UCPS
UNION COUNTY PUBLIC SCHOOLS

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917 .

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources - March 2020
Week 1 - 5th Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science, and social studies below. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 1	Day 2	Day 3	Day 4	Day 5
**** Read the Independent Reading and Word Learning Routine pages on 9, 10.** **Lesson:** Lesson 21 - Homographs (page 11-12) i-Ready Grade 5 Reading At-Home Activity packet Read the introduction and complete the guided and independent practice activities. **Apply It:** Do you know of other homographs? Look back through your independent text for words that could be a homograph. Create a chart listing the word and two of the possible definitions.	**Lesson:** Lesson 8 - Find the Theme of a Poem (page 13-14) i-Ready Grade 5 Reading At-Home Activity packet Read the introduction and complete the Think and Talk activities. **Apply It:** Read your independent text. Think about what a possible theme or message could be for the part you are reading. Jot down the theme and a few ideas that made you think that way.	**Lesson:** Lesson 8 - (page 15-16) i-Ready Grade 5 Reading At-Home Activity packet Read the poem "Darkness in the Desert." Complete the Think and Talk activities. **Apply It:** Become the poet! Create a poem of your own with the topic of night time or deserts. Challenge yourself to include a few homographs.	**Lesson:** Lesson 8 - (page 18-20) i-Ready Grade 5 Reading At-Home Activity packet Read the poem "Night Walk." Complete the Think, Talk and Write activities.	**Lesson:** Lesson 8 - (page 23-26) i-Ready Grade 5 Reading At-Home Activity packet Read the poem "Anna's Monsters." Complete the Think exercise. **Apply It:** Anna claims that she is scared of monsters, and doesn't care who knows it. Read your independent text. Is your character scared of something they may or may not be willing to admit? Jot down a few ideas of how your character is similar to or different than Anna and her fears.

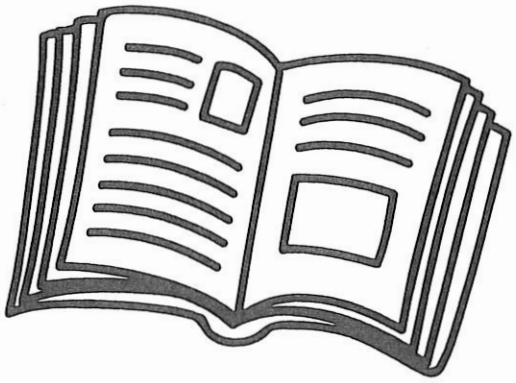
Math

Day 1- Understanding of Place Value & Powers of 10	Day 2- Reading & Writing Decimals	Day 3- Comparing and Rounding Decimals	Day 4- Multiplying Whole Numbers	Day 5- Dividing Whole Numbers
Lesson: • Complete page 4 "Understanding Place Value" in i-Ready Grade 5 Math At-Home Activity packet • Complete EVEN NUMBERS ONLY of Page 5 "Powers of 10" in i-Ready Grade 5 Math At-Home Activity packet **Apply It:** Ten Times as Much or One-Tenth Of? Game	**Lesson:** • Choose 5 problems to complete from page 6 "Reading a Decimal in i-Ready Grade 5 Math At-Home Activity packet • Choose 5 problems to complete from page 7 "Writing a Decimal in Standard Form" in i-Ready Grade 5 Math At-Home Activity packet **Apply It:** Decimal Number Forms Game *Materials Needed for Game* • *Make Your Own Dice (number cube)* • ***KEEP DICE to use in future lessons***	**Lesson:** • Choose 5 problems to complete from page 8 and then answer #22 in i-Ready Grade 5 Math At-Home Activity packet • Complete page 9 "Rounding Decimals" ODD NUMBERS ONLY in i-Ready Grade 5 Math At-Home Activity packet **Apply It:** Compare Decimal Numbers Game *Materials Needed for Game* • *Place Value Chart*	**Lesson:** Choose 5 problems to complete from page 10 "Multiplying Multi-Digit Whole Numbers" and 5 problems to complete from page 11 "Mutiplying with Standard Algorithm" in i-Ready Grade 5 Math At-Home Activity packet. Choose a strategy of your choice to solve. Show your work on a separate page if needed. **Apply It:** Equivalent Multiplication Expressions Game	**Lesson:** Complete page 12 "Using Estimation and Area Models to Divide" in i-Ready Grade 5 Math At-Home Activity packet. Use the space provided or another sheet of paper to show your work. **Apply It:** Division with Area Models Game *Materials Needed for Game* • *Make Your Own Dice (number cube)* • *12 game markers in one color* • *12 game markers of a different color (examples: colored candy, construction paper pieces, blocks, coins)*

Social Studies

Days 1-5
Complete three activities of your choice from the "American Revolution" Choice Board. Use the knowledge you have previously learned this year about the American Revolution to help you complete these activities. If you have access to the internet, you may research additional information as needed to assist you with this project.

Independent Reading!



See pages 53 and 54 of this packet.

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Name _____ Date _____

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 21

Homographs

Introduction

Homographs are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

> A brisk wind blew, so I buttoned my coat.
>
> Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind[1] (wĭnd) *n.* **1.** moving air **2.** breath, or breathing

wind[2] (wīnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

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

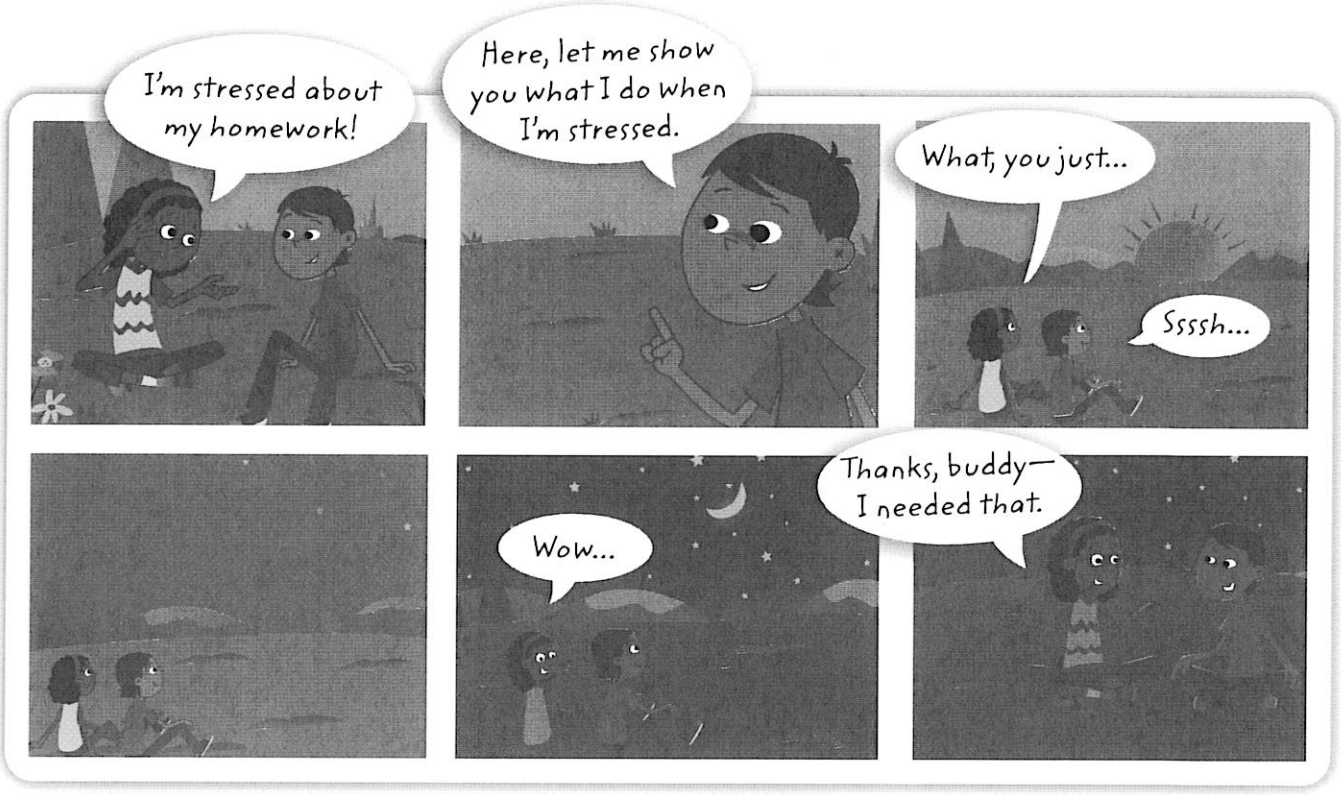
Lesson 8
Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.



Think What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			Night can ease the worries of the day.

Talk Share your chart with a partner.

- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

Genre: Lyric Poem

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

Explore **What details in the poem "Darkness in the Desert" develop its theme?**

Look for evidence of what the speaker thinks about day and night in the desert.

Think

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

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?

Talk

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

HINT Start your response by stating the theme in one sentence.

NIGHT WALK

by Amy Saito

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.

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.

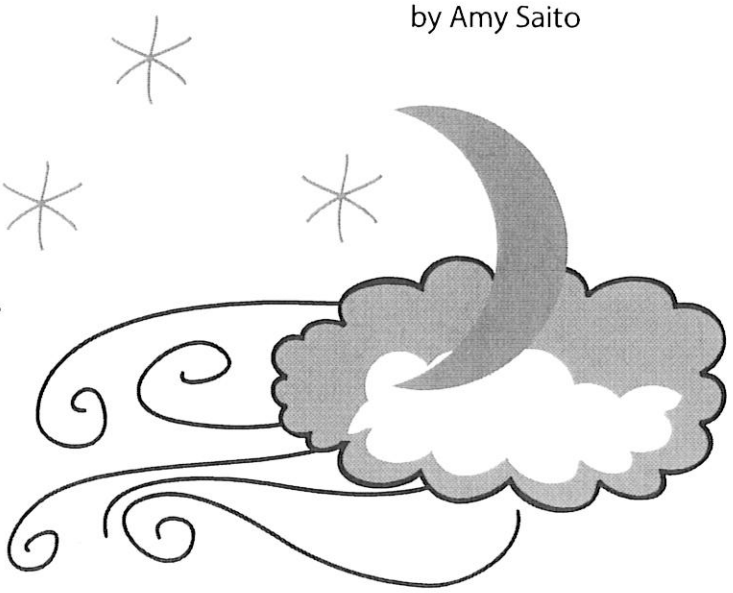
What's that thing moving in the tree?
The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

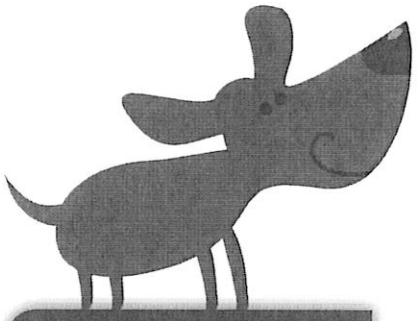
Her master guides her through the night
First turning left, then turning right
The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
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.

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.

Think

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

A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

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

Part A

How are the events in stanzas three and four important to the theme of the poem?

- **A** The events show it is a good night for a walk.
- **B** The events show that puppy is young and active.
- **C** The events show the speaker is the puppy's master.
- **D** The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- **A** "What's that thing moving in the tree?" (stanza three)
- **B** "The puppy dashes up to see." (stanza three)
- **C** ". . . sits beneath the tree. . . ." (stanza three)
- **D** "Her master guides her. . . ." (stanza four)
- **E** ". . . there is no light . . ." (stanza four)
- **F** "She yanks her leash: . . ." (stanza four)

Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.

HINT Think about the speaker's reflections on how the puppy will change over time.

Write

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. Use the space provided on page 141 to write your answer.

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.

Genre: Narrative Poem

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

Anna's MONSTERS

by Justin Nuñez

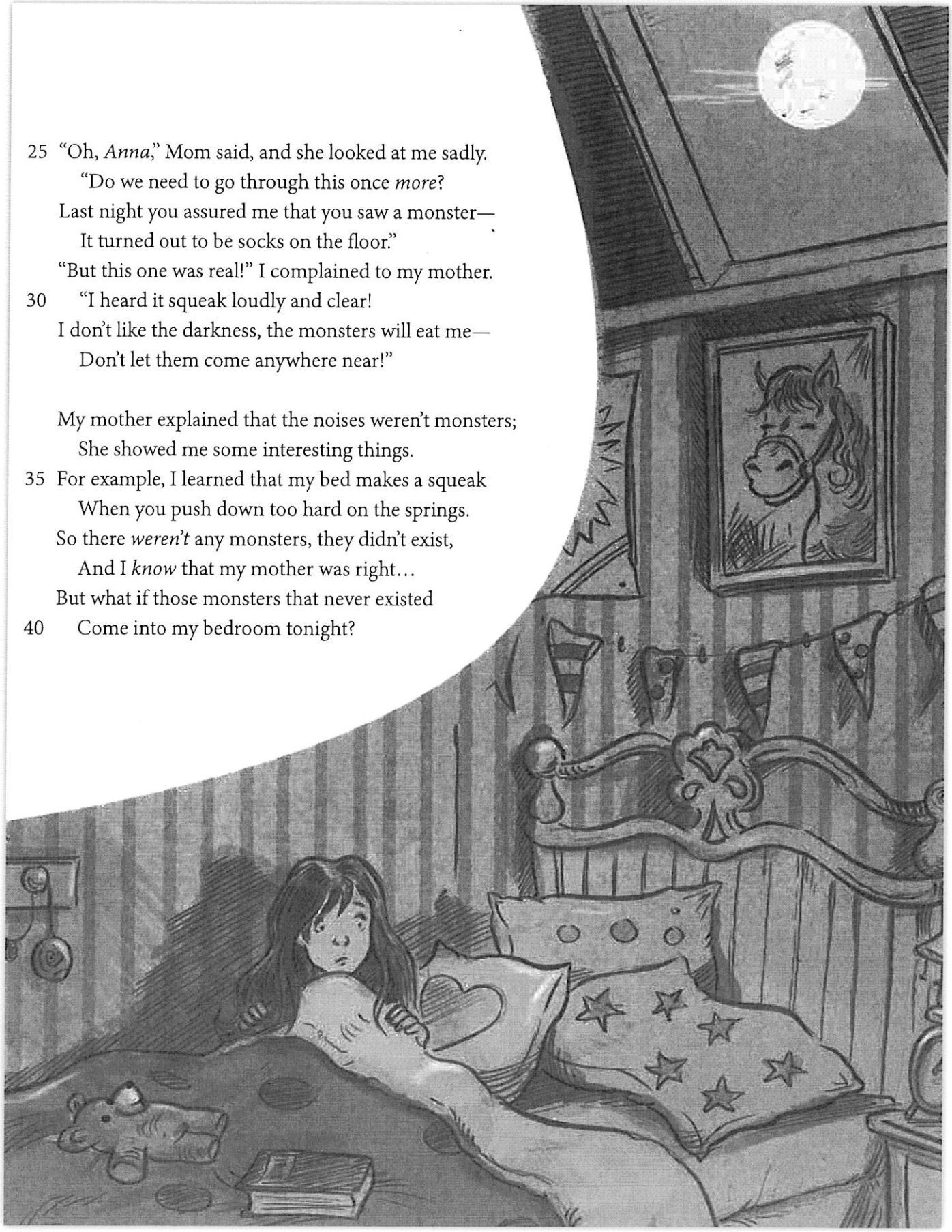
I'm scared of the darkness, I don't care who knows it,
I don't like the darkness at all.
I sleep with the lights on—two lights in my room,
And a much brighter light in the hall.
I'm frightened of monsters that might come and get me,
Whenever I climb into bed.
My mother says, "Anna, you're just being silly,
The monsters are all in your head!"

But I don't think that's true, because of what happened
Last night, the first day of the week.
I put on my nightgown, got under the covers—
Rolled over, and heard a strange squeak.
It wasn't a mouse, and it wasn't a rabbit,
It wasn't a dog or a cat.
So I screamed out in terror. My mother came running!
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
I was almost too frightened to talk.
I *knew* it was monsters, some big hungry monsters,
It was all I could do not to squawk!
"I *don't* like the darkness," I said to my mother,
"I don't like the dark and the night.
Can't I get up and sit with you out on the couch,
In a room that's all cheery and bright?"

"Oh, *Anna*," Mom said, and she looked at me sadly.
"Do we need to go through this once *more*?
Last night you assured me that you saw a monster—
It turned out to be socks on the floor."
"But this one was real!" I complained to my mother.
"I heard it squeak loudly and clear!
I don't like the darkness, the monsters will eat me—
Don't let them come anywhere near!"

My mother explained that the noises weren't monsters;
She showed me some interesting things.
For example, I learned that my bed makes a squeak
When you push down too hard on the springs.
So there *weren't* any monsters, they didn't exist,
And I *know* that my mother was right...
But what if those monsters that never existed
Come into my bedroom tonight?



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

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

Part A

Read the line from the first stanza of the poem.

> The monsters are <u>all in your head</u>!

Which phrase **best** states the meaning of <u>all in your head</u>?

- **A** easy to see
- **B** ready to attack you
- **C** only imagined
- **D** giving you a headache

Part B

Which detail in the first stanza **best** helps the reader understand the meaning of <u>all in your head</u>?

- **A** "I'm scared of the darkness, . . ."
- **B** "I sleep with the lights on, . . ."
- **C** "Whenever I climb into bed."
- **D** "'Anna, you're just being silly, . . .'"

2 Which statement **best** summarizes the speaker's message about fears?

- **A** For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- **B** Many people are much too fearful, and some are even afraid of their own surroundings.
- **C** It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- **D** It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

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

Part A

How are the events in stanzas two and three important to the poem's theme?

A These events show Anna doesn't like the dark of night because that is when she sees the monsters.

B These events show Anna remembers it was last night that she heard a squeak.

C These events show Anna's mother comes running in fear when Anna screams.

D These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

A ". . . because of what happened. . . ." (stanza two)

B ". . . I screamed out in terror." (stanza two)

C ". . . 'Whatever,' she asked me, 'was that?'" (stanza two)

D "I *knew* it was monsters, . . ." (stanza three)

E "It was all I could do. . . ." (stanza three)

F ". . . a room that's all cheery and bright?" (stanza three)

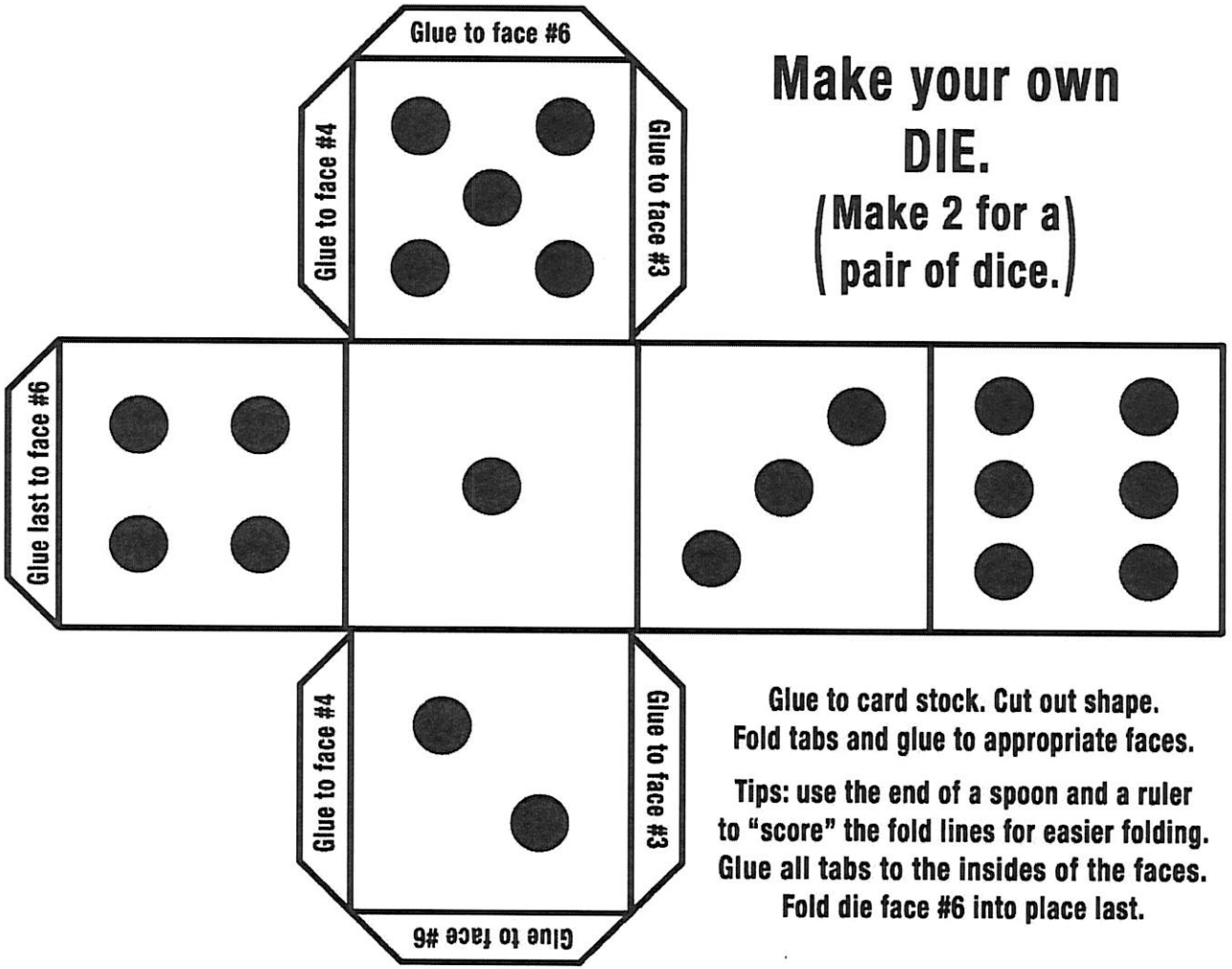
4 Which line from the poem **best** summarizes a theme of the poem?

A "'The monsters are all in your head!'" (line 8)

B "Rolled over, and heard a strange squeak." (line 12)

C "So I screamed out in terror. My mother came running!" (line 15)

D "'I *don't* like the darkness,' I said to my mother," (line 21)

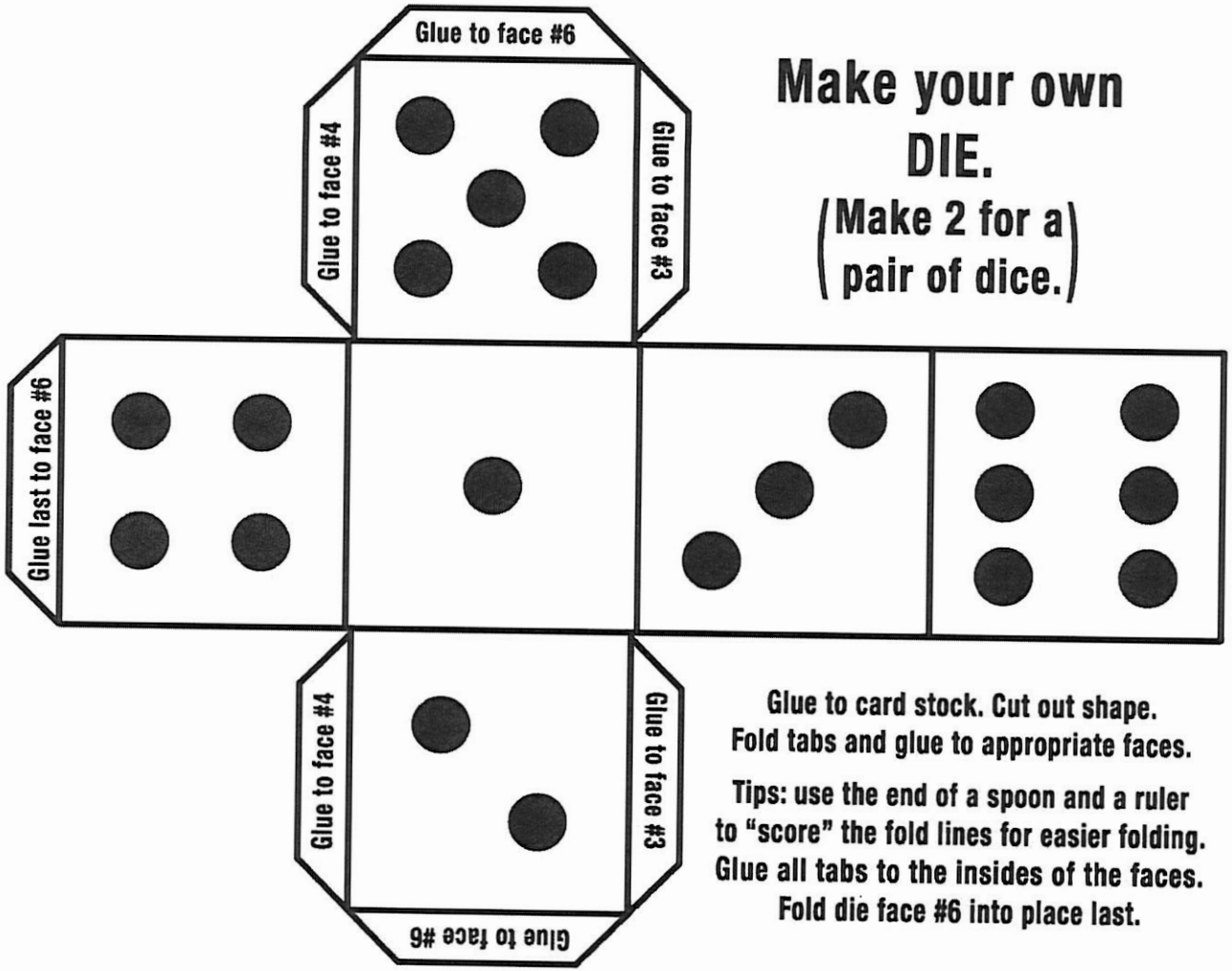


Make your own DIE.

(Make 2 for a pair of dice.)

Glue to card stock. Cut out shape.
Fold tabs and glue to appropriate faces.

Tips: use the end of a spoon and a ruler to "score" the fold lines for easier folding.
Glue all tabs to the insides of the faces.
Fold die face #6 into place last.



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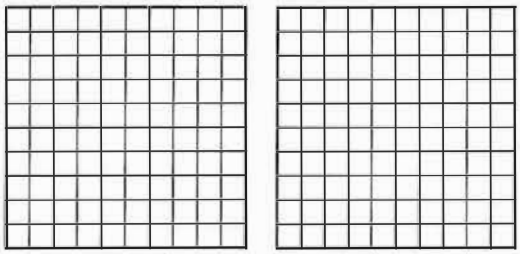
Glue all tabs to the insides of the faces.
Fold die face #6 into place last.

Understanding of Place Value

Day 1

Name: _____

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



0.5 **0.05**

Complete the comparison statements.

0.05 is _____ of 0.5.

0.5 is _____ times the value of 0.05.

Complete the equations.

$0.5 \div$ _____ $= 0.05$

$0.05 \times$ _____ $= 0.5$

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times$ _____ $= 2$

$2 \div$ _____ $= 0.2$

3 Which type of model do you like best? Explain why.

Understanding Powers of 10

Day 1

Name: _____

Multiply or divide.

1. $6 \div 10$ _____
2. $0.6 \div 10$ _____
3. $6 \div 10^2$ _____
4. $0.6 \div 10^2$ _____
5. $6 \div 10^3$ _____
6. $60 \div 10^3$ _____
7. 0.3×10 _____
8. 0.3×10^2 _____
9. 0.3×10^3 _____
10. 0.03×10^2 _____
11. 0.003×10^2 _____
12. 0.03×10^3 _____
13. $72 \div 10$ _____
14. 0.72×10^2 _____
15. $7{,}200 \div 10^3$ _____
16. $20 \div 10^2$ _____
17. 0.9×10^3 _____
18. 0.001×10^2 _____
19. $54 \div 10$ _____
20. $150 \div 10^3$ _____
21. 0.46×10^3 _____

22. What strategies did you use to solve the problems? Explain.

***Ready*® Center Activity 5.7 ★★**

Ten Times as Much as or One-Tenth of?

What You Need

- Recording Sheet

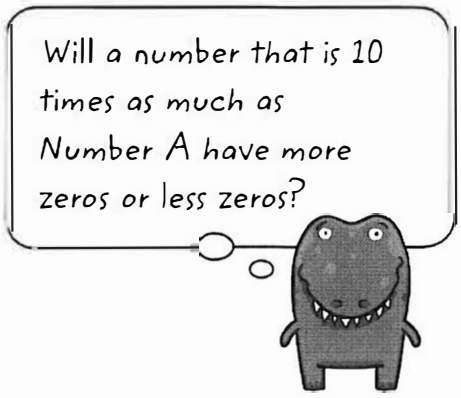
Check Understanding

Write the number that is 10 times as much as each number and the number that is $\frac{1}{10}$ of each number.

30, 600, 0.5

What You Do

1. Take turns. Choose a number in the first column on the **Recording Sheet.**
2. Look at the number in the second column. Decide if that number is 10 times as much as (or $\frac{1}{10}$ of) your number. Explain your reasoning.
3. If your partner agrees, write T for True or F for False. If you write F, say what the number should be. If your partner agrees, write the correct number in the "Should be…" column.
4. Repeat until all the rows are completed.



Go Further!

Circle the number in which the digit 2 has the least value. Write the number that is ten times as much as the circled number.

2.0 20 0.002

Circle the number in which the digit 6 has the greatest value. Write the number that is one-tenth of the circled number.

0.006 6,000 0.60

***Ready*® Center Activity 5.7 ★★ Recording Sheet**

Partner A _____

Partner B _____

Ten Times as Much as or One-Tenth of?

Number *A*	10 × as Much as *A* =	True or False?	Should be ...
40	400		
0.05	50		
0.3	3		
2,000	200,000		
700	7,000		
Number *B*	**$\frac{1}{10}$ of *B* =**	**True or False?**	**Should be ...**
0.09	0.9		
6	0.6		
80	0.08		
0.7	0.07		
200	20		

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1. 0.2

_____

2. 0.02

_____

3. 0.002

_____

4. 0.12

_____

5. 0.012

_____

6. 0.102

_____

7. 1.002

_____

8. 9.4

_____

9. 90.04

_____

10. 0.94

_____

11. 500.2

_____

12. 8.008

_____

13. 700.06

_____

14. 6.335

_____

15. 3,000.001

_____

16. What strategies did you use to help you read the decimals? Explain.

Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1 one and six tenths

_____

2 eight and eleven hundredths

_____

3 $6 \times 1 + 5 \times \frac{1}{10}$

_____

4 thirteen and thirteen thousandths

_____

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

_____

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1{,}000}$

_____

7 five hundred twelve thousandths

_____

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1{,}000}$

_____

9 $2 \times 1 + 4 \times \frac{1}{100}$

_____

10 forty-two and forty-one hundredths

_____

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

_____

12 twelve and sixty-eight thousandths

_____

13 $3 \times 1{,}000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1{,}000}$

_____

14 nine hundred fifty-six and four hundred twenty-seven thousandths

_____

15 How was writing decimals for numbers in word form different from numbers in expanded form?

***Ready*® Center Activity 5.11 ★★**

Decimal Number Forms

Check Understanding

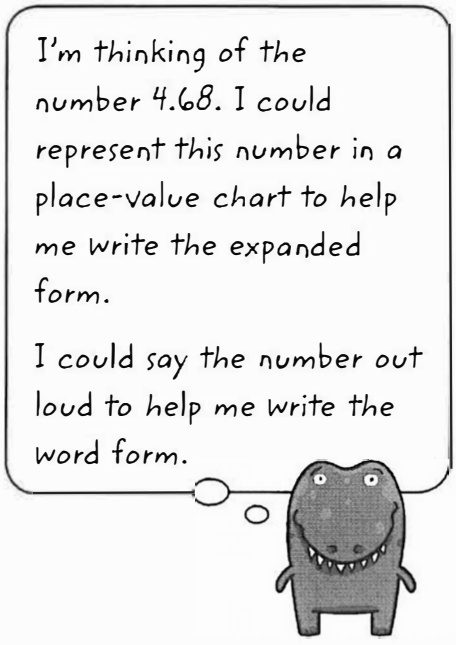
Write the number 25.075 in expanded form and word form.

What You Need

- number cube (1–6)
- Recording Sheet

What You Do

1. Take turns. Toss the number cube. Find that row on the **Recording Sheet.** Say the form of the number that you will write. If both forms of the number have already been written, your turn ends.
2. On a separate sheet of paper, write that form of the number.
3. If your partner agrees, write that form on the **Recording Sheet.** Score 1 point.
4. If you are incorrect, your turn ends.
5. The first person to score 4 points wins.



Go Further!

On a separate sheet of paper, write a number in standard form. Have your partner write the other two forms of the number.

Partner A _____

Partner B _____

Decimal Number Forms

1.	**Standard Form:** 3.48 **Expanded Form:** _____ **Word Form:** _____
2.	**Standard Form:** 0.792 **Expanded Form:** _____ **Word Form:** _____
3.	**Standard Form:** _____ **Expanded Form:** _____ **Word Form:** two hundred and twenty-six hundredths
4.	**Standard Form:** _____ **Expanded Form:** _____ **Word Form:** three thousand five hundred four and six hundred twenty-one thousandths
5.	**Standard Form:** _____ **Expanded Form:** $(6 \times 100) + (3 \times 10) + \left(1 \times \frac{1}{10}\right) + \left(5 \times \frac{1}{100}\right)$ **Word Form:** _____
6.	**Standard Form:** _____ **Expanded Form:** $(8 \times 100) + (2 \times 10) + \left(6 \times \frac{1}{10}\right) + \left(3 \times \frac{1}{100}\right)$ **Word Form:** _____

Day 3

Comparing Decimals

Name: _____

Write the symbol <, =, or > in each comparison statement.

1. 0.02 _____ 0.002
2. 0.05 _____ 0.5
3. 0.74 _____ 0.84
4. 0.74 _____ 0.084
5. 1.2 _____ 1.25
6. 5.130 _____ 5.13
7. 3.201 _____ 3.099
8. 0.159 _____ 1.590
9. 8.269 _____ 8.268
10. 4.60 _____ 4.060
11. 302.026 _____ 300.226
12. 0.237 _____ 0.223
13. 3.033 _____ 3.303
14. 9.074 _____ 9.47
15. 6.129 _____ 6.19
16. 567.45 _____ 564.75
17. 78.967 _____ 78.957
18. 5.346 _____ 5.4
19. 12.112 _____ 12.121
20. 26.2 _____ 26.200
21. 100.32 _____ 100.232

22. What strategies did you use to solve the problems? Explain.

Day 3

Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1. 0.32 _____
2. 3.87 _____
3. 0.709 _____
4. 12.75 _____
5. 12.745 _____
6. 645.059 _____

Round each decimal to the nearest hundredth.

7. 1.079 _____
8. 0.854 _____
9. 0.709 _____
10. 12.745 _____
11. 645.059 _____
12. 50.501 _____

Round each decimal to the nearest whole number.

13. 1.47 _____
14. 12.5 _____
15. 200.051 _____

16. Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17. Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

***Ready*® Center Activity 5.12 ★★**

Compare Decimal Numbers

What You Need

- place-value chart to thousandths (optional)
- Recording Sheet

Check Understanding

Write <, =, or >. to complete the inequalities. Explain your reasoning.

0.57 ○ 0.508

34.072 ○ 34.207

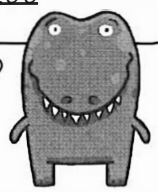
What You Do

1. Take turns. Choose one of the tables on the **Recording Sheet.**
2. Then choose one of the numbers in the top row of the table.
3. Look at each category in the table. Tell your partner if the number is *less than, equal to,* or *greater than* the given number in the second row. Explain why.
4. Your partner checks your work.
5. If you are correct, write the number in the correct category. If you are incorrect, your turn ends.
6. Continue until all numbers have been placed in the correct category.

I can use place value to compare decimal numbers. Sometimes it helps to write the numbers in fraction form and compare the numerators.

Compare: 0.56 and 0.48

$\frac{56}{100} > \frac{48}{100}$



Go Further!

Take turns telling your partner a decimal number, and have them identify which category it belongs in for each of the tables on the **Recording Sheet.**

***Ready*® Center Activity 5.12 ★★ Recording Sheet**

Partner A _____

Partner B _____

Compare Decimal Numbers

0.063	0.631	0.630	0.634
< 0.63	**= 0.63**	**> 0.63**	

3.6810	3.861	3.086	3.68
< 3.681	**= 3.681**	**> 3.681**	

4.712	4.82	4.072	4.72	4.67	4.7020
< 4.702	**= 4.702**	**> 4.702**			

1.009	1.59	1.055	1.095	1.05	1.05900
< 1.059	**= 1.059**	**> 1.059**			

Place Value Chart

		Millions	
		Hundred Thousands	Thousands
		Ten Thousands	
		Thousands	
		Hundreds	Hundreds
		Tens	
		Ones	
		.	.
		Tenths	Decimals
		Hundredths	
		Thousandths	

Multiplying Multi-Digit Whole Numbers

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1 132 × 34

2 247 × 15

3 145 × 23

4 308 × 12

5 158 × 41

6 364 × 32

7 400 × 29

8 254 × 17

9 187 × 42

10 216 × 12

11 323 × 18

12 194 × 26

13 317 × 14

14 385 × 31

15 285 × 27

16 What strategies did you use to solve the problems? Explain.

Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 580 × 30

2 3,104 × 18

3 1,482 × 38

4 1,085 × 17

5 1,236 × 55

6 1,625 × 18

7 2,105 × 13

8 1,788 × 15

9 2,500 × 19

10 648 × 32

11 2,409 × 23

12 306 × 62

13 2,417 × 24

14 650 × 35

15 962 × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

***Ready*® Center Activity 5.16 ★★**

Equivalent Multiplication Expressions

What You Need

- Recording Sheet

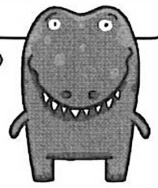
Check Understanding

Write an expression that is equivalent to 312×25. Find the value of both expressions. Show your work.

What You Do

1. Take turns. Pick any table on the **Recording Sheet.** Read the multiplication expression in the header row of the table.
2. Pick an expression in the table. Decide if the expression is equivalent to the multiplication expression in the header row. Use any method to determine if the expressions are equivalent.
3. Explain your reasoning. If your partner agrees, check the correct answer—*Yes* or *No*. If you are incorrect, your turn ends.
4. Continue until all the expressions are marked *Yes* or *No*.

I can decide if expressions are equivalent by drawing area models, applying the distributive property, multiplying partial products, or using mental math and reasoning.



Go Further!

Find the product of each multiplication expression in the header row of each table on the **Recording Sheet** using the standard multiplication algorithm. Exchange papers with your partner to check.

***Ready*® Center Activity 5.16 ★★ Recording Sheet**

Partner A _____

Partner B _____

Equivalent Multiplication Expressions

Equivalent to 723 × 28	Yes	No
(723 × 20) + (723 × 8)		
723 × (2 × 8)		
(700 × 28) + (20 × 28) + (3 × 28)		
(700 × 20) + (200 × 20) + (20 × 8)		

Equivalent to 617 × 49	Yes	No
(617 × 40) + (10 × 40) + (7 × 49)		
(600 × 10 × 7) + (40 × 9)		
(600 × 40) + (600 × 9) + (10 × 40) + (10 × 9) + (7 × 40) + (7 × 9)		
(600 + 10 + 7) + (40 × 9)		

Equivalent to 105 × 65	Yes	No
(325) + (6,500)		
(105 × 60) + (105 × 5)		
(60 × 100) + (60 × 5) + (5 × 100) + (5 × 5)		
(100 × 60) + (100 × 5) + (5 + 60)		

Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
516 ÷ 12	~~48~~ 43 Check: 12 × 48 = 576
837 ÷ 31	*27*
351 ÷ 13	*57*
918 ÷ 54	*22*
896 ÷ 32	*23*
1,482 ÷ 78	*14*
1,012 ÷ 11	*82*
1,344 ÷ 56	*24*

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

***Ready*® Center Activity 5.17 ★★**

Division with Area Models

Check Understanding

Use an area model to show the quotient.
954 ÷ 18

What You Need

- number cube
- 12 game markers in one color
- 12 game markers in a different color
- Recording Sheet

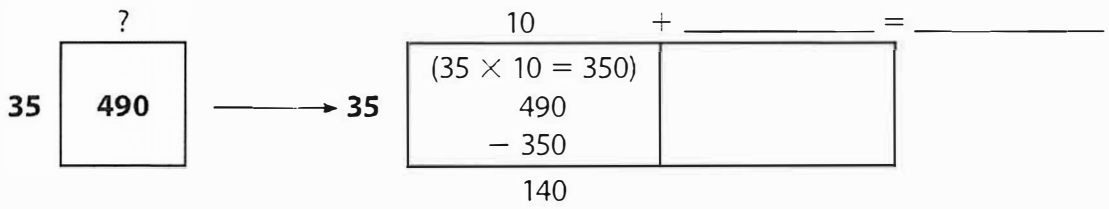
What You Do

1. Take turns. Toss the number cube. Read the problem next to the number on the chart. If the problem has already been solved, roll again.
2. On the **Recording Sheet,** draw an area model to solve the division problem.
3. Explain why your area model is correct. Your partner checks your work.
4. The round is over once each partner has solved a problem. The partner with the greater quotient scores 1 point.
5. Play for three rounds. The player with the most points wins the game.

Toss	Problem
1	168 ÷ 14
2	575 ÷ 25
3	952 ÷ 28
4	792 ÷ 12
5	825 ÷ 15
6	768 ÷ 16

Go Further!

A student started the following area model for the problem 490 ÷ 35.
Complete the area model to solve the problem.



***Ready*® Center Activity 5.17 ★★ Recording Sheet**

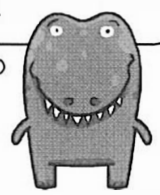
Partner A _____

Partner B _____

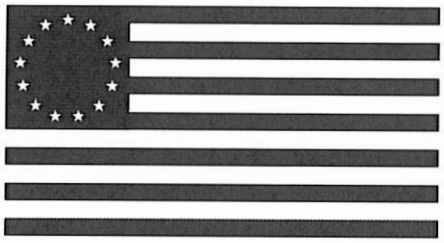
Division with Area Models

Round	Partner A	Partner B
1		
2		
3		

276 ÷ 12 = ? It helps to estimate first.
Think: 12 × 2 = 24, so 12 x 20 = 240.
Since 240 < 276, I can start with 20.



American Revolution- Choice Menu



The American Revolution: a war that gained America's independence. You have spent time this year learning about the significance of this war. Now, you will demonstrate your knowledge by choosing ***three*** activities from the choice menu below to complete.

Reader's Theater Create a script for a play that details the Boston Tea Party. Include stage directions, a cast of characters, and dialogue.	**Battle Map** Design a map that shows at least five significant battles from the American Revolution. Label each battle on the map and include a caption that explains the significance of each battle.	**Crossword Puzzle** Create a crossword puzzle that includes important vocabulary words related to the American Revolution. Your puzzle should include the vocabulary words listed below: *Amendment, Boycott, Colonist, Congress, Independence, Liberty, Loyalist, Patriot, Representation, Revolution, Taxation, Treaty* Your clues should define or describe each vocabulary word.
Trading Cards Design a set of four trading cards that highlight key people from the American Revolution. On the front of the card, give the name of a key person and a picture. On the back of the trading card, describe in one paragraph the significance of this person in the American Revolution.	**Declaration of Independence** Pretend you are a patriot in the American Revolution. Draft your own version of the Declaration of Independence. List five reasons in your declaration that explain why America is declaring its freedom from the British. Use your knowledge of colonial conflicts and issues to decide your reasons.	**Venn Diagram** Compare and contrast loyalists and patriots. List five facts for loyalists, five facts for patriots, and five facts that describe what they have in common.