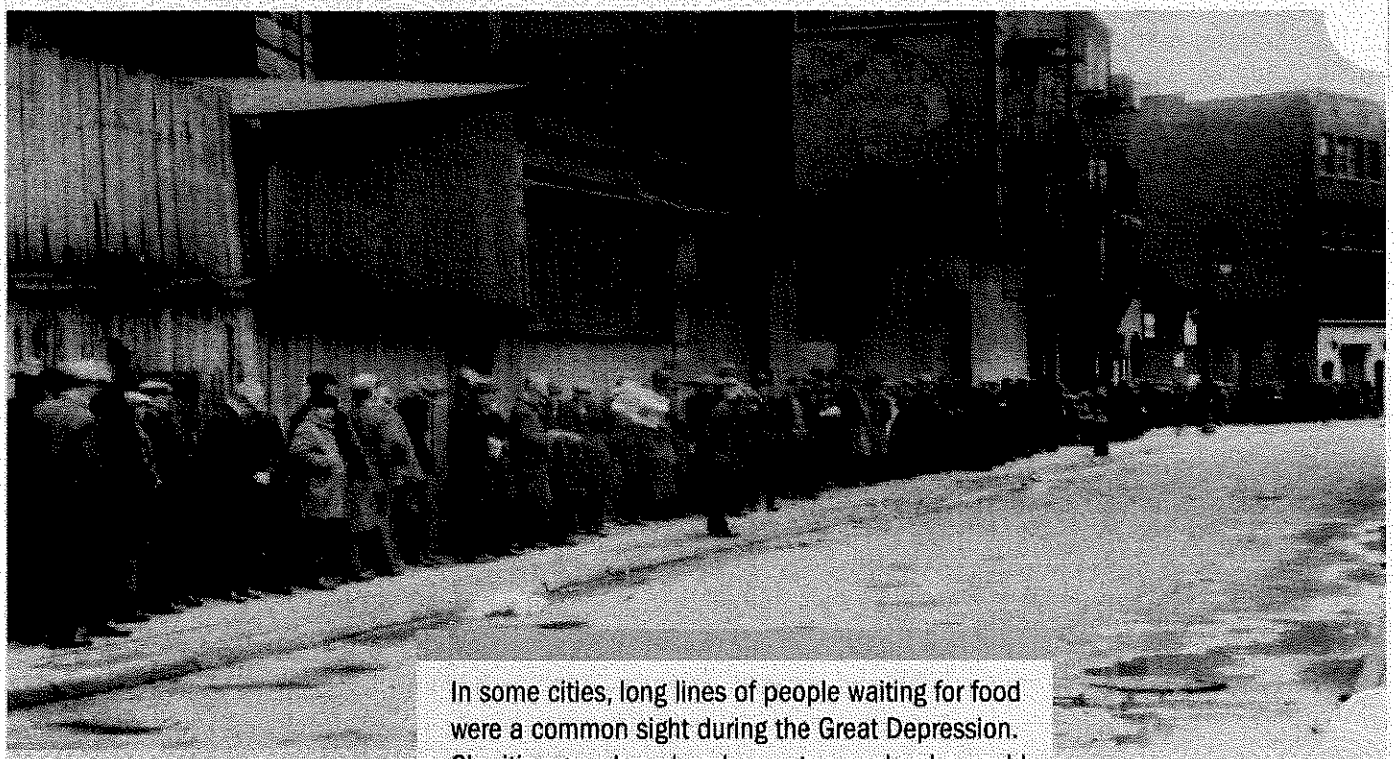
2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

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

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

Part A

Read this sentence from paragraph 1.

> By the end of the 1920s, warehouses were filled up with merchandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- **A** goods
- **B** large items
- **C** shares of stock
- **D** jobs

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- **A** "... that no one bought ..."
- **B** "... even more products ..."
- **C** "... factory production slowed ..."
- **D** "... lost their jobs ..."

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

> The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

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

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

A a period of great difficulty

B a time when farmers couldn't grow crops

C a time when jobs paid low wages

D a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

A "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)

B "From June through September 1929, the prices of stocks soared." (paragraph 2)

C "About two million homeless men, women, and children drifted around the country." (paragraph 5)

D "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand?

A "forceful statement"

B "wish"

C "strong need"

D "question"

Write

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

Elem.
Gr. 3-5
Math

Elementary (Grades3-5) Math Continuous Learning Assignment	
Date	**Assignment**
3/23/2020	○ 12-1 Reteach to Build understanding ○ Lesson 12-1 p.629 & 630
3/24/2020	○ 12-2 Reteach to Build Understanding ○ Lesson 12-2 p.635 & 636
3/25/2020	○ 12-3 Reteach to Build Understanding ○ Lesson 12-3 p.641 & 642
3/26/2020	○ 12-4 Reteach to Build Understanding ○ Lesson 12-4 p.647 & 648
3/27/2020	○ 12-6 Reteach to Build Understanding ○ Lesson 12-6 p.659 & 660
Weekend	
3/30/2020	○ 12-1 Reteach to Build understanding ○ Lesson 12-1 p.611 & 612
3/31/2020	○ 12-4 Reteach to Build understanding ○ Lesson 12-4 p.629 & 630
4/1/2020	○ 12-6 Reteach to Build Understanding ○ 12-6 Reteach to Build Understanding
4/2/2020	○ 12-7 Reteach to Build Understanding ○ Lesson 12-7 p.647 & 648
4/3/2020	○ 12-8 Reteach to Build Understanding ○ Lesson 12-8 p.653 & 654

Name _____

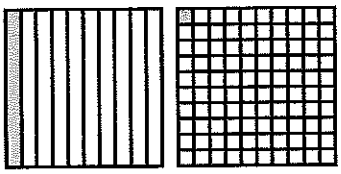
Reteach to Build Understanding
12-1

Vocabulary

1. One **tenth** is one of 10 equal parts of a whole.
One tenth written as a fraction is $\frac{1}{10}$.

One **hundredth** is one of 100 equal parts of a whole.
One hundredth written as a fraction is $\frac{1}{100}$.

Write a fraction for each grid.

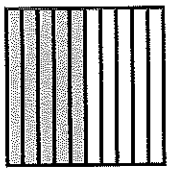


2. A **decimal** is a number with one or more digits to the right of the **decimal point**. A decimal point is a dot used to separate ones and tenths in a number.

0.1 is a decimal with _____ ones and _____ tenth.

0.1
↑
decimal point

You can represent a number as a fraction or as a decimal.



3. Use the grid at the right.

How many parts are shaded? _____ parts

How many parts are there? _____ parts

What fraction does the grid show? _____

What decimal does the grid show? _____

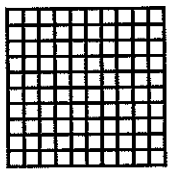
4. Shade the grid at the right to show $\frac{50}{100}$.

$\frac{50}{100}$ is 50 equal parts of 100.

There are _____ parts shaded.

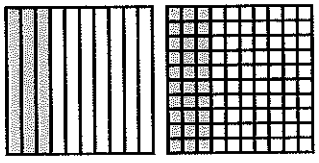
There are _____ equal parts.

What decimal does the grid show? $\frac{50}{100} =$ _____



On the Back!

5. Write a decimal and a fraction for each grid.

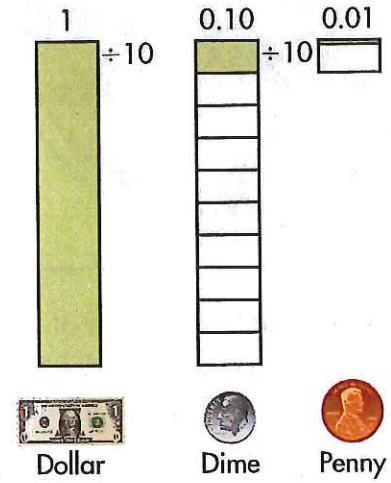


Name _____

Practice Buddy | Tools | Assessment

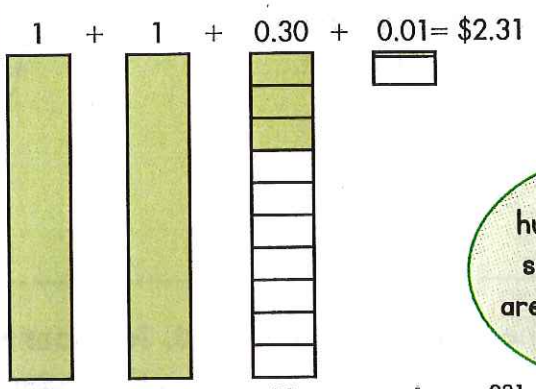
Another Example!

Show two dollars and thirty-one cents using fractions and decimals. You can use diagrams to show how money relates to fractions and decimals.



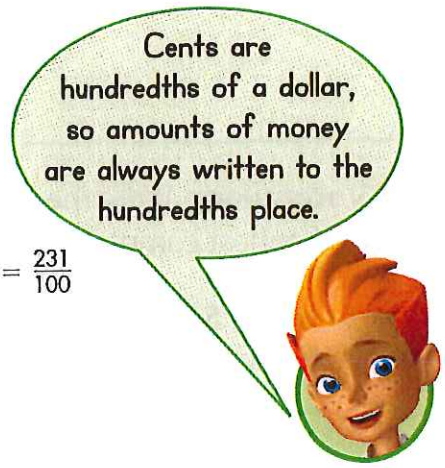
Dollar Dime Penny

$\frac{100}{100} = 1.00$ $\frac{1}{10} = 0.10$ $\frac{1}{100} = 0.01$



$\frac{100}{100} + \frac{100}{100} + \frac{30}{100} + \frac{1}{100} = \frac{231}{100}$

$2.31 = \frac{231}{100}$



Guided Practice*

Do You Understand?

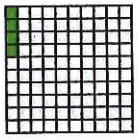
1. **MP.4 Model with Math** How can you use grids to represent $4.71?

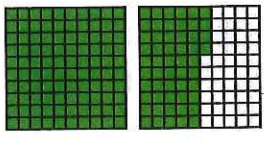
Do You Know How?

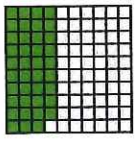
2. Write a decimal and a fraction for the part of the grid that is shaded.

Independent Practice

For **3–6**, write a decimal and fraction for each diagram.

3. 

4. 

5. 

6. 

*For another example, see Set A on page 665.

Math Practices and Problem Solving

7. The arena of the Colosseum in Rome was about $\frac{15}{100}$ of the entire Colosseum. Write this amount as a decimal.

8. What fraction of the Colosseum was **NOT** the arena? Write and solve an equation.

9. **Vocabulary** Write the vocabulary word that best completes the sentence:

Jelena has $1.50 in dimes. She says, "I know I have 15 dimes because one dime is one _____ of a dollar."

10. **Number Sense** About how much of the rectangle is shaded green? Write this amount as a fraction and as a decimal.

11. **MP.3 Construct Arguments** Cher adds up the money in her piggy bank. She has a one dollar bill and 3 dimes. Did Cher write the amount of money correctly? If not, what mistake did Cher make?

$1.3

12. **Higher Order Thinking** The diagram models the plants in a vegetable garden. Write a fraction and a decimal for each vegetable in the garden.

radishes corn
carrots lettuce

Common Core Assessment

13. A school has 100 windows. On a cool day, 95 of the windows were closed. Which decimal represents how many of the windows were open?

Ⓐ 0.05 Ⓒ 0.50
Ⓑ 0.5 Ⓓ 0.95

14. A singer wrote 100 songs in her career. She played guitar for 29 of the songs. Which fraction and decimal represent how many songs for which she played guitar?

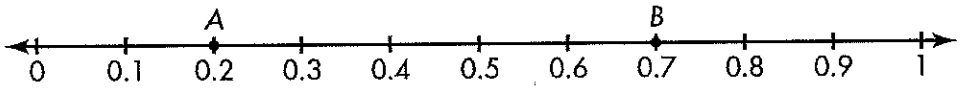
Ⓐ 0.29 and $\frac{29}{10}$ Ⓒ 2.9 and $\frac{29}{100}$
Ⓑ 0.29 and $\frac{100}{29}$ Ⓓ 0.29 and $\frac{29}{100}$

Name _____

Reteach to Build Understanding
12-2

Vocabulary

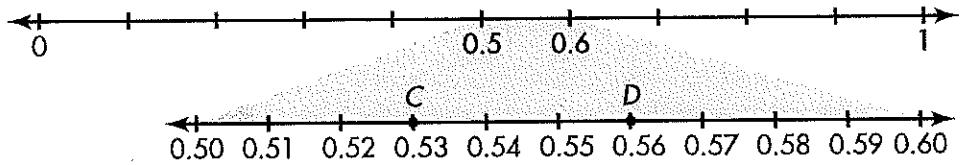
1. The units between two consecutive whole numbers on a number line represent decimals. On the number line below, there are 10 sections between 0 and 1. Each equal part is one **tenth**, or 0.1.



Write the decimal for: Point *A* _____ and Point *B* _____.

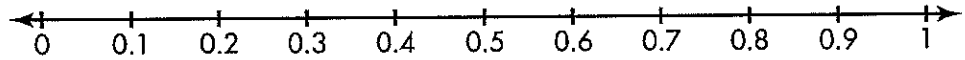
2. The second number line below shows the interval between 0.5 and 0.6.

There are 10 equal parts between each tenth. Each section is one **hundredth**, or 0.01.



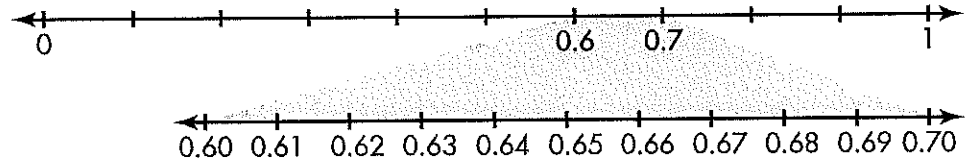
Write the decimal for: Point *C* _____ and Point *D* _____.

3. Plot a point at 0.3.



4. Write 0.3 as a fraction. _____

5. Plot a point at 0.62.



6. Write 0.62 as a fraction. _____

On the Back!

7. Draw a number line from 0 to 1. Mark each tenth. Label 0.6 Point *A*, 0.2 Point *B*, and 0.9 Point *C*.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

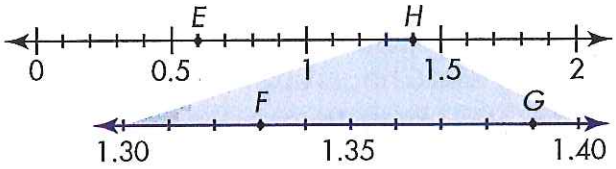
Do You Understand?

1. Locate $\frac{45}{100}$ on the number line.

2. **MP.4 Model with Math** In the long-track speed skating competition, Elizabeth won first place, beating the competition by 0.8 second. Draw a number line to represent 0.8.

Do You Know How?

For **3–6**, name the decimal for each point on the number line.



3. *E*

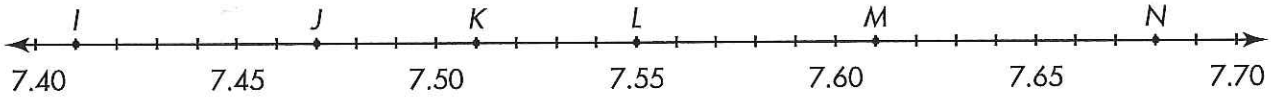
4. *H*

5. *F*

6. *G*

Independent Practice

For **7–12**, name the point on the number line for each fraction or decimal.



7. $7\frac{47}{100}$

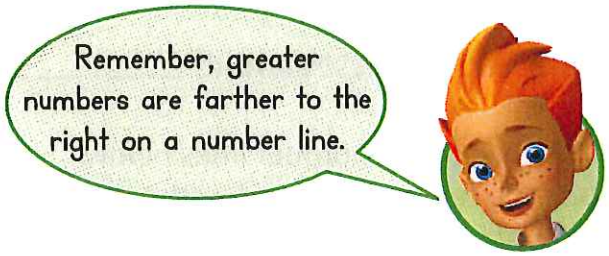
8. 7.68

9. $7\frac{51}{100}$

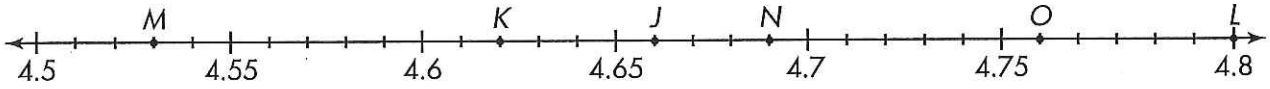
10. 7.61

11. $7\frac{55}{100}$

12. 7.41



For **13–18**, name the decimal for each point on the number line.



13. *J*

14. *K*

15. *L*

16. *M*

17. *N*

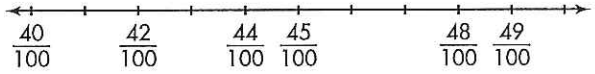
18. *O*

*For another example, see Set B on page 665.

Math Practices and Problem Solving

19. **MP.2 Reasoning** Write the five missing decimals on the number line.

20. **MP.2 Reasoning** Write the five missing fractions on the number line.



21. Monica watches two movie trilogies. The first movie trilogy was 9 hours and 17 minutes long. The second movie trilogy was 6 hours and 48 minutes long. How much longer was the first movie trilogy?

22. **MP.1 Make Sense and Persevere** Neil is learning about unusual units of volume. There are 2 pecks in 1 kenning. There are 2 kennings in 1 bushel. There are 2 bushels in 1 strike. There are 4 strikes in 1 quarter. There are 4 quarters in 1 chaldron. Write a number sentence to show how many pecks are in a chaldron.

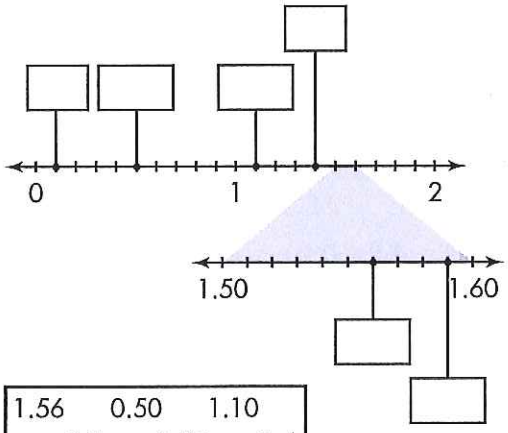
23. **MP.6 Be Precise** Draw a number line and plot a point at each number shown.

$2\frac{71}{100}$ $2\frac{6}{10}$ $2\frac{82}{100}$

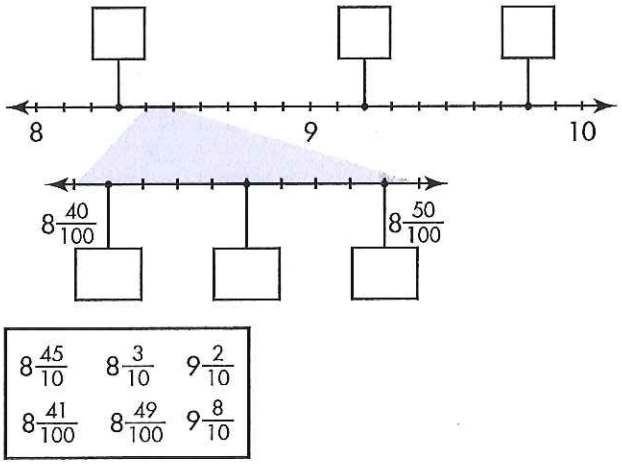
24. **Higher Order Thinking** Use a number line to name two numbers that are the same distance apart as 3.2 and 3.8.

Common Core Assessment

25. Jimmy drew the number lines below showing tenths and hundredths. What decimals do the points on the number lines show? Choose the decimals from the box to label the number lines.



26. Harry drew the number lines below showing tenths and hundredths. What fractions do the points on the number lines show? Choose the fractions from the box to label the number lines.



Name _____

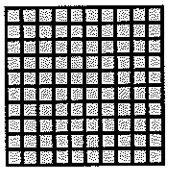
Reteach to Build Understanding
12-3

Vocabulary

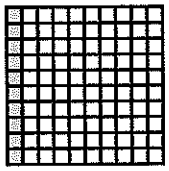
1. **Place value** is the value a digit has in a number.

   In the decimal 0.45, _____ is in the tenths place and _____ is in the hundredths place.

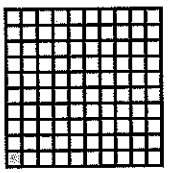
2. Hundredths grids can be used to model **decimals.**



one
1



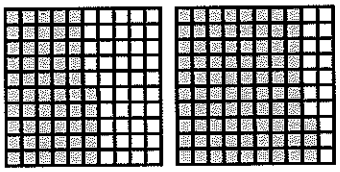
one tenth
0.1



one hundredth
0.01

1 whole hundredths grid is equal to one. 10 unit squares are equal to one _____. 1 unit square is equal to one _____.

3. Compare 0.55 and 0.83.
   Start at the left. Compare each place value.
   Look for the first place the digits are different.



0.55 0.83

   The digits in the ones place are both 0.

   Compare the digits in the tenths place.

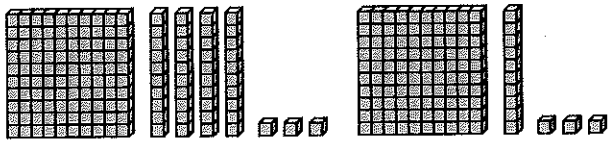
   In 0.55, _____ is the tenths place.

   In 0.83, _____ is the tenths place.

   5 tenths < 8 tenths, so 0.55 ◯ 0.83.

4. Compare 1.43 and 1.13.
   The digits in the ones place are both 1.

   The numbers being compared both have hundredths.



1.43 1.13

   43 hundredths > 13 hundredths, so 1.43 ◯ 1.13.

On the Back!

5. Write >, <, or = in each ◯. Use place-value blocks, grids, or number lines to help.

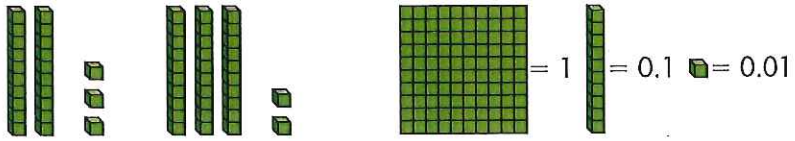
   0.56 ◯ 0.68 4.23 ◯ 2.98 0.8 ◯ 0.80

Name _____

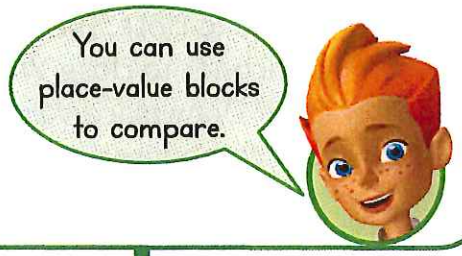
Practice Buddy | Tools | Assessment

Another Example!

Compare 0.23 and 0.32.



0.23 < 0.32



Guided Practice*

Do You Understand?

1. **MP.3 Critique Reasoning** Cy says, "0.20 is greater than 0.2 because 20 is greater than 2." Do you agree? Explain.

Do You Know How?

For **2–5**, write >, <, or = in each ◯. Use place-value blocks or grids as needed to compare.

2. 0.70 ◯ 0.57

3. 0.41 ◯ 0.14

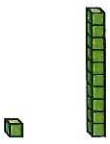
4. 6.28 ◯ 7.31

5. 1.1 ◯ 1.10

Independent Practice

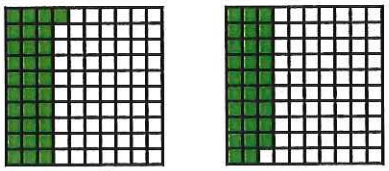
Leveled Practice For **6–14**, write >, <, or = in each ◯. Use place-value blocks, grids, or number lines to help as needed.

6.



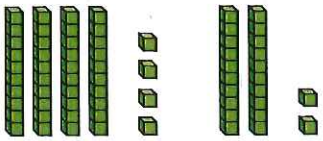
0.01 ◯ 0.1

7.



0.31 ◯ 0.29

8.



0.44 ◯ 0.22

9. 0.1 ◯ 0.10

10. $2.98 ◯ $2.56

11. 7.01 ◯ 7.1

12. 0.08 ◯ 0.7

13. 3.40 ◯ 3.4

14. $21.50 ◯ $20.99

For **15–20**, write a decimal to make the comparison true.

15. _____ < 0.23

16. 8.60 = _____

17. _____ > 4.42

18. 13.2 > _____

19. 5.2 < _____

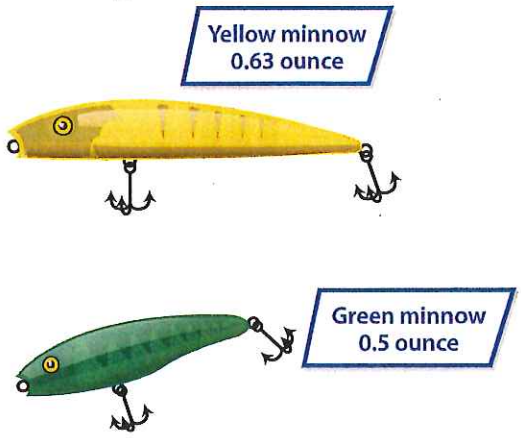
20. 6.21 = _____

*For another example, see Set C on page 665.

Math Practices and Problem Solving

21. **MP.5 Use Appropriate Tools** Maria timed how long it took her Venus Fly Trap to close. The first time it took 0.43 seconds to close. The second time took 0.6 seconds to close. Which was the faster time? Draw place-value blocks to show your comparison.

22. Fishing lures have different weights. Which lure weighs more?



23. **Number Sense** Ellen wants to give about 125 toys to each of 7 charities. In one week, she collects 387 toys. The next week, she collects 515 toys. Has Ellen reached her goal? Explain.

24. **Higher Order Thinking** Tori has two different-sized water bottles. In the larger bottle, she has 0.81 liter of water. In the smaller bottle, she has 1.1 liters of water. Can you tell whether one bottle has more water? Explain.

Common Core Assessment

25. Stanley found the weights of two minerals, quartz and garnet. The quartz weighed 3.76 ounces and the garnet weighed 3.68 ounces.

Explain how Stanley can use a model to find which mineral weighed more.

Explain how Stanley can use place value to find which mineral weighed less.

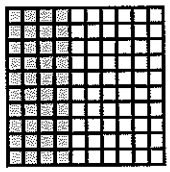
Name _____

Reteach to Build Understanding
12-4

Vocabulary

1. **Equivalent fractions** name the same region.

   Write equivalent fractions for the model.



$\frac{\square}{100} = \frac{\square}{10}$

2. Find $\frac{6}{10} + \frac{5}{100}$.

   To add fractions, the fractions must have the same denominator.

   Rename $\frac{6}{10}$ as an equivalent fraction with a denominator of 100.
   Multiply the numerator and the denominator by 10.

   $\frac{6}{10} \times \frac{10}{10} = \frac{6 \times 10}{10 \times 10} = \frac{\square}{\square}$

   Add the numerators and write the sum over the like denominator.

   $\frac{60}{100} + \frac{5}{100} = \frac{\square + \square}{100} = \frac{\square}{100}$

   So, $\frac{6}{10} + \frac{5}{100} = \frac{\square}{\square}$.

3. Find $\frac{13}{100} + \frac{8}{10}$.

   Rename $\frac{8}{10}$ as an equivalent fraction with a denominator of 100.

   $\frac{8}{10} \times \frac{10}{10} = \frac{\square}{\square}$

   Add.

   $\frac{13}{100} + \frac{80}{100} = \frac{\square}{100}$

   So, $\frac{13}{100} + \frac{8}{10} = \frac{\square}{\square}$.

On the Back!

4. Find $\frac{16}{100} + \frac{6}{10}$. Show your work.

Name _____

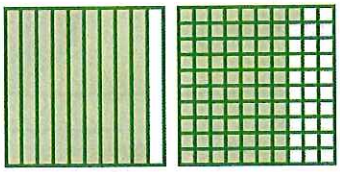
Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. Suppose Jana collected another $\frac{25}{100}$ of their goal. What fraction of the goal have they now collected?

2. **MP.4 Model with Math** Write a problem that represents the addition shown below, then solve.



Do You Know How?

For **3–8**, add the fractions.

3. $\frac{3}{10} + \frac{4}{100}$

4. $\frac{71}{100} + \frac{5}{10}$

5. $\frac{3}{100} + \frac{38}{10}$

6. $\frac{90}{100} + \frac{1}{10}$

7. $\frac{8}{10} + \frac{1}{10} + \frac{7}{100}$

8. $\frac{38}{100} + \frac{4}{10} + \frac{2}{10}$

Independent Practice

Leveled Practice For **9–23**, add the fractions.

9. $\frac{21}{100} + \frac{2}{10} = \frac{21}{100} + \frac{\square}{100}$

10. $\frac{\square}{10} + \frac{68}{100} = \frac{30}{100} + \frac{68}{100}$

11. $\frac{4}{10} + \frac{60}{100} = \frac{\square}{10} + \frac{\square}{10}$

12. $\frac{32}{100} + \frac{28}{100} + \frac{6}{10}$

13. $\frac{11}{10} + \frac{41}{100}$

14. $\frac{72}{100} + \frac{6}{10}$

15. $\frac{5}{10} + \frac{3}{10} + \frac{18}{100}$

16. $\frac{7}{100} + \frac{6}{10}$

17. $\frac{9}{10} + \frac{4}{100}$

18. $\frac{30}{100} + \frac{5}{10}$

19. $\frac{39}{100} + \frac{2}{10}$

20. $\frac{8}{10} + \frac{9}{100}$

21. $\frac{44}{100} + \frac{34}{100} + \frac{9}{10}$

22. $\frac{70}{10} + \frac{33}{100}$

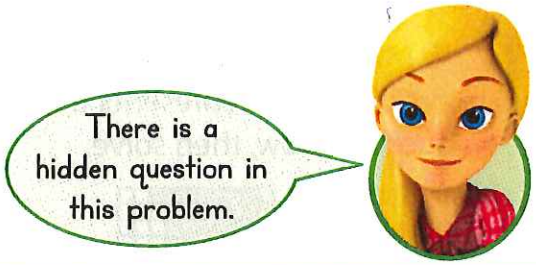
23. $\frac{28}{10} + \frac{72}{10} + \frac{84}{100}$

*For another example, see Set D on page 666.

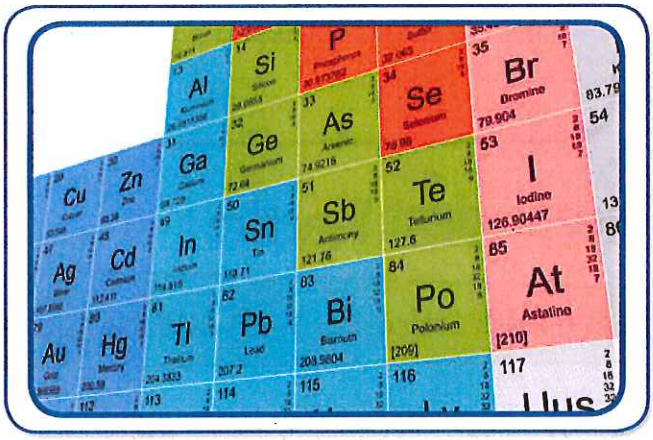
Math Practices and Problem Solving

24. Algebra A mail carrier made a total of 100 deliveries in a day. $\frac{76}{100}$ of the deliveries were letters, $\frac{2}{10}$ were packages, and the rest were postcards. Write and solve an equation to find the fraction that represents how many of the deliveries were postcards.

25. MP.1 Make Sense and Persevere Balloons are sold in bags of 30. There are 5 giant balloons in each bag. How many giant balloons will you get if you buy 120 balloons? Explain.



26. Higher Order Thinking Of the first 100 elements on the periodic table, $\frac{13}{100}$ were discovered in ancient times, and $\frac{21}{100}$ were discovered in the Middle Ages. Another $\frac{5}{10}$ were discovered in the 1800s. What fraction of the first 100 elements was discovered *after* the 1800s? Explain.



Common Core Assessment

27. Delia knocked over 7 out of 10 pins in the first frame of bowling. The next 9 frames, she knocked over a total of 67 more pins of the 100 possible pins in the game. Delia wanted to find the fraction that represented the number of pins she knocked over in the game. Her work is shown below.

$\frac{7}{10} + \frac{67}{100}$

$\frac{70}{100} + \frac{67}{100} = \frac{137}{100}$ pins

Is Delia's work correct? If not, explain her mistake.

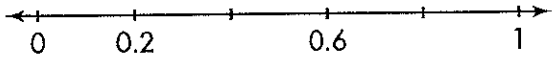
Name _____

Reteach to Build Understanding
12-6

Vocabulary

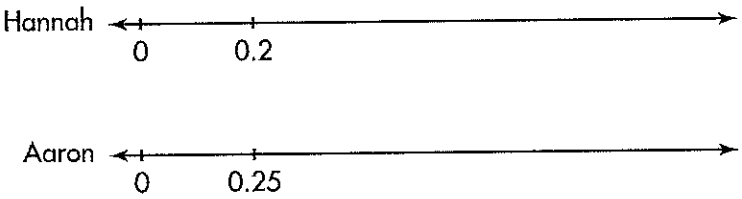
1. A **number line** shows numbers in order using a scale. Every number on a number line represents a distance from 0. You can use a number line to represent decimals.

   The space between each tick mark has a length of 0.2. Label the missing decimals on the number line.



2. Hannah has completed 0.6 of her math homework for the week. Aaron has completed 0.75 of his Science homework for the week. Complete the number lines to show the whole, or 1, for each.

   - Use the distance between 0 and 0.2 as a guide to mark 0.4, 0.6, 0.8, and 1 on Hannah's number line.
   - Use the distance between 0 and 0.25 as a guide to mark 0.5, 0.75, and 1 on Aaron's number line.



3. Is the distance between 0 and 1 the same on both number lines? _____

4. Do the number lines show 0.6 = 0.75? Explain.

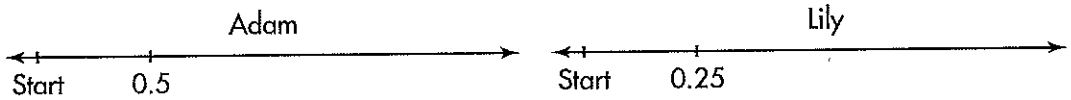
_____

_____

_____

On the Back!

5. Adam is running in a 2-mile race. He will stop for water every $\frac{1}{2}$ mile. Lily is running in a 1-mile race. She will stop for water every $\frac{1}{4}$ mile. Use each number line to find how far each runner will run to reach the third stop for water.



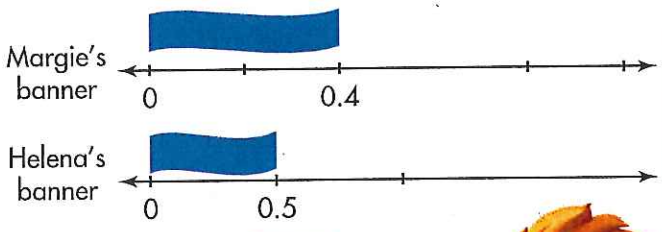
Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

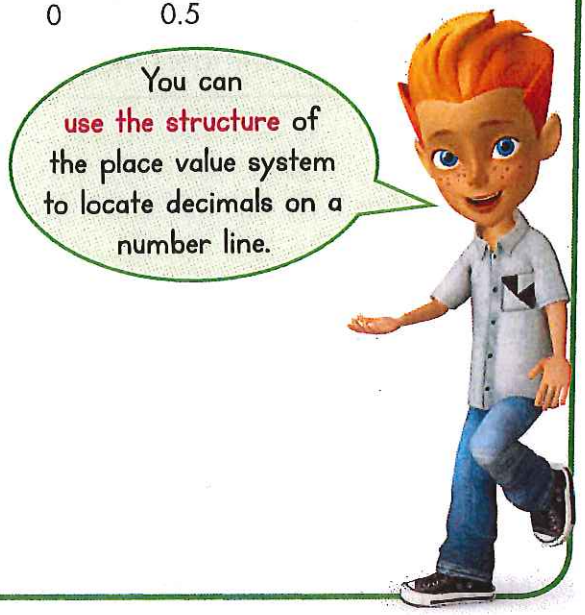
MP.7 Use Structure

Margie painted 0.4 of her banner blue.
Helena painted 0.5 of her banner blue.



1. Complete the drawings to show the whole, or 1, for each banner.

2. Explain how you determined where to draw 1 whole for each banner.



3. Do the drawings show $0.4 < 0.5$? Explain.

Independent Practice

MP.7 Use Structure

Kaitlin is making a map for a 1-mile scavenger hunt. She wants the stops to be 0.5 mile, 0.3 mile, and 0.85 mile from the start.

4. Label 0.25, 0.5, 0.75 on the number line as a scale reference. Explain how you decided where to mark the number line.

5. Estimate where 0.3 and 0.85 are located compared to the other points. Mark the points 0.3 and 0.85. Explain how you estimated.

*For another example, see Set F on page 666.

Math Practices and Problem Solving

Common Core Performance Assessment

Watching Savings Grow

Tomas deposits money in his savings account every month. If he continues to save $3.50 each month, how much money will he have at the end of 6 months? 12 months? Use the table and Exercises 6–11 to help solve.

Month	Money in Savings Account
0	$10.00
1	$13.50
2	$17.00
3	$20.50

6. **MP.2 Reasoning** What quantities are given in the problem and what do the numbers mean?

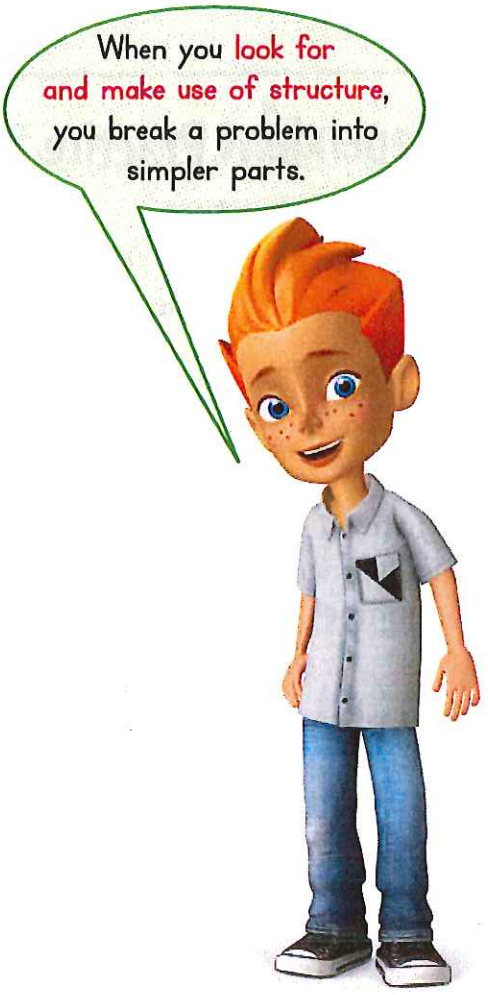
7. **MP.1 Make Sense and Persevere** What do you need to find?

8. **MP.7 Use Structure** What is the relationship between the amount of money Tomas will have in his savings account in the fourth month and the amount in the third month?

9. **MP.4 Model with Math** Write an expression that can be used to find the amount saved at the end of 6 months.

10. **MP.4 Model with Math** Complete the table to find how much Tomas will have saved in 6 months.

11. **MP.6 Be Precise** Use the answers from the table to find how much money Tomas will have at the end of 12 months. Show your work.



Name _____

Reteach to Build Understanding
12-1

Vocabulary

1. A **fraction** is an equal part of a whole. The number above the bar in a fraction is the **numerator**. The number below the bar in a fraction is the **denominator**.

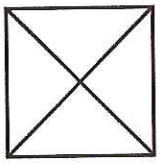
   Label the parts of the fraction.

   _____ → 1
   _____ → 4

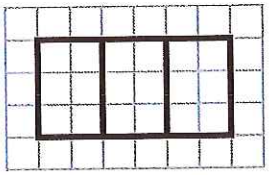
2. A fraction representing one part of a whole that has been divided into equal parts is a **unit fraction**. A unit fraction always has a numerator of 1.

   This square is divided into _____ equal parts.

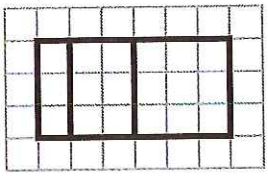
   The fraction for one part is _____.



3. A whole can be divided into equal parts or unequal parts. Equal parts have the same area.



The shape is divided into 3 equal parts. Each part is one third of the area of the shape. This fraction can be written as _____.

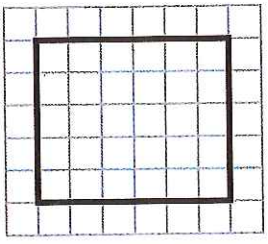


The shape is divided into unequal parts. The parts do NOT have equal areas.

4. Draw lines to divide the shape into 5 equal parts.

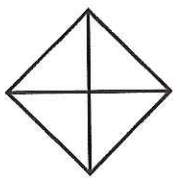
   Each part is _____ fifth of the area of the shape.

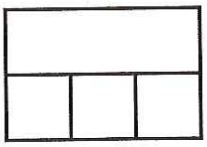
   The fraction for each part is _____.

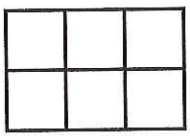


On the Back!

5. Tell if each figure shows equal parts or unequal parts. If the parts are equal, label one of the parts using a unit fraction.

   a. 

   b. 

   c. 

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. In the example in Box B on page 610, explain how you know the four parts are equal.

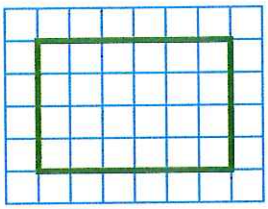
In **2** and **3**, tell if each shows equal or unequal parts. If the parts are equal, label one of the parts using a unit fraction.

2. 

3. 

Do You Know How?

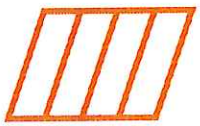
4. Draw lines to divide the shape into 8 equal parts. Then write the fraction that represents one equal part.

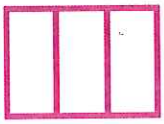


Independent Practice

In **5–7**, tell if each shows equal or unequal parts. If the parts are equal, label one of the parts using a unit fraction.

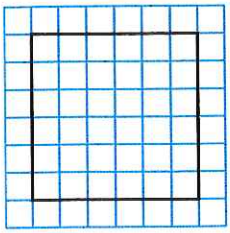
5. 

6. 

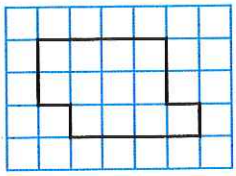
7. 

In **8–10**, draw lines to divide the shape into the given number of equal parts. Then write the fraction that represents one equal part.

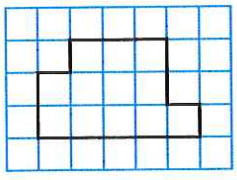
8. 6 equal parts



9. 3 equal parts



10. 4 equal parts



*For another example, see Set A on page 659.

Math Practices and Problem Solving

In **11–14**, use the table of flags.

Flags of Different Nations

Nation	Flag
Mauritius	
Nigeria	
Poland	
Seychelles	

11. **MP.6 Be Precise** What fraction represents the white part of Nigeria's flag?

12. Which nation's flag is $\frac{1}{2}$ red?

13. **Higher Order Thinking** The flag of this nation has more than three equal parts. Which nation is it, and what fraction represents one part of its flag?

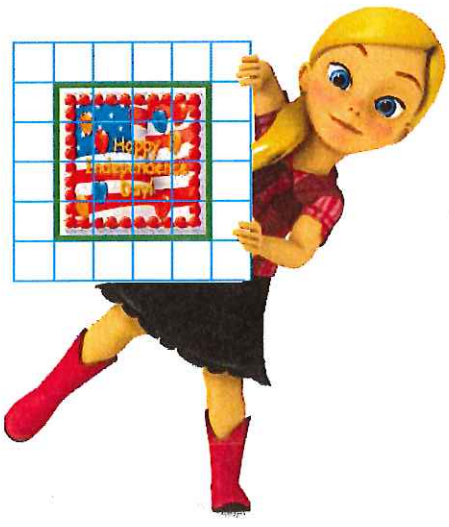
14. Which nation's flag does **NOT** have equal parts?

15. **MP.4 Model with Math** Maryann buys 24 cans of soda. The soda comes in packs of 6 cans. How many packs did she purchase? Write a multiplication equation and a division equation to show your answer.

16. **MP.1 Make Sense and Persevere** Jim has stickers in an array of 8 rows and 4 columns. He also has a packet of 14 stickers. How many stickers does Jim have in all?

Common Core Assessment

17. Draw lines to show how to divide this cake into 8 equal pieces. What fraction represents 1 of the pieces? Explain how you know.



Name _____

Reteach to Build Understanding
12-4

Vocabulary

1. A **number line** is a line divided into equal parts that shows numbers in order. Every number on a number line represents a distance from 0. You can use a number line to represent fractions.

Look at the number line. Label the tick marks 0 and 1.

Mark a point that is halfway between 0 and 1. This divides the distance into _____ equal parts. Label the point $\frac{1}{2}$.

Each part of the number line is _____ of the whole distance between 0 and 1.

2. Show $\frac{2}{3}$ on the number line at the right.

Label the tick marks 0 and 1 on the number line.

The denominator of a fraction tells you the number of equal parts on the number line.
The denominator of the fraction is 3.

Divide the number line into _____ equal parts.

Each length is _____ of the whole distance between 0 and 1.

Start at 0. The numerator is 2.
Move to the right until you come to the second tick mark.
This mark represents $\frac{2}{3}$. Draw a point at $\frac{2}{3}$. Label the point.

On the Back!

3. Draw and divide a number line into 4 equal lengths. Then mark and label $\frac{2}{4}$ on the number line.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. **MP.3 Construct Arguments** Maliya divides a number line from 0 to 1 into 6 equal lengths. What unit fraction represents each equal length? What should Maliya label the tick mark just to the left of 1? Explain.

2. **MP.3 Construct Arguments** Josh divides a number line from 0 to 1 into 8 equal lengths. What should he label the first tick mark to the right of 0? Explain.

Do You Know How?

In **3** and **4**, divide the number line into the given number of equal lengths. Then mark and label the given fraction on the number line.

3. 2 equal lengths; $\frac{1}{2}$

4. 4 equal lengths; $\frac{2}{4}$

Independent Practice

Leveled Practice In **5** and **6**, divide the number line into the given number of equal lengths. Then mark and label the given fraction on the number line.

5. 3 equal lengths; $\frac{2}{3}$

6. 6 equal lengths; $\frac{2}{6}$

In **7** and **8**, draw a number line. Divide the number line into equal lengths for the given fraction. Then mark and label the given fraction on the number line.

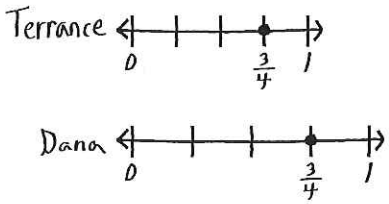
7. $\frac{4}{6}$

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

*For another example, see Set D on page 660.

Math Practices and Problem Solving

9. **MP.3 Construct Arguments** Terrance and Dana each drew a number line and marked $\frac{3}{4}$. Did each person represent $\frac{3}{4}$ on the lines? Explain.



10. **MP.6 Be Precise** Jerry stopped at $\frac{3}{6}$ of the distance from his home to school. The 0 represents home, and the 1 represents school on the number line below. Divide the number line into equal lengths and label the point where Jerry stopped.

11. The school cafeteria sells 5 gallons of plain milk and 3 gallons of flavored milk every school day. How many gallons of milk does the cafeteria use in 9 days of school? Explain.

12. **Higher Order Thinking** Show 3 ways you can represent three-eighths.

Common Core Assessment

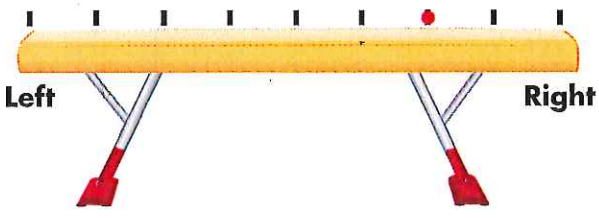
13. A gymnast starts at the left end of the balance beam and does some handsprings. When she is finished, she is at the point shown on the diagram. Which fraction represents how far she went on the balance beam?

Ⓐ $\frac{7}{8}$

Ⓑ $\frac{6}{8}$

Ⓒ $\frac{2}{8}$

Ⓓ $\frac{1}{8}$



14. Which fraction represents the right end of the balance beam?

Ⓐ 0

Ⓑ $\frac{1}{8}$

Ⓒ $\frac{5}{8}$

Ⓓ $\frac{8}{8}$

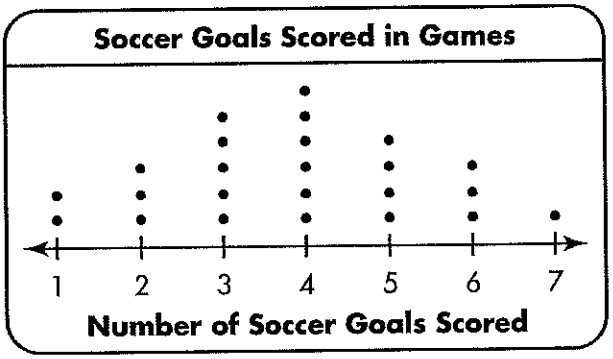
Name _____

Reteach to Build Understanding
12-6

Vocabulary

1. **Data** is information you collect. A **line plot** shows data on a number line.

   To read a line plot, count the dots above each number on the number line. In this line plot, the numbers below the number line show the number of soccer goals scored. Each dot stands for one soccer game.

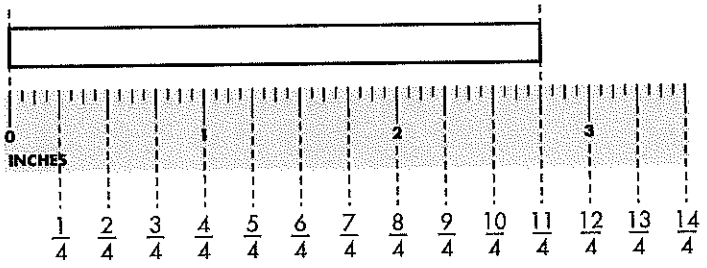


Players scored 3 goals in _____ soccer games.

Players scored _____ goals in 1 soccer game.

2. The distance between each whole number on a ruler is 1 inch. The marks on this ruler show fourth-inch marks.

   Use the ruler to measure the rectangle to the nearest fourth inch.



To the nearest fourth inch, the length of the rectangle is $\frac{11}{4}$ inches.

This is _____ whole inches and three $\frac{1}{4}$ inches.

You can write this as $2\frac{\square}{\square}$ inches.

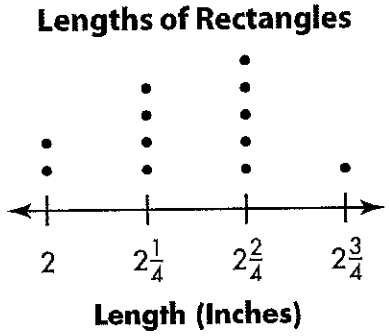
3. The lengths of several rectangles were measured and recorded in the line plot.

   Which length did most rectangles measure?

   _____ inches

   How many rectangles were measured in all?

   _____



On the Back!

4. A student has 3 stamps that are $1\frac{1}{4}$ inches long, 5 stamps that are $1\frac{2}{4}$ inches long, and 2 stamps that are $1\frac{3}{4}$ inches long. Make a line plot for the data.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. Measure the length of this line to the nearest fourth inch.

2. Describe how you would show this measurement on a line plot.

Do You Know How?

3. Draw a line plot to show the data.

DATA

Lengths of Sandy's Pencils

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

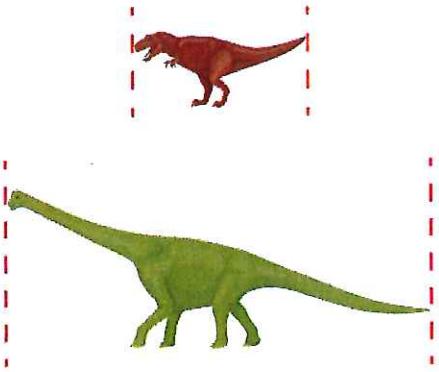
4. Measure your pencil to the nearest fourth inch. Show the length on your line plot.

Independent Practice

5. Daisy measured the lengths of her toy dinosaurs to the nearest fourth inch. She listed the lengths. Make a line plot to show the data.

   $1\frac{2}{4}$ in., $2\frac{1}{4}$ in., 1 in., $1\frac{2}{4}$ in., $1\frac{3}{4}$ in.

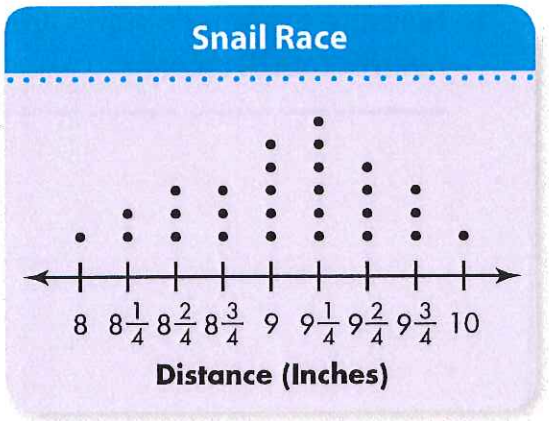
6. Measure the lengths of the toy dinosaurs at the right to the nearest fourth inch. Write the length for each toy. Show the lengths on your line plot.



*For another example, see Set F on page 661.

Math Practices and Problem Solving

In **7** and **8**, use the line plot at the right.



7. Arty made a line plot to show the inches different snails crawled in a 5-minute race. What was the most common distance that the snails crawled?

8. Higher Order Thinking How many more times did snails crawl more than $8\frac{3}{4}$ inches compared to less than $8\frac{3}{4}$ inches?

9. Measure the lengths of 10 classroom objects to the nearest fourth inch. Choose objects that are between 1 and 5 inches long. Record your measurements.

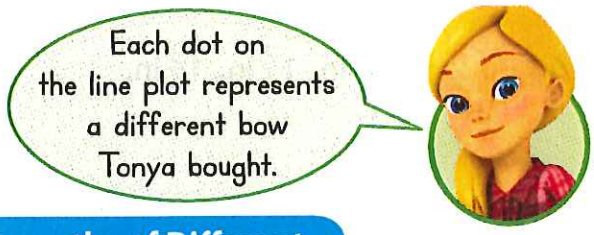
10. On grid paper, draw a line plot to show your data.

11. MP.1 Make Sense and Persevere Jackson bought 5 books that cost $7 each. How much change did he get from $40?

12. Number Sense Use the digits 2, 6, and 8 to make as many 3-digit numbers as you can. Put the numbers in order from least to greatest.

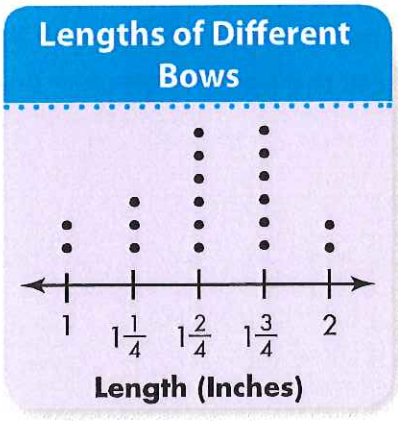
Common Core Assessment

Tonya is making headbands. She recorded lengths of different bows that she bought.



13. Which lengths did Tonya buy the most of? Choose all that apply.

- ☐ 1 inch
- ☐ $1\frac{1}{4}$ inches
- ☐ $1\frac{2}{4}$ inches
- ☐ $1\frac{3}{4}$ inches
- ☐ 2 inches



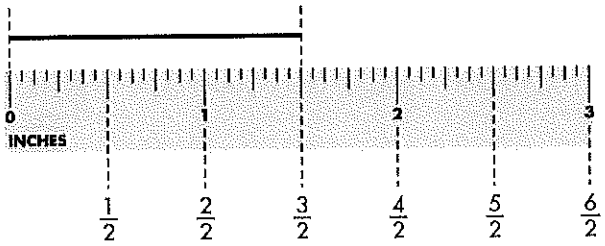
Name _____

Reteach to Build Understanding
12-7

Vocabulary

1. You can measure to the **nearest half inch**. The marks on this ruler show half-inch marks. Each whole inch equals two $\frac{1}{2}$ inches.

Measure the string to the nearest half inch.



To the nearest half inch, the length of the string is $\frac{3}{2}$ inches.

This is _____ whole inch and one $\frac{1}{2}$ inch.

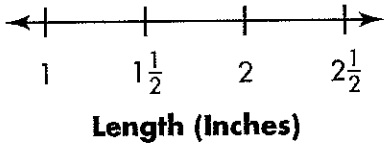
You can write this as $1\frac{\square}{\square}$ inches.

2. The lengths of lines are shown below.

$1\frac{1}{2}$ in., $2\frac{1}{2}$ in., 1 in., $2\frac{1}{2}$ in., 2 in., $2\frac{1}{2}$ in., 2 in., $1\frac{1}{2}$ in., 2 in., $2\frac{1}{2}$ in.

Record the data on the line plot.

Lengths of Lines



Length (Inches)

There is _____ data value for 1 inch.

There are _____ data values for $1\frac{1}{2}$ inches.

There are _____ data values for 2 inches.

There are _____ data values for $2\frac{1}{2}$ inches.

3. Use the line plot to answer each question.

The length that occurs most often is _____ inches.

The length that occurs least often is _____ inch.

How many lines are measured in all? _____ lines

On the Back!

4. The lengths of several ribbons are listed below. Use the data to make a line plot. Which length occurs most often?

$2\frac{1}{2}$ in., $3\frac{1}{2}$ in., 3 in., $3\frac{1}{2}$ in., 2 in., 2 in., $2\frac{1}{2}$ in., $3\frac{1}{2}$ in.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. Draw a line that is $1\frac{1}{2}$ inches long.

2. If a line measures $3\frac{1}{4}$ inches and you need to measure to the nearest $\frac{1}{2}$ inch, what length would you record? Why?

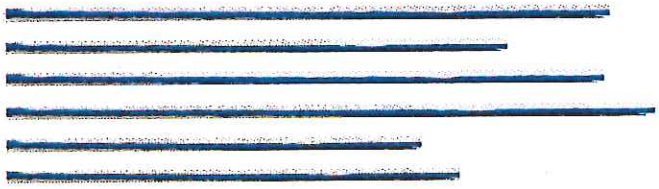
Do You Know How?

3. Measure the length of each of your fingers. List the measurements to the nearest half inch.

4. Make a line plot to show the measurements of your fingers.

Independent Practice

5. Measure the lengths of the yarn at the right to the nearest half inch. Write the length for each piece.



6. Draw a line to represent another length of yarn. Measure your line to the nearest half inch.

7. Make a line plot to show the measurements of the yarn.

*For another example, see Set G on page 662.

Math Practices and Problem Solving

8. Measure the lengths of 10 classroom objects to the nearest half inch. Choose objects that are between 1 and 6 inches long. Record your measurements.

9. On grid paper, draw a line plot to show your data.

10. **MP.1 Make Sense and Persevere** Raymond weighed his three dogs. The oldest dog weighs 74 pounds. The other two dogs each weigh 34 pounds. How many more pounds does the oldest dog weigh than the other two dogs combined?

11. Marcus arranged 16 pencils into an array. The array has 2 columns. How many rows are there?

In **12** and **13**, use the table at the right.

12. **MP.6 Be Precise** How many more of the shortest paper chains does Rico have compared to the longest paper chain? Explain.

13. **Higher Order Thinking** Look at Rico's measurements. Can you tell if he measured the paper chains to the nearest half inch or to the nearest fourth inch? Explain.

DATA

Rico's Paper Chains

Number of Paper Chains	Length
3	$6\frac{1}{2}$ in.
2	$7\frac{1}{2}$ in.
4	8 in.
1	$8\frac{1}{2}$ in.

Common Core Assessment

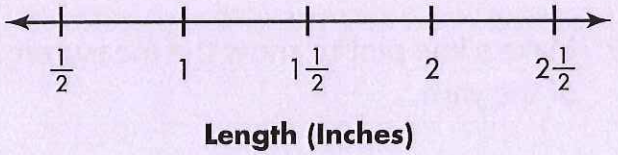
14. Jessica built a birdhouse. The three different sizes of nails she used are shown below. Jessica used 4 of Nail A, 2 of Nail B, and 3 of Nail C. Measure each nail to the nearest half inch. Then complete the line plot to show the size of the nails.

Nail A

Nail B

Nail C

Lengths of Nails in Birdhouse



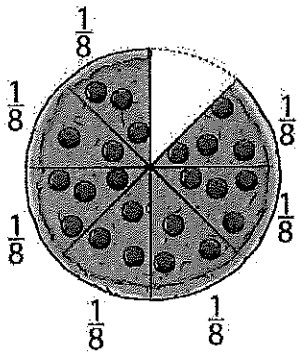
Length (Inches)

Name _____

Reteach to Build Understanding
12-8

Vocabulary

1. A **unit fraction** represents one equal part of a **whole**. Knowing how many equal parts are in a whole can help you solve problems.



How many equal pieces, or parts, are there in the whole pizza? _____

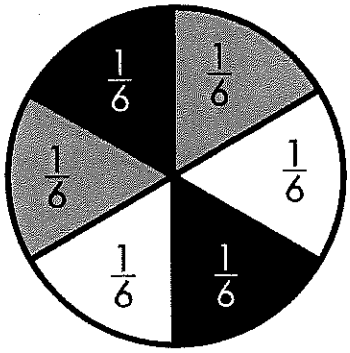
What fraction represents one slice of pizza? _____

How many parts of the pizza are missing? _____

The fraction of the pizza that remains is _____.

2. Karla has art class 3 days a week. Karla draws a large circle. She divides it into 6 equal parts. She colors 2 parts black, 2 parts gray, and the rest white. What fraction did Karla color white?

You can make sense of the information by identifying the quantities that are needed to solve a problem.



Is there any missing or extra information?

Karla has art class 3 days a week is _____ information.

Use what you know to solve the problem.
A picture can help you make sense of the quantities.

The circle is divided into _____ equal parts. Each part of the circle is $\frac{1}{6}$.

_____ parts are black and _____ parts are gray.

There are _____ parts left. 2 copies of $\frac{1}{6}$ is _____.

So, _____ of the circle is white.

On the Back!

3. Five friends go to a party that lasts 2 hours. They cut a melon into 12 equal pieces. They each eat 2 pieces of the melon. What fraction of the melon is left over? Tell how to make sense of the problem. Is there any missing or extra information? Solve the problem.

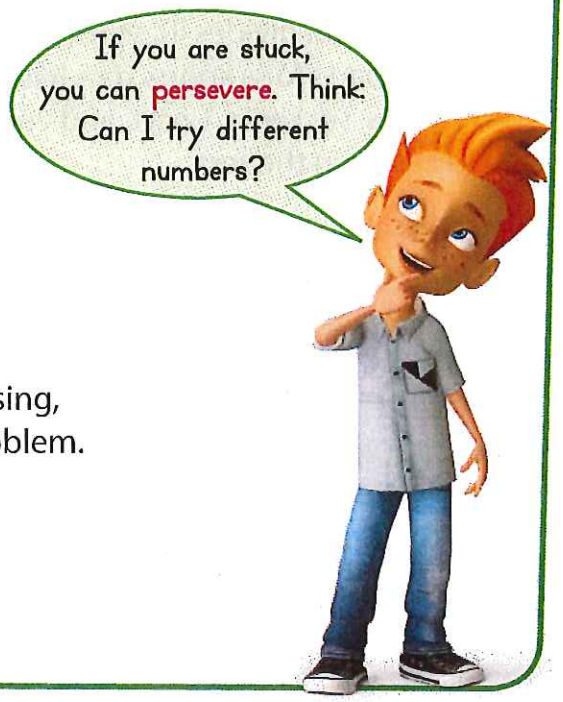
Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

MP.1 Make Sense and Persevere

Keira and Matt cut a sandwich into four equal parts. They each ate one part. Keira is 9 years old. Matt is the same age as Keira. What fraction of the sandwich is not eaten?



1. Is there any missing or extra information? Explain.

2. Solve the problem. If information you need is missing, make up some reasonable information for the problem.

Independent Practice

MP.1 Make Sense and Persevere

Marni planted a vegetable garden. She put lettuce in 1 part, carrots in 4 parts, and broccoli in the rest of her garden. In what fraction of the garden did Marni plant broccoli?

3. Is there any missing or extra information?

4. Solve the problem. If information you need is missing, make up some reasonable information for the problem.

5. Can you use a different number of parts and still solve the problem? Explain.

*For another example, see Set H on page 662.

Math Practices and Problem Solving

Common Core Performance Assessment

Sports Day

Green School divides its school gym into 8 equal parts for a sports day. Basketball is in 2 parts, soccer in 1 part, and volleyball and tennis in the rest.

DATA

Green School Sports Day

Sport	Parts of the Gym Needed	Number of Coaches Needed
Basketball	2	2
Soccer	1	1
Tennis	?	3
Volleyball	?	2

6. **MP.1 Make Sense and Persevere** The gym teacher wants to know what fraction of the gym is used for tennis. What missing information do you need to solve the problem?

In **7** and **8**, draw a picture to represent the number of parts in each plan.

7. **MP.2 Reasoning** What fraction of the gym would be used for tennis if 2 parts were for volleyball?

8. **MP.2 Reasoning** What fraction of the gym would be used for tennis if 3 parts were used for volleyball?

9. **MP.3 Construct Arguments** To have the same fraction for tennis as for basketball, which plan, **7** or **8**, should be used? Justify your answer.

Elem.
Gr. 3-5
Science

St. Louis Public Schools
Continuous Learning Plans
Elementary 3-5 Science

WEEK 1	**Lesson Objective** *What will you know and be able to do at the conclusion of this lesson?*	**Missouri Learning Standard** *What content standard will this learning align to?*	**Instructional Activities** *What needs to be done in order to learn the material?*	**Resources** *What print and electronic resources are available to support your learning?*	**Assessment / Assignment*** *How will you show your teacher that you learned the material?*
Monday **March 23**	An objects motion can be described by tracing and measuring its position over time	4.PS2.A.1 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion	Complete activity and make and explain your answer	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 1 – How far did it go? Explain your thinking by making a claim.
Tuesday **March 24**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Complete activity and make and explain your answer	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 2 – Skate Park Explain your thinking by making a claim.
Wednesday **March 25**	Use tools to gather data.	4.ESS1.A.1 Define a simple problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, and cost.	Complete the activity and try out the investigation	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 3 – Following Jack Part 1 Explain your thinking by making a claim.
	Develop and use models to demonstrate speed and energy of an object.	4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of an object.	Complete the sheet and then make a model of the correct answer.	Mystery Science: Energizing Everything, Invisible Forces	Model is correct.
Thursday **March 26**	. Develop and use models to demonstrate speed and energy of an object.	4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of an object.	Complete the sheet and then make a model of the correct answer.	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 4 – Following Jack Part 2 Explain your thinking by making a claim.
Friday **March 27**	. The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Complete activity and make and explain your answer	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 5 Go-Cart Test Run Explain your thinking and make a claim.

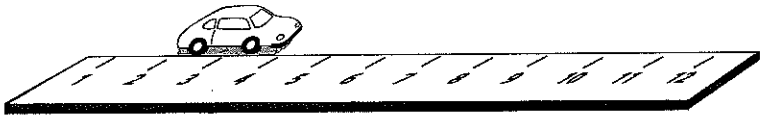
St. Louis Public Schools
Continuous Learning Plans
Elementary 3-5 Science

WEEK 2	Lesson Objective *What will you know and be able to do at the conclusion of this lesson?*	Missouri Learning Standard *What content standard will this learning align to?*	Instructional Activities *What needs to be done in order to learn the material?*	Resources *What print and electronic resources are available to support your learning?*	Assessment / Assignment* *How will you show your teacher that you learned the material?*
Monday **March 30**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Complete the activities and explain your thinking	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 6 Checking the Speedometer 7 Speed Units Describe your thinking.
Tuesday **March 31**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Complete the activity and make a claim.	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 7 Just Rolling Along Explain what is the best idea and why you make that claim
Wednesday **April 1**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Complete the activity and make a claim	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 9 Crossing the Finish Line Make a claim about your thoughts
Thursday **April 2**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.	Engage in argument from evidence	Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 10 NASCAR Racing Engage in argument from evidence
Friday **April 3**	The motion of an object can be described by its position, direction, motion, and speed	4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.		Mystery Science: Energizing Everything, Invisible Forces	Describing Motion and Position 11 Roller Coaster Ride 12 Rolling Marbles Explain your answers

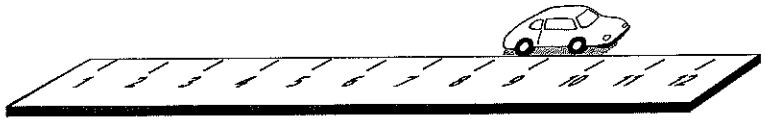
Please be prepared to submit these assignments to your teacher upon returning to school.

How Far Did It Go?

Before the car moves



After the car moves and stops



Gracie wants to measure the distance that her toy car travels. She places her car next to a measuring tape as shown in the first picture. She pushes the car. The second picture shows how far Gracie's car traveled until it stopped. Gracie measures the distance her car moved.

Circle the number of measurement units that best describes how far Gracie's car moved.

A 2

B 4

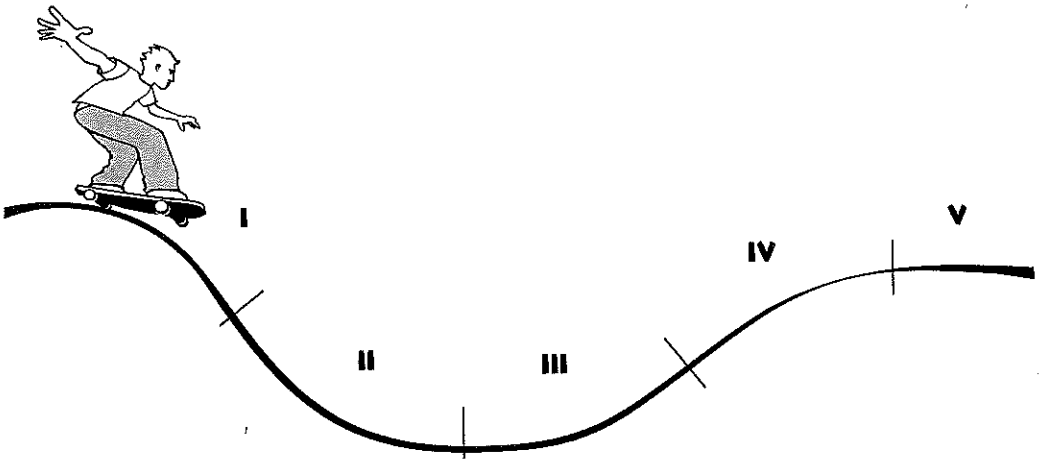
C 6

D 8

E 10

Describe how you figured out your answer.

Skate Park



Billy is riding his skateboard in a skate park and comes to a steep hill. He coasts down the hill and then coasts back up the other side as shown in the picture above. Circle the phrase that best describes Billy's motion in each of the labeled (I, II, III, IV, V) sections above.

I	speeding up	slowing down	neither speeding up nor slowing down
II	speeding up	slowing down	neither speeding up nor slowing down
III	speeding up	slowing down	neither speeding up nor slowing down
IV	speeding up	slowing down	neither speeding up nor slowing down
V	speeding up	slowing down	neither speeding up nor slowing down

Explain your thinking about how to best describe Billy's motion at the different sections of the hill.

Following Jack: Part 1

Josey and her little brother Jack are walking side by side, eating ice cream cones. Josey stops to talk to a friend. While she is talking, Jack's ice cream cone starts to drip at a steady rate as Jack walks away. When Josey finishes talking to her friend and realizes that Jack is no longer next to her, she looks down and notices these drops of ice cream on the ground from Jack's ice cream cone:

Josey needs help figuring out how Jack was moving (walking) while she was talking. If Josey follows the drips, what can they tell her about Jack's motion? Circle the answer that best shows how Jack moved (walked) while Josey stopped to talk to her friend.

A The drips show that Jack started walking really slowly and then went faster and faster.

B The drips show Jack started out walking really fast and then slowed down and went slower and slower.

C The drips show that Jack started out walking slowly, then walked faster and continued to walk at that same speed.

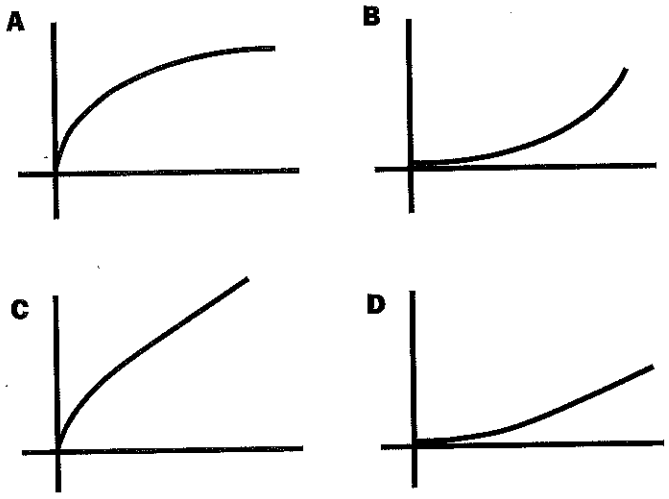
D The drips show that Jack started out walking fast, slowed down, and then continued to walk at that same, steady speed.

Explain your thinking. Provide an explanation for your answer.

Following Jack: Part 2

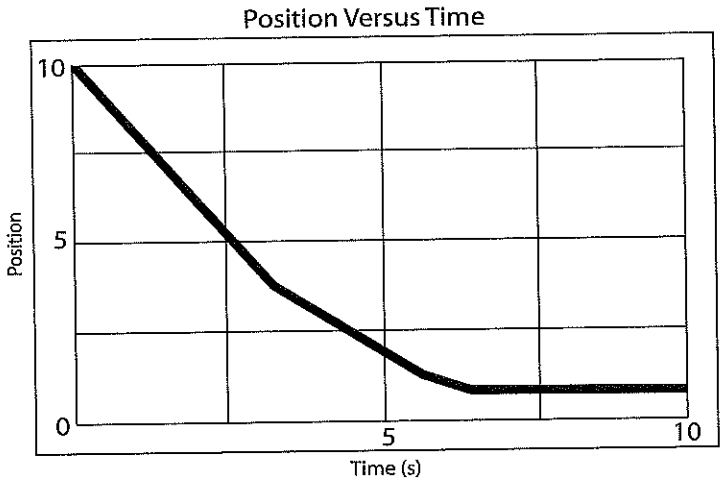
Josey and her little brother Jack are walking side by side, eating ice cream cones. Josey stops to talk to a friend. While she is talking, Jack's ice cream cone starts to drip at a steady rate as Jack walks away. When Josey finishes talking to her friend and realizes that Jack is no longer next to her, she looks down and notices these drops of ice cream on the ground from Jack's ice cream cone:

Josey needs help figuring out what Jack was doing. Which of the following position versus time graphs best shows how Jack moved (was walking) while he was eating his ice cream cone? Circle the letter of the best graph.



Explain your thinking. Describe how the graph you chose best matches Jack's motion.

Go-Cart Test Run



Jim and Karen have built a go-cart. They take their go-cart for a test run and graph its motion. Their graph is shown above. They show the graph to their friends. This is what their friends say:

Bill: "Wow, that was a steep hill! You must have been going very fast at the bottom."

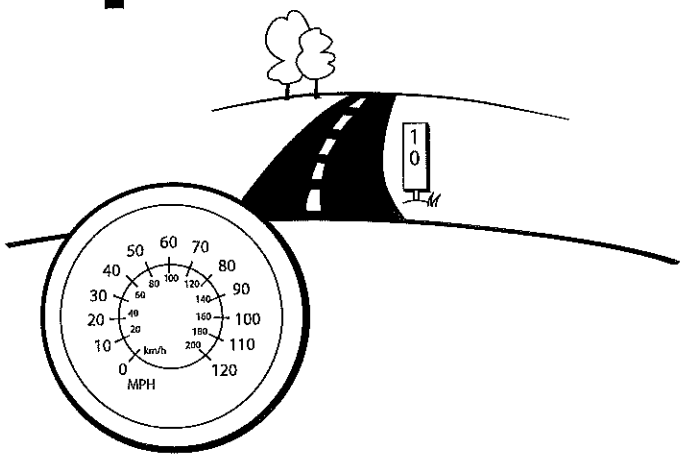
Patti: "I think you were going fast at first, but then you slowed down at the end."

Kari: "I think you must have hit something along the way and come to a full stop."

Mort: "It looks like you were going downhill and then the road flattened out."

Circle the name of the friend you think best describes the motion of the go-cart, based on the graph. Explain why you agree with that friend.

Checking the Speedometer



Maya's family bought a new car. Her mother asks Maya for help to make sure the speedometer is working. To check the speedometer, Maya's mother drives the car down a long, straight highway. On the side of the highway there is a marker for every mile. As Maya's mother drives at a constant speed, Maya writes down the time when they pass each of the numbered markers. Maya records the information in the data table shown below.

Mile Marker	Time (hours : minutes)
10 mi	2:00
11 mi	2:01
12 mi	2:02
13 mi	2:03
14 mi	2:04

Place an X next to all of the ways that Maya could use the information in the data table to find the speed of the car:

____ 10/2:00

____ 2:04/14

____ 14/2:04

____ 1/1

____ 4/14

____ 4/10

____ 11/1

____ 1/11

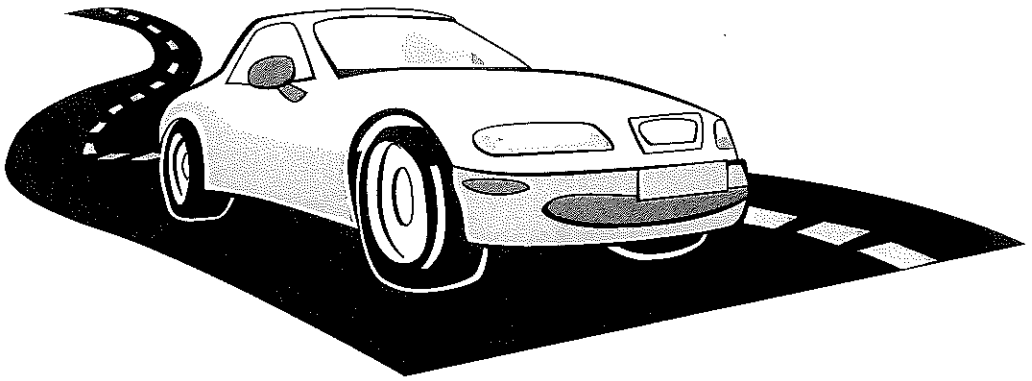
____ 4/4

____ 2/12

____ None of these ways would work!

Describe your thinking about how you can find the speed of the car.

Speed Units



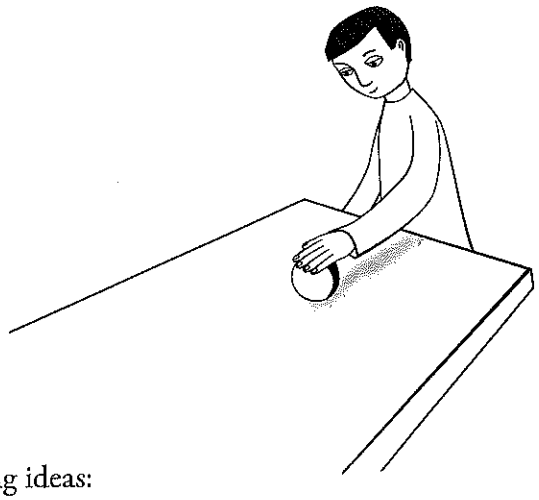
Max is thinking about different units that can be used to express the average speed of a car on a highway. Check off all the units that can be used to express the average speed of a car on a highway.

____ kilometers per hour	____ inches per hour	____ meters per minute
____ inches per second	____ miles per minute	____ centimeters per hour
____ feet per minute	____ miles per hour	____ kilometers per second
____ meters per hour	____ feet per hour	____ centimeters per second

Explain your thinking. How did you decide which units can be used to express the average speed of a car on a highway?

Just Rolling Along

Jerome rolled a rubber ball across a very long table by giving the ball a very light push and then letting it roll across the table on its own. Six of his classmates observed the ball as it rolled.



Jerome wondered what happened to the speed of the ball after it left his hand. He asked the other students if they think it is possible to make the ball roll at a constant speed (*constant speed* means the ball is neither slowing down nor speeding up).

The students in Jerome's group shared the following ideas:

Anna: "It is not possible to make the ball roll at a constant speed."

Dev: "It is possible for the ball to roll at a constant speed if you tilt the table slightly downward."

Tad: "It is possible for the ball to roll at a constant speed if you tilt the table slightly upward."

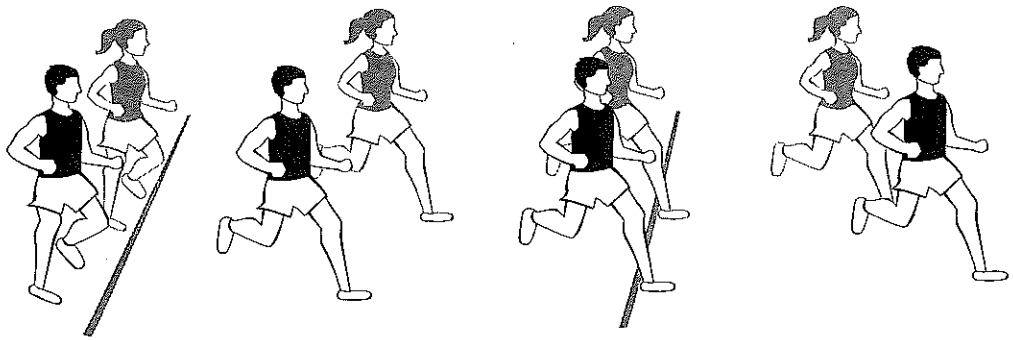
Jack: "It is possible for the ball to roll at a constant speed if you make the table perfectly flat."

Byron: "It is possible for the ball to roll at a constant speed if you roll the ball really fast."

Talia: "It is possible for the ball to roll at a constant speed if you roll the ball really slow."

Circle the name of the student you think has the best idea. Explain why you think that is the best idea.

Crossing the Finish Line



Frances and Greg decide to have a footrace. Frances gets off to a good start and gets ahead of Greg. Greg catches up to Frances right at the finish line so that they cross the finish line at the same time. Immediately after crossing the finish line, both are still running at their same pace and Greg passes Frances. Their friends argue about who ran faster right at the finish line. This is what they say:

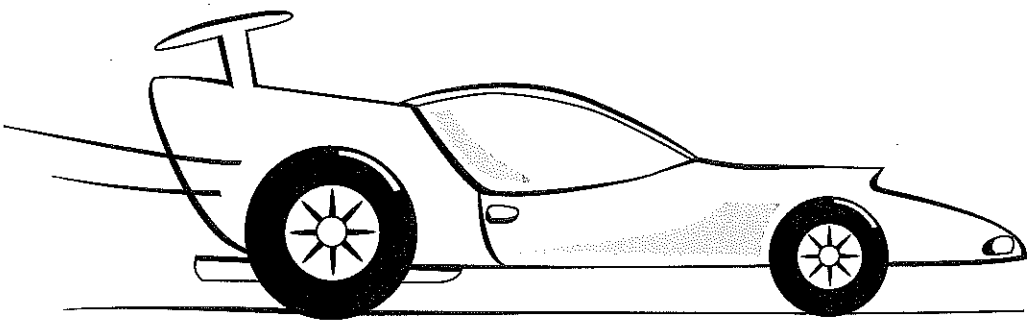
Donica: "I think Frances was faster at the finish line."

Hannah: "I think Greg was going the fastest at the finish line."

Evan: "I think they were running at the same speed the instant they crossed the finish line."

Circle the name of the student you most agree with. Explain why you think that is the best answer.

NASCAR Racing



Kenisha and her friends are looking at a NASCAR article on the sports page of their local newspaper. Kenisha sees the word *velocity* mentioned several times. She wonders what the word *velocity* means. She asks her friends and this is what they say:

Silas: "I think it is the term used when something moves really fast."

Jade: "I think it is the scientific word for speed. *Speed* and *velocity* mean the same thing."

Ayla: "I think the words *velocity* and *acceleration* mean the same thing."

Omar: "I think it describes the speed and the direction in which something moves."

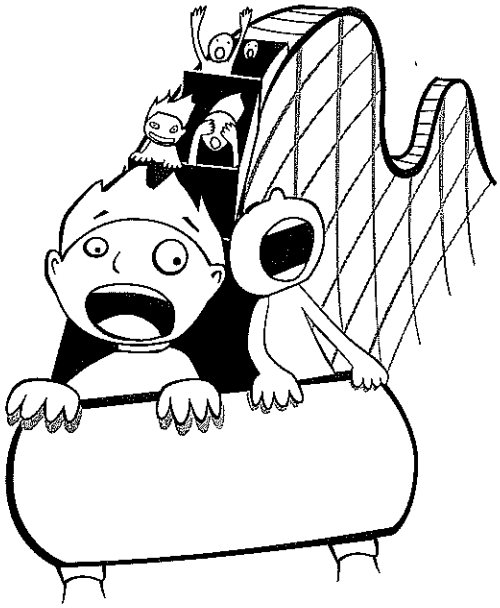
LaVonn: "I think it is the rate at which the speed of something is changing."

Terrell: "I think it is used to describe the average speed when something moves at different speeds."

Circle the name of the person you think has the best idea about what the word *velocity* means.

Explain why you agree with that person.

Roller Coaster Ride



Kimi is riding on a roller coaster with her friends. One of her friends exclaims, "Wow, that is a huge acceleration!" After the ride was over, Kimi wonders what the word *acceleration* means. Put an X in front of all the motions below that are an example of *acceleration*:

____ When something is moving really fast.

____ When something is moving really slowly.

____ When you turn a corner going really fast.

____ When you are going in one direction, turn around, and go in the other direction.

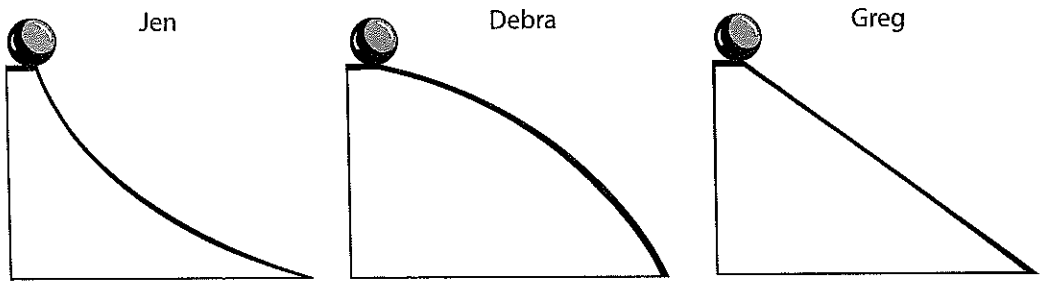
____ You are going slowly, but then speed up.

____ You are going fast, but then slow down.

Explain what the word *acceleration* means to you. Provide reasons for the motions you selected to describe acceleration.

Rolling Marbles

Jen, Debra, and Greg are playing with ramps and marbles. They decide to have a contest to see who can make a marble roll down a ramp the fastest. Each friend uses the same height and identical marbles. They each let go of their marbles at the top of their ramps. (They do not give their marbles a push.)



Circle whose marble will reach the bottom of the ramps first.

A Jen's marble

B Debra's marble

C Greg's marble

D No one will win—it will be a tie.

Explain your thinking. Describe your ideas about the time it takes for the marble to reach the end of the different ramps.

Elem. Gr. 3-5 Social Studies

Name_____ Date: March 23, 2020

THE SEVEN CONTENENTS

A continent is a large landmass on Earth. The Earth has seven continents. The continents in order from largest to smallest are Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

Asia is the largest continent, which covers about 30% of the Earth's land area. More people live in Asia than anywhere else in the world.

Africa is the world's second largest continent. This landmass is located on the equator and has a variety of climates. The Sahara Desert is located in Africa, which is the world's hottest dry desert.

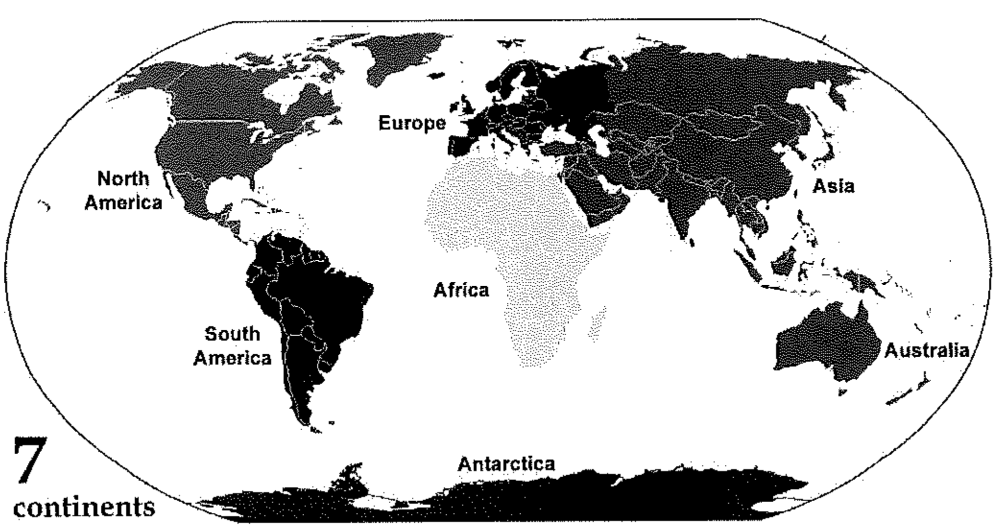
North America is a continent located entirely in the Northern and Western Hemisphere. It is made up of the United States, Canada, Greenland, the Caribbean Islands, and the many countries that make up Central America.

The fourth largest continent in size with a population of 385 million, is South America. This continent is home to the Amazon River and the world's highest waterfall called Angel Falls.

Antarctica is the fifth largest continent. It is the Earth's most southern continent, and is made up of 98% ice. This continent does not have any permanent residents, but rather is used by scientists and researchers from all over the world.

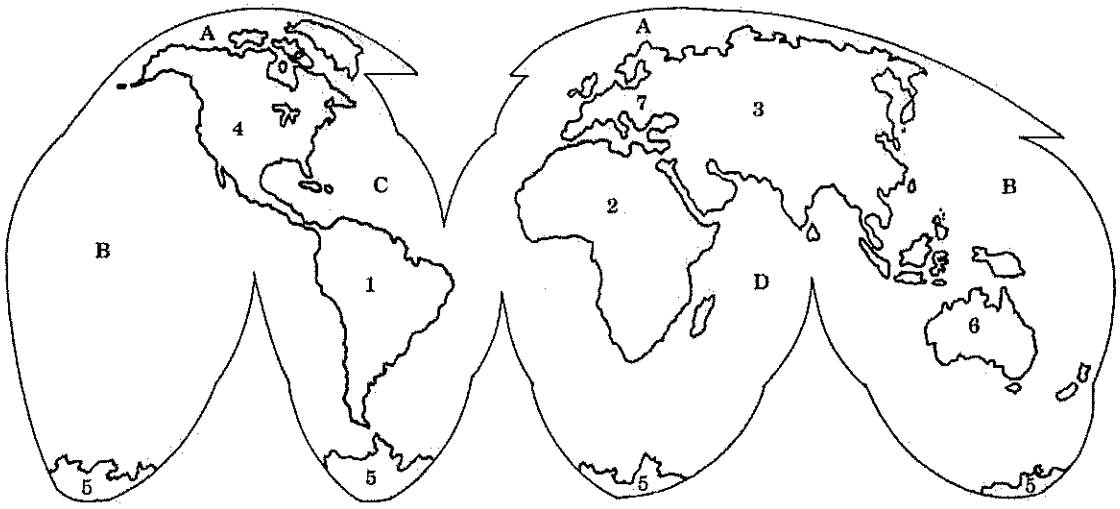
Europe is considered the birthplace of western civilization. At times, European powers controlled most of the world. This continent is located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere. It is divided from Asia by the Ural Mountains stretching to the Caspian Sea.

The smallest continent is Australia. It is sometimes referred to as part of the continental group called Oceania, which includes New Zealand and other Pacific Islands. The first inhabitants of Australia were the Aboriginals and Torres Strait Islander people. Australia is home to koala, kangaroo, and more. The Great Barrier Reef--the largest coral reef in the world—is located off the coast of Australia.



Name_____ Date March 24, 2020

Maps Review



Write the name of each continent in the correct blank. Make sure the number on the map matches the number on the line. Capitalize and spell each name correctly.

1._____ 5. _____

2._____ 6. _____

3._____ 7. _____

4. _____

Write the name of each ocean in the correct blank. Make sure the letter on the map matches the letter on the line. Capitalize and spell each name correctly.

A._____ C. _____

B. _____ D. _____

Name_____ Date March 25, 2020

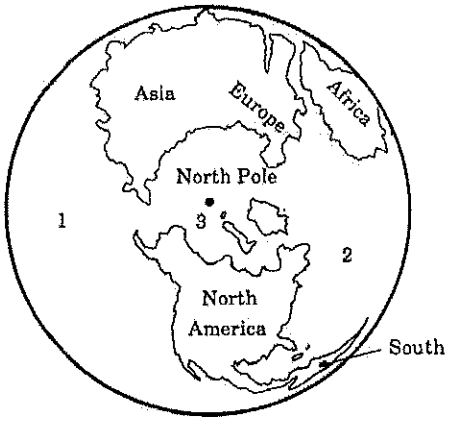
Label Each Hemisphere with the Correct Name:

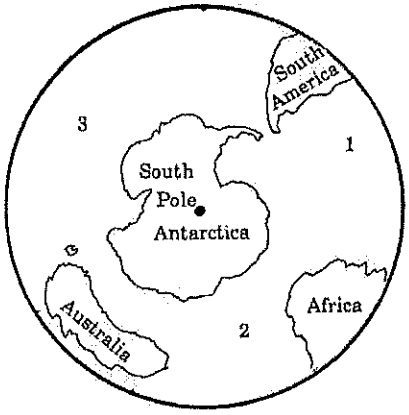
Northern Hemisphere

Southern Hemisphere

Eastern Hemisphere

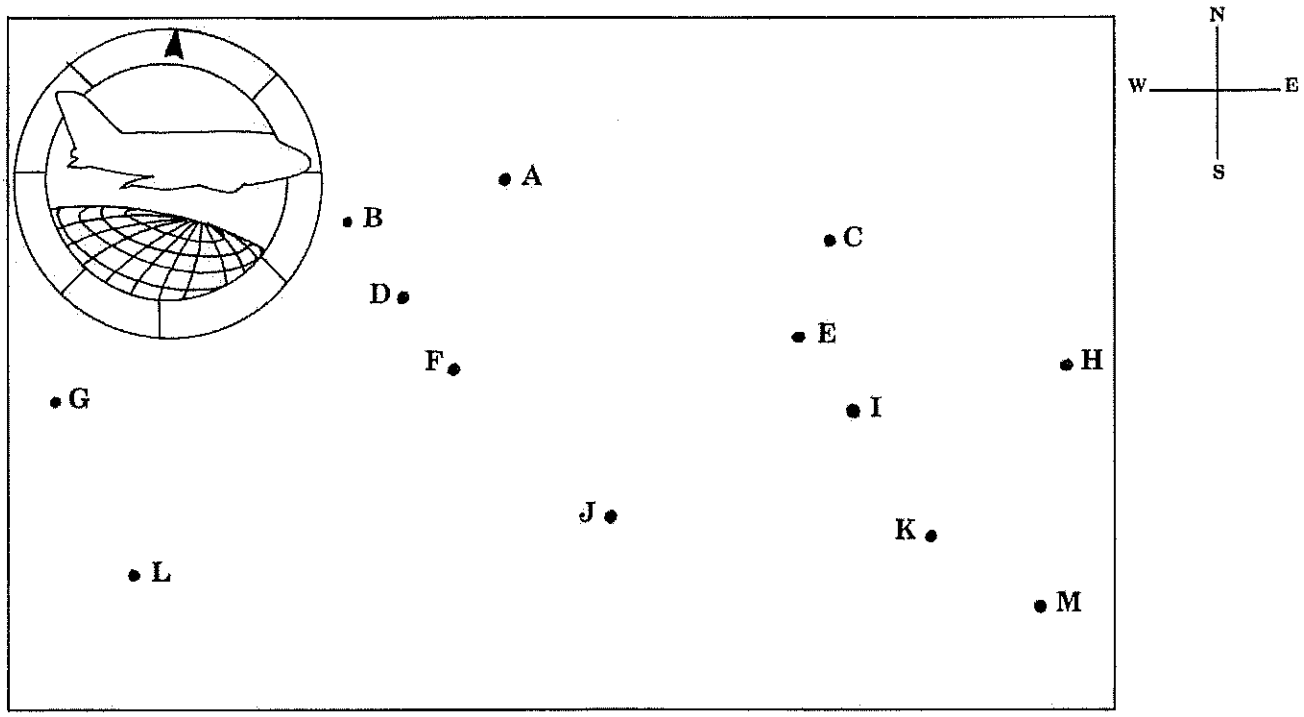
Western Hemisphere





Name_____ Date March 26, 2020

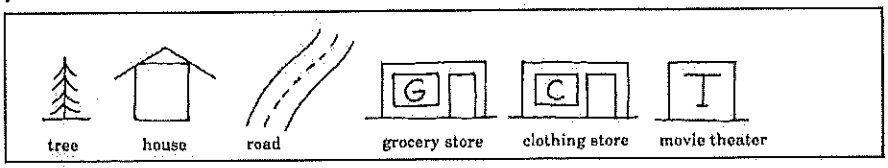
Pretend you are an airline pilot for this activity. You will need a ruler to calculate scale for this activity.



1. If your plane holds enough fuel to fly 500 miles, can you fly from city **L** to city **G** without refueling?_____
2. With fuel for 500 miles, can you fly from city **A** to city **J**? _____
3. About how many miles is it from city **C** to city **M**? _____
4. What direction must you fly from city **H** to city **F**? _____
5. What direction must you fly from city **J** to city **K**?_____

Name_____ Date March 27, 2020

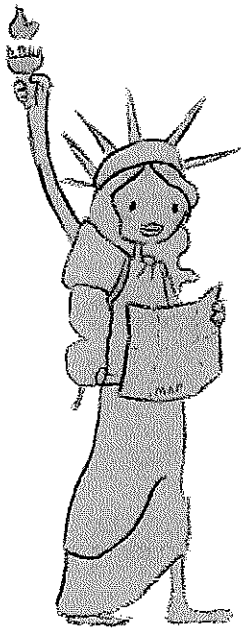
Use the box to create the map using the symbols below:



1. Draw a compass rose in the lower right-hand corner of the box.
2. Draw a  in the center of your paper from west to east.
3. Draw 6  in the southwest corner of the map.
4. Draw 4  east of the  .
5. Draw a  northeast of the  .
6. Draw a  west of the  .
7. Draw a  northwest of the  .
8. Draw a  north of the  .
9. Draw a  east of the  .
10. Draw a  north of the  .

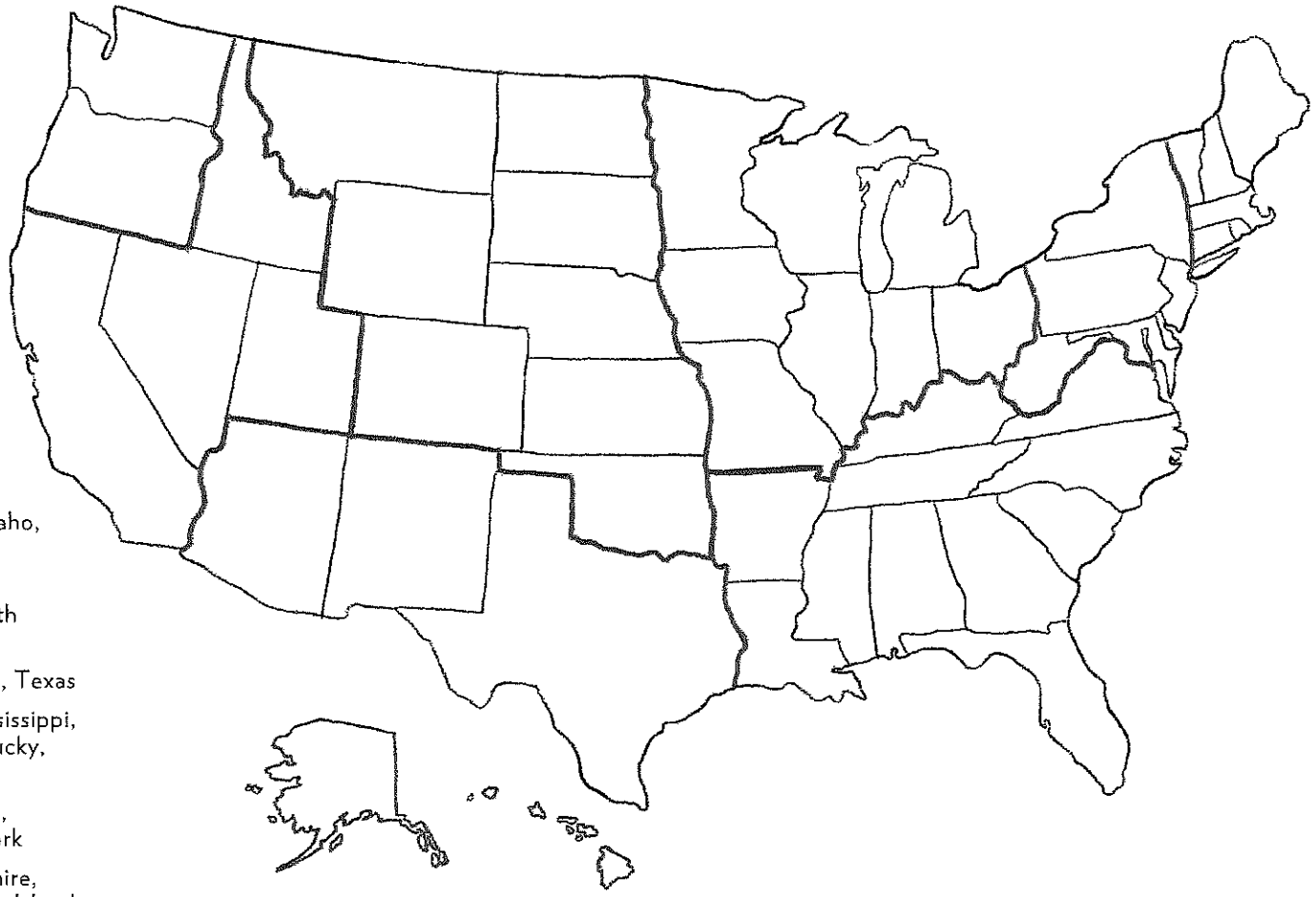
Name _____ Date _____

April 1, 2020



Regions of the United States

The United States is divided into several different regions based on geography, culture, climate, history, and many other factors. The map below shows where each region of the United States is approximately located. In the list on the left, each region is named along with the states it covers. Find each region on the map, color it in, and label the states.



U.S. Regions

Northwest (Blue): Washington, Oregon

West (Yellow): California, Nevada, Utah, Idaho, Hawaii, Alaska

Great Plains (Green): Montana, Wyoming, Colorado, Oklahoma, Kansas, Nebraska, South Dakota, North Dakota

Southwest (Orange): Arizona, New Mexico, Texas

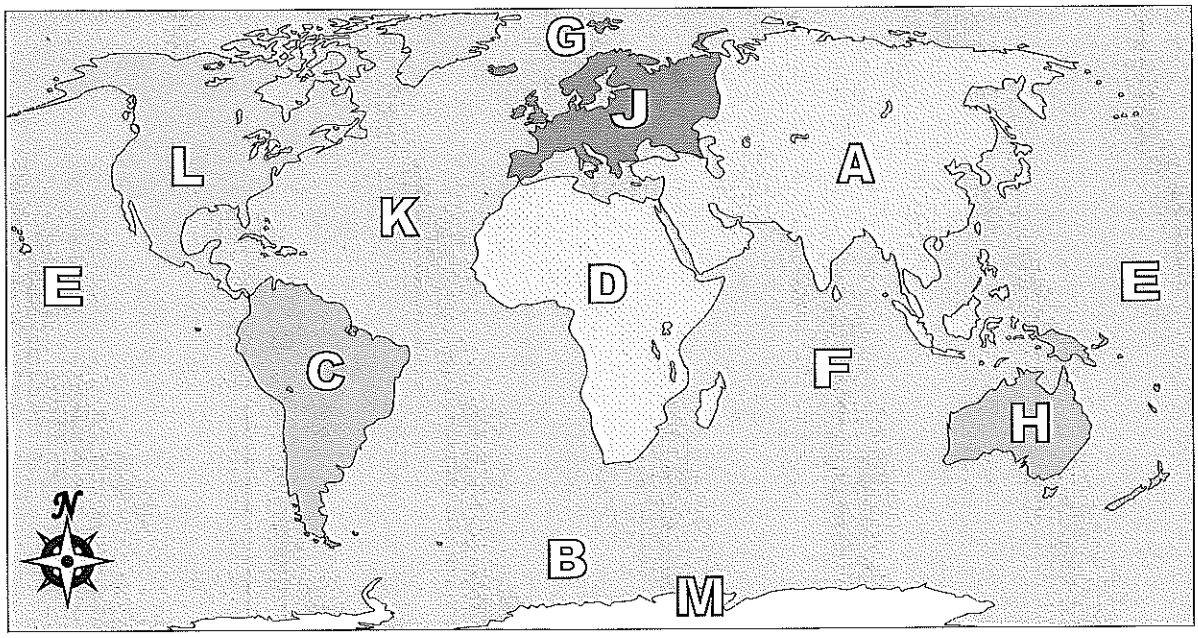
Southeast (Pink): Louisiana, Arkansas, Mississippi, Alabama, Georgia, Tennessee, Florida, Kentucky, Virginia, North Carolina, South Carolina

Northeast (Grey): West Virginia, Maryland, Delaware, Pennsylvania, New Jersey, New York

New England (Violet): Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

Midwest (Brown): Illinois, Wisconsin, Michigan, Minnesota, Iowa, Indiana, Ohio, Missouri

Using the map below, determine which letter represents each continent or ocean.



1) North America _____
2) South America _____
3) Europe _____
4) Asia _____
5) Africa _____
6) Australia _____
7) Antarctica _____

8) Pacific Ocean _____
9) Atlantic Ocean _____
10) Indian Ocean _____
11) Arctic Ocean _____
12) Southern Ocean _____

13) Which of these continents is closest to Africa?
A. Antarctica C. Europe
B. North America D. Australia

14) Which continent is not touching any other continents?
A. Asia C. Africa
B. Antarctica D. North America

15) Which continent is touching the eastern border of Europe?
A. North America C. Africa
B. Australia D. Asia

16) Which ocean touches Africa's western border?
A. Arctic Ocean C. Indian Ocean
B. Pacific Ocean D. Atlantic Ocean

17) Which ocean touches Africa's eastern border?
A. Atlantic Ocean C. Pacific Ocean
B. Indian Ocean D. Arctic Ocean

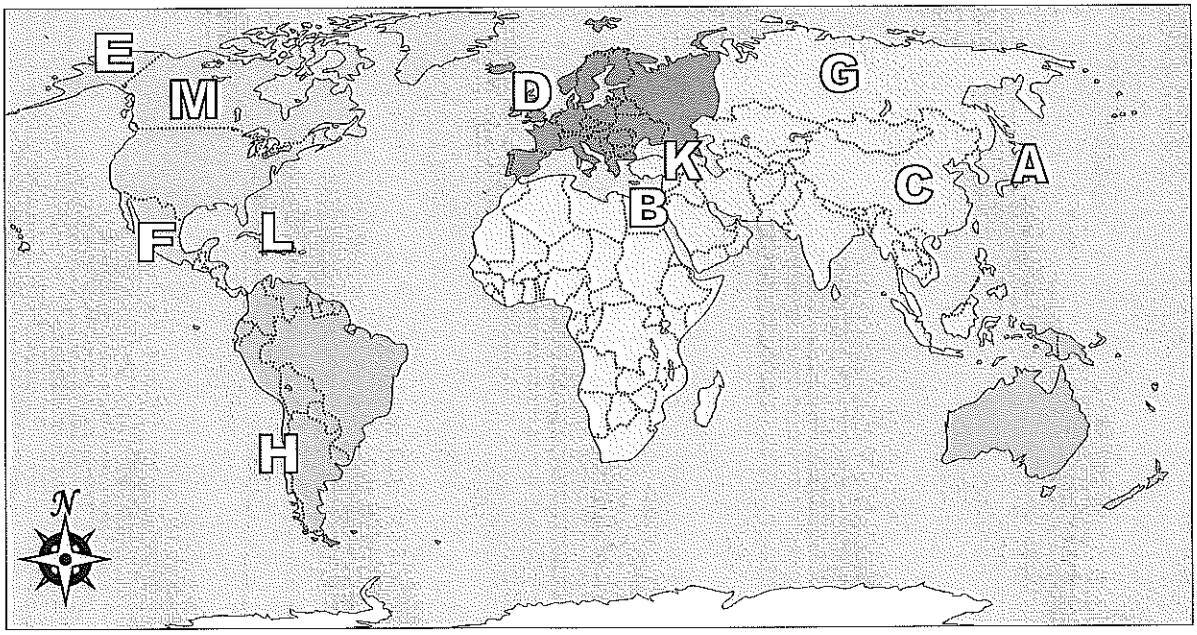
Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

1-10	94	88	82	76	71	65	59	53	47	41
11-17	35	29	24	18	12	6	0			

World Geography - Countries Name: April 31, 2020

Using the map below, determine which letter represents each location.



1) Canada _____
2) Chile _____
3) Britain _____
4) Russia _____
5) Egypt _____
6) China _____
7) Mexico _____
8) Alaska (State) _____
9) Japan _____
10) Cuba _____
11) Iraq _____

12) Which country attacked the United State's base at Pearl Harbor during World War 2?
A. Japan C. Mexico
B. Egypt D. China

13) Which country touches the USA's northern border?
A. Canada C. Egypt
B. France D. Britain

14) Which country touches the USA's southern border?
A. Egypt C. Mexico
B. Japan D. Britain

15) Alaska is _____ of the rest of the United States?
A. south C. west
B. east D. north

16) Who was the United States of America at war with during the American Revolution?
A. Canada C. Mexico
B. Egypt D. Britain

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

1-10	94	88	81	75	69	63	56	50	44	38
11-16	31	25	19	13	6	0				