



5th Grade

4/20/20-5/1/20

Distance Learning Activities



TULSA PUBLIC SCHOOLS

EQUITY CHARACTER EXCELLENCE TEAM JOY

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.



Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps



Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

DESTINATION EXCELLENCE

3027 SOUTH NEW HAVEN AVENUE | TULSA, OKLAHOMA 74114

918.746.6800 | www.tulsaschools.org



Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases.

Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:



Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones



Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

DESTINATION EXCELLENCE

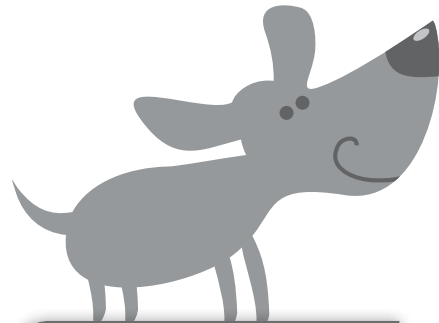
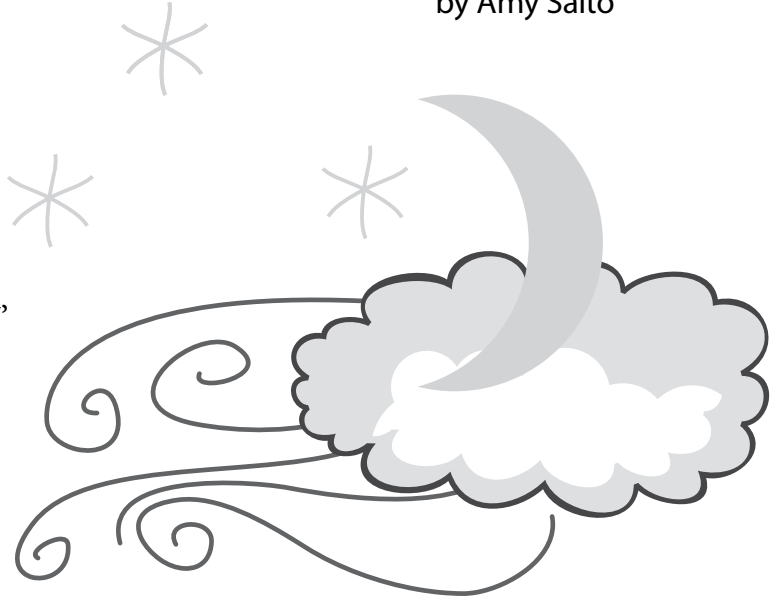
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NIGHT WALK

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.

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

- 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.



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.



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

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

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.

Lesson 2

Prepositions and Prepositional Phrases



Introduction

A **preposition** is a word that shows how other words in a sentence are related. Words such as *about*, *by*, *in*, *of*, *on*, *to*, and *under* are prepositions.

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the **object** of the preposition.

	preposition	object		preposition	object
The Emperor penguins	[of]	[Antarctica]	spend winter	[on]	the open [ice.]

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

Emperor penguins swim **under the ice** when they hunt.

I recently saw a movie **about these amazing** penguins.

- In the first sentence, the preposition *under* tells about the relationship between *ice* and the verb *swim*. In the second sentence, the preposition *about* tells about the relationship between *penguins* and the noun *movie*.
- A prepositional phrase sometimes tells *how*, *when*, *where*, or *what kind*. In the sentences you just read, the prepositional phrase *under the ice* tells *where* the penguins swim. The prepositional phrase *about these amazing penguins* tells *what kind* of movie it was.



Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:

I read a book **about Emperor penguins.**

- 1 Emperor penguins breed in the winter.
- 2 Female Emperor penguins lay eggs on the ice.
- 3 Males watch the eggs while the females travel to the sea.
- 4 The warmth of the males' feathers protects the eggs.
- 5 The females return and provide food for the little chicks.

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*

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

- 1 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.
5 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
10 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.
15 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,
20 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?"



- 25 "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.

- 30 "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!"

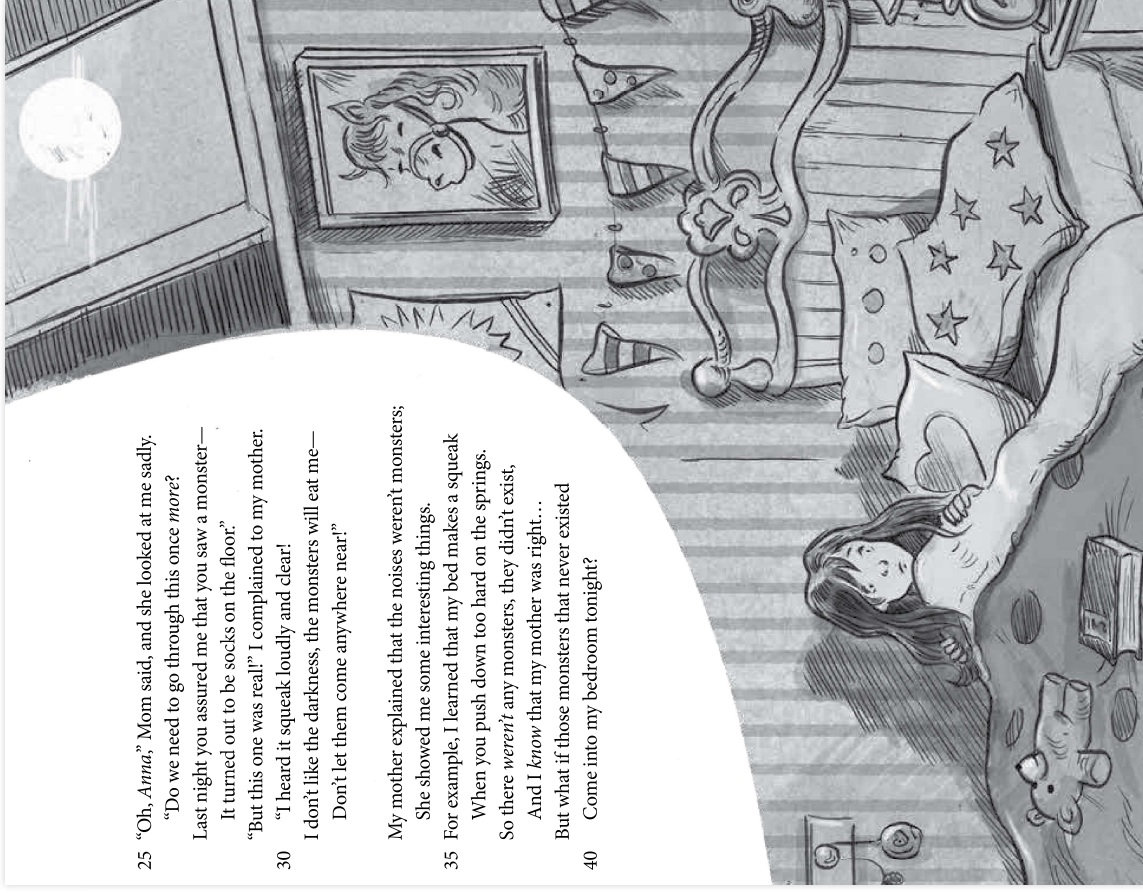
My mother explained that the noises weren't monsters;


She showed me some interesting things.

- 35 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
40 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 all in your head!

Which phrase **best** states the meaning of all in your head?

- 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 all in your head?

- 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)

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 Cappeletta

- 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.

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"

Lesson 11

Unfamiliar Words



Learning Target



Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

- **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



- **Think** Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

- **Talk** Share your chart with a partner.
- Did you come up with similar meanings?
 - Did you find the same clues to the words' meanings?
 - Are there any school subjects for which figuring out words is especially important? If so, which subjects?



Academic Talk

Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

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.



Write Use the space below to write your answer to the question on page 191.

Here, Pyggy Pyggy

- 3 Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage.

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



Don't forget to check your writing.

KEY CONCEPT OVERVIEW

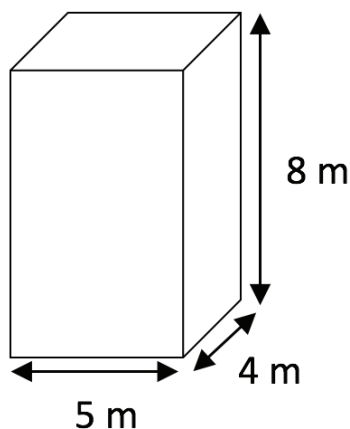
In Lessons 4 through 9, students continue to work with volume as they learn to find the volume of a **rectangular prism**. Additionally, students apply their skills in real-world contexts.

You can expect to see homework that asks your child to do the following:

- Find the volume of a rectangular prism by using volume formulas:
 - Volume of a rectangular prism = length \times width \times height.
 - Volume of a rectangular prism = area of the base \times height.
- Solve problems by using the equation $1 \text{ cm}^3 = 1 \text{ mL}$.
- Solve word problems involving volume.

SAMPLE PROBLEM (From Lesson 4)

Calculate the volume of the rectangular prism. Include the units in your number sentence.



$$\text{Volume} = 5 \text{ m} \times 4 \text{ m} \times 8 \text{ m} = 160 \text{ m}^3$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.GreatMinds.org).

HOW YOU CAN HELP AT HOME

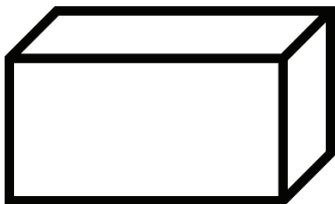
- Help your child practice finding the volumes of rectangular prisms. Find rectangular prisms in your home. Use a ruler to measure the length, width, and height of each prism to the nearest centimeter or inch, and then find the volume of the prism. For example, if a cereal box measures a length of 9 inches, a width of 3 inches, and a height of 13 inches, then the volume of this cereal box is 351 cubic inches.
- Play the Find the Volume card game with your child.
 1. Remove the jacks, queens, kings, aces, and jokers from a deck of cards.
 2. Put the stack of remaining cards facedown.
 3. Flip over three cards.
 4. The number on each card represents a dimension of a rectangular prism. Let the first card represent the length, the second the width, and the third the height.
 5. Choose a unit of measure for the dimensions of the rectangular prism, such as inches, feet, centimeters, or meters.
 6. Write the multiplication expression for the volume of the rectangular prism, and ask your child to find the volume.

For example, you flip cards with the numbers 9, 7, and 4, and you decide to use feet as the unit. The number 9 represents the length of 9 feet. The number 7 represents the width of 7 feet. The number 4 represents the height of 4 feet. You write $9 \text{ ft} \times 7 \text{ ft} \times 4 \text{ ft}$. Your child writes $9 \text{ ft} \times 7 \text{ ft} \times 4 \text{ ft} = 252 \text{ cubic ft}$.

NOTE: For rectangular prisms, you can assign any of the three numbers to be the length, width, or height. The multiplication yields the same answer regardless of measurement assignment.

TERMS

Rectangular prism: A three-dimensional figure with six rectangular sides. See sample image below.



A

Number Correct: _____

Multiply Fractions

1.	$\frac{1}{2} \times \frac{1}{2} =$	
2.	$\frac{1}{2} \times \frac{1}{3} =$	
3.	$\frac{1}{2} \times \frac{1}{4} =$	
4.	$\frac{1}{2} \times \frac{1}{7} =$	
5.	$\frac{1}{7} \times \frac{1}{2} =$	
6.	$\frac{1}{3} \times \frac{1}{2} =$	
7.	$\frac{1}{3} \times \frac{1}{3} =$	
8.	$\frac{1}{3} \times \frac{1}{6} =$	
9.	$\frac{1}{3} \times \frac{1}{5} =$	
10.	$\frac{1}{5} \times \frac{1}{3} =$	
11.	$\frac{1}{5} \times \frac{2}{3} =$	
12.	$\frac{2}{5} \times \frac{2}{3} =$	
13.	$\frac{1}{4} \times \frac{1}{3} =$	
14.	$\frac{1}{4} \times \frac{2}{3} =$	
15.	$\frac{3}{4} \times \frac{2}{3} =$	
16.	$\frac{1}{6} \times \frac{1}{3} =$	
17.	$\frac{5}{6} \times \frac{1}{3} =$	
18.	$\frac{5}{6} \times \frac{2}{3} =$	
19.	$\frac{5}{4} \times \frac{2}{3} =$	
20.	$\frac{1}{5} \times \frac{1}{5} =$	
21.	$\frac{2}{5} \times \frac{2}{5} =$	
22.	$\frac{2}{5} \times \frac{3}{5} =$	

23.	$\frac{2}{5} \times \frac{5}{3} =$	
24.	$\frac{3}{5} \times \frac{5}{2} =$	
25.	$\frac{1}{3} \times \frac{1}{3} =$	
26.	$\frac{1}{3} \times \frac{2}{3} =$	
27.	$\frac{2}{3} \times \frac{2}{3} =$	
28.	$\frac{2}{3} \times \frac{3}{2} =$	
29.	$\frac{2}{3} \times \frac{4}{3} =$	
30.	$\frac{2}{3} \times \frac{5}{3} =$	
31.	$\frac{3}{2} \times \frac{3}{5} =$	
32.	$\frac{3}{4} \times \frac{1}{5} =$	
33.	$\frac{3}{4} \times \frac{4}{5} =$	
34.	$\frac{3}{4} \times \frac{5}{5} =$	
35.	$\frac{3}{4} \times \frac{6}{5} =$	
36.	$\frac{1}{4} \times \frac{6}{5} =$	
37.	$\frac{1}{7} \times \frac{1}{7} =$	
38.	$\frac{1}{8} \times \frac{3}{5} =$	
39.	$\frac{5}{6} \times \frac{1}{4} =$	
40.	$\frac{3}{4} \times \frac{3}{4} =$	
41.	$\frac{2}{3} \times \frac{6}{6} =$	
42.	$\frac{3}{4} \times \frac{6}{2} =$	
43.	$\frac{7}{8} \times \frac{7}{9} =$	
44.	$\frac{7}{12} \times \frac{9}{8} =$	

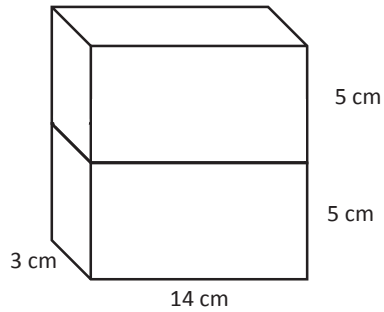


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Name _____

1. Find the total volume of the figures, and record your solution strategy.

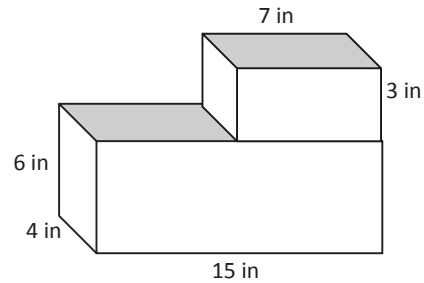
a.



Volume: _____

Solution Strategy:

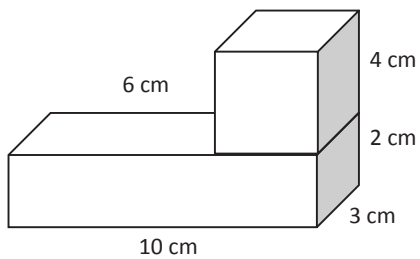
b.



Volume: _____

Solution Strategy:

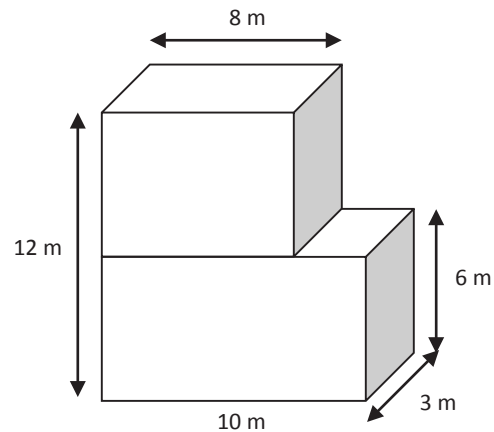
c.



Volume: _____

Solution Strategy:

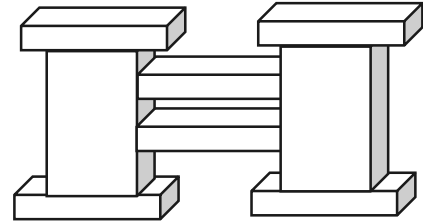
d.



Volume: _____

Solution Strategy:

2. A sculpture (pictured below) is made of two sizes of rectangular prisms. One size measures 13 in by 8 in by 2 in. The other size measures 9 in by 8 in by 18 in. What is the total volume of the sculpture?



3. The combined volume of two identical cubes is 128 cubic centimeters. What is the side length of each cube?
4. A rectangular tank with a base area of 24 cm^2 is filled with water and oil to a depth of 9 cm. The oil and water separate into two layers when the oil rises to the top. If the thickness of the oil layer is 4 cm, what is the volume of the water?



5. Two rectangular prisms have a combined volume of 432 cubic feet. Prism A has half the volume of Prism B.
- What is the volume of Prism A? Prism B?
 - If Prism A has a base area of 24 ft^2 , what is the height of Prism A?
 - If Prism B's base is $\frac{2}{3}$ the area of Prism A's base, what is the height of Prism B?





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Name _____

Geoffrey builds rectangular planters.

1. Geoffrey's first planter is 8 feet long and 2 feet wide. The container is filled with soil to a height of 3 feet in the planter. What is the volume of soil in the planter? Explain your work using a diagram.
2. Geoffrey wants to grow some tomatoes in four large planters. He wants each planter to have a volume of 320 cubic feet, but he wants them all to be different. Show four different ways Geoffrey can make these planters, and draw diagrams with the planters' measurements on them.

Planter A	Planter B
Planter C	Planter D

3. Geoffrey wants to make one planter that extends from the ground to just below his back window. The window starts 3 feet off the ground. If he wants the planter to hold 36 cubic feet of soil, name one way he could build the planter so it is not taller than 3 feet. Explain how you know.
4. After all of this gardening work, Geoffrey decides he needs a new shed to replace the old one. His current shed is a rectangular prism that measures 6 feet long by 5 feet wide by 8 feet high. He realizes he needs a shed with 480 cubic feet of storage.
- Will he achieve his goal if he doubles each dimension? Why or why not?
 - If he wants to keep the height the same, what could the other dimensions be for him to get the volume he wants?
 - If he uses the dimensions in part (b), what could be the area of the new shed's floor?





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Name _____

Using the box patterns, construct a sculpture containing at least 5, but not more than 7, rectangular prisms that meets the following requirements in the table below.

1.	My sculpture has 5 to 7 rectangular prisms. Number of prisms: _____	
2.	Each prism is labeled with a letter, dimensions, and volume.	
	Prism A _____ by _____ by _____ Volume = _____ Prism B _____ by _____ by _____ Volume = _____ Prism C _____ by _____ by _____ Volume = _____ Prism D _____ by _____ by _____ Volume = _____ Prism E _____ by _____ by _____ Volume = _____ Prism ____ _____ by _____ by _____ Volume = _____ Prism ____ _____ by _____ by _____ Volume = _____	
3.	Prism D has $\frac{1}{2}$ the volume of Prism ____.	Prism D Volume = _____ Prism ____ Volume = _____
4.	Prism E has $\frac{1}{3}$ the volume of Prism ____.	Prism E Volume = _____ Prism ____ Volume = _____
5.	The total volume of all the prisms is 1,000 cubic centimeters or less.	Total volume: _____ Show calculations:



KEY CONCEPT OVERVIEW

In Lessons 10 through 15, students work with **area**. They focus on rectangular figures with fractional side lengths.

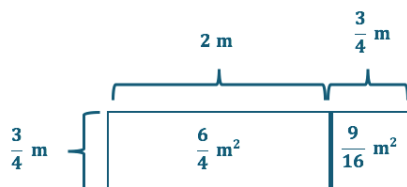
You can expect to see homework that asks your child to do the following:

- Find the area of rectangular figures with fractional side lengths by multiplying the length by the width (as shown in the Sample Problem below).
- Sketch rectangles given their fractional side lengths, and then find the areas.
- Use an inch ruler to measure the lengths and the widths of rectangles to the nearest $\frac{1}{4}$ inch, and then find the areas.
- Solve word problems involving area.

SAMPLE PROBLEM (From Lesson 12)

Find the area of a rectangle with the following dimensions. Explain your thinking using the **area model**.

$$2\frac{3}{4} \text{ m} \times \frac{3}{4} \text{ m}$$



$$\begin{aligned} & \frac{6}{4} + \frac{9}{16} \\ &= \frac{24}{16} + \frac{9}{16} \\ &= \frac{33}{16} \\ &= 2\frac{1}{16} \end{aligned}$$

The area of the rectangle is $2\frac{1}{16} \text{ m}^2$.

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- At the dinner table or on the go, help your child practice finding the area of a rectangle. Choose values for the dimensions of a rectangle that are based on multiplication facts your child knows. For example, you say, “The length of a rectangle is 8 yards, and the width of the rectangle is 9 yards. What’s the area of the rectangle?” He says, “8 yards times 9 yards equals 72 square yards.”

HOW YOU CAN HELP AT HOME (continued)

- Play the Find the Area card game with your child.
 1. Remove the jacks, queens, kings, and jokers from a deck of cards. Let aces have a value of one.
 2. Put the stack of remaining cards facedown.
 3. Flip two cards to form a fraction that represents the length of a rectangle.
 4. Have your child flip two cards to form a fraction that represents the width of the rectangle.
 5. Choose a unit of measure for the dimensions of the rectangle, such as inches, feet, or meters.
 6. Write the multiplication expression for the area of the rectangle, length times width, and ask your child to find the area of the rectangle.

For example, you flip two cards with the numbers 9 and 2. They represent $\frac{9}{2}$. You decide to use meters for the dimensions, so the length of the rectangle is $\frac{9}{2}$ m. Your child flips two cards with the numbers 1 and 3. They represent the fraction $\frac{1}{3}$, so the width of the rectangle is $\frac{1}{3}$ m. You write $\frac{9}{2}$ m \times $\frac{1}{3}$ m. She writes $\frac{9}{2}$ m \times $\frac{1}{3}$ m = $\frac{9}{6}$ m² = $1\frac{3}{6}$ m².

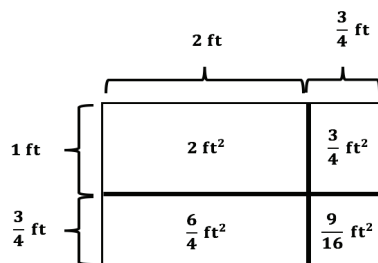
TERMS

Area: The amount of space inside a two-dimensional shape. For example, in rectangles, Area = length \times width.

MODELS

Area Model

$$2\frac{3}{4} \text{ ft} \times 1\frac{3}{4} \text{ ft} = 4\frac{13}{16} \text{ ft}^2$$





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Name _____

Sketch the rectangles and your tiling. Write the dimensions and the units you counted in the blanks. Then, use multiplication to confirm the area. Show your work. We will do Rectangles A and B together.

1. **Rectangle A:**

Rectangle A is

_____ units long _____ units wide

Area = _____ units²

2. **Rectangle B:**

Rectangle B is

_____ units long _____ units wide

Area = _____ units²

3. **Rectangle C:**

Rectangle C is

_____ units long _____ units wide

Area = _____ units²

4. **Rectangle D:**

Rectangle D is

_____ units long _____ units wide

Area = _____ units²

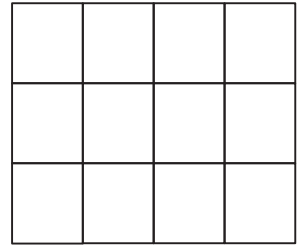
5. **Rectangle E:**

Rectangle E is

_____ units long _____ units wide

Area = _____ units²

6. The rectangle to the right is composed of squares that measure $2\frac{1}{4}$ inches on each side. What is its area in square inches? Explain your thinking using pictures and numbers.



7. A rectangle has a perimeter of $35\frac{1}{2}$ feet. If the length is 12 feet, what is the area of the rectangle?



KEY CONCEPT OVERVIEW

In Lessons 8 through 12, students learn to add and subtract fractions and mixed numbers with unlike denominators. They also apply their skills in real-world contexts.

You can expect to see homework that asks your child to do the following:

- Add and subtract fractions and mixed numbers with unlike denominators by using the number line strategy.
- Solve fraction and mixed number word problems.

SAMPLE PROBLEM (From Lesson 12)

Subtract.

$$3\frac{3}{5} - 2\frac{1}{2}$$

Method 1: Rename fractions as tenths, and then subtract.

Method 2: Subtract whole numbers, and then subtract fractions.

Method 3: Decompose $3\frac{3}{5}$ into two parts using a number bond. Subtract $2\frac{1}{2}$ from 3 to get $\frac{1}{2}$, and then add the fractions.

Method 1:

$$\begin{aligned} 3\frac{3}{5} - 2\frac{1}{2} \\ = 3\frac{6}{10} - 2\frac{5}{10} \\ = 1\frac{1}{10} \end{aligned}$$

Method 2:

$$\begin{aligned} 3\frac{3}{5} - 2\frac{1}{2} \\ = 1\frac{3}{5} - \frac{1}{2} \\ = 1\frac{6}{10} - \frac{5}{10} \\ = 1\frac{1}{10} \end{aligned}$$

Method 3:

$$\begin{aligned} & \begin{array}{c} 3\frac{3}{5} - 2\frac{1}{2} \\ \swarrow \quad \searrow \\ 3 \qquad \frac{3}{5} \end{array} \\ &= \frac{1}{2} + \frac{3}{5} \\ &= \frac{5}{10} + \frac{6}{10} \\ &= \frac{11}{10} \\ &= 1\frac{1}{10} \end{aligned}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.greatminds.org).

HOW YOU CAN HELP AT HOME

- Play the Write the Whole or Mixed Number dice game with your child.
 1. Roll a die.
 2. Have your child roll a die.
 3. Both you and your child arrange the dice as a fraction, using the larger number rolled as the numerator and the smaller number rolled as the denominator.
 4. Write the fraction, and say, “Write the mixed number and then **simplify** it.”

For example, you roll the number 6. Your child rolls the number 4. Those numbers represent the fraction $\frac{6}{4}$. You write $\frac{6}{4}$ and say, “Write $\frac{6}{4}$ as a mixed number and then simplify it.” She writes $1\frac{2}{4}=1\frac{1}{2}$.

- Play the Add or Subtract Fractions card game with your child.
 1. Take out the jacks, queens, kings, aces, and jokers.
 2. Put the stack of remaining cards facedown.
 3. Flip two cards.
 4. Have your child flip two cards.
 5. Both you and your child arrange each pair of cards as a fraction, using the smaller number as the numerator and the larger number as the denominator.
 6. Using those two fractions, write an addition or subtraction fraction sentence, and ask your child to solve it. When writing a subtraction fraction sentence, the larger fraction should be written first.

For example, you flip two cards with the numbers 4 and 5. They represent the fraction $\frac{4}{5}$. Your child flips two cards with the numbers 3 and 2. They represent the fraction $\frac{2}{3}$. You write $\frac{4}{5} + \frac{2}{3}$ or $\frac{4}{5} - \frac{2}{3}$ and ask your child to solve it. He writes $\frac{4}{5} + \frac{2}{3} = 1\frac{7}{15}$ or $\frac{4}{5} - \frac{2}{3} = \frac{2}{15}$.

TERMS

Simplify: Write a fraction or expression in simplest form. For example, the simplest form of $\frac{3}{6}$ is $\frac{1}{2}$.

KEY CONCEPT OVERVIEW

In Lessons 13 through 16, students learn to estimate and calculate **sums** and **differences** with fractions. They also apply their skills with fractions in real-world contexts.

You can expect to see homework that asks your child to do the following:

- Estimate the sums and differences of fraction problems.
- Add and subtract fractions mentally.
- Solve fraction word problems.

SAMPLE PROBLEM *(From Lesson 14)*

Rearrange the terms so you can add or subtract mentally. Then solve.

$$\begin{aligned} & \frac{2}{3} + \frac{1}{5} + \frac{1}{3} + 1\frac{4}{5} \\ &= \left(\frac{2}{3} + \frac{1}{3} \right) + \left(\frac{1}{5} + 1\frac{4}{5} \right) \\ &= 1 + 2 \\ &= 3 \end{aligned}$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Practice the Call and Response activity with your child. You say a fraction less than 1. Your child says the fraction with the same denominator that makes 1 when added to your fraction. For example, you say, “ $\frac{1}{3}$.” He says, “ $\frac{2}{3}$.”
- Play the Comparing Fractions dice game with your child.
 1. Roll two dice.
 2. Have your child roll two dice.
 3. Arrange each pair of dice as a fraction, using the smaller number rolled as the numerator and the larger number rolled as the denominator.
 4. Write the two fractions and ask, “Which fraction is closer to 1 whole?”

For example, you roll the numbers 2 and 3. They represent the fraction $\frac{2}{3}$. Your child rolls the numbers 6 and 1. They represent the fraction $\frac{1}{6}$. You write $\frac{2}{3}$ and $\frac{1}{6}$, and ask, “Which fraction is closer to 1 whole?” He says, “ $\frac{2}{3}$.”

TERMS

Difference: The answer to a subtraction problem. For example, in $0.5 - 0.2 = 0.3$, the number 0.3 is the difference.

Sum: The result of adding two or more numbers. For example, in $0.3 + 0.2 = 0.5$, the number 0.5 is the sum.

A

Number Correct: _____

Multiply Decimals

1.	$3 \times 2 =$	
2.	$3 \times 0.2 =$	
3.	$3 \times 0.02 =$	
4.	$3 \times 3 =$	
5.	$3 \times 0.3 =$	
6.	$3 \times 0.03 =$	
7.	$2 \times 4 =$	
8.	$2 \times 0.4 =$	
9.	$2 \times 0.04 =$	
10.	$5 \times 3 =$	
11.	$5 \times 0.3 =$	
12.	$5 \times 0.03 =$	
13.	$7 \times 2 =$	
14.	$7 \times 0.2 =$	
15.	$7 \times 0.02 =$	
16.	$4 \times 3 =$	
17.	$4 \times 0.3 =$	
18.	$0.4 \times 3 =$	
19.	$0.4 \times 0.3 =$	
20.	$0.4 \times 0.03 =$	
21.	$0.3 \times 0.04 =$	
22.	$6 \times 2 =$	

23.	$0.6 \times 2 =$	
24.	$0.6 \times 0.2 =$	
25.	$0.6 \times 0.02 =$	
26.	$0.2 \times 0.06 =$	
27.	$5 \times 7 =$	
28.	$0.5 \times 7 =$	
29.	$0.5 \times 0.7 =$	
30.	$0.5 \times 0.07 =$	
31.	$0.7 \times 0.05 =$	
32.	$2 \times 8 =$	
33.	$9 \times 0.2 =$	
34.	$3 \times 7 =$	
35.	$8 \times 0.03 =$	
36.	$4 \times 6 =$	
37.	$0.6 \times 7 =$	
38.	$0.7 \times 0.7 =$	
39.	$0.8 \times 0.06 =$	
40.	$0.09 \times 0.6 =$	
41.	$6 \times 0.8 =$	
42.	$0.7 \times 0.9 =$	
43.	$0.08 \times 0.8 =$	
44.	$0.9 \times 0.08 =$	



Name _____

Date _____

Draw the rectangle and your tiling.

Write the dimensions and the units you counted in the blanks.

Then, use multiplication to confirm the area. Show your work.

1. **Rectangle A:**2. **Rectangle B:**

Rectangle A is

_____ units long _____ units wide

Area = _____ units²

Rectangle B is

_____ units long _____ units wide

Area = _____ units²3. **Rectangle C:**4. **Rectangle D:**

Rectangle C is

_____ units long _____ units wide

Area = _____ units²

Rectangle D is

_____ units long _____ units wide

Area = _____ units²

5. Colleen and Caroline each built a rectangle out of square tiles placed in 3 rows of 5. Colleen used tiles that measured $1\frac{2}{3}$ cm in length. Caroline used tiles that measured $3\frac{1}{3}$ cm in length.
- a. Draw the girls' rectangles, and label the lengths and widths of each.
- b. What are the areas of the rectangles in square centimeters?
- c. Compare the areas of the rectangles.
6. A square has a perimeter of 51 inches. What is the area of the square?





Name _____

Date _____

1. Find the area of the following rectangles. Draw an area model if it helps you.

a. $\frac{5}{4} \text{ km} \times \frac{12}{5} \text{ km}$

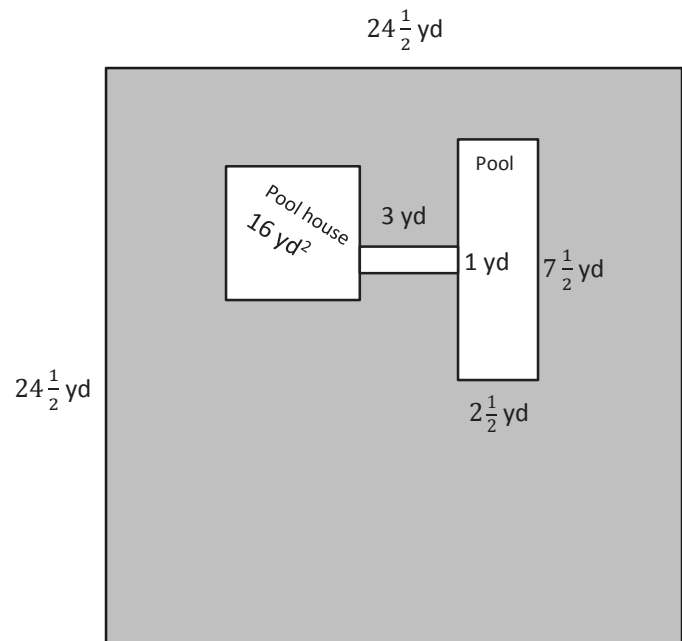
b. $16\frac{1}{2} \text{ m} \times 4\frac{1}{5} \text{ m}$

c. $4\frac{1}{3} \text{ yd} \times 5\frac{2}{3} \text{ yd}$

d. $\frac{7}{8} \text{ mi} \times 4\frac{1}{3} \text{ mi}$

2. Julie is cutting rectangles out of fabric to make a quilt. If the rectangles are $2\frac{3}{5}$ inches wide and $3\frac{2}{3}$ inches long, what is the area of four such rectangles?

3. Mr. Howard's pool is connected to his pool house by a sidewalk as shown. He wants to buy sod for the lawn, shown in gray. How much sod does he need to buy?



Week of 4/20-4/24

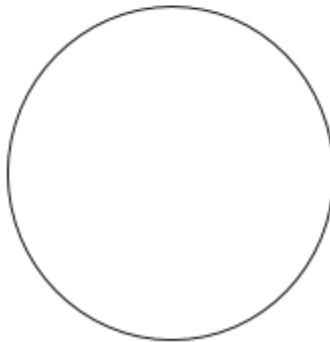
Where is Earth's water?

Water on Earth

Think about a globe. When you look at a globe, you see much more blue water than green land. That is because almost $\frac{3}{4}$ of Earth's surface is covered with water.

Water exists as a solid, liquid, and gas. Ice is solid water. Some of Earth's water is frozen in glaciers and polar ice caps. You see liquid water in rivers, lakes, the ocean, and other bodies of water. When water gets hot enough, it turns into an invisible gas called water vapor. Some of the water near Earth's surface is water vapor in the air. The water vapor rises from water on Earth's surface and becomes part of the atmosphere.

Clarify: Create a circle chart. Color the circle to show how much of Earth is covered with water and how much is covered with land. Label the parts of the circle.



Surface Water

Surface water is any water that is above the ground on Earth. You can see it, splash in it, or swim in it. You can classify water bodies by the type of water they contain: salt water or fresh water.

Salt Water

"Water, water, everywhere, Nor any drop to drink." These lines in a famous poem describe a crew on an ocean ship that has run out of drinking water. Water is all around them. How could they run out of drinking water?

If you have ever tasted ocean water, you know the answer. It tastes very salty. However, taste is not the main problem. Ocean water is not healthy for drinking.

More than 97/100 of Earth's water is salty water in the ocean and seas. Why is the ocean salty? Ocean water is a mixture of water and dissolved salts. These salts come mostly from rocks on land. As rivers flow over land, they dissolve salts from rocks. They carry the salts to the ocean.

Fresh Water

Only 3/100 of Earth's water is fresh water. People need fresh water for drinking, cooking, growing crops, and many other activities. Most of Earth's fresh water is frozen in glaciers and ice caps. People cannot use that water. People depend on the small amount of fresh water available in rivers and lakes. People also get drinking water from underground.

Surface Water Bodies


Ocean and Seas The ocean is a large body of salt water. Seas are smaller areas of the ocean that are partly surrounded by land. Waves in the ocean cause the water to go up and down in place, but the water is not moving in the direction of the wave until it breaks against a shoreline.

Lakes and Ponds Land surrounds lakes and ponds, which are smaller than the ocean. Lakes are generally larger than ponds. Almost all lakes and ponds contain fresh water, but a few may contain salt water. Generally, lakes are larger than ponds. However, a lake is a body of water that has an area deep enough that sunlight cannot reach the bottom.

Rivers A river is flowing fresh water. Water in rivers moves downhill. Rivers flow into the ocean, lakes, and other rivers.

Glaciers and Ice Caps A glacier is a large body of slowly moving ice. Glaciers form when more snow falls than melts in an area. The polar ice caps are large areas of ice at the North and South Poles.

Compare and Contrast: Write how the ocean and a pond are like one another and how they are different.

Identify: In the reading above, circle the names of bodies of water that can contain salt water. Draw an  on the body of water that contains most of Earth's fresh water.

Groundwater

Most precipitation falls back into the ocean or onto land. When it falls on land, gravity plays a role in the water flowing over the ground and into larger bodies of water. This water is called runoff. But some water soaks into the ground. **Groundwater** is any water that is underground. Groundwater fills the spaces and cracks in underground soil and rock.

Think about all of the lakes, rivers, and ponds on Earth's surface. Although it is hard to imagine, there is more fresh liquid water underground than on Earth's surface. Groundwater is not trapped underground. It can flow slowly through most types of soil. In some places, groundwater may flow out of the ground and into a lake, pond, or river. A spring is a place where groundwater comes to the surface of the land. People also dig wells to reach water stored underground.

Infer: Why do people dig wells to reach groundwater? Draw a picture if it helps you to think through your reasoning.

Clean Drinking Water

People need clean water for drinking, cooking, and other activities. But fresh water from under the ground and from surface water bodies is not always clean. For example, water in lakes and rivers can contain germs that could make people sick. Chemicals used to grow crops can wash into bodies of water. Fresh water must be cleaned before people can drink it.

In some places, people get drinking water from their own wells. They must filter the water to remove chemicals and dirt. Many cities have water treatment plants. In these plants, drinking water goes through a cleaning process that removes dirt and other materials and kills germs. The clean water then travels in pipes to people's homes and businesses.

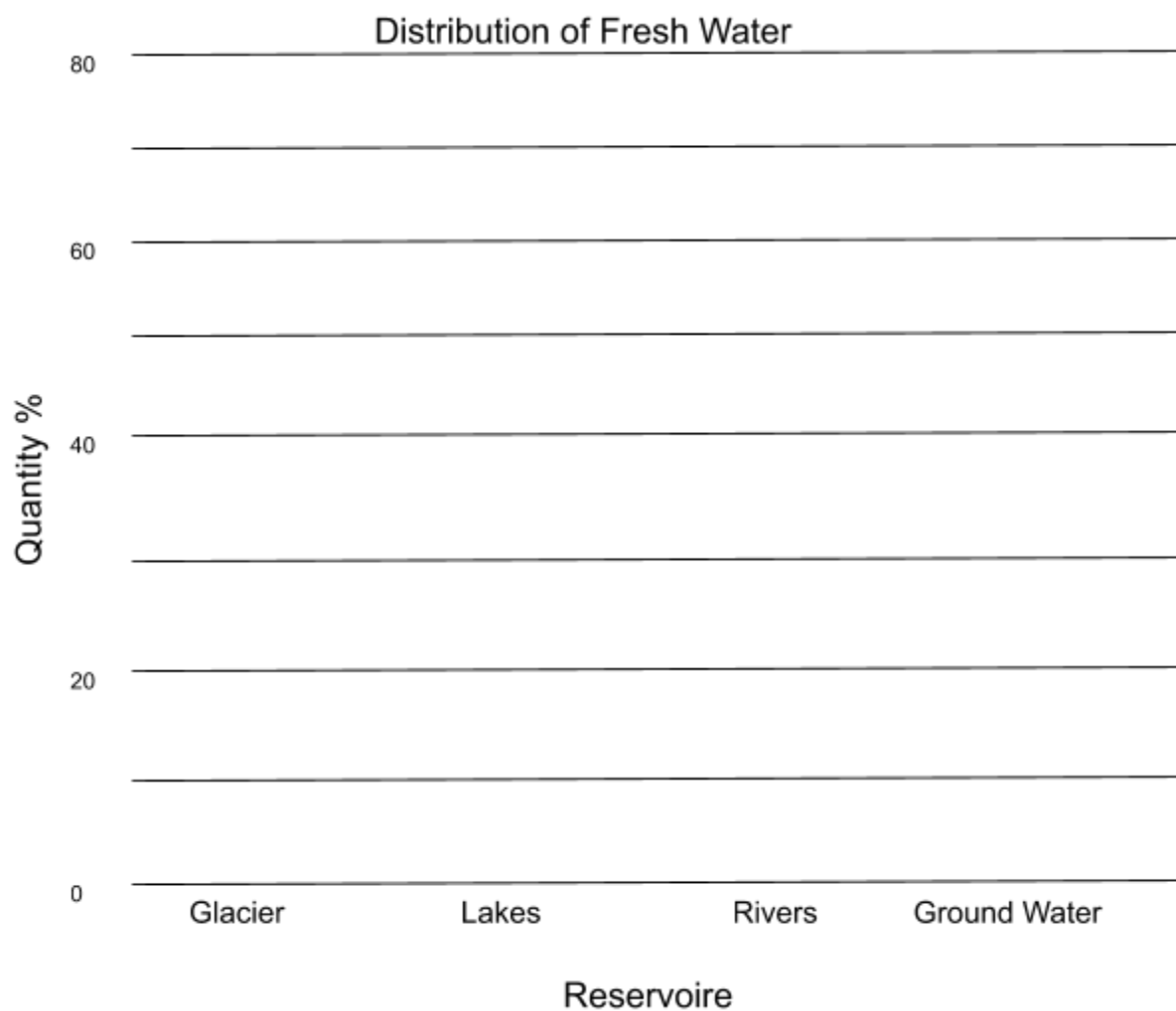
Name: Write two things that are removed from water at a water treatment plant.

Identify: Name three places where Earth's fresh water is found. Which of these places has the most fresh water?

Why is it important to save water and keep it clean?

Graph: Using the information in the table, fill in the graph below.

Distribution of fresh water on Earth	
Reservoir	Quantity %
Glacier	68.7
Lakes	0.2
Rivers	0.006
Groundwater	30.1



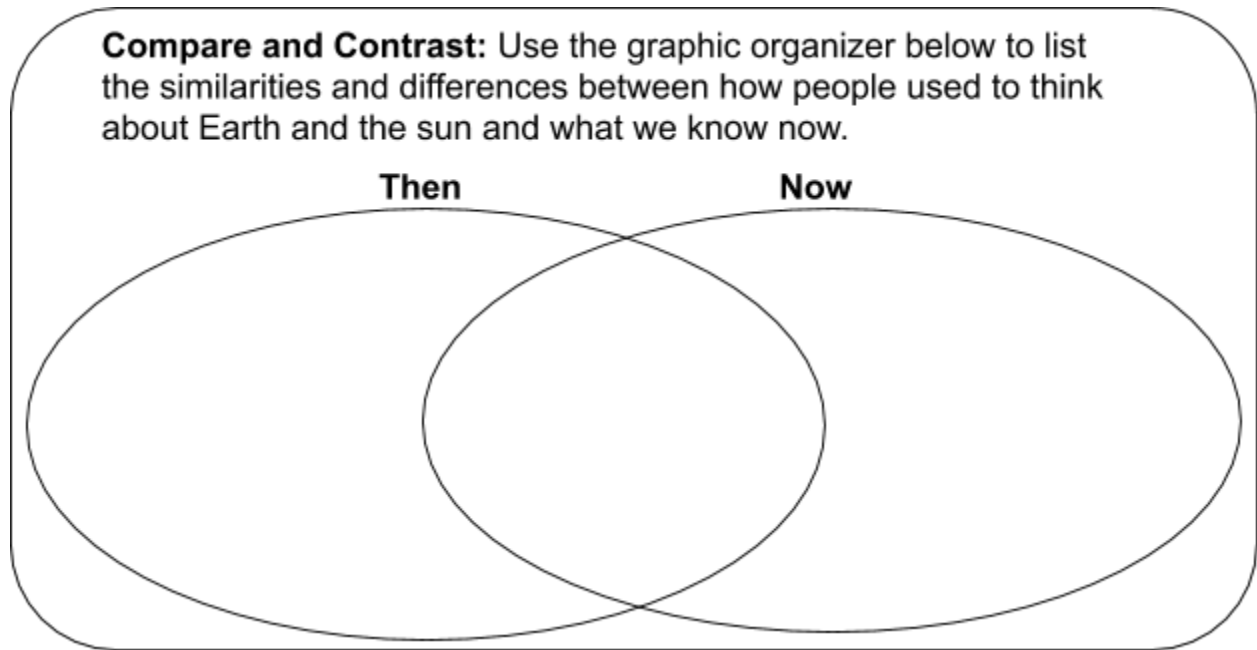
Week of 4/27-5/1

How does Earth move?

Earth and Sun

Think about a time thousands of years ago, before telescopes had been invented and before astronauts had ever traveled into space. If you look at the daytime sky, the sun rises in the east and sets in the west. People naturally thought the sun was moving around Earth.

We now know that the sun is the center of our solar system. Earth and the other planets move around the sun. Earth spins, causing the sun and other objects, such as other stars, to appear to move across the sky.



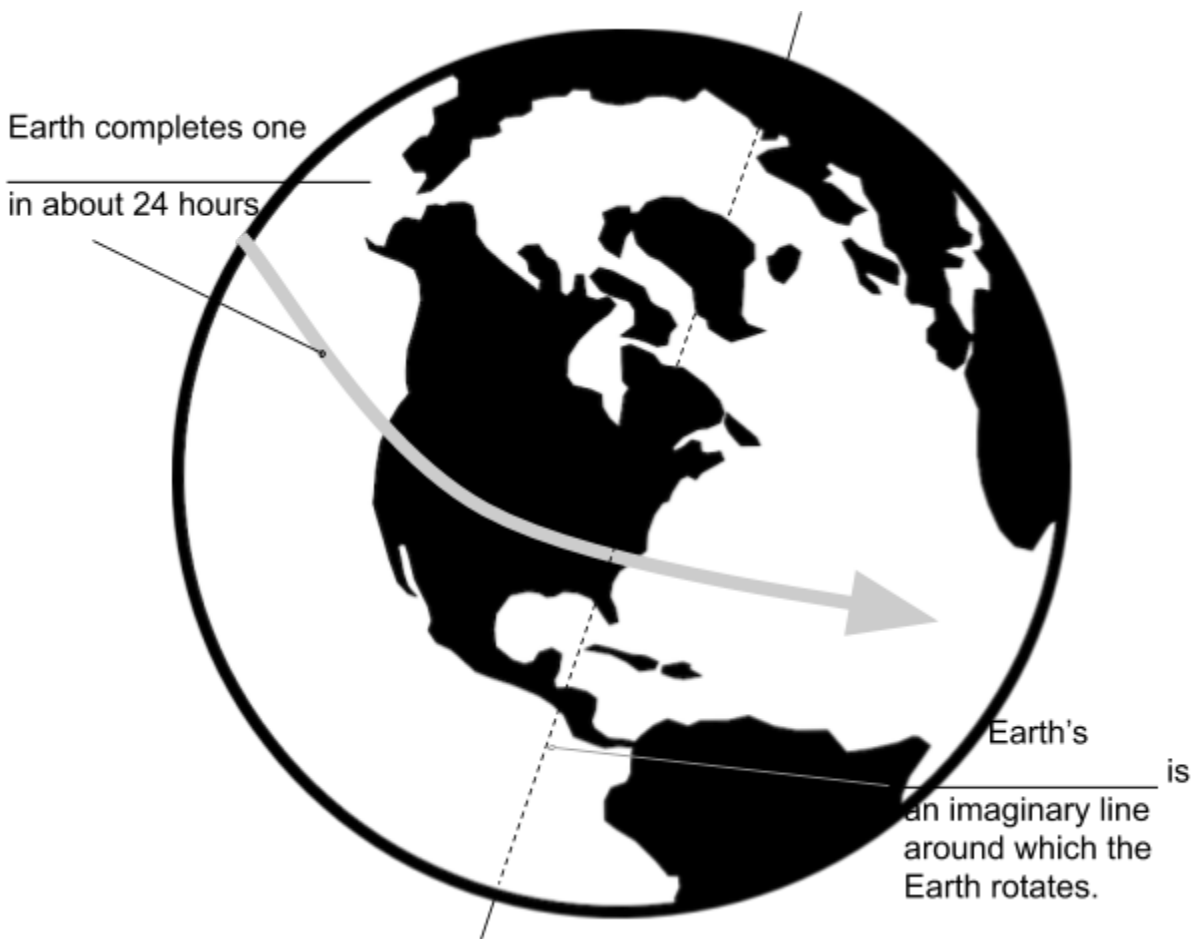
Earth's Rotation

Earth and other planets of the solar system rotate, or spin, much like a top spins. They each rotate around an imaginary line called an axis. The northern end of Earth's axis is the North Pole. The southern end of Earth's axis is the South Pole. One whole spin of an object on its axis is called a rotation. One full rotation is what we call a day.

Earth rotates around its imaginary axis from west to east. As Earth spins, the sun, moon, stars, and planets only seem to rise in the east and set in the west. When you watch the sun set, remember that it is you who are moving. You are riding on the rotating Earth.

Explain: Why does the sun appear to move from east to west across the sky?

Fill in the Blank: In the picture below, fill in the missing words in the labels.

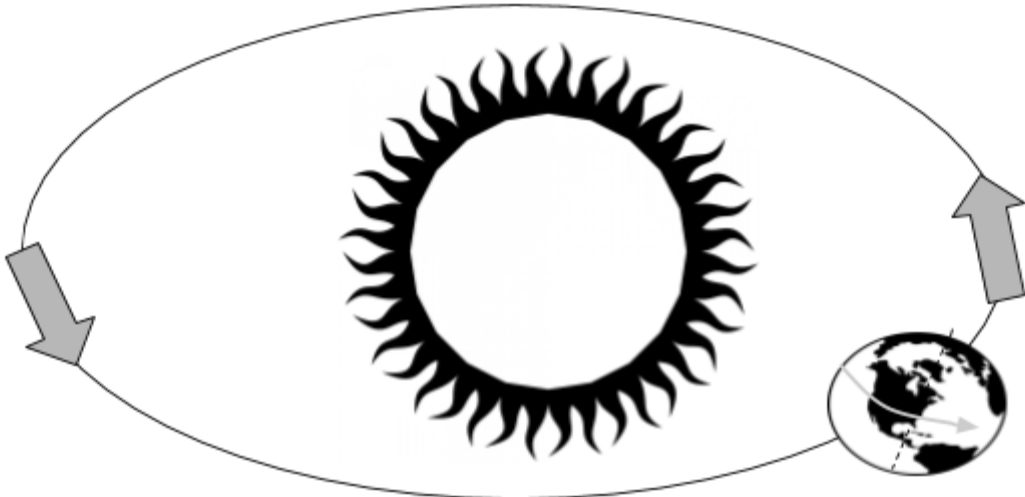


Earth's Revolution

Earth also moves in an orbit. An orbit is the path an object takes as it revolves around a star, planet, or moon. Earth's orbit is elliptical - it has an oval shape. The moon's orbit around

Earth is also elliptical. One full orbit of an object around another object is called a revolution. Earth's revolution around the sun lasts for just a few hours longer than 365 days. This period may sound familiar to you. It is one year. The moon's revolutions around Earth takes 27.3 days, or about one month.

Just as gravity keeps you on Earth, gravity keeps Earth in its orbit around the sun. Because the sun is so massive, its gravity pulls all the planets toward it. This pull keeps the planets from moving in straight lines into space.



Infer: Draw a representation of the moon's orbit in the diagram above.

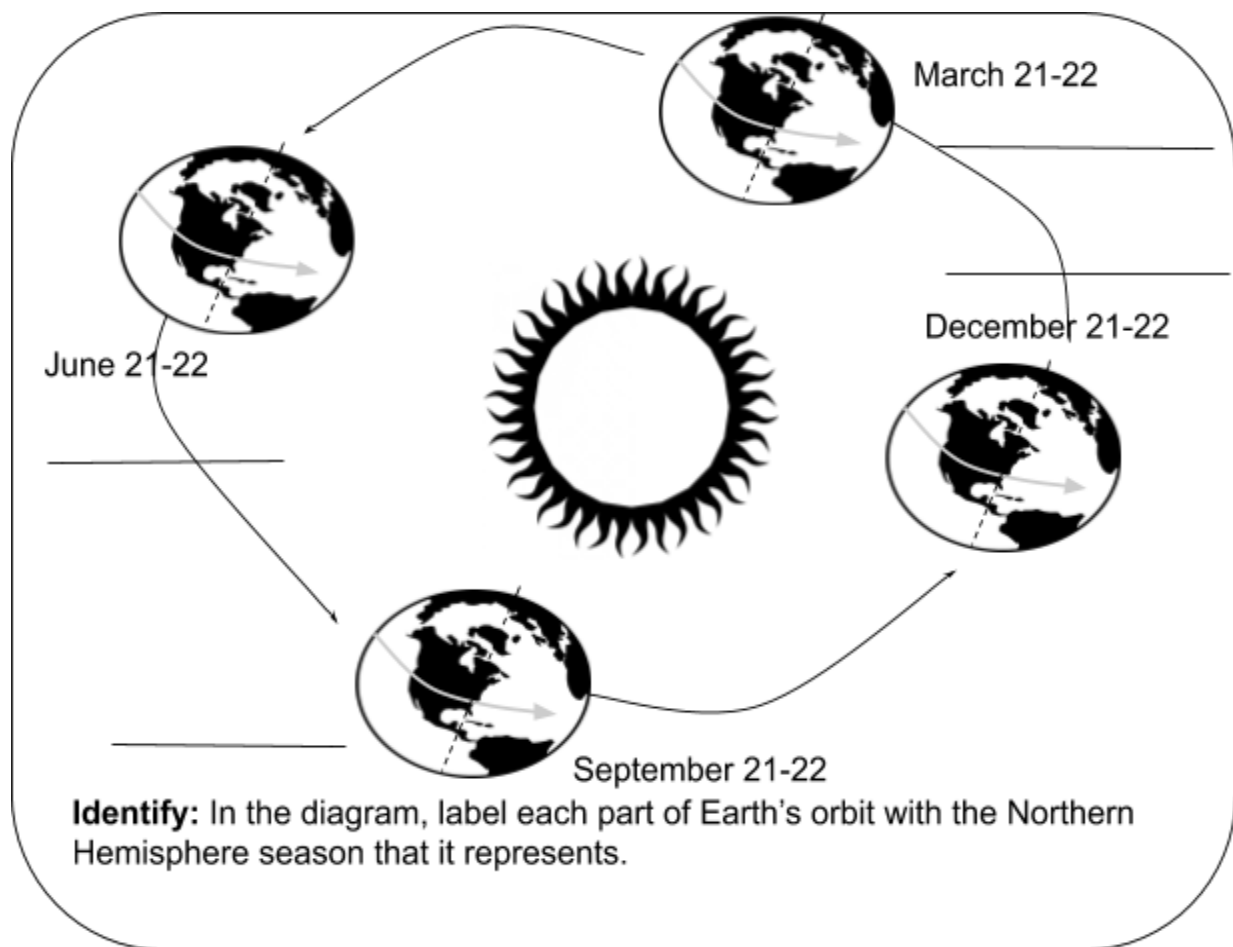
Compare and Contrast: How are the orbits of the Earth and the moon alike?
How are they different?

Seasons

Earth always tilts the same way during its revolution around the sun. Earth's tilt affects how much sunlight parts of Earth receive. The amount of sunlight an area receives affects its climate and seasons. Seasons change as Earth's axis tilts either toward or away from the sun at different times during its revolution. When the North Pole is tilted away from the sun, sunlight is less concentrated in the Northern Hemisphere. Temperatures drop, and winter sets in. At the same time, the South Pole is tilted toward the sun. The Southern Hemisphere receives concentrated sunlight and has the warm temperatures of summer.

Challenge: In the Northern Hemisphere summer, Earth's axis points toward the sun. Describe how you think the axis looks in the spring.

Calculate: Earth's distance from the sun in January is about 147,000,000 km. In July its distance from the sun is about 152,000,000 km. About how much closer is Earth to the sun in January than in July? Use the space below for your calculations and write a sentence with your answer.



Write: The sun is the closest star to Earth. What happens to other stars during the day? You might think they disappear, but they do not. The stars are always in the sky during the day, just as they are at night. Write below what happens to the other stars during the day and why we cannot see them.

Directions:

- 5th Grade students have two reading activities-one on the American Revolution's Homefront and the second on the Constitutional Convention.
- For the week of April 20th- April 24th students will read about the American Revolution and complete the activities at the end of the reading.
- For the week of April 27th- May 1st, students will complete the Constitutional Convention reading and complete the activities at the end of the reading.



The Revolution's Home Front

The American Revolution played out on many battlefields, but soldiers were not the only ones to take part. The war had many heroes, and it also had many victims. Women gave much to the American Revolution. Enslaved Africans and American Indians were also involved. What was the war's impact on these people?

Rachel Wells lived in New Jersey at the time of the American Revolution. She never took part in any battles, but she played a role in the war and suffered the dangers of wartime.

Wells was a widow, but she was willing to do her part to support the war effort by lending money to the government of New Jersey. Her funds helped supply the soldiers fighting the British. As she later wrote, she "threw in all her might which bought . . . clothing and let them have blankets."

Even with help like hers, however, the Patriots could not hold off the British. When armies advanced, women and children faced a choice: to remain at home or to flee. Wells chose to stay. However, British soldiers came through Wells's town at one point. Before leaving, they robbed

Wells of a very large sum of money,

causing her to move to Philadelphia to try to rebuild her life. But by the war's end, she was living in poverty and had to beg the Continental Congress to help her get her money back. "Pray forget not the poor weaklings," she wrote in her plea.

Wells's story shows that the American Revolution was about more than just soldiers and guns. It affected people all over the colonies. While many men marched off to battle, life went on for the people they left behind. Life on the **home front** could be complicated, and, as Wells found out, it could sometimes be dangerous.



While the men fought in the war, women would stay and protect their homes and children. This woman takes up arms as her husband leaves for battle.

home front areas away from the fighting in a country at war

Women and the War

Attacks such as the one Wells suffered were common during the war. Soldiers on both sides of the fighting often raided towns, stealing money, food, clothing, firewood, and other supplies. Many women saw their homes destroyed. "Families flying from the [houses]," wrote one Virginia woman describing an attack on her town. "Oh shocking! Oh horrible! Surely any spot of earth on this globe, where freedom and peace can be enjoyed would now be more desirable than living here."

Women faced other hardships, too. Finding food was a challenge, supplies were short, and prices were high. Many families went hungry, and poor nutrition put people at risk for disease. Many women and children died from illness.

Still, the women carried on and ran family businesses. They planted and harvested crops. They did their best to take care of their children.

Many women contributed even more. A few served as spies, while others nursed the sick and wounded. A nurse had a greater chance of dying from disease than a soldier had of dying in battle.

Some women used their household skills for the war. For instance, women in Philadelphia led an effort to raise money and make clothing for the troops.

Women also helped win public support for the war.

Writer Mercy Otis Warren was one example, and so was Mary Katherine Goddard of Maryland, who helped publish a newspaper.

Some women traveled with the troops, cared for them, and, in a few cases, took part in combat as well. Anna Lane was wounded at the Battle of Germantown in 1777. Deborah Sampson dressed as a man and fought in several battles. Only when she became sick with a fever did an army doctor discover her secret. Mary Ludwig Hays McCauley, known as Molly Pitcher, took her husband's place as a gunner when he was hurt at the Battle of Monmouth in 1778.



Some women participated in combat during the American Revolution. Molly Pitcher took her wounded husband's place as a gunner during one battle.

African Americans and the War

Five hundred thousand slaves lived in the colonies in 1776. The American Revolution brought them challenges, choices, and opportunities.

The British offered freedom to slaves who joined their side. Tens of thousands of enslaved African Americans took this offer and ran away from their owners. Many slaves gave valuable service to the British by fighting in battle, serving as spies, and performing many jobs in army camps. Some slaves did, in fact, win their freedom.

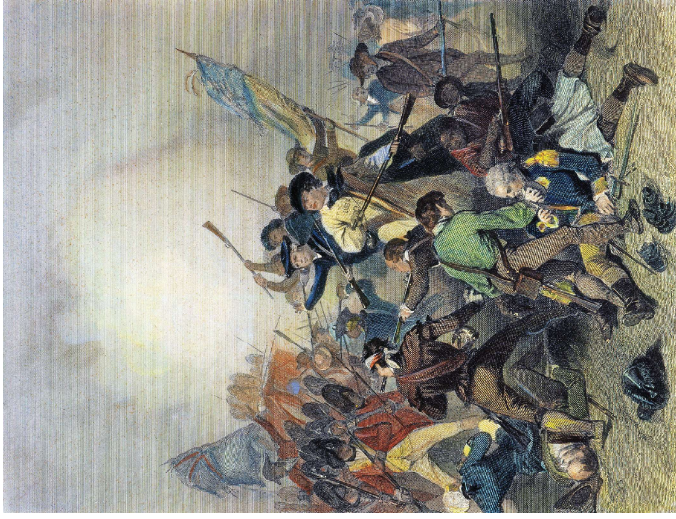
However, running away was risky. Sometimes, the British turned away slaves who wanted to join them, and the British even forced away many escaped slaves during the battle of Yorktown. Many of them starved or died from disease, while others were caught and returned to their owners.

Some African Americans fought for the Patriot cause. In 1775, for example, Salem Poor became a hero after fighting at the Battle of Bunker Hill in Boston. Early in the American Revolution, African Americans could not join the Patriot ranks. Some white colonists did not want to arm slaves, but this worry faded as the war dragged on.

African Americans found ways to help the Patriots off the battlefield, too. One example is James Armistead who served as a spy and pretended to serve the British. For his work, Armistead won his freedom.

African American women also helped the Patriot cause. Phillis Wheatley was a slave and also a talented writer. She wrote a stirring poem that honored George Washington and raised people's spirits. This was vital during the long, difficult struggle.

Some African Americans fought for the Patriots during the American Revolution. An African American soldier (bottom right) is shown here fighting in the Battle of Bunker Hill.



American Indians and the War

Another group affected by the American Revolution were American Indians, who saw both the colonists and the British as a threat. And both the colonists and the British sought to use American Indians to their own advantage.

A few tribes helped the colonists, while some sided with the British. These tribes thought that the British were less of a threat to their way of life than the colonists were.

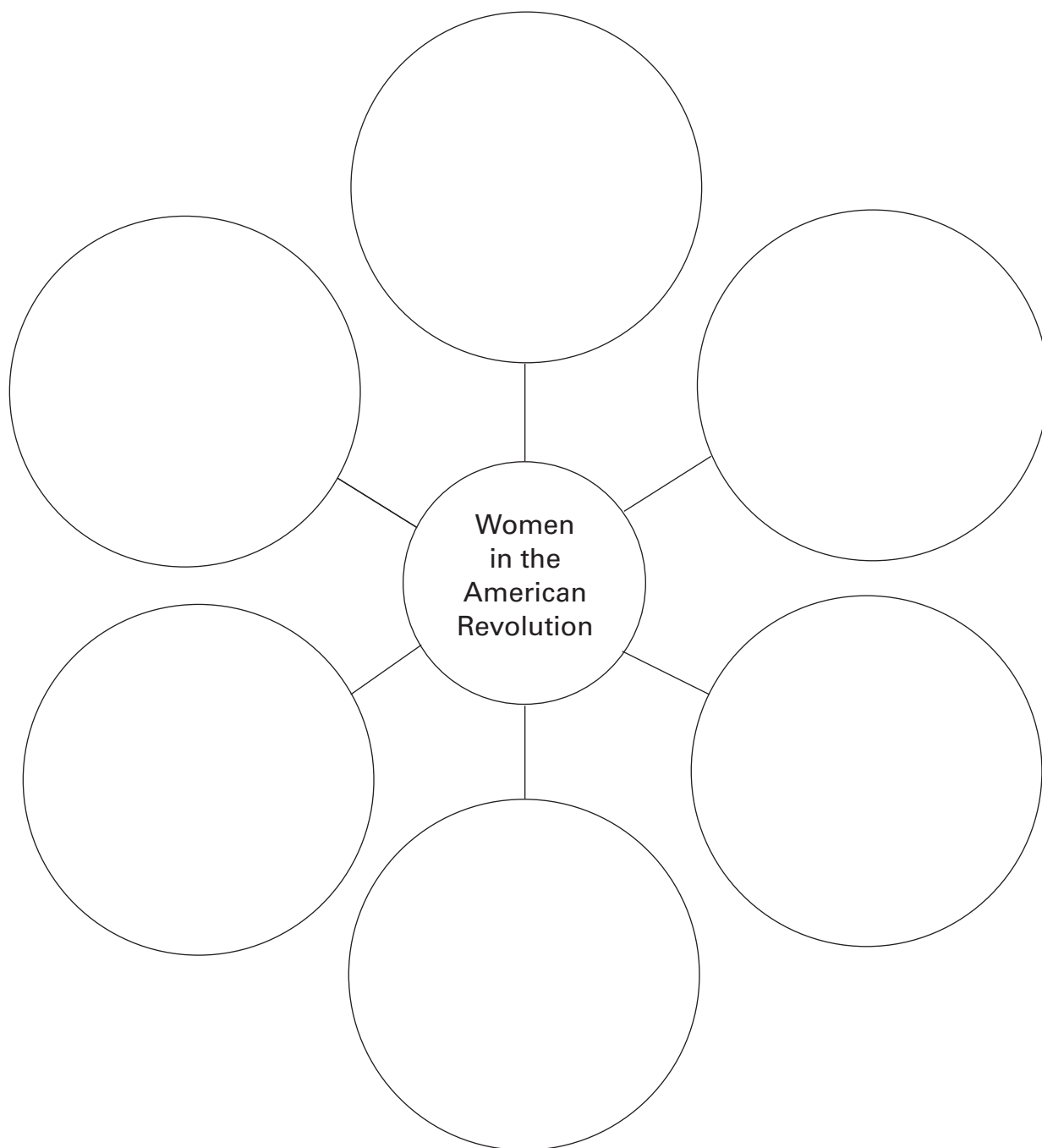
Many American Indians, however, tried to stay out of the war. In fact, they hoped that the two sides would weaken each other, which would help American Indians.

Staying out of the war proved very hard because few tribes could avoid being caught up in the fighting. Neither the British nor the Americans fully trusted the American Indians. They each punished them harshly for helping the other side, and both sides often raided American Indian villages to take food supplies. Hunger among the American Indians was widespread.

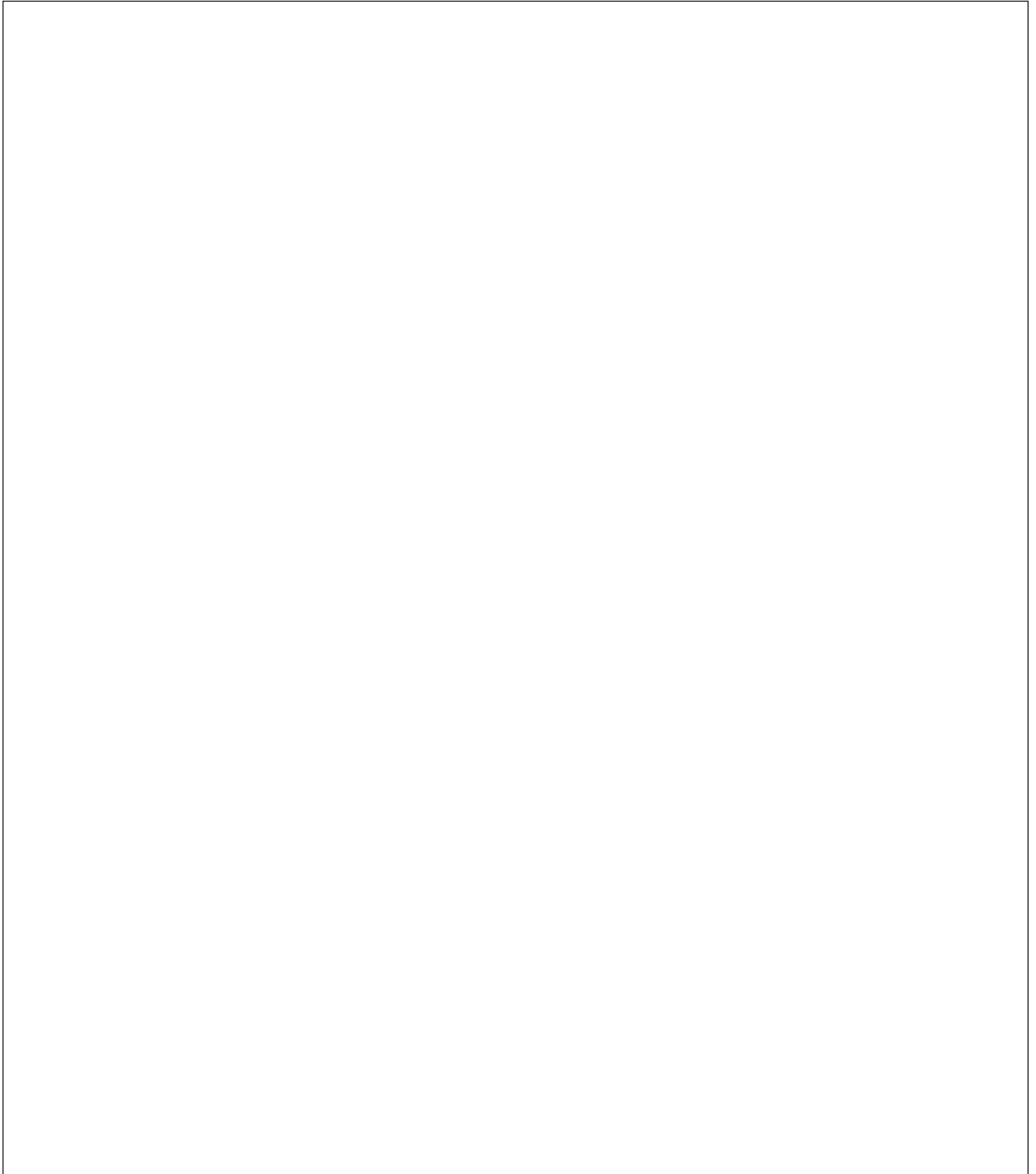
By the war's end, many tribes were struggling to survive. The Patriot victory had only made things worse. The British had previously tried to slow western settlement, but now they were gone. Soon, white settlers were again pushing west, moving in large numbers onto American Indian lands. The future of the American Indians was once again in doubt. ♦

Many American Indians tried to stay out of the war. However, some tribes fought alongside the British because they thought the colonists were more of a threat to their way of life.

Complete the word web below. In each circle, write something that women did to help the war effort during the American Revolution. Fill in as much of the web as you can without looking back at the Read & Do in the Student Text.



Draw a picture that shows what either slaves or American Indians may have experienced during the American Revolution. Write a caption below your picture to explain what your picture shows.



Caption: _____

Inside the Constitutional Convention

The convention got off to a rough start. The meeting room was hot and humid, as were the arguments among the delegates. But in the end, they all cooperated. How did the leaders who wrote our Constitution complete their complex task?

The Constitutional Convention was set to begin on May 14, 1787. James Madison was eager to get to work. Virginia had chosen him as one of its delegates to the convention, and he arrived in Philadelphia days ahead of time. He was interested in history and politics, and for years he had studied different types of government. He had lots of ideas about how to improve on the Articles of Confederation. He hoped to help create a stronger national government, which he felt was the best way to ensure the liberty of Americans.

But few other delegates shared Madison's excitement. When May 14 arrived, only about a dozen of them were in town, and only two states were represented by most of their delegates. Madison and the others had to wait. They agreed to gather each day to see if enough men had arrived to begin their important meeting.

As the days passed, some delegates grew annoyed. "These delays greatly impede [slow] public measures," wrote George Washington. He had arrived on schedule. Now, he became angry at the wasting of his valuable time.

Finally, near the end of May, enough delegates had trickled into the city. Most states had enough men on hand to vote and make decisions. At last, after a delay of nearly two weeks, the convention could begin.



Coins, such as the one in the center, were issued by the new nation in 1776. The Constitution later gave the power to issue money solely to the national government, which has since changed the design of the coins.

Once they began to talk, the delegates agreed on some key issues. They felt that the people should be free to form their own government, and that government existed to serve the people. The delegates did not want to live in a monarchy again under an all-powerful ruler like the British king. They wanted a government with limited powers.

The delegates also agreed on the **rule of law**. They said that no one should be able to ignore the law. Toward this goal, each state already had its own constitution, and each one set down the basic rules and laws of that state's government. The state constitutions placed limits on the power of their governments and also protected each person's basic rights.

The delegates wanted to create a **constitutional republic**, a type of government where the people hold the power to elect representatives, and those representatives govern according to a constitution. People live under the rule of law and their rights are protected.

Though the delegates agreed on these basic matters, they disagreed on much else. Not everyone shared the same ideas about how to govern the new republic.

Some people thought that the country needed a stronger central government that would end the squabbles among the states and stop each state from issuing its own money. These delegates felt that the Articles of Confederation did not have the power to keep order.

Other delegates feared a strong central government and worried that it would put their freedom at risk. Patrick Henry refused to attend the convention, saying he "smelt a rat." Men like Henry wanted the states to keep most of the power. Rhode Island agreed and did not send any delegates.

Many conflicts divided the delegates at the Convention. Reaching an agreement would not be easy.

rule of law a set of public laws that apply to all people equally, with no one getting special treatment

constitutional republic a form of government in which citizens elect representatives who are responsible to the people, and those representatives govern according to a constitution

Inside the Constitutional Convention

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Delegates created and signed the U.S. Constitution in this Assembly Room in what is today called Independence Hall. The Convention began two weeks after its intended start date of May 14, 1787.

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Summarize three issues that most of the delegates at the Constitutional Convention agreed on.

1.

2.

3.

List three issues that caused debate among the delegates at the Convention.
For each one, identify both sides of the issue.

Issue:

Side 1:

Side 2:

Issue:

Side 1:

Side 2:

Issue:

Side 1:

Side 2:

At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

Starting Your Own Business

**by Arlene
Erlbach**

Key Words

Look at the photos. Use **Key Words** and other words to talk about how a **business** works.

Key Words

business
earnings
expenses
goods
income
profit
services



A **business** can offer...



goods

... **goods**, such as flowers.



services

... **services**, such as delivering flowers.



earnings, or income

All businesses have **income**, or **earnings**.



expenses

All businesses have **expenses**, or bills.



profit

A successful business makes a **profit**, or has money left over.

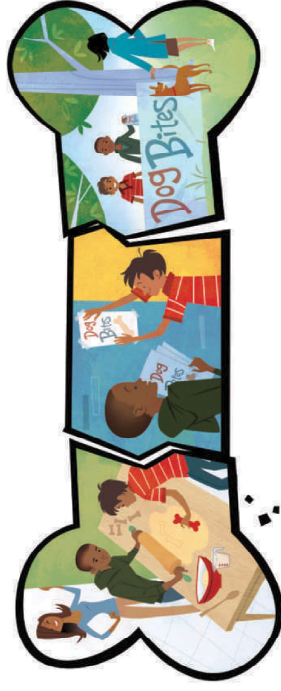
Talk Together

How can one business idea spark another idea? Use **Language Frames** from page 534 and **Key Words** to express your ideas to a partner.

Thinking Map

Steps in a Process

You can learn a new process or procedure more easily if you break it down into steps. Look at the pictures. They show the steps Diego and Sebastian used to start their business.



Map and Talk

You can use a sequence chain to explain the steps in a process, or procedure. Here's how to make one.

First, write the goal of the procedure above the sequence chain. Then write the steps in an order that makes sense.

How to Create a Healthy Dog Treats Business



Talk Together

With a partner, think of an idea for a business. Use a sequence chain to explain the steps you would take to start the business.

More Key Words

Use these words to talk about "Starting Your Own Business: Seven Steps to Success" and "Blind teen starts business."

analyze (a-nu-liz) verb		apply (u-pli) verb		cost (kawst) noun	
To analyze means to examine in detail. She analyzed the cell under a microscope.	To apply means to ask for or to request something, usually in writing.	The cost of something is how much you pay to buy it. The cost of gas changes all the time.	Talk Together Work with a partner. Write a question using two Key Words . Have your partner answer, using a different Key Word . Take turns and keep going until you have used all of the words twice.	Questions Is the cost of this item too high for its value ?	Answers No, I analyzed the item and found that it was worth the price.
supply (su-pli) verb		value (val-yti) noun		To supply means to provide things people need. Farms supply us with vegetables.	The value of something is its cost or how important it is. This jewelry has a high value .

Add words to My Vocabulary Notebook.
NGReach.com

Read a Procedural Text

Genre

A **procedural text** explains how to do something. Usually, procedural texts include steps to follow in a certain order.

Text Feature

Illustrations are pictures that display information visually. In a procedural text, illustrations help show details related to each step of a process.

Step 1 Plan Your Business

So you want to start your own business? First of all, you need to tell a parent or teacher. Then you need to make a plan. Successful entrepreneurs take time to plan their business before they start. They ask themselves questions. You can **keep track** of your questions and answers in a notebook or in a document on a computer.

Business goal: To earn enough money to buy a big fish tank and some fish.

What are your business goals? Do you want a short-term business that earns money for a specific item, like a new bike, musical instrument, or pet? Do you want a long-term business that **brings in steady money**? Or maybe you'd like to run your business only during school vacations.



Illustration



Starting Your Own Business:

Seven Steps to Success

by Arlene Erlbach
illustrations by Gary LaCoste



Comprehension Coach

► Set a Purpose

Find out about starting your own **business**.

Kids Are Business People, Too

Have you ever dreamed of having lots of money of your own? Then you should think about starting a **business**. Every year, thousands of kids start businesses. They earn extra money to spend or to save. Some kids use their business **earnings** to pay for trips, lessons, or for college later on. Kids do more than just **babysit** or **mow lawns**. Many kids have found ways to make their businesses different and special.



In Other Words
babysit take care of children for parents
► **mow lawns** cut grass for people

People who start and **manage** their own businesses are *entrepreneurs*. Entrepreneurs are good planners and organizers. Before starting a business, an entrepreneur finds a need and thinks about how to fill it. Starting a business isn't always easy, but it's usually challenging and fun. Follow these steps to see how it's done.

Thank you!



In Other Words
manage run; control

► Before You Move On

1. **Ask Questions** What would you ask the author about becoming an entrepreneur?
2. **Use Text Features** Look at the section heading and the pictures. What do they tell you about the text?

Step 1 Plan Your Business

So you want to start your own business? First of all, you need to tell a parent or teacher. Then you need to make a plan. Successful entrepreneurs take time to plan their business before they start. They ask themselves questions. You can **keep track of** your questions and answers in a notebook or in a document on a computer.

What are your business goals? Do you want a short-term business that earns money for a specific item, like a new bike, musical instrument, or pet?

Do you want a long-term business that **brings in steady money**? Or maybe you'd like to run your business only during school vacations.

Business goal:
To earn enough money to buy a big fish tank and some fish

Business type:
Short-term



In Other Words
keep track of collect
brings in steady money earns money regularly

How much time can you **devote** to a business? Be realistic. If you spend a lot of time on homework, **chores**, or after-school activities, you won't have much time for a business. You'll need to choose a business that is easy to set up and manage.

What do you like to do and what are you good at? To help you decide what kind of business to try, make a chart like the one on this page. First list what you like to do and what you're good at. Then list business ideas related to your interests and talents.

My Interests and Talents	Related Businesses
I'm good at baking.	cake-baking and decorating business
I like dogs.	dog-walking service
I like yard work.	

In Other Words

devote give

chores everyday tasks at home

► Before You Move On

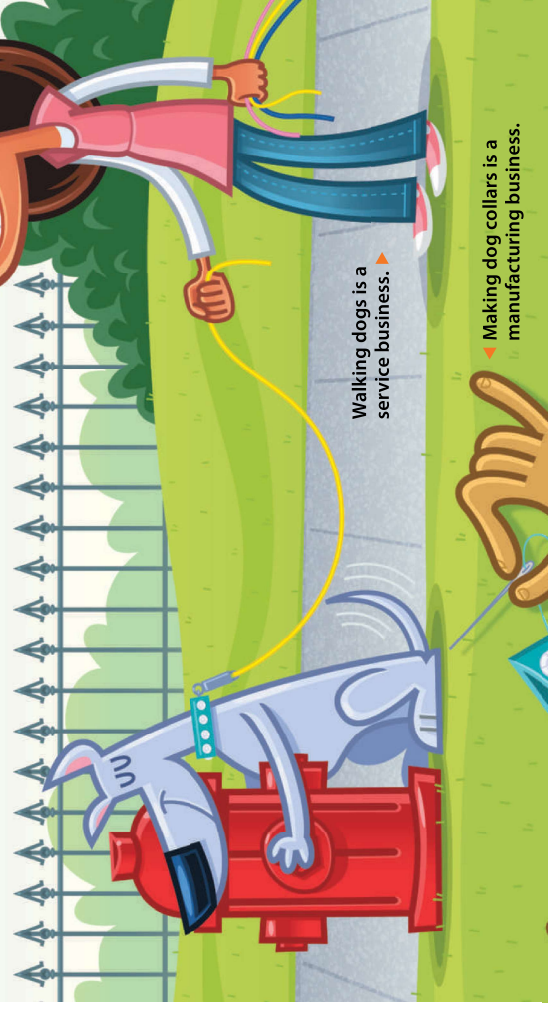
- Synthesize** Would a short-term or long-term **business** be best for a kid who needed to save money for college? Why?
- Use Text Features** What **business** could you add to the last row of the chart? Why?

545

Step 2 Find Your Niche

Some businesses are service businesses. Service businesses do things for people. Walking dogs and mowing lawns are examples of service businesses. Other businesses sell **goods**, or things that are **manufactured**. Manufacturing businesses make products, such as jewelry, dog collars, or T-shirts. They also sell their products.

Before you start, you may want to think about what the people in your area need. Thinking carefully about **your market** can help you come up with business ideas and find your market **niche**.



In Other Words

manufactured made

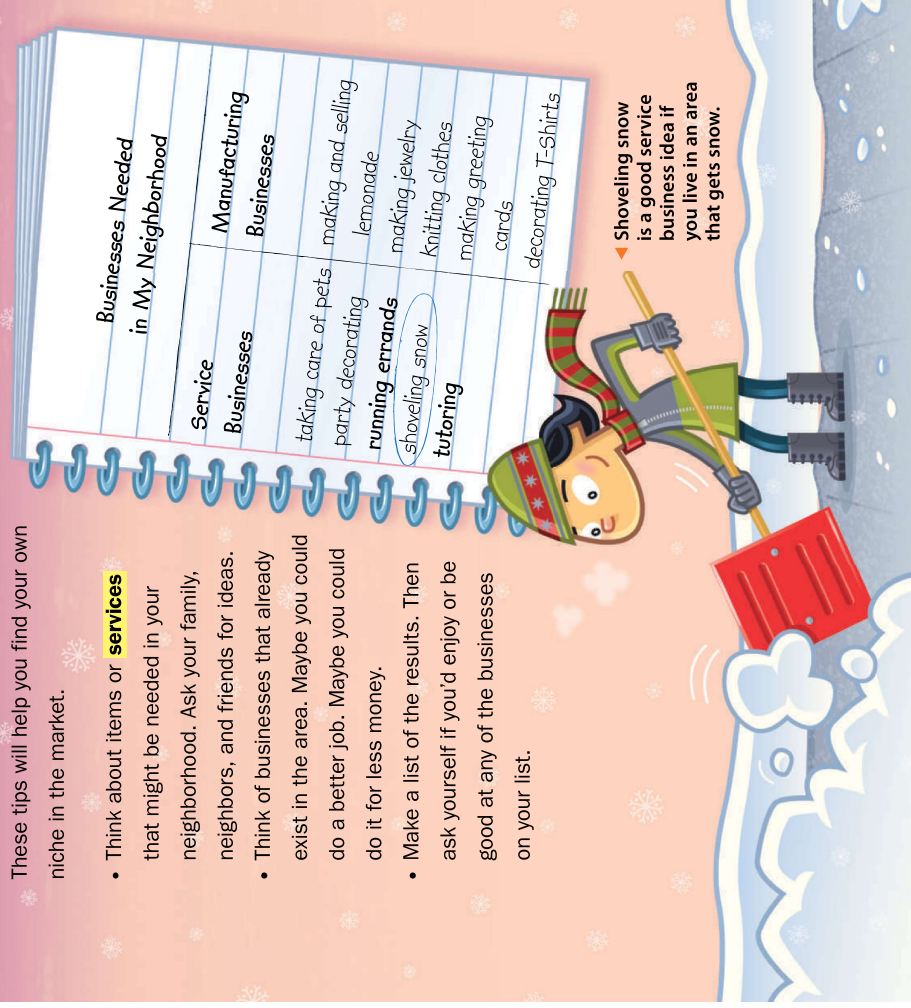
your market the people you might sell to

niche specialty

546

These tips will help you find your own niche in the market.

- Think about items or **services** that might be needed in your neighborhood. Ask your family, neighbors, and friends for ideas.
- Think of businesses that already exist in the area. Maybe you could do a better job. Maybe you could do it for less money.
- Make a list of the results. Then ask yourself if you'd enjoy or be good at any of the businesses on your list.



▶ Shoveling snow is a good service business idea if you live in an area that gets snow.

In Other Words

running errands bringing things to people in their homes
tutoring helping other students with school work

► Before You Move On

1. **Plan and Monitor** What are the two main types of **businesses**? Describe them.
2. **Steps in a Process** What does the author want you to do in Step 2? Why is it an important step?

Step 3 Get Started

The reason most people go into business is to make money, of course. But it usually takes at least a little money to start a business. That's something all entrepreneurs need to think about.

Start-up **costs** are what you pay to buy the materials you need to start your business. Your start-up costs may be small, or you may need to **invest in** a lot of **materials**.



▶ If you are starting a gardening business, you may find some of your start-up materials at a hardware store.

In Other Words
invest in buy
materials things

Start-Up Materials

Let's say you're starting a gardening business. The first items on your list might be a shovel and gardening gloves. You might also find customers who will want you to water their houseplants. Then you may want to buy a watering can (unless they have one for you to use). A wagon might be useful for carrying your **equipment** and supplies from house to house.

Start-Up Costs

How will you get some money for your start-up costs? Maybe you can do extra chores for your parents, or sell old toys and games. **Raising** your own start-up costs will make you look like a serious entrepreneur.

In Other Words

equipment tools

Raising Making money to pay for

MATERIALS	COST
shovel	\$9.95
gardening gloves	\$3.95
watering can	\$10.95
wagon (used)	\$20.00
advertising: 100 flyers at \$0.05 each	\$5.00
total start-up costs: \$49.85 (plus tax)	

JOB	EARNINGS
extra chores	\$29
sold toys and games	\$33
total raised for start-up costs: \$62	

► Before You Move On

- 1. Make Connections** Name one thing you would sell or do if you needed start-up money.
- 2. Use Text Features** According to the charts above, did you earn enough money to pay for your start-up materials?

549

Step 4 Plan the Pricing

People usually pay kids to do a job for two reasons: They like to help kids, and they like to save money. Adults know they won't be expected to pay a kid the same price they would pay an adult.

Still, you must charge enough for your goods and services to make money. You also need to keep your prices low enough to **attract** customers. How do you find the right price? For a while you may have to try different prices, and see what works.

Ivan's Lemonade

75¢	a good price
-----	--------------

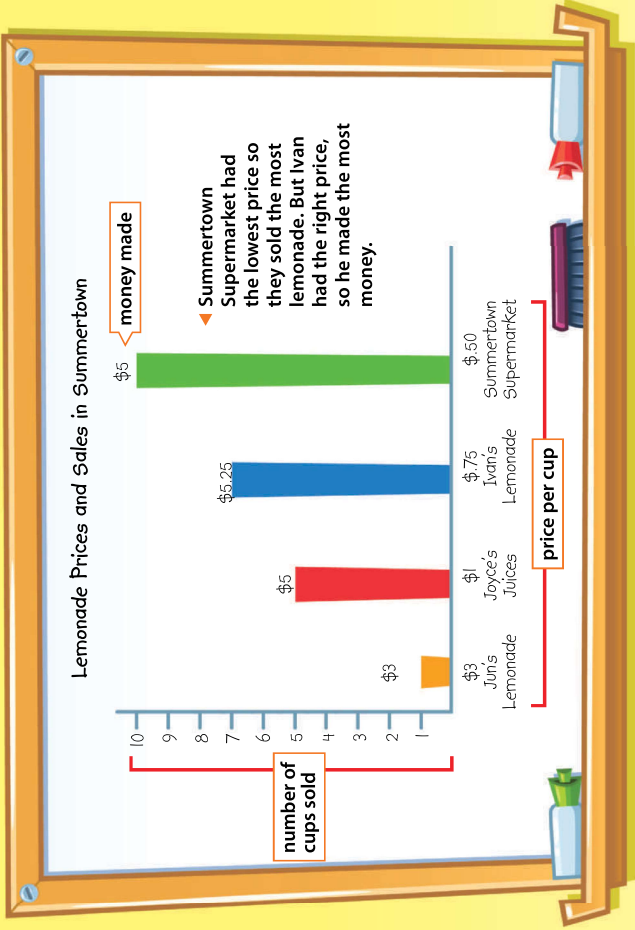
a high price
\$3.00

Jumb's Lemonade

In Other Words

attract get

550



The best way to **figure** a fair price is by **checking out** the competition. Look at businesses similar to yours that are run by adults and by kids. Find out what price they charge. If you charge less, you'll **gain** customers. However, you need to charge enough to be able to pay for your materials and make money. If your competition is other kids, set your price a little lower than theirs. If kids with experience shoveling snow charge \$10 to do a job, offer to do the same size job for \$8. As you become more experienced, you can raise your price.

In Other Words
figure decide on
checking out examining; looking at
gain get more

- **Before You Move On**
- Synthesize** Study the picture on page 550. Why is Ivan smiling and Jun frowning?
 - Use Text Features** How many cups of lemonade did the supermarket sell? Why didn't it make as much as Ivan?

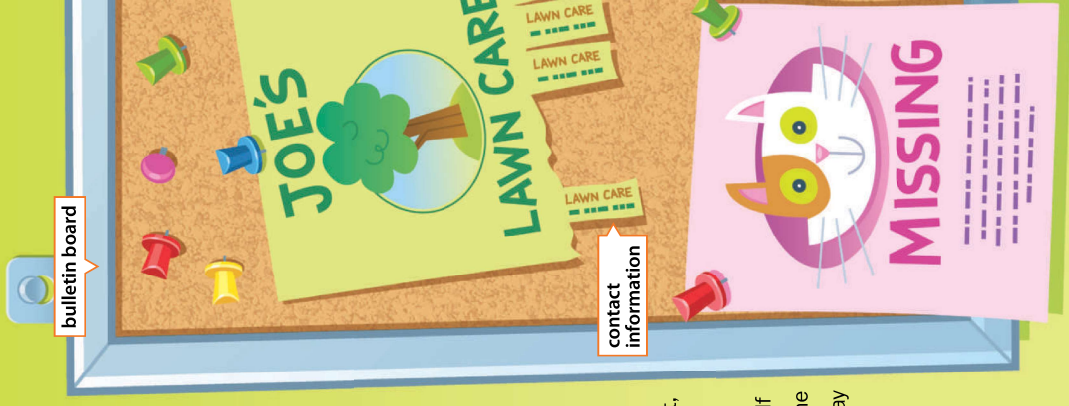
Step 5 Spread the Word

You may want to set aside some expense money for advertising. Advertising means **spreading the word** about your business. It can cost a little or a lot, depending on how creative you are.

One of the most **inexpensive** and **effective** ways to advertise is with flyers. Flyers are advertisements printed on sheets of paper. You can hand them out, mail them, or post them on bulletin boards.

When you advertise, be honest about your products or services. Don't make promises that are impossible to keep, or make yourself or your products seem better than what is considered normal. Such exaggerated and misleading statements make you appear dishonest, and customers will not contact you.

Also, be careful not to contradict, or go against, yourself in your advertisement. If you say you'll do something one way in one part of the advertisement, make sure you say the same thing in another part of the advertisement.



In Other Words
spreading the word making sure people know
inexpensive cheap
effective useful



flyer

Car Wash and Wax Service

I will hand-wash and wax your car with care. Your car will look great, in less than an hour. I live near Main Street in downtown Fairville, so you can go shopping while I work. \$7 per wash, \$5 per wax. Call 555-1234 to make an appointment.



This is misleading. Most cars probably can't be made to look new in only five minutes.

Drop off your car with me, and it will look like a new car in just five minutes. No one in the world does a better job than I do. The lowest prices in town: \$7 per wash, \$5 per wax. Call 555-4321 to reserve your half-hour appointment.

This contradicts the first part of the ad. If the job takes only five minutes, you wouldn't need a half-hour appointment.

CAR WASH
555-1234

CAR WASH
555-1234

CAR WASH
555-1234

CAR WASH
555-1234

CAR WASH
555-1234

CAR WASH
555-1234

CAR WASH
555-1234

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▲ In this flyer, the person is honest about his or her abilities.

▲ In this flyer, the person is not honest about his or her abilities.

Before You Move On

1. **Use Text Features** Which flyer gives the most information? Explain.
2. **Make Judgments** Find another misleading statement and another exaggeration in the second flyer.

Step 6 Do the Math

Three very important words in business are **income**, **expenses**, and **profit**. Income is the money you **take in** from a business. Expenses are what it costs to run a business, such as the money you spend for supplies and equipment. Profit is what you have left after you subtract your expenses from the income.

income-expenses=profit

Income Whenever you perform a service or sell **merchandise**, make a note of the amount of money you collected. You can write the amount in your notebook or type it in a document on a computer.

	money taken in	money spent	money made
	Income	Expenses	Profit
Week 1			
Sandy	\$4.00	dog biscuits, 1 box	\$5.00
Chico	\$6.00	plastic bags	\$1.00
Molly	\$4.00		\$6.00
Thelma	\$10.00		\$18.00
	\$24.00		

In Other Words
take in get; make
merchandise products

Expenses Whenever you buy something for your business, you'll receive a small piece of paper called a receipt. Save it. This is proof of the money you spent. Keep your receipts in an envelope inside your notebook. Label this envelope "Expenses."

Profit You should **figure** your profit weekly, and make sure your business is making a profit. If you are losing money, you will need to **adjust** your prices or reduce expenses.

To help you track your income, expenses, and profit, make a chart like the one on page 554. To make sure everything is correct, have an adult check your work.

proof of sale

RECEIPT

Carla's Dog Store

649 Main St.

Anytown, USA

9603

name of buyer

Michele Ramirez

I Commercial St.

Anytown, TX 90043

QUAN.	DESCRIPTION	PRICE	AMOUNT
1	Dog Biscuits	\$5.00	\$5.00
1	Plastic Bags	\$1.00	\$1.00
	goods bought		
	cost of each good		
	SUBTOTAL		\$6.00
	The government charges a tax for most sales.		
	TAX		\$0.56
	TOTAL		\$6.56
			total amount spent

In Other Words

figure do the math to find out
adjust change
a tax an amount of money that goes to the public

► Before You Move On

1. **Use Text Features** Study the chart on page 554. What kind of **business** do you think it is used for?
2. **Analyze** In which part of the receipt would you find each item's cost?

555

Step 7 Plan Your Steps

Say you are ready to start your own business. You have a great business idea that will work well in your neighborhood. You know exactly what tools you will need, the prices you will charge, and how you'll attract customers. You are so excited that you **hardly know** what to do next! Now is the time to plan your steps. A time line can help you stay organized and move forward, one step at time.

Time Line for Samantha's Dog-Walking Service

September 6th	Set up a business notebook.
September 12th	Explain business plan to Mom. Show her my notebook.
September 12th–26th	Do extra chores to earn money for start-up costs.
September 26th	Buy start-up materials: a leash, dog biscuits, plastic bags, paper, colorful markers.
September 27th–October 11th	Find out about other dog-walking businesses. What services do they offer? What prices do they charge? Decide on pricing. Tell Mom.
October 11th–14th	Make flyers. Post flyers at school. Announce my new business to my class and friends.
Weekly	Write my income and expenses in my notebook. Figure my profit.

In Other Words

Say imagine
hardly know can't even think of

556

Go For It!

So go for it! Start a business. Make a list of things that you're good at or would enjoy doing. Then choose one idea.

Good luck with your business! ❖



► Before You Move On

1. **Use Text Features** How much time does Samantha plan to spend on advertising? Do you think it is enough? Explain.
2. **Interpret** What steps are missing from the time line? Why aren't they shown?

Key Words

analyze

apply

business

cost

earnings

expenses

goods

income

profit

services

supply

value

Talk About It



1. If you were starting a business, why would this **procedural text** be useful?
2. Imagine that your friend is going to start a **business**. **Express ideas** about the challenges your friend might face, based on what you have read.

I think that _____.

I know that _____.

3. Most people who start a business want to make a **profit**. How do you calculate profit?

To calculate profit, you subtract _____ from _____.

Learn test-taking strategies.

 [NGReach.com](https://www.ngreach.com)

Write About It



Imagine that you are starting a dog-walking **business**. Write an advertisement that convinces people that you have the best **service** in town. Use **Key Words**.

Wilma's Dog-Walking Service

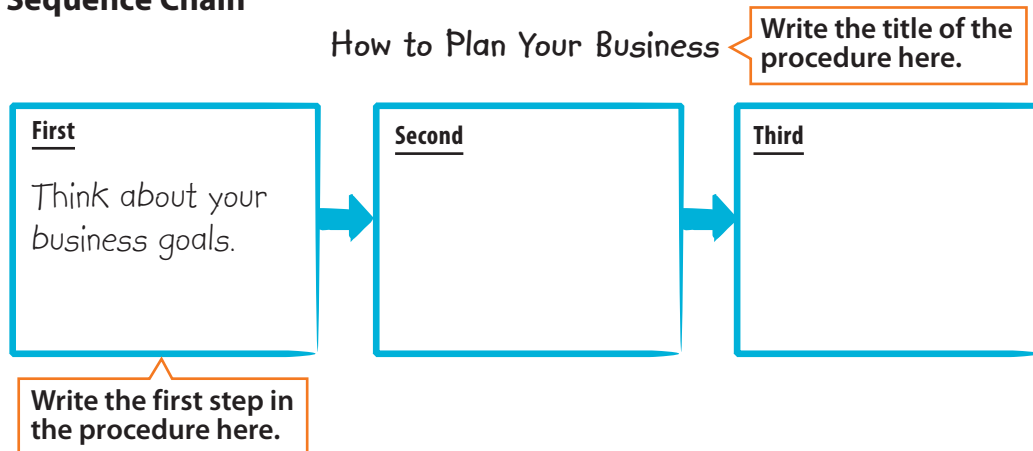
I provide _____ and _____ dog-walking services. The cost to walk each dog is _____. My customers say _____.



Steps in a Process

Make a sequence chain for each section of "Starting Your Own Business."

Sequence Chain



Now use your sequence chains to explain the steps young people can use to succeed in business. Use the sentence frames and **Key Words**. Record your explanation.

The first step
is _____.
The second step
is _____.

Fluency



Comprehension Coach

Use the Comprehension Coach to practice reading with phrasing.
Rate your reading.

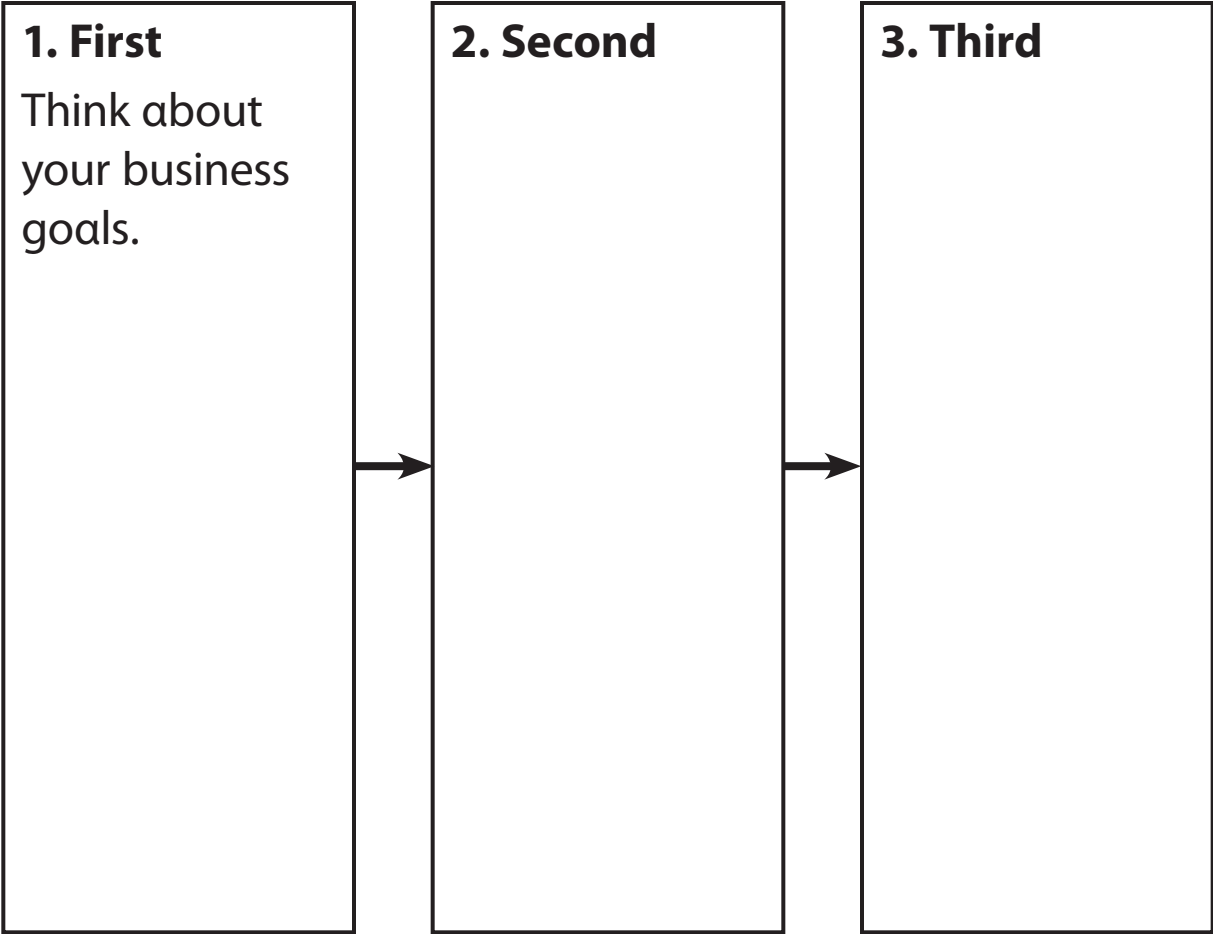
Talk Together

How can a good business idea change your life? Think of a business that you've heard about. Use **Key Words** to tell a partner about the business.

Reread and Explain: Sequence Chain

Starting Your Own Business

How to Plan Your Business



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 Use your organizer to explain the procedure to a partner.



Idioms

An **idiom** is a colorful and fun way to say something. Usually, a few words combine to make an idiom. The words, when used together, mean something different from what the words mean by themselves.

Read this list of idioms and their meanings.



Idiom	What it means	Example
<u>at any cost</u>	any way possible	I will make customers happy <u>at any cost</u> , even if it means I will have to work longer hours.
<u>at face value</u>	what something first seems to be	Because ads often exaggerate, you can't take them <u>at face value</u> .
<u>deliver the goods</u>	do what is expected or wanted	Our customers are happy because we always <u>deliver the goods</u> .

Try It Together

Read the paragraph. Then choose the best answer for each question.

My brother and I just started our T-shirt business two weeks ago, and already our shirts are selling like hotcakes. We can't make them fast enough. We're so happy! We feel like a million dollars!

1. What does selling like hotcakes mean?

- A look like pancakes
- B keeping customers warm
- C started our T-shirt business
- D can't make them fast enough

2. Identify the other idiom above.

- A we're happy
- B income is great
- C feel like a million dollars
- D business is a success

Flip a Coin Work-Out

Flip a coin, whatever it lands on (heads/tails) do the workout listed.

Good luck and have fun!!

	Heads	Tails
1 ST TIME	15 JUMPING JACKS	10 SIT-UPS
2 ND TIME	:60 JOG IN PLACE	10 PUSH-UPS
3 RD TIME	20 KNEELING PUSH-UPS	:60 JOG IN PLACE
4 TH TIME	20 JUMPING JACKS	10 PUSH-UPS
5 TH TIME	25 HIGH KNEES	15 JUMPING JACKS
6 th TIME	25 SIT-UPS	20 SIT-UPS
7 TH TIME	10 PUSH-UPS	:60 JOG IN PLACE
8 TH TIME	20 KNEELING PUSH-UPS	10 SIT-UPS
9 TH TIME	:60 JOG IN PLACE	20 PUSH-UPS