



A NETWORK of COLLEGE PREP ELEMENTARY SCHOOLS

Summer Work Packet

Grade 5

DIRECTIONS: This student work packet contains remediation and enrichment activities *for 6 week's worth of work*. Different from previous weeks of school closure please note the following:

- Your child's teachers will reach out the first week you receive these to answer any questions you have about the work in this packet.
- Your LEARN Campus staff will be available to answer questions regarding the content until the last day of school, 6/19/20 but will be on vacation after that.
- Please follow the campus guidance on packet completion and return

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card

** Children under 14 must have a guardian apply with them*

- 1.) Apply for an eCard at <https://tinyurl.com/LEARNCPCLcard>
- 2.) Access eBooks, audible books, and other online resources
- 3.) Check out other resources at <https://chipublib.overdrive.com/>

Already have a Chicago Public Library card

- 1.) Go to: <https://www.chipublib.org/>
- 2.) Select: "Browse"
- 3.) Choose "eBooks" under "By Format"
- 4.) Check out other resources at <https://chipublib.overdrive.com/>

North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

- 1.) Complete the temporary library card form
- 2.) Access online resources at: <https://www.waukeganpl.org/eresources/>

Student Name _____

June

2020

Summer Enrichment Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Last day of school	20 Take a walk and have your child share what they hear, smell, feel and see.
21 Write a creative story	22 Write out three things that you are thankful for	23 Create a chore chart to create structure for the summer	24 Draw what you are feeling or thinking	25 Play emotions charades. Can you family guess the emotion?	26 Write a letter to someone to tell them you appreciate them.	27 Make a list of 10 ways to respect at home or at school.
28 Make a KINDNESS poster and list out ways people can show	29 Write/draw about something you can't do YET, but that you can get better at this	30 Write/journal about what it means to be a good friend.				

July

2020

Summer Enrichment Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			¹ Draw or write out five things that you are good at	² Think of three things you can do to be helpful in your home today. Then do them!	³ Write: happy/ worried/ sad/ afraid. Then write or draw things that make you feel these emotions.	⁴ Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
⁵ What is the best thing that has happened so far this summer? Why?	⁶ Rewrite or draw the ending to your favorite book or movie.	⁷ Make up a new dance and teach it to someone.	⁸ Spend 10 minutes stretching.	⁹ Draw a map of your neighborhood.	¹⁰ Tell someone a joke.	¹¹ Make up a new game and teach someone how to play it.
¹² Write down three things you are thankful for.	¹³ Write: calm/silly/excited. Then write or draw things that make you feel these emotions.	¹⁴ What is your favorite show or movie? Write or draw a story that includes you as a character.	¹⁵ Draw a picture of a new invention. What does the invention do? How much will you sell it for?	¹⁶ Write your own picture book and then read it to someone.	¹⁷ Play a game with your family and/or friends (e.g., Tag, boardgame, card game, etc.)	¹⁸ Pick a breathing exercise from below and practice it for 5 – 10 minutes.
¹⁹ Design and draw a cake for someone you know.	²⁰ Write a letter to someone you are grateful for. If you can, mail it.	²¹ Design and draw your dream house.	²² Write/draw a story that happens in the dream house you designed yesterday.	²³ Write a song about something you are thankful for.	²⁴ Draw or write three things you love about yourself.	²⁵ Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
²⁶ Write/draw three things you hope to learn this school year.	²⁷ Write or draw a story about your favorite day at school.	²⁸ Write or draw 5 things that make a GREAT teacher.	²⁹ Pick a breathing exercise from below and practice it for 5 – 10 minutes.	³⁰ What do you want to be when you grow up? Write a story about it.	³¹ Write or draw 3 – 5 goals for this school year.	

Breathing Exercises

The Flower Breath: Imagine smelling a flower. Breathe in through your nose, out through your mouth.

The Bunny Breath: Take three quick sniffs through the nose and one long exhale through the nose. (As he starts to get the hang of it, have your little bunny focus on making the exhale slower and slower.)

The Snake Breath: Inhale slowly through the nose and breathe out through the mouth with a long, slow hissing sound.

Blow Out the Candle: Imagine a birthday candle. Take in a deep breath through the nose and then exhale through the mouth to blow out the candle.

Smell the Rose/Blow Out the Candle: Combine the Flower Breath (on the inhale) with the Blow Out the Candle Breath (on the exhale), holding up your pointer finger to your nose as “you smell the rose,” and drop your finger to your mouth as you “blow out the candle.”

Summer Enrichment Activities

Information	Website
The Metropolitan Museum of Art From Purewow.com, “New York’s Met Museum has an entire section of its website dedicated to young ones called MetKids. The online-only experience features a time machine, where you can search by time period, idea or location to uncover objects and artwork from the museum’s rooms. The “Big Ideas” search tool allows kids to look into topics like inventions, fashion and battles, and see all the relevant artifacts—a cool way to learn without it really seeming like you’re learning. There are also videos, as well as an interactive map of the museum that allows you to check out various exhibitions around the building.”	https://www.metmuseum.org/art/online-features/metkids/
The British Museum From purewow.com, “Ever wanted to see the Rosetta Stone or a real-life mummy? Look no further than the British Museum, which you’d usually have to seek out during a vacation in London. The tour is interactive, with artifacts searchable by era, region or type, and you can discover all sorts of interesting objects, including a bank check from Barclays and a papyrus poem from ancient Egypt.”	https://britishmuseum.withgoogle.com/
Smithsonian National Museum of History From purewow.com, “Take yourself on a tour of the Smithsonian National Museum of Natural History, whether it’s through the temporary exhibitions or the permanent collection. Along the way, check out dinosaur skeletons, animals from around the globe and even past exhibits that are no longer on display in reality. It’s a great way to keep your kids learning about the world around them even when they can’t be in school, and there are plenty of follow-up activities or readings you can do after the tour. While you’re there, stop by the Smithsonian Castle and the Hirshhorn Sculpture	https://naturalhistory.si.edu/visit/virtual-tour

Garden, both of which have adjoining virtual tours.”	
Boston Children’s Museum	https://www.bostonchildrensmuseum.org/museum-virtual-tour
NASA Glenn Research Center	https://www.nasa.gov/glennvirtualtours
Monterey Bay Aquarium From purewow.com, “Who doesn’t want to look at peaceful videos of undersea life when they need a break from reality? The Monterey Bay Aquarium’s live web cams will delight both you and your young ones, especially the adorable penguin cam. To find something soothing, watch the hypnotizing moon jelly cam or the kelp forest cam, which showcases leopard sharks moving among the kelp. When the live cams aren’t running (they operate during specific hours), there are pre-recorded videos to fill in.”	https://www.montereybayaquarium.org/animals/live-cams
National Women’s History Museum	https://www.womenshistory.org/womens-history/online-exhibits
“Civil Right’s Photography” at the High Museum of Art	https://artsandculture.google.com/exhibit/civil-rights-photography/9wlSPkiyouv-Lw?hl=en
Detroit Institute of the Arts	https://artsandculture.google.com/partner/detroit-institute-of-arts?hl=en
Smithsonian “Fun Stuff for Kids and Teens”	https://www.si.edu/kids
Making Our Children Dancers for Life from Stay Home Miami From their website, “join the Thomas Armour Youth Ballet Instructors as they teach our children the many ways dance can enhance their health and well-being from home.”	https://www.stayhome.miami/making-our-children-dancers-for-life/
Soccer for Success at Home from Stay Home Miami	https://www.stayhome.miami/soccer-for-success-at-home/
Storyline Online (Read Alouds) from Stay Home Miami	https://www.stayhome.miami/share-an-adventure-with-read-aloud-books/

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

- 1** I wandered down to the port to watch cargoes being unloaded from boats.

A **port**¹ (pôrt) *n.* a harbor

B **port**² (pôrt) *n.* the left on a ship

C **port**³ (pôrt) *n.* a valve, or opening that lets liquid out

D **port**⁴ (pôrt) *n.* a person's manner, or bearing
- 2** "Your ship looks sound," I said to a fisherman.

A **sound**¹ (sound) *n.* a noise

B **sound**² (sound) *adj.* in good shape

C **sound**³ (sound) *n.* a long, wide body of water

D **sound**⁴ (sound) *v.* to measure how deep water is
- 3** "It has to be," he said. "Tomorrow we're bound for the fishing lanes."

A **bound**¹ (bound) *v.* to leap or jump forward

B **bound**² (bound) *n.* border

C **bound**³ (bound) *adj.* tied

D **bound**⁴ (bound) *adj.* on the way to a particular place
- 4** "High winds and fierce storms are sure to batter us on the open seas," he continued.

A **batter**¹ ('batər) *v.* to hit, pound

B **batter**² ('batər) *n.* a player at bat

C **batter**³ ('batər) *n.* a liquid mixture, often of flour, eggs, and milk

D **batter**⁴ ('batər) *n.* a sloping structure
- 5** "Fortunately, our bow is sturdy and true," he finished.

A **bow**¹ (bou) *v.* to bend the head or upper body in greeting

B **bow**² (bou) *v.* to be pushed over with age or pressure

C **bow**³ (bou) *n.* the front of a ship's hull

D **bow**⁴ (bo) *n.* a weapon for shooting arrows

Independent Practice

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

- 1** Emperor penguins can be found on only one continent.
 - A** found on only one continent
 - B** can be found
 - C** only one continent
 - D** on only one continent

- 2** Antarctica's winter begins in late March.
 - A** winter begins
 - B** begins in
 - C** in late March
 - D** begins in late March

- 3** There are 17 types of penguins, and the Emperor penguin is the largest.
 - A** of penguins
 - B** and the Emperor penguin
 - C** is the largest
 - D** are 17 types of

For numbers 4 and 5, answer the question.

- 4** Read this sentence.

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

What is the purpose of the underlined preposition?

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

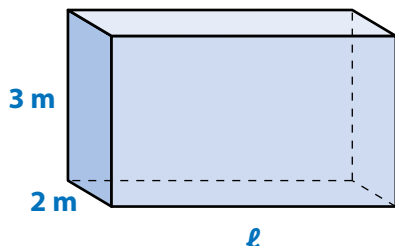
- 5** Read this sentence.

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

What is the purpose of the underlined preposition?

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

- 2 The rectangular prism shown below has a volume of 42 cubic meters. What is the length of the prism? Show your work.



What dimensions are labeled on the prism?



Solution

- 3 A cube is a rectangular prism whose side lengths are all the same. What is the volume of a cube with a side length of 2 feet?

- Ⓐ 4 cubic feet
- Ⓑ 6 cubic feet
- Ⓒ 8 cubic feet
- Ⓓ 12 cubic feet

Danny chose Ⓑ as the correct answer. How did he get that answer?

PAIR/SHARE

How could you check your answer?

Each side of a cube is a square.

PAIR/SHARE

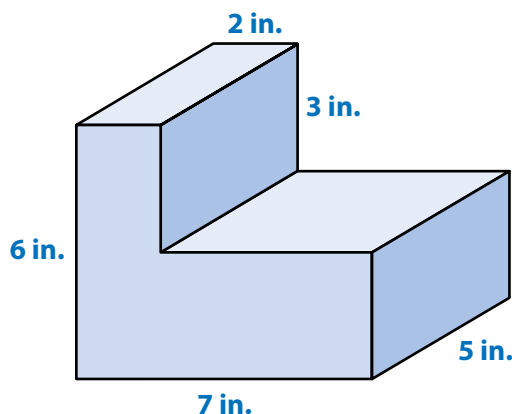
Does Danny's answer make sense?

- 4 A rectangular prism has a square base with side lengths of 5 centimeters and a height of 7 centimeters. What is the volume of the prism?

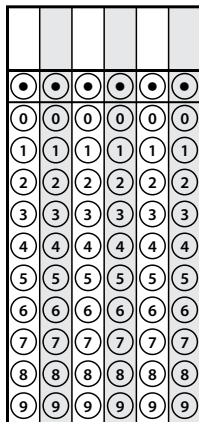
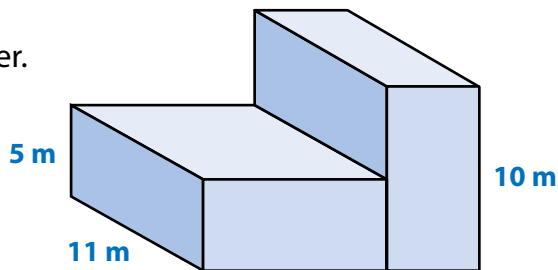
(A) 35 cubic centimeters
 (B) 140 cubic centimeters
 (C) 175 cubic centimeters
 (D) 245 cubic centimeters

- 5 The diagram below shows the measurements of a mold used to make sandcastles. Which expressions can be used to find the volume of the mold, in cubic inches?

(A) $(5 \times 2 \times 3) + (5 \times 5 \times 3)$
 (B) $(5 \times 2 \times 3) + (7 \times 5 \times 3)$
 (C) $(5 \times 2 \times 6) + (5 \times 5 \times 3)$
 (D) $(5 \times 2 \times 6) + (7 \times 5 \times 3)$
 (E) $(5 \times 2 \times 3) + (7 \times 5 \times 6)$



- 6 The diagram shows the dimensions of two identical rectangular prisms joined together. What is the combined volume, in cubic meters, of the two prisms?



PART 1

My favorite form of entertainment lately has been ...



My favorite form of entertainment lately has been ...

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NIGHT WALK

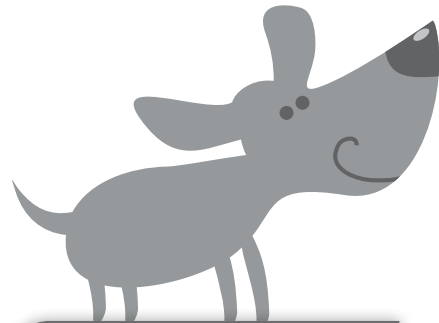
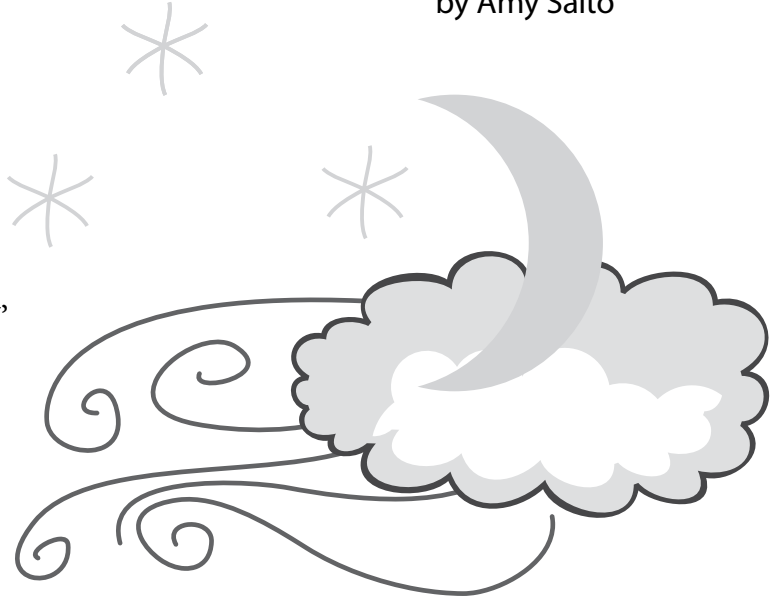
by Amy Saito

- 1 The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.
- 5 The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.
What's that thing moving in the tree?
- 10 The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
- 15 The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
- 20 Can't run all night when she's so small.

Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.
- 25 Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

NIGHT WALK

2 Use the chart below to organize your ideas.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?



Write Use the space below to write your answer to the question on page 139.

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

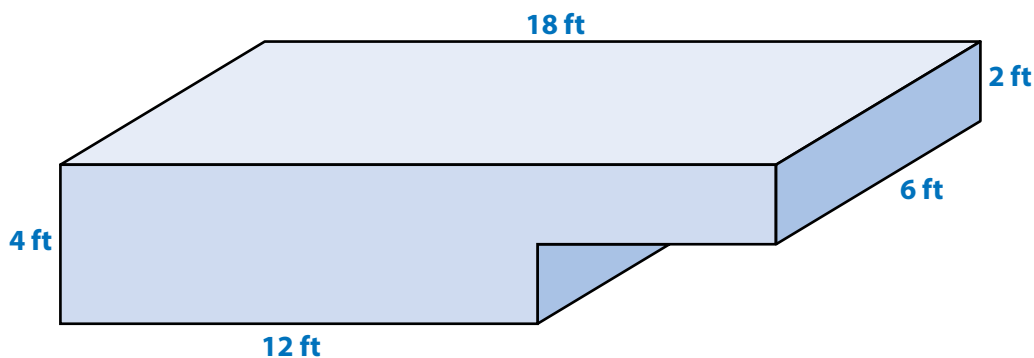
- 7 A cardboard box has a volume of 60 cubic feet. Give three different sets of measurements that could be the dimensions of the box.

..... feet × feet × feet

..... feet × feet × feet

..... feet × feet × feet

- 8 Rami designed a small pond for a restaurant. The diagram below shows the measurements of the pond. How many cubic feet of water are needed to fill the pond? Show your work.



..... cubic feet

9 MATH JOURNAL

Describe a real-world object that can be modeled by a rectangular prism and give its dimensions. Use a formula to find the volume of the object.



SELF CHECK Go back to the Unit 1 Opener and see what you can check off.

- 4 Use the place-value chart to show dividing 9 by powers of 10. Complete each row with the quotient shown to the right of the row.

Ones	.	Tenths	Hundredths	Thousandths	
9	.	0	0	0	
	.				$9 \div 10$
	.				$9 \div 10^2$
	.				$9 \div 10^3$

- 5 Match each expression with its quotient.

- | | |
|----------------------|-------|
| a. $5.2 \div 10$ | 0.052 |
| b. $520 \div 10^2$ | 0.52 |
| c. $52 \div 10^3$ | 5.2 |
| | 52 |
| d. $5,200 \div 10^1$ | 520 |
| | 5,200 |

- 6 Describe how the placement of the decimal point changes when you multiply a number by a power of ten. How is this the same and different for division?

- 7 Is multiplying by 10^3 the same as multiplying by 10 factors of 3? Explain.

If I could trade places with a famous person for a day, I'd choose ... because ...



If I could trade places with a famous person for a day, I'd choose ... because ...

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WORDS TO KNOW

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

- **hovering**
- **vaster**

SUMMER NIGHT

by Bianca Cappoletta

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





Write Use what you learned from reading “Summer Night” to answer the following question.

- 5 Short Response** What is the theme of the poem “Summer Night”? Use details from the poem to support your answer.



Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

Refine Ideas About Powers of 10

APPLY IT

Complete these problems on your own.

1 COMPARE

Complete the place-value chart with the products and quotients shown to the right of the chart. Then write a sentence to compare the value of 0.8×10^2 to the value of $0.8 \div 10^2$.

Tens	Ones	.	Tenths	Hundredths	Thousandths
		.			
		.			
	0	.	8	0	0
		.			
		.			

$$0.8 \times 10^2$$

$$0.8 \times 10^1$$

$$0.8 \div 10^1$$

$$0.8 \div 10^2$$

2 INSPECT

Max says that the product 30×10^4 has exactly four zeros. Is he correct? Explain.

3 EXPLAIN

How do you determine the value of the unknown exponent in the equation $9,700 \div 10^? = 0.97$?

PAIR/SHARE

Discuss your solutions for these three problems with a partner.

Use what you have learned to complete problem 4.

- 4** Jaime claims that when you multiply a whole number or a decimal by 10^2 , the placement of the decimal point in the product is always two places to the right of where it was in the factor.

Salome argues that the placement of the decimal point changes two places to the right only when you multiply a decimal by 10^2 . Salome says that when you multiply a whole number by 10^2 , you can put two extra zeros after the whole number to find the product.

Part A Explain each student's point of view with examples.

Part B Which student is correct? Justify your answer.

5 MATH JOURNAL

Find the value of $80 \div 10^4$. Explain the change in value between 80 and $80 \div 10^4$.

The school bus I'd design would have ...



The school bus I'd design would have ...

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Lesson 15

Using Context Clues



Introduction

You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	<u>Superfoods</u> , or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain <u>antioxidants</u> . These can help remove harmful substances from the human body.
Comparison	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a <u>source</u> of health <u>problems</u> .	A <u>problem</u> has a cause. Therefore, the <u>source</u> of a problem is its <u>cause</u> .	the cause of something
The <u>website</u> MyPlate.gov is a <u>source</u> for <u>facts</u> about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a <u>source</u> is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.



Guided Practice

Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well* as all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.



Independent Practice

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

- 1** What does the word marine mean in this paragraph?
 - A** very nutritious
 - B** dark blue in color
 - C** having to do with the ocean
 - D** member of the armed forces
- 2** Which two words from the paragraph help you understand the meaning of marine?
 - A** "China" and "Japan"
 - B** "coastal" and "seaweed"
 - C** "centuries" and "people"
 - D** "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

- 3** What does the word detoxify mean in this paragraph?
 - A** to move in a wide circle
 - B** to chew food slowly
 - C** to make a difficult decision
 - D** to remove bad effects
- 4** Which two words from the paragraph help you understand the meaning of detoxify?
 - A** "crisp" and "crunchy"
 - B** "prevent" and "cancer"
 - C** "veggies" and "substances"
 - D** "calories" and "vitamins"

- 2 Jaime's football has a mass of 0.435 kilograms. His football helmet has a mass of 2.57 kilograms. Estimate how much more the mass of the helmet is than the mass of the football. Explain your estimate. Show your work.

I could think about rounding to the nearest half or whole kilogram, instead of to the nearest tenth or hundredth.



Solution

- 3 Which is a reasonable estimate for the difference $5\frac{1}{2} - 3\frac{5}{9}$?
- Ⓐ between $\frac{1}{2}$ and 1
 - Ⓑ between 1 and $1\frac{1}{2}$
 - Ⓒ between $1\frac{1}{2}$ and 2
 - Ⓓ between 2 and $2\frac{1}{2}$

Elise chose Ⓓ as the correct answer. How did she get that answer?

PAIR/SHARE

How does the exact difference compare to your estimate?

How can you use benchmark fractions to estimate the difference?

PAIR/SHARE

Does Elise's answer make sense?

- 4 William compares monthly rainfall amounts for the summer months using the table below.

Month	Monthly Rainfall
June	$3\frac{3}{16}$ inches
July	$3\frac{3}{4}$ inches
August	$3\frac{1}{2}$ inches

Which estimate is closest to the actual difference between the rainfall amounts for June and July?

- Ⓐ $\frac{1}{4}$ inch
 Ⓑ $\frac{1}{2}$ inch
 Ⓒ 1 inch
 Ⓓ $1\frac{1}{2}$ inches
- 5 Carter is at the school store. He wants to buy a pack of notebooks that costs \$4.79, a calculator that costs \$33.54, and a tablet case that costs \$12.67. About how much money does Carter plan to spend at the school store? Will the actual cost be more or less than your estimate? Explain. Show your work.



Solution

.....

[illegible]

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

Here, Pyggy Pyggy

by Gail Hutter

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



Close Reader Habits

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

Explore

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



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

Think

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

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
<i>Peer into the past</i> (paragraph 1)			
<i>Inventive potters</i> (paragraph 3)			
<i>Contemporary</i> (paragraph 4)			
<i>Retrieved</i> (paragraph 4)			

Talk

- 2 Use context clues to determine why clay was an “ideal substance” for making certain objects.



Write

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.

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

- 6 A certain liquid boils at 175.62°F . The liquid is currently at 68.8°F . Jimmy says that the temperature needs to rise by about 125°F to boil.

Part A Without finding the actual difference, explain why Jimmy's estimate is or is not reasonable.

Part B Find the actual amount the temperature must rise for the liquid to boil. Show your work.

Solution

7 **MATH JOURNAL**

Ramona has $4\frac{1}{5}$ gallons of red paint. She knows she needs at least $12\frac{3}{4}$ gallons to paint her whole house. Use benchmark fractions to explain about how much more paint Ramona needs.



SELF CHECK Go back to the Unit 2 Opener and see what you can check off.

- 2 Cooper's USB drive is $\frac{1}{2}$ full with 5 video files. Each video file is the same size. What fraction of the USB drive does 1 video file use? Show your work.

How could I represent this problem using an equation?



Solution

- 3 Devonte is studying for a history test. He uses $\frac{1}{8}$ of a side of one sheet of paper to write notes for each historical event. He fills 2 full sides of one sheet of paper. Which expression could be used to find how many events Devonte makes notes for?

- Ⓐ $2 \times \frac{1}{8}$
Ⓑ $2 \div \frac{1}{8}$
Ⓒ $\frac{1}{8} \times 2$
Ⓓ $\frac{1}{8} \div 2$

Barry chose Ⓓ as the correct answer. How did he get that answer?

PAIR/SHARE

How can you check your answer?

Is this problem like one you have seen before?

PAIR/SHARE

Does Barry's answer make sense?

I can be a helper by ...



I can be a helper by ...

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

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Teacher Initials for Meeting Weekly Goal: _____

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If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

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.

Week 6

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

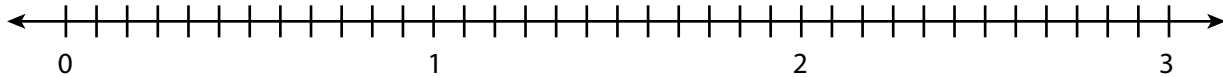
- 4 Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.

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

- 4 Elise picks 6 pounds of apples. She uses $\frac{1}{2}$ pound of apples to make 1 container of applesauce. How many containers of applesauce can Elise make with all the apples?
- Ⓐ 12 containers
- Ⓑ $6\frac{1}{2}$ containers
- Ⓒ $5\frac{1}{2}$ containers
- Ⓓ 3 containers
- 5 Students are running in a relay race. Each team will run a total of 3 miles. Each member of a team will run $\frac{1}{3}$ mile. How many students will a team need to complete the race? Circle the correct number below.

$\frac{1}{9}$ 3 9 12 36

You may use the number line to help find your answer.



- 6 Tanya has $\frac{1}{3}$ of a cake left over from a party. She cuts the leftover cake into 6 equal pieces to store in the freezer. What fraction of the original cake is each piece? Show your work.



Solution

- 7 Marina has a pattern to make bows that requires $\frac{1}{4}$ yard of ribbon for each bow. Fill in the table to show how many bows she can make from a given length of ribbon.

Ribbon Length (yards)	Number of Bows
1	
2	
3	
4	

- 8 **Part A** Ted serves $\frac{1}{6}$ gallon of ice cream. He puts an equal amount of ice cream in each of 4 bowls. How many gallons of ice cream does Ted put in each bowl? Use a visual model to support your answer.



Solution

Part B Write a division equation to represent this situation. Then write a multiplication equation you can use to check your answer.

Solution

9 MATH JOURNAL

Write a word problem represented by $\frac{1}{5} \div 4$. Explain or show how to find the answer.



SELF CHECK Go back to the Unit 3 Opener and see what you can check off.

Blank lined paper for writing.

I would like to visit