

**A.W. James Elementary  
School**

***ELA, Math & Science***

**Independent Learning  
Packets**

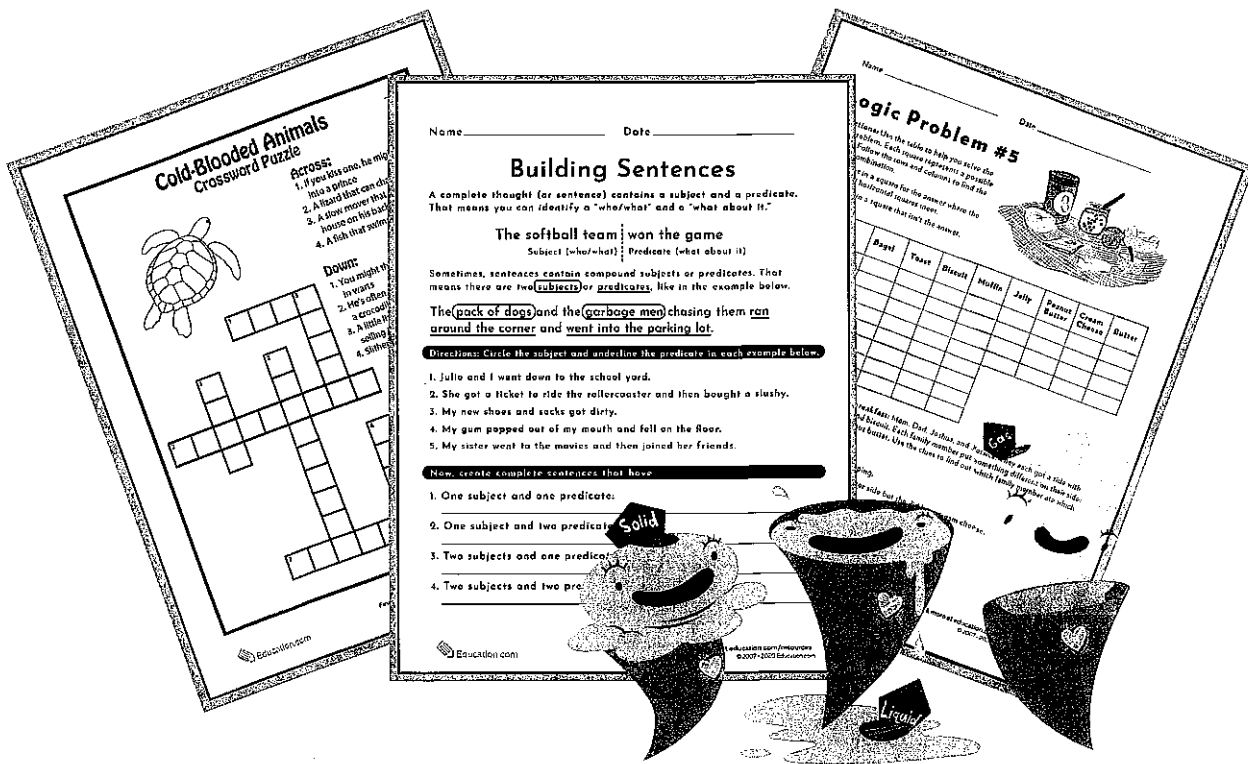
**Grade 5**

Student Name \_\_\_\_\_

# Week 6

5<sup>th</sup>  
Grade

# Independent Study Packet



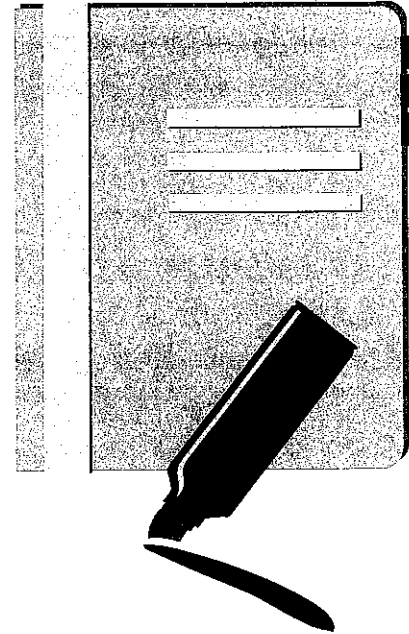
5 MORE Days of  
Independent Activities in  
Reading, Writing, Math,  
and Other Fun Stuff

ANSWER KEYS  
INCLUDED

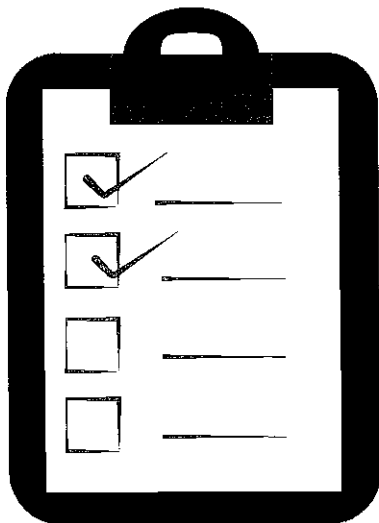
# Helpful Hints for Students and Families

## Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Copy paper or poster paper
- Internet access for online research



## Directions & Tips



- There is a schedule for each day.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure to plan your time so that you don't let things pile up at the end.
- Make sure an adult signs the activity menu before you bring it back to school.
- You may complete these activities in any order.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Journal Writing Task Cards #1



How did you show kindness today?

How did you show courage this week?

How did you use perseverance to accomplish something difficult?

What are you most thankful for in your life?

What skill or ability do you have that makes you feel proud?

What makes a good friend?

Draw a comic strip featuring yourself as the main character. Include speech bubbles and/or captions.

Draw a picture of your favorite place in the whole world. Then write five or more words that remind you of that place.

Cover your whole page in doodles. Include your name in cursive or bubble letters.






Write a list of 10 things you would do if you could fly.

Write a list of 10 wishes you would make if you found a genie in a lamp.

Write a list of 10 things you would buy if you won a million dollars.



# Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b> 	Read for 20 minutes and complete the daily reading activity.				
	Featured Character Postcard	Sticky Note Stop and Jot	Book Poster	Graphic Organizer Template: Frayer Model	Close Reading Checklist
	Finding the Main Idea: Madam C.J. Walker	Historical Perspectives: Westward Expansion	The Aspirations of Sonia Sotomayor	Video Games: Not Just for Fun	Making Inferences: Courageous Leaders Part 2
<b>Writing</b> 	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook. Journal Writing Task Cards				
<b>Grammar Practice</b> 	Building Sentences	Perfect Verb Tense	Hyperboles & Superlatives	Possessive Phrases	Spelling Squiggles
<b>Math</b> 	Mixed and Improper Fractions	Recipe Conversion	Movie Theater Fractions	Introduction to Exponents: Exponents Make Numbers More Powerful	Volume and Word Problems
<b>Other Fun Stuff</b> 	Make Your Own Crossword Puzzle Out of This World Sudoku Puzzle Animal Crossword: Cold-Blooded Animals 5th Grade Vocabulary Crossword Puzzle Logic Problem #5				

Parent/Guardian Signature: \_\_\_\_\_



# Day 1

## Independent Reading Activity

Read a fictional book or story.  
Then use this fun postcard template to describe a favorite character in the story.

## Reading

After reading about Madam C.J. Walker's early life and work, follow a prompt to identify and write about the main idea of the passage.

## Writing

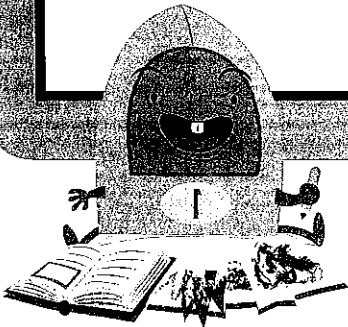
Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.

## Grammar Practice

Practice identifying and writing sentences with one and two subjects and predicates.

## Math

Read about mixed fractions and convert them to improper fractions.

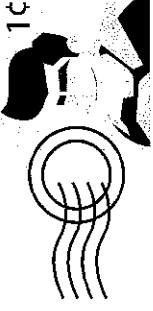


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Date: \_\_\_\_\_

# Featured Character Postcard

**Directions:** Fill in the following information about your favorite character.



Here is my favorite piece of dialogue featuring this character:

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_

Featured Character: \_\_\_\_\_

Character's relationship to the story conflict:

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This is my favorite character because:

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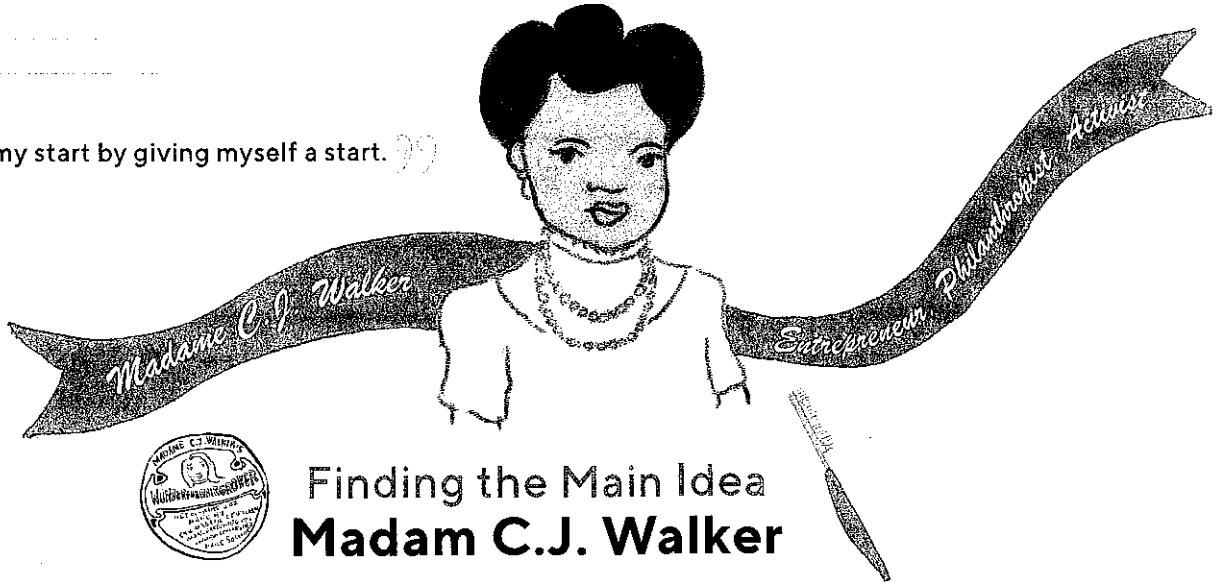
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Read & Write

I got my start by giving myself a start.



### Finding the Main Idea Madam C.J. Walker

When reading a biography, it is important to find the main ideas within the text. The main ideas will help you write a clear report.

Read the following passage about Madam C.J. Walker.

Madam C.J. Walker was the first woman to earn over one million dollars in America. She was born Sarah Breedlove in Louisiana on December 23, 1867, just a few years after President Lincoln signed the Emancipation Proclamation making slavery illegal. Her parents had been born into slavery, and she was the first child in her family to be born a free woman.

When she was growing up, her family did not have a lot of money. She had a skin disease on her head that caused her to lose her hair, and suffered many years of hair loss.

Determined to find a way to grow her hair back, she invented hair care products for African American women. She used her husband's name – Charles J. Walker – and went around the country selling her products and showing people how to use them, and soon she made enough money to start a factory and a beauty school.

Madam C.J. Walker used a lot of the money she made to help African Americans in her community, donating to organizations and community centers for African Americans. Her beauty products are still sold today.

What is the main idea of the passage above?

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Building Sentences

A complete thought (or sentence) contains a subject and a predicate. That means you can identify a "who/what" and a "what about it."

The softball team | won the game

Subject (who/what) | Predicate (what about it)

Sometimes, sentences contain compound subjects or predicates. That means there are two subjects or predicates, like in the example below.

The pack of dogs and the garbage men chasing them ran around the corner and went into the parking lot.

**Directions: Circle the subject and underline the predicate in each example below.**

1. Julio and I went down to the school yard.
2. She got a ticket to ride the rollercoaster and then bought a slushy.
3. My new shoes and socks got dirty.
4. My gum popped out of my mouth and fell on the floor.
5. My sister went to the movies and then joined her friends.

**Now, create complete sentences that have...**

1. One subject and one predicate:

\_\_\_\_\_

2. One subject and two predicates:

\_\_\_\_\_

3. Two subjects and one predicate:

\_\_\_\_\_

4. Two subjects and two predicates:

\_\_\_\_\_

# Mixed Fractions

A mixed fraction, or mixed number, is a whole number and a proper fraction combined.

These fractions can also be written as improper fractions.

To convert a mixed fraction to an improper fraction, follow the steps below.



1. Multiply the whole number part by the fraction's denominator.
2. Add that to the numerator.
3. Then write the result on top of the denominator.

**Example: Convert  $3\frac{2}{5}$  to an improper fraction.**

Multiply the whole number by the denominator:  $3 \times 5 = 15$

Add the numerator to that:  $15 + 2 = 17$

Then write that down above the denominator, like this:  $\frac{17}{5}$

Convert the following mixed numbers to improper fractions.

Write your answer on the line next to each problem.

1)  $5\frac{1}{3} =$  \_\_\_\_\_

6)  $2\frac{1}{2} =$  \_\_\_\_\_

11)  $9\frac{1}{5} =$  \_\_\_\_\_

2)  $2\frac{1}{8} =$  \_\_\_\_\_

7)  $3\frac{1}{4} =$  \_\_\_\_\_

12)  $6\frac{1}{2} =$  \_\_\_\_\_

3)  $3\frac{1}{4} =$  \_\_\_\_\_

8)  $6\frac{1}{10} =$  \_\_\_\_\_

13)  $5\frac{4}{9} =$  \_\_\_\_\_

4)  $3\frac{2}{9} =$  \_\_\_\_\_

9)  $5\frac{7}{10} =$  \_\_\_\_\_

14)  $9\frac{2}{3} =$  \_\_\_\_\_

5)  $9\frac{3}{8} =$  \_\_\_\_\_

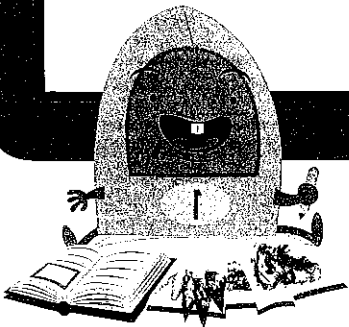
10)  $9\frac{1}{2} =$  \_\_\_\_\_

15)  $2\frac{3}{8} =$  \_\_\_\_\_



# Day 2

<b>Independent Reading Activity</b>	Use this comprehension strategy to record thoughts on sticky notes while reading a story. You can choose to use sticky notes or just write in the boxes.
<b>Reading</b>	Read about three events that occurred during the westward expansion of the United States. Then think about different perspectives as you respond to questions about the texts.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Review different perfect verb tenses by identifying them in some sample sentences and then filling in the blanks.
<b>Math</b>	Practice multiplying fractions to make sure the final amount of ingredients is just right in this recipe conversion worksheet.



# Sticky Note Stop and Jot for:

\_\_\_\_\_

(Chapter)

\_\_\_\_\_

(Book Title)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write your Stop & Jots on sticky notes, then place them in the squares below.

**Connection**

*What connections to yourself, other texts, or the world can you make?*

**Prediction**

*What do you think will happen next?*

**Question**

*What do you wonder?*

**Strong Reaction**

*What made you feel something? Why?*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Historical Perspectives

## ● Westward Expansion ●

*During the first half of the 19th century, the United States government claimed millions of acres of new territory. Soon, Americans began heading west to explore and settle the "new" land. Below, you will read about three events that took place during that time period.*

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### The Louisiana Purchase

The Louisiana Purchase was a land deal that took place in 1803, where France gave the United States over 800,000 square miles of new land. The land that the Louisiana Purchase included is now home to 14 states. Louisiana had gone through many hands before the deal took place, having been passed back and forth between Spain and France many times. The land was in Spain's possession (who had it mainly to keep the British from taking it) when it began to be settled by nearby Americans. New Orleans had proved to be the most important port on the Mississippi River, which was a major thoroughfare for trade in the United States as more and more people began to move west. In 1800, a secret agreement was made between Spain and France, and the land was given back to France. Napoleon sent troops to the port and their presence began to worry citizens, who feared they may take over the West and later the entire United States. When President Jefferson heard about this, he sent James Monroe and Robert Livingston to Paris to talk to Napoleon, the Emperor of France, about buying Louisiana as a way to have access to New Orleans and the river. Jefferson didn't like the idea of buying the entire territory for many reasons: he thought it implied that France deserved to be in the United States in the first place, and he also didn't think it was his place as a president to make such a large transaction, since it was not explicitly written in the Constitution. However, he knew that not doing anything could result in a war to drive the French off American land. On April 30, 1803, the United States and France signed the Louisiana Purchase Treaty. Jefferson then began preparing to send explorers to map the new land, eventually sending Lewis and Clark.

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### The Trail of Tears

The Trail of Tears is a path that over 16,000 Native Americans walked after the Indian Removal Act was passed in 1830. European settlers had always wanted to own Native American land, but when Andrew Jackson was elected president in 1829, he began to pass laws that forced Native Americans living east of the Mississippi to move west of the Mississippi so that he could use their land. Several of the Native American tribes resisted the take-over of their ancestral lands, but were forcibly removed by local and state militias. This removal is called the "Trail of Tears" because over 4,000 people died of starvation, disease, injury, and exhaustion during the journey, which crossed nine different states over several thousand miles of land and water. When they arrived in the area the government designated Indian territory, west of the Mississippi River, several of the tribes reorganized and continued to advocate for their human rights.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Historical Perspectives

## The Homestead Act

The Homestead Act was a document signed in 1862 that allowed settlers to claim land in the west. The Homestead Act turned over acres and acres of public land to private citizens. Homesteads, the name for the large spaces of land that people could claim, could be up to 160 acres in size. Almost anyone could apply to claim land under the Homestead Act—in order to be eligible, a person only had to be 21 or older and the head of a household. This meant that people of all types were afforded the right to claim their homestead. Women, immigrants, African-Americans, and other groups of people who did not have many rights at the time were able to legally own the land claimed by the Homestead Act. After living on the land for five years, the land would officially become theirs. Most homesteads were in the Great Plains, in what are now states like Nebraska, Oklahoma, and Kansas. Most homesteaders (people who claimed land under the act) used their land for farming. People who lived on the homestead often did not have much money, and lived in small, one-room sod houses, or houses made of soil and dirt. The Homestead Act was one of several events responsible for making the western United States what it is today.

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### Think like a historian!

1. In what ways was the world different in the early 1800s than it is now?

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2. What would your life be like if you lived during that time period?

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3. What different points of view are represented in the three texts above?

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4. Who was happy about westward expansion? Who was not?

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Answer this prompt on a separate piece of paper:

**How did westward expansion change people's lives?**





# On the LOOKout for Perfect Verbs

**Present perfect tense** describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using "has/have" with the past participle of the verb.

**Example:** I have walked to the grocery store many times.

**Past perfect tense** describes an action that took place in the past before another past action. This tense is formed by using "had" with the past participle of the verb.

**Example:** By the time the rain started, I had walked 2 miles.

**Future perfect tense** describes an action that will occur in the future before some other action. This tense is formed by using "will have" with the past participle of the verb.

**Example:** By the time the marathon is over, I will have run 26 miles.

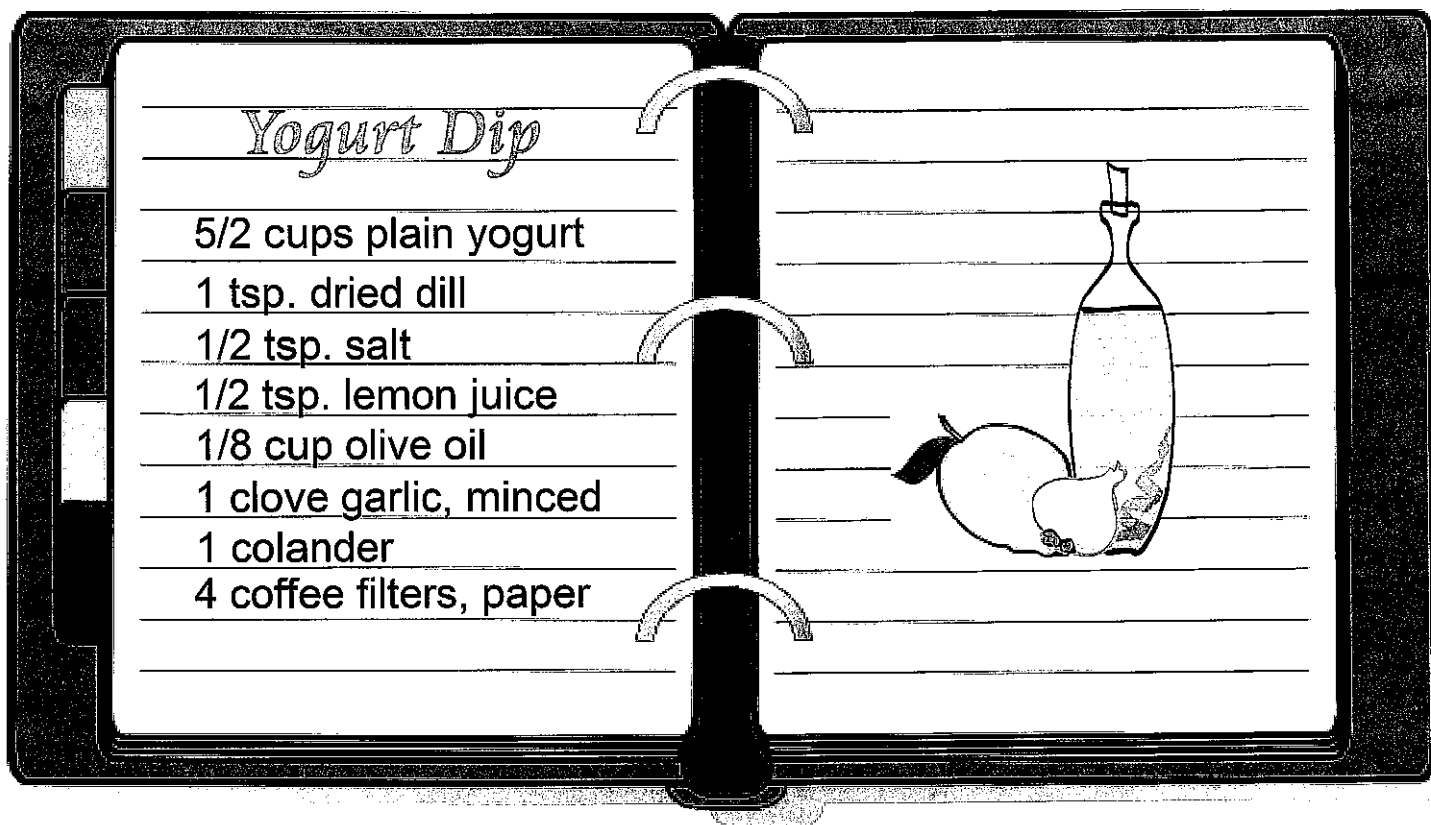
## Identify the tense of the perfect verb in the following sentences:

1. By the time the day was over, we had driven all over the animal preserve. \_\_\_\_\_
2. The birds have flown back and forth across the plains. \_\_\_\_\_
3. We will have walked for 2 hours by the time we get back to camp. \_\_\_\_\_
4. After we had ridden through half the park, we stopped to enjoy lunch. \_\_\_\_\_
5. We will have seen all the animals by the time night falls. \_\_\_\_\_
6. I had hoped that we would see more elephants. \_\_\_\_\_
7. The giraffes have eaten all the leaves off the tallest trees. \_\_\_\_\_
8. After we get back home, I will have visited 3 countries in Africa. \_\_\_\_\_
9. Even though the days were long, I have enjoyed seeing the wilderness. \_\_\_\_\_
10. By the time we arrive back at camp, I will have taken one hundred pictures. \_\_\_\_\_

## Convert the verb to past/present/future perfect tense:

1. After we \_\_\_\_\_ dinner, we sat around the fire and sang songs.  
eat
2. When the sun rises, we \_\_\_\_\_ the entire night under the stars.  
spend
3. We \_\_\_\_\_ breakfast every morning over the fire.  
cook
4. By the time we see the lions, the zebras \_\_\_\_\_ to the other side of the field.  
run
5. We \_\_\_\_\_ up all our gear by the time the car came to pick us up.  
pack

# Foodie Fractions



Sarah is bringing her favorite yogurt dip to school for snack day. This recipe feeds 20 people but she only needs to feed 10. Can you help her halve this recipe? She would also like to make some for 5 of her friends. Can you help her to make a quarter of this recipe as well?

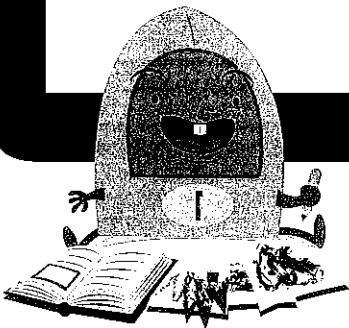
Multiply each ingredient's amount by  $1/4$  or  $1/2$  to calculate how much Sarah needs.

<i>Measurement</i>	<i>x</i>	<i>1/4</i>		<i>1/2</i>		<i>Ingredient</i>
5/2		_____	cups	_____	cups	plain yogurt
1		_____	tsp.	_____	tsp.	dried dill
1/2		_____	tsp.	_____	tsp.	salt
1/2		_____	tsp.	_____	tsp.	lemon juice
1/8		_____	cup	_____	cup	olive oil
1		_____		_____		garlic clove



# Day 3

<b>Independent Reading Activity</b>	Create a poster for the movie or play version of your book. Don't forget to include a tagline, the text at the bottom of the poster that makes people want to go see the show!
<b>Reading</b>	Answer questions about the text about Sonia Sotomayor and discover how she used obstacles to develop and strengthen her ability to be a good lawyer and judge.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Identify both hyperboles and superlatives in this worksheet.
<b>Math</b>	Read the word problems to practice using multiple operations and skills in the correct order to find the right answers.



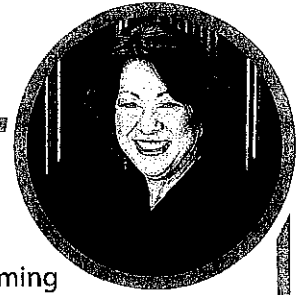
# Poster



Create a poster for the movie or play version of your book. Don't forget to include a *tagline*, the text at the bottom of the poster that makes people want to go see the show!

A large empty rectangular box with a black border, intended for drawing a poster.

# The Aspirations of Sonia Sotomayor



Directions: Read the passage about Sonia Sotomayor below, then answer the questions that follow using evidence from the text.

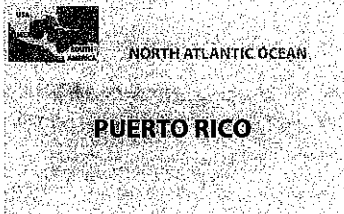
"Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire."

— Sonia Sotomayor

## Introduction

Have you ever thought about what you wanted to be when you grow up? Perhaps typical career paths, like becoming a doctor, nurse, or teacher have come to mind. But have you ever considered becoming a Supreme Court justice? Do you know what that is? There are currently only nine Supreme Court justices permitted at one time, so it is not surprising if you have never considered it!

One of the most recent appointees, Sonia Sotomayor, never dreamed of becoming a Supreme Court justice when she was growing up. Even though it was something she could not have imagined as a child, in 2009, President Barack Obama nominated Sonia to become the first Latina Associate Supreme Court justice in U.S. history.



Puerto Rico is an island located southeast of Florida. It is a territory of the United States. People born there are United States citizens.

## Early Life

Sonia's parents were born in Puerto Rico, and moved to New York before Sonia was born. Sonia was born in the Bronx on June 25, 1954. Her mother was a nurse, and her father worked in a factory. She had a younger brother who she affectionately called Junior. Her abuelita, her father's mother, helped raise her, teaching Sonia her native language, Spanish. Since Spanish was Sonia's first language, she struggled to learn English while growing up. To build her confidence in the English language, she joined a Bible-reading group and read Bible verses aloud.

During her youth, Sonia enjoyed reading all types of books, from comic books to encyclopedias. One of her favorite series was about an inquisitive, crime-solving detective named Nancy Drew. When Sonia was seven years old and dreaming of becoming a detective, she was diagnosed with Type 1 diabetes. In order to survive, she had to take an insulin shot every day, which she quickly learned to give to herself. This was frightening for her because her dream of becoming a detective disappeared with her diagnosis. At the time, people could not be police officers if they had diabetes, and she needed to become a police officer before becoming a detective.

Not long after her diagnosis, Sonia decided to become a lawyer who stood up for people who needed help. She arrived at this decision after watching a famous, but fictional, television lawyer, Perry Mason. Sonia loved watching Perry Mason argue his cases in the courtroom, and thought it was amazing that there were people who worked to help others in this way.

Sadly, while Sonia was still young, only nine years old, her father passed away.

## Education

Sonia's education began at home when her mother introduced her to a set of encyclopedias, which Sonia read daily. She became fascinated with the words and information, and always wanted to learn more.

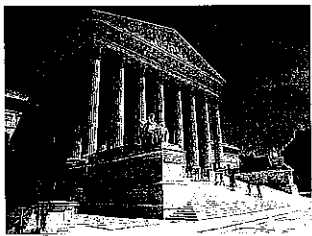
# The Aspirations of Sonia Sotomayor



Sonia graduated high school with honors and applied to an Ivy League college on her guidance counselor's recommendation. Though she was unfamiliar with Princeton, she chose to attend this prestigious university with the help of a scholarship.

While studying at Princeton, she was unafraid to ask questions, even if they made her seem unknowledgeable. When describing her experience at the school, she said the university seemed like a different world. For example, when a friend commented that Sonia sounded like Alice, Sonia didn't understand the reference. Even though she knew it would make her appear to be uninformed, she asked her friend who this Alice was. Her friend kindly explained that she meant Alice, from the book *Alice in Wonderland*. At the time, Sonia had never heard of the story, but by asking the question, she learned more about Lewis Carroll's classic work of literature.

Much of her time at Princeton was filled with studying hard and adapting to her new environment. With the new surroundings came new ideas. Sonia had the ability to share her own ideas, shaped by her childhood upbringing, with people who did not look or sound like her.



The U.S. Supreme Court was established by the Constitution to provide a checks and balance to the President and to Congress. The Supreme Court interprets U.S. laws by way of court cases.

## Prosecuting Her Way to the Supreme Court

After becoming a lawyer in 1980, Sonia joined the District Attorney's office in Manhattan. Sonia worked as an Assistant District Attorney (ADA), interviewing victims and witnesses and evaluating the evidence surrounding crimes. As the ADA, she worked as a prosecutor, which is someone who brings cases against people who have broken the law. She worked as an ADA for four years, before joining the law firm Pavia & Harcourt in 1984.

Even while working for the private sector, she still did pro bono work, where she would represent people for free. Sonia served on the board of the Puerto Rican Legal Defense and Education Fund, the New York City Campaign Finance Board, and the State of New York Mortgage Agency. A few years after she joined the private firm, Senators Ted Kennedy and Daniel Patrick Moynihan noticed her pro

bono work and helped her get nominated as a judge.

There are many levels in the court system. President George H.W. Bush nominated her to become the youngest U.S. District Court judge for the Southern District of New York City in 1992. After she served in that position for five years, President Bill Clinton nominated her to become a judge in the U.S. Second Circuit Court of Appeals in 1997. While working in the court of appeals, Sonia began teaching law as an adjunct professor at New York University in 1998, and at Columbia Law School in 1999. Then, in 2009, President Barack Obama nominated Sonia Sotomayor to become a Supreme Court Justice.

## Supreme Ideas as a Judge

After all her work as a student, lawyer, and judge, she was prepared to make decisions on landmark cases. The Supreme Court makes decisions that can affect the whole country, since they settle disputes between the federal government and citizens, or handle controversial cases.

While the odds of a Latina who did not speak English well as a child becoming a Supreme Court Justice might have seemed unlikely in the past, Sonia's appointment changed that. She paved the way for other women to

Name \_\_\_\_\_

Date \_\_\_\_\_

# The Aspirations of Sonia Sotomayor



pursue their dreams, including aspiring to be in the highest court of the United States. No matter the obstacles she encountered, like language barriers, a health crisis, and the death of her father, Sonia continued to aspire to new heights and pave new pathways to her success. It was not with luck, but with hard work and perseverance that she reached the position she currently holds.

Who is Sonia Sotomayor?

What year was she born?

What experiences did Sonia have throughout her life?

What is an important obstacle she overcame?

How did she overcome the obstacle?

How does this obstacle connect to why she is famous?

What changes has Sotomayor made in the world that makes her influential?

# Hyperboles + Superlatives

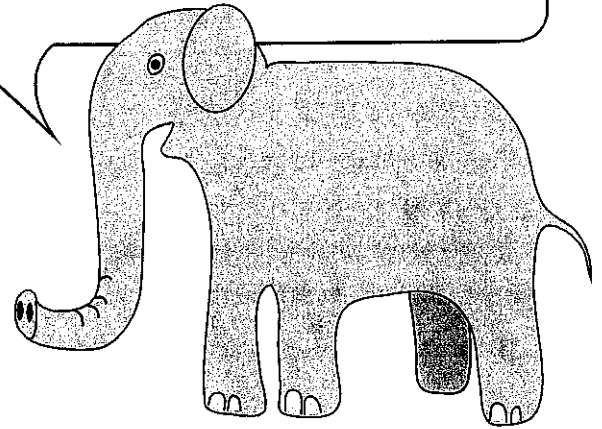
A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image.

Like, "I just ate a million pounds of cheese!"



Sometimes authors use superlatives when they write hyperboles. A **superlative** is an adjective that expresses the highest degree of something. Superlatives often end with the suffix -est.

Like, "biggest" or "heaviest".



Circle the superlative in each hyperbole.

1. My dad is the tallest person in the world!
2. This homework is the hardest thing I've ever done!
3. Fluffy is the laziest cat in the universe.
4. Tommy is the best friend you could ever dream of.
5. That drum is the loudest thing I've ever heard!

Write your own hyperboles using each of the superlatives below.

1. happiest \_\_\_\_\_

2. biggest \_\_\_\_\_

3. hungriest \_\_\_\_\_

4. stinkiest \_\_\_\_\_

5. nicest \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Movie Theater Fractions

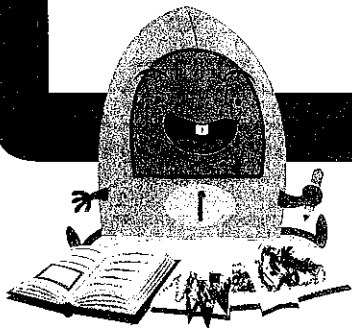
## ★ Mixed Word Problems ★



1. There are four movies showing at the movie theater.  $\frac{2}{5}$  of the people bought tickets for the comedy,  $\frac{1}{4}$  bought tickets for the horror movie, and  $\frac{3}{10}$  bought tickets for the kids' movie. What fraction represents the number of people who bought tickets for the action movie?
2. Jordan is watching the action movie. The movie is 96 minutes long and the previews are  $\frac{1}{4}$  as long as the movie. If Jordan watches all the previews and the whole movie, how long will he be in the theater?
3. There are 64 people at the movie theater today.  $\frac{1}{2}$  of the people are eating popcorn,  $\frac{3}{8}$  are eating chocolate candy, and the rest are eating licorice twists. How many people are eating licorice twists?
4. Becky is in charge of making popcorn at the movie theater. The popcorn machine uses  $\frac{3}{4}$  cup of oil for each batch of popcorn. How many batches can Becky make if she has a bottle of oil that has 13 cups in it?
5. Mikaela's friends brought a big box of crackers to the movie theater. 53 crackers are whole wheat and 29 crackers are cheese flavored. The remaining  $\frac{1}{3}$  of the box contains sesame seed crackers. How many crackers are in the box altogether?

# Day 4

<b>Independent Reading Activity</b>	Read a fiction or nonfiction story. Then choose a word you like and complete this Frayer Model graphic organizer about that word.
<b>Reading</b>	Read the excerpt about video games and then answer questions about the main idea and details of the passage.
<b>Writing</b>	Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.
<b>Grammar Practice</b>	Read phrases and create corresponding singular possessives to match.
<b>Math</b>	Practice writing exponent expressions in various forms with this introduction to exponents worksheet.

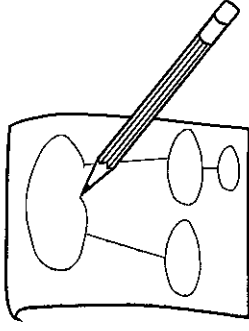




Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Frayer Model



**Directions:** Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

<b>Definition:</b>	<b>Sentence:</b>
<b>Examples:</b>	<b>Non-Examples:</b>
<b>Vocabulary Term:</b>	
<b>Image Representation:</b>	

# Video Games: Not Just for Fun



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read the paragraph. Write the main idea and three details that support it.**

Do you like to play video games? Most kids do, at least from time to time. That's why so many game designers and teachers believe that using educational games are a great way to help children learn about school subjects like math, reading, science and word study. Educational video games are effective because they take the elements of games and apply them to learning in ways that are difficult to do in a traditional classroom. Learning games are usually based on some kind of problem that the player needs to solve. They can fail and learn from their mistakes in a safe setting, without being "put on blast" in front of their peers. Learning games usually incorporate fun, challenging, and unexpected elements to keep players interested, like sound effects, incentives, and fun characters. If the game is designed well, it is engineered so that players are challenged just enough to motivate them, but not so much that they get frustrated. Some learning games are able to assess whether students are learning the targeted learning skill that players practice in the game. Teachers can track student learning on a separate dashboard and provide help when students struggle. Learning games don't address all of the learning needs in schools, but they can be an effective and fun addition to traditional learning.

**A.** What is the MAIN IDEA of this paragraph? Find a sentence in the paragraph or write it in your own words.

---

---

**B.** Name THREE IDEAS that the author used to SUPPORT the main idea:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Possessive Phrases

Use each phrase to create a corresponding singular possessive, using an apostrophe. Write the singular possessive in the space next to the matching phrase.

**Example:**

Phrase	Singular Possessive
pencil that belongs to Mary	Mary's pencil

Phrase	Singular Possessive
1. glue stick that belongs to John	
2. computer that Jonathan has	
3. bookbag purchased by Cassie	
4. ruler given to Matthew	
5. notebook owned by Sara	
6. calculator bought by Marlon	
7. laptop that Karen received	
8. name tag given to Heather	
9. textbook assigned to Jennifer	
10. posterboard bought by Tim	



## Introduction to Exponents: Exponents Make Numbers More Powerful

It's no surprise that every time you multiply a number by another number, its value increases.

$2 \times 2 \times 2$  or  $2^3$  is definitely bigger and more powerful than 2.

How can you write  $2^3$  in words?

Option 1: *Two to the third power*

Option 2: *Two to the power of three*

---

### Let's Practice Using These Terms

Write the following exponent expressions in words. You may choose either option above to write your answer.

1.  $4^8$  \_\_\_\_\_

2.  $9^4$  \_\_\_\_\_

3.  $11^{20}$  \_\_\_\_\_

4.  $3^8$  \_\_\_\_\_

Write each problem in exponent form.

1. Thirty to the power of ten \_\_\_\_\_

2. Eighteen to the power of fifty-five \_\_\_\_\_

3. One hundred to the power of three \_\_\_\_\_

4. Seventeen to the power of sixteen \_\_\_\_\_

Find the value for each problem.

1. Twelve to the power of two \_\_\_\_\_

2. Three to the third power \_\_\_\_\_

3. Four to the power of six \_\_\_\_\_

4. Four to the power of four \_\_\_\_\_



# Day 5

## Independent Reading Activity

Read a short nonfiction text three times. As you read, complete the Close Reading Checklist to think about different aspects of the text.

## Reading

Draw conclusions in this text about Cesar Chavez by combining what you learn from the text with your background knowledge.

## Writing

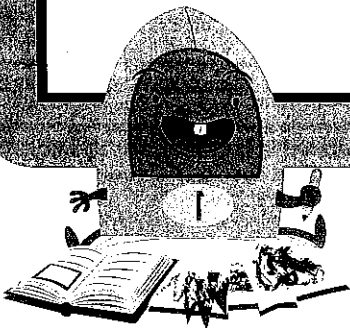
Choose one of the prompts and complete your writing on a separate piece of paper or in a writing notebook.

## Grammar Practice

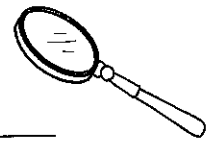
Practice evaluating spelling suggestions and making corrections to selected words.

## Math

Read the word problems and calculate the volume of candy boxes, toy bins, and bookcases.



# Close Reading Checklist



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## First Reading What does it say?

- Read the title and make a prediction about the text.
- After reading, think about what the text is mostly about.
- Talk to a partner and share your thoughts and ideas.

## Second Reading How does the text work?

- Highlight the title and/or headings.
  - Underline the topic sentences.
  - Circle powerful words and phrases.
  - Draw a ★ next to any important ideas.
  - Put a ? next to confusing parts.
- Write your thoughts in the margin.

## Third Reading What does it mean?

While reading, think about the following questions:

- What is the purpose of the text?
- What is the main idea?
- What evidence supports the main idea?
- What are your own thoughts and opinions?
- How does this text connect to other texts?

What is the purpose of this text?

---

---

---

---

What is the main idea?

---

---

---

---

What evidence in the text supports the main idea? Record specific quotes.

---

---

---

---

What are your thoughts?

---

---

---

---

How does this text connect to other texts?

---

---

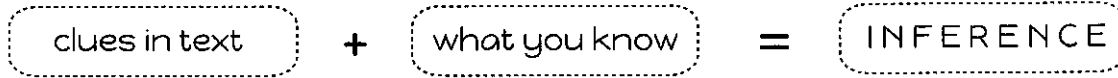
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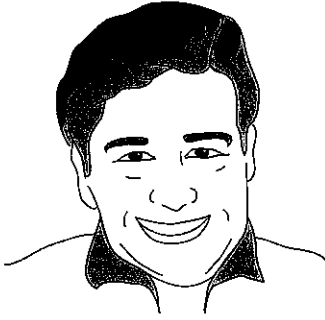
## Making Inferences

### Courageous Leaders Part 2

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge.



#### César Chávez - A Brave Leader



César Chávez was born in Arizona in 1927. When his family lost their farm due to financial struggles, they had no other choice but to pack up their belongings and move from farm to farm, **seeking** any work they could find. By the eighth grade, César was forced to quit school and work full-time to support his family.

Working as a migrant worker made Chávez all too familiar with the **somber** conditions in the fields. **Migrant** workers, most of whom were Mexican American, were paid below minimum wage, often worked under unsafe conditions, and were forced to watch their young children work long hours as well.

When Chávez grew up, he decided to help other farm workers like himself. He and his wife taught Mexican immigrants to read, educated new U.S. citizens about voting procedures, and joined a **civil rights** organization, the Community Service Organization. He and other **activists** went on to form the National Farm Workers Association. Through this workers' rights group, Chávez staged strikes against grape growers in 1965 and led a 300-mile march across California. Despite he and other union members being jailed along the way, he continued to fight for his cause.

It wasn't until Chávez asked the American people to **boycott** grapes grown in California that the growers agreed to sign contracts for safer working conditions. Although the name of Chávez's union changed in 1970 to United Farm Workers of America, his organization's **vision** stayed the same. Until his death in 1993, he stayed committed to fighting for **social justice**.

#### Defining Key Vocabulary

Directions: Look up the definition for each key term listed below and write it on the answer line.

**seeking:** \_\_\_\_\_

**somber:** \_\_\_\_\_

**migrant:** \_\_\_\_\_

**civil rights:** \_\_\_\_\_

**activist:** \_\_\_\_\_

**boycott:** \_\_\_\_\_

**vision:** \_\_\_\_\_

**social justice:** \_\_\_\_\_

## Making Inferences

### Courageous Leaders Part 2

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

The text states . . .	This most likely means . . .
<p>When Chávez grew up, he decided to help            _____            other farm workers like himself.            _____            _____</p>	<p>What can you infer about Chávez's personality?            _____            _____            _____</p>
<p>It wasn't until Chávez asked the American people            _____            to boycott grapes . . . that the growers agreed            _____            to sign contracts for safer working conditions.            _____</p>	<p>What can you infer about the grape growers?            _____            _____            _____</p>
<p>_____            _____            _____</p>	<p>Chávez was not afraid to show others            _____            that he did not agree with their actions.            _____            _____</p>
<p>_____            _____            _____</p>	<p>Migrant workers were very            _____            grateful that Chávez worked hard to try            _____            to protect their rights.            _____</p>





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spelling Squiggles

Look at the underlined word in each sentence. Decide if the spelling needs to be changed. If it needs to be changed, write the correct spelling on the corresponding line. If the spelling does not need to be changed, write the word "correct" on the line.

**Example:** When it rained the creak began to rise. creak

1. When we got on the bus we had to pay a bus fair.

\_\_\_\_\_

2. As Kayla climbed the attic stairs the boards began to creak.

\_\_\_\_\_

3. At the county fair, Mrs. Wilson was selling handmade scarfs.

\_\_\_\_\_

4. The majestic eagle sword high above the crowd as the people watched in amazement.

\_\_\_\_\_

5. A group of woman went on a shopping trip together.

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spelling Squiggles

Look at the underlined word in each sentence. Decide if the spelling needs to be changed. If it needs to be changed, write the correct spelling on the corresponding line. If the spelling does not need to be changed, write the word "correct" on the line.

**Example:** When it rained the creak began to rise. creek

6. The firefighters that saved the children from the burning house were true heros.

\_\_\_\_\_

7. Yesterday, the optometrist told my mother that I needed glasses to correct my vision.

\_\_\_\_\_

8. When the cows were hungry, they mooed for more food.

\_\_\_\_\_

9. During the hurricane, the winds blew a tree across the road.

\_\_\_\_\_

10. My mom saw an advertisement for a set of knifes and I decided to get them for her birthday.

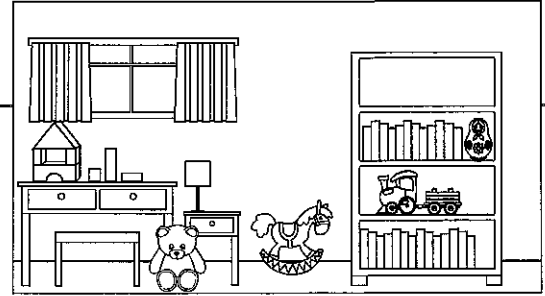
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Volume and Word Problems

**Directions:** Find the volume for each word problem.



1. If you have a box of candy that is 8 inches long, 5 inches wide, and 2 inches tall, how much space do you have for candy?
2. If you have a toy bin that is 6 feet long, 4 feet wide, and 3 feet high, how much space do you have for toys?
3. If your toy car's trunk is 8 feet long, 6 feet wide, and 4 feet tall, how much room do you have in your trunk?
4. If you have a dresser that is 7 meters high, 2 meters wide, and 4 meters long, how much room do you have for your clothes?
5. If you have a bookcase that is 3 feet tall, 1 foot wide, and 4 feet long, how much space do you have for books?



# Other Fun Stuff

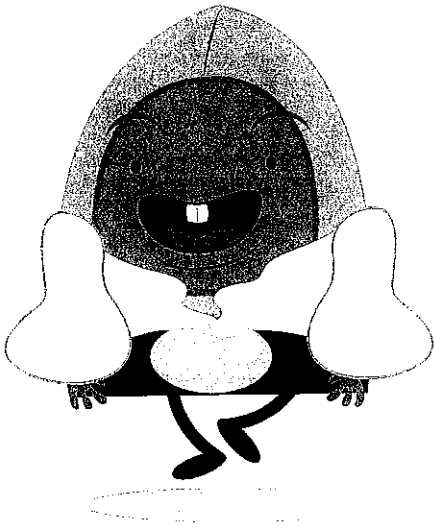
Make Your Own Crossword Puzzle

Out of This World Sudoku Puzzle

Animal Crossword: Cold-Blooded Animals

5th Grade Vocabulary Crossword Puzzle

Logic Problem #5



# How To Make A Crossword Puzzle

- Print out two copies of the blank grid. One will be filled in, and the other will be an empty crossword puzzle ready for someone to try.

Decide on a theme. This one will be about animals.

With a pencil (there might be a lot of erasing!) begin filling in the squares with words relevant to your theme. Cross each word with another, sharing common letters. Fill in as many words as you can think of.

**HINT:** Use longer words first so there is plenty of room to cross over, then fill in with smaller words.

G	I	R	A	F	F	E								
				E		L								
S	Q	U	I	R	R	E	L							
				R		P								
				E		H								
				T		A				G				
						N				O				
						T	I	G	E	R				
										I				
										L				
								E	A	G	L	E		
										A				

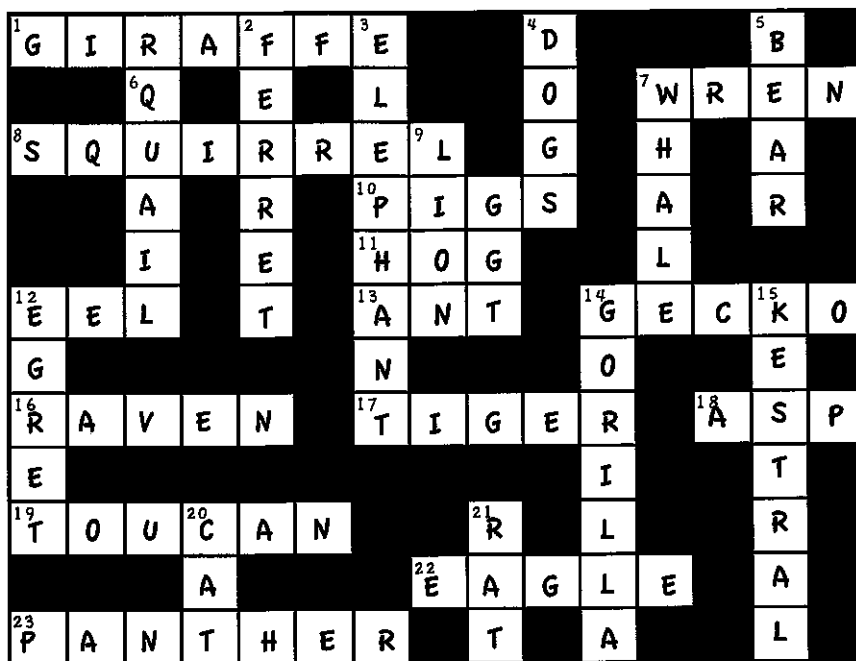
- Once you've written in as many words as you can, color in the empty boxes with black.

G	I	R	A	F	F	E			D					B
		Q		E		L			O		W	R	E	N
S	Q	U	I	R	R	E	L		G		H		A	
		A		R		P	I	G	S		A		R	
		I		E		H	O	G			L			
E	E	L		T		A	N	T		G	E	C	K	O
G						N				O				E
R	A	V	E	N		T	I	G	E	R		A	S	P
E										I				T
T	O	U	C	A	N			R		L				R
			A					E	A	G	L	E		A
P	A	N	T	H	E	R		T		A				L

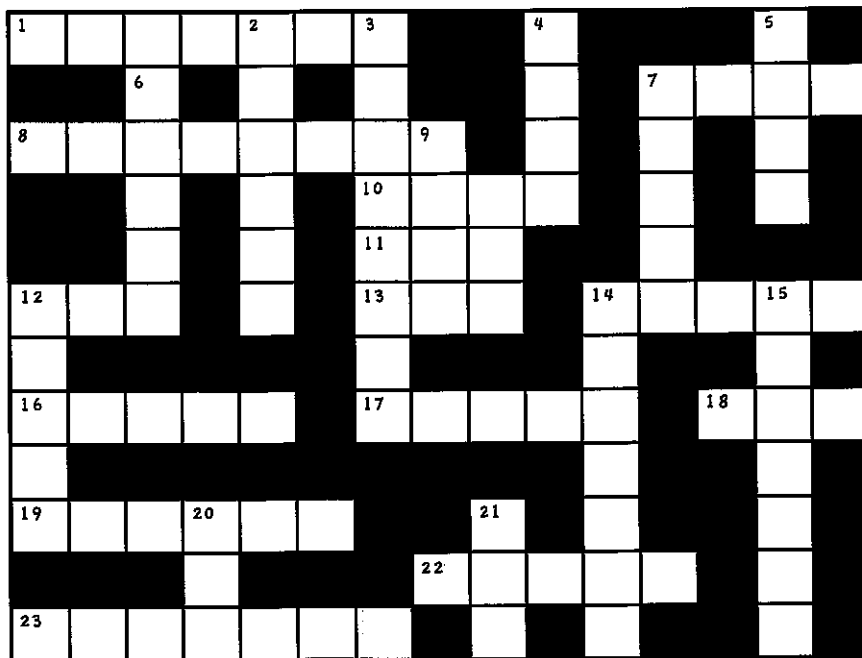
# How To Make A Crossword Puzzle

- 3.** Write numbers (1, 2, 3 and so on) right to left in the boxes of the first letter of each word.

Keep this page. It will be your answer sheet.



- 4.** Take the second blank grid that you printed out and fill in the numbers and the black squares, but leave the white squares blank.



# How To Make A Crossword Puzzle

- 5.** Now write in the clues at the bottom of the page, matching the vertical words' numbers under "Down" and the horizontal words' numbers under "Across".

Clues can be as difficult or easy as you want them to be. They can be tricky, or silly. Have fun with them!

- 6.** Give your crossword puzzle a name, and you're done!

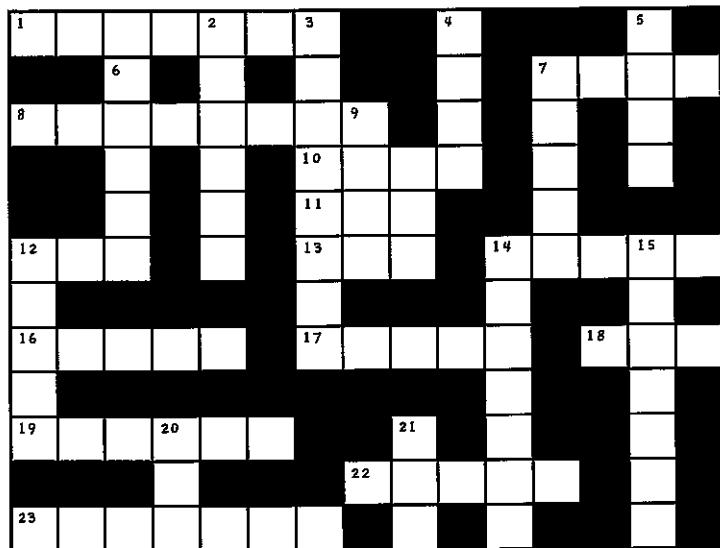
## Across

1. Long-necked African mammal.
7. "When" will you guess this bird?
10. More than one in a trough.
8. Nutty guy with fluffy tail.
12. "EEK" this fish is slimy!
13. Not your uncle.
14. Insurance lizard.

## Down

2. Weasly mammal.
3. Never forgets.
4. Man's best friends.
5. Grizzly or polar.

## Wonderful World of Animals!

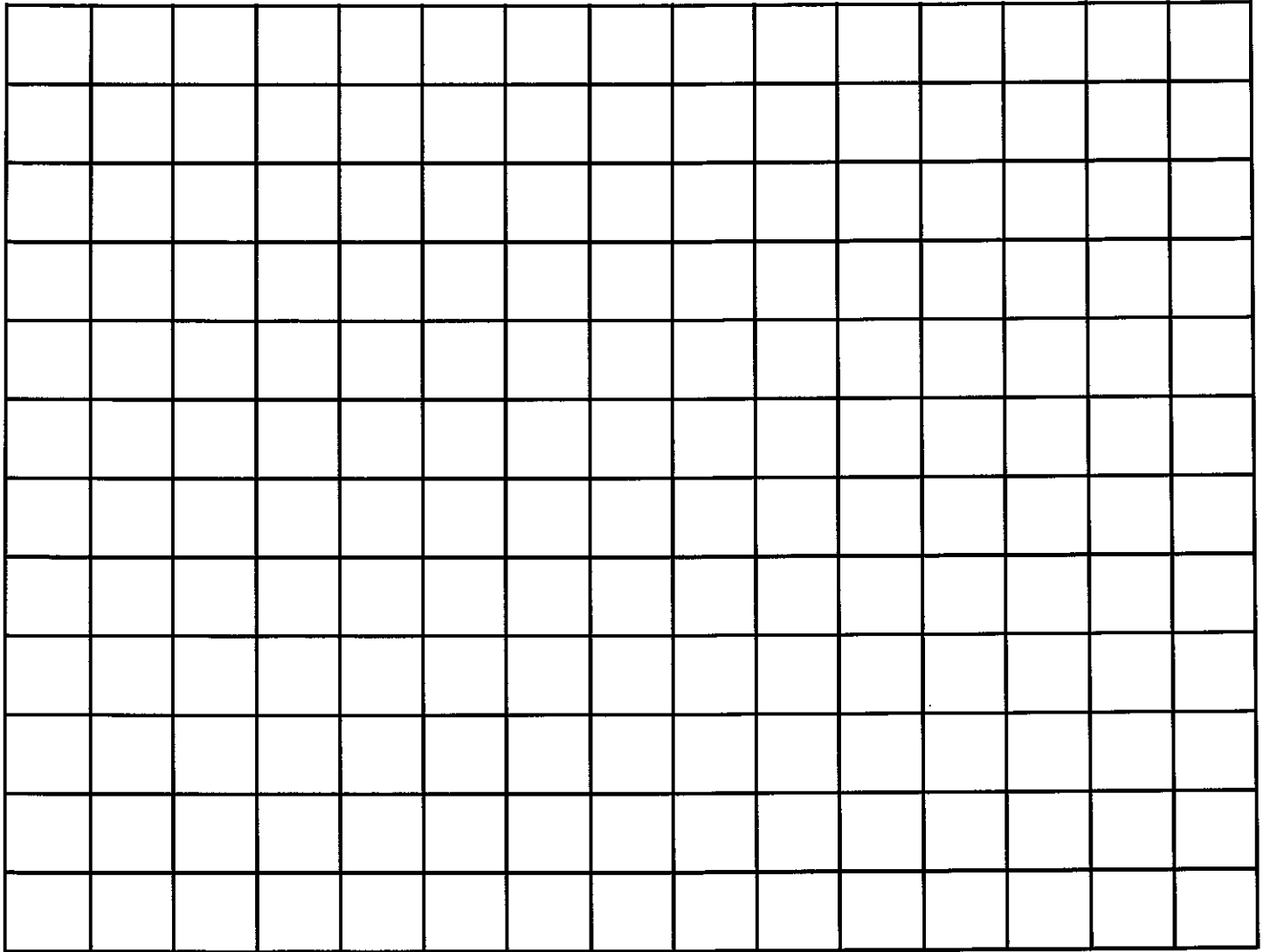


### Down

1. Long-necked African mammal.
7. "When" will you guess this bird?
10. More than one in a trough.
8. Nutty guy with fluffy tail.
12. "EEK" this fish is slimy!
13. Not your uncle.
14. Insurance lizard.
16. Poe's bird.
17. Striped feline
18. Poisoned Cleopatra.
19. Colorful tropical bird.
22. America's symbol
23. Can be black. Predatory wild cat.

### Across

2. Weasly mammal.
3. Never forgets.
4. Man's best friends.
5. Grizzly or polar.
6. Similar to partridge.
7. Largest sea animal.
9. Part of a pride.
12. White shore bird.
14. Largest primate.
15. Small hawk.
20. House pet.
2. You dirty \_\_\_!



**Down**

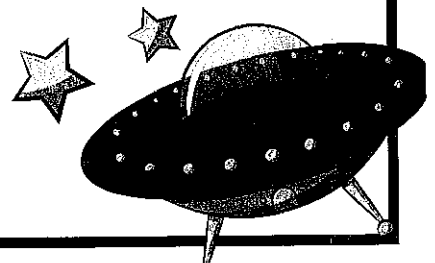
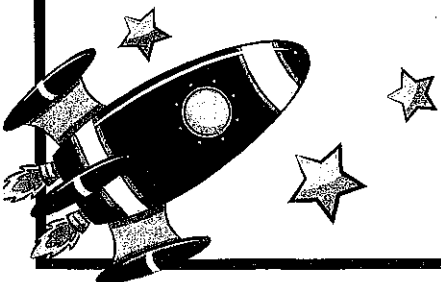
**Across**





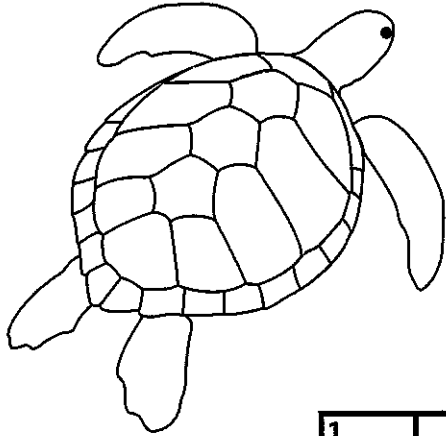
# Out of This World Sudoku Puzzle

		3	9	1		5		8
				8	5	3		
						4		
		4	5	3				7
					9	8		
	1		2		7			4
		1				6		
6	4	9		5	1	7		3
		2		9				



# Cold-Blooded Animals

## Crossword Puzzle

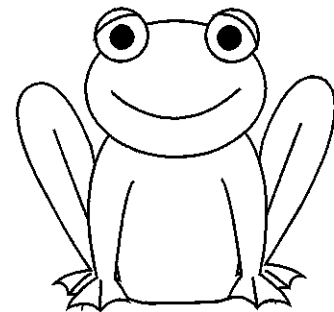
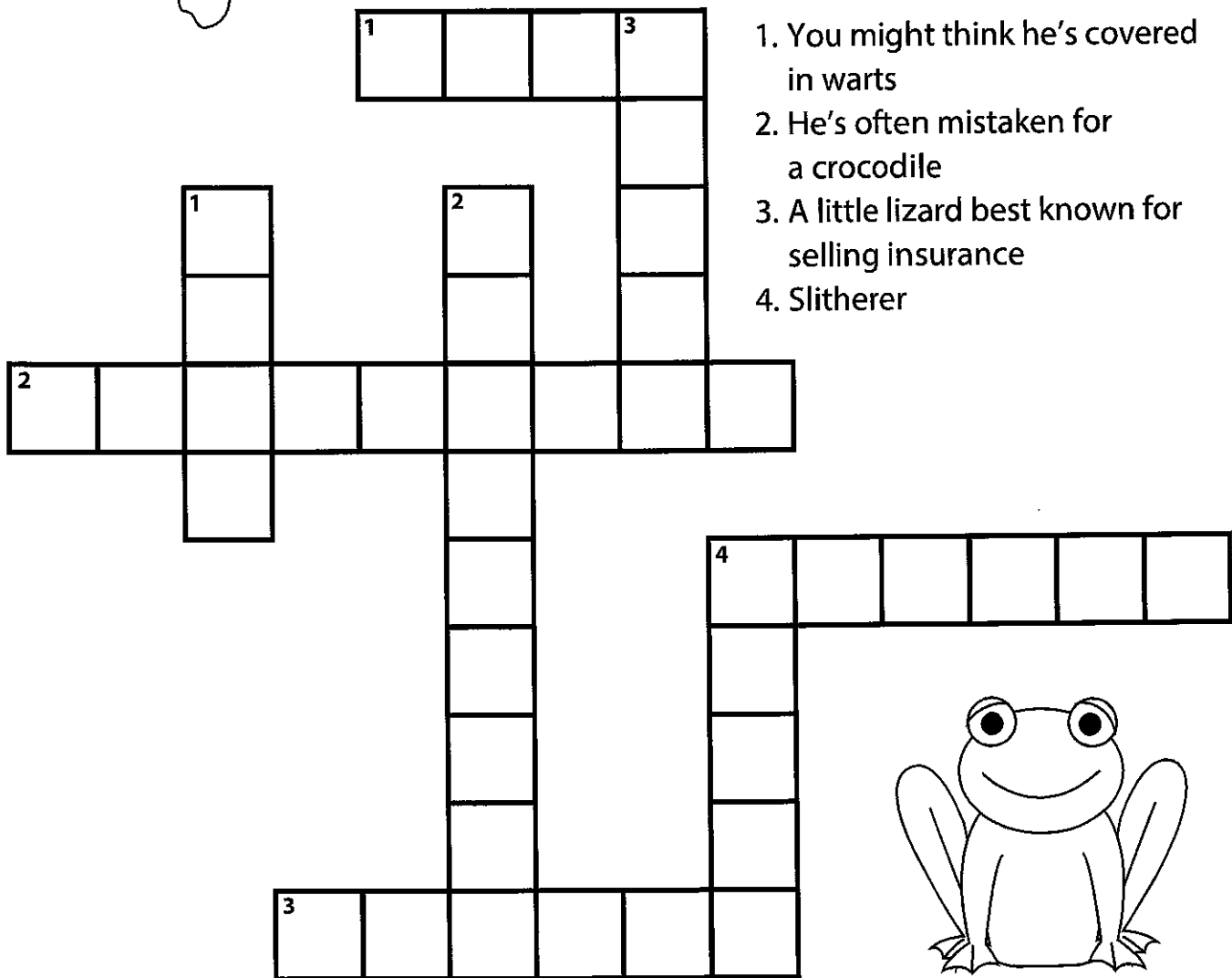


### Across:

1. If you kiss one, he might turn into a prince
2. A lizard that can change color
3. A slow mover that carries his house on his back
4. A fish that swims upstream

### Down:

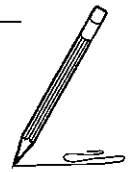
1. You might think he's covered in warts
2. He's often mistaken for a crocodile
3. A little lizard best known for selling insurance
4. Slitherer



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 5th Grade Vocabulary

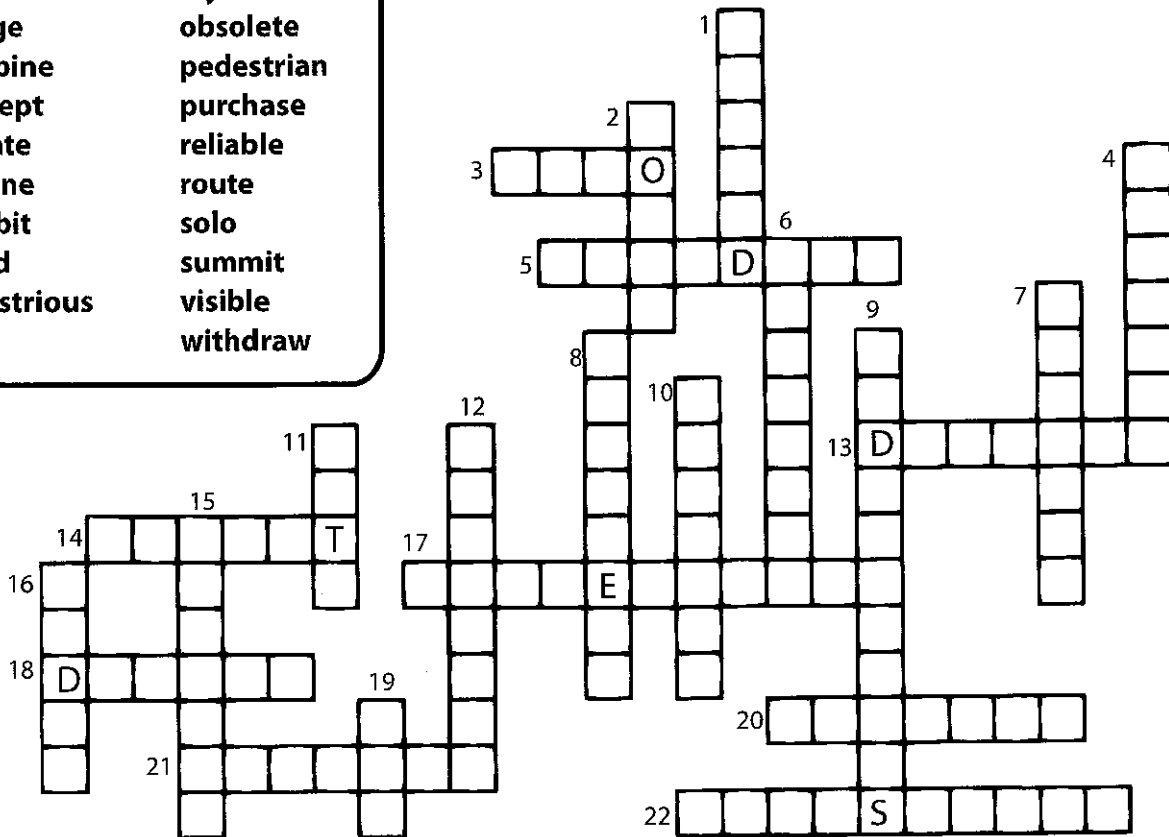
## Crossword Puzzle



### WORD BANK

abolish	monarch
achievement	myth
budge	obsolete
combine	pedestrian
concept	purchase
debate	reliable
decline	route
exhibit	solo
frigid	summit
industrious	visible
kin	withdraw

**Directions:** Complete the crossword puzzle using the clues below. Use a dictionary if you need help.



### CLUES

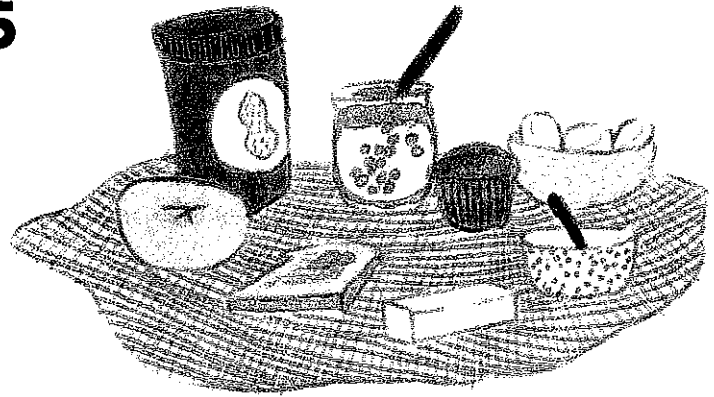
#### ACROSS

- any activity that is performed alone without assistance
- take back; remove
- a gradual decrease
- the top point of a mountain or hill
- something that takes skill or effort
- discuss the pros and cons of an issue
- cancel; put to an end
- add together from different sources
- a person who travels by foot

#### DOWN

- extremely cold
- the path that must be followed to get to a place
- able to be seen
- able to be depended on; trustworthy
- something shown to the public
- out of date, no longer in use
- hard-working; not lazy
- an idea or principle
- a traditional story accepted as history
- to buy
- a person who rules over a kingdom or empire
- to move or shift
- one's relatives

# Logic Problem #5



**Directions:** Use the table to help you solve the logic problem. Each square represents a possible answer. Follow the rows and columns to find the correct combination.

- Draw a dot in a square for the answer where the vertical and horizontal squares meet.
- Draw an “x” in a square that isn’t the answer.

	Bagel	Toast	Biscuit	Muffin	Jelly	Peanut Butter	Cream Cheese	Butter
Mom								
Dad								
Joshua								
Jessica								
Jelly								
Peanut Butter								
Cream Cheese								
Butter								

**The Tackart family went out to breakfast:** Mom, Dad, Joshua, and Jessica. They each got a side with their meal: toast, a muffin, bagel, and biscuit. Each family member put something different on their side: butter, cream cheese, jelly, and peanut butter. Use the clues to find out which family member ate which side and topping.

### Clues

1. Joshua enjoyed peanut butter as his topping.
2. Mom did not have a muffin or biscuit as her side but she did have cream cheese.
3. Dad ate a muffin but did not have butter as the topping.
4. The person who had a biscuit had butter as the topping.
5. The toast did not have cream cheese.

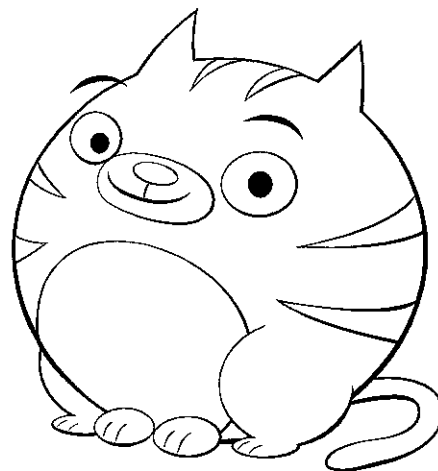


# Week 6

## Independent Study Packet

# ANSWER KEYS

**Use these answer keys  
to check your work!**



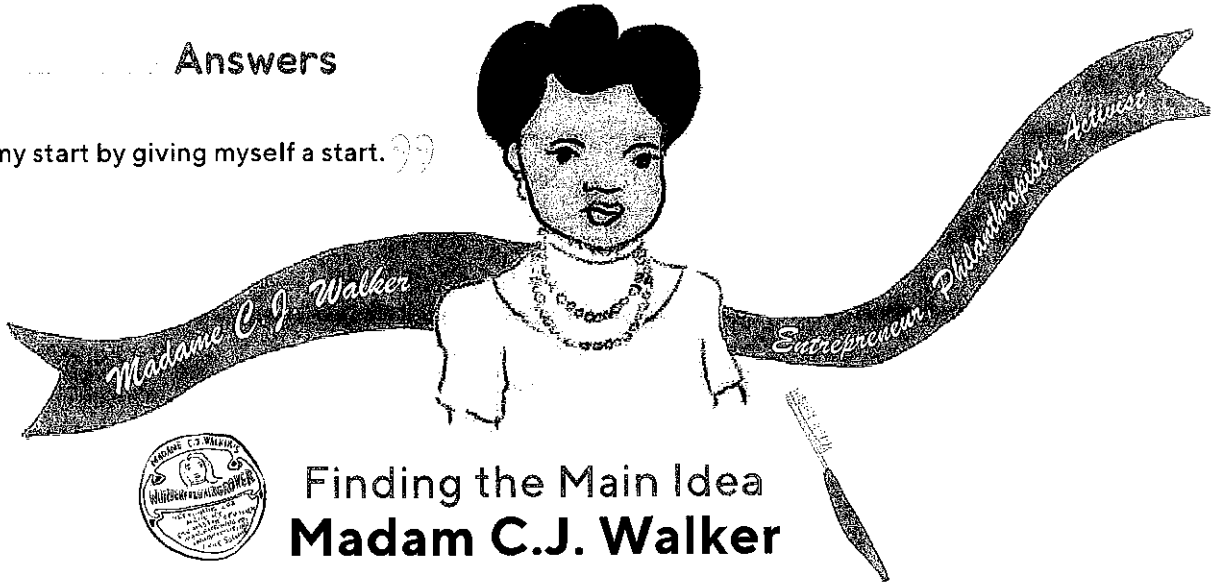
Name \_\_\_\_\_

Date \_\_\_\_\_

Read & Write

Answers

I got my start by giving myself a start. ☺☺



## Finding the Main Idea Madam C.J. Walker

When reading a biography, it is important to find the main ideas within the text. The main ideas will help you write a clear report.

Read the following passage about Madam C.J. Walker.

Madam C.J. Walker was the first woman to earn over one million dollars in America. She was born Sarah Breedlove in Louisiana on December 23, 1867, just a few years after President Lincoln signed the Emancipation Proclamation making slavery illegal. Her parents had been born into slavery, and she was the first child in her family to be born a free woman.

When she was growing up, her family did not have a lot of money. She had a skin disease on her head that caused her to lose her hair, and suffered many years of hair loss.

Determined to find a way to grow her hair back, she invented hair care products for African American women. She used her husband's name – Charles J. Walker – and went around the country selling her products and showing people how to use them, and soon she made enough money to start a factory and a beauty school.

Madam C.J. Walker used a lot of the money she made to help African Americans in her community, donating to organizations and community centers for African Americans. Her beauty products are still sold today.

What is the main idea of the passage above?

Madam C.J. Walker had a problem, and after working hard to invent

a solution for the problem, she created a business and became the first

woman to earn over one million dollars in America.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Answers Building Sentences

A complete thought (or sentence) contains a subject and a predicate. That means you can identify a "who/what" and a "what about it."

The softball team | won the game

Subject (who/what) | Predicate (what about it)

Sometimes, sentences contain compound subjects or predicates. That means there are two subjects or predicates, like in the example below.

The pack of dogs and the garbage men chasing them ran around the corner and went into the parking lot.

**Directions:** Circle the subject and underline the predicate in each example below.

1. Julio and I went down to the school yard.
2. She got a ticket to ride the rollercoaster and then bought a slushy.
3. My new shoes and socks got dirty.
4. My gum popped out of my mouth and fell on the floor.
5. My sister went to the movies and then joined her friends.

**Now, create complete sentences that have...**

Student answers will vary but may include:

1. One subject and one predicate:

I went to the zoo.

2. One subject and two predicates:

I went to the zoo and then out to dinner.

3. Two subjects and one predicate:

Jim and I went to the zoo.

4. Two subjects and two predicates:

Jim and I went to the zoo and then out to dinner.

# Answers Mixed Fractions

A mixed fraction, or mixed number, is a whole number and a proper fraction combined.  
These fractions can also be written as improper fractions.  
To convert a mixed fraction to an improper fraction, follow the steps below.



1. Multiply the whole number part by the fraction's denominator.
2. Add that to the numerator.
3. Then write the result on top of the denominator.

**Example: Convert  $3\frac{2}{5}$  to an improper fraction.**

Multiply the whole number by the denominator:  $3 \times 5 = 15$

Add the numerator to that:  $15 + 2 = 17$

Then write that down above the denominator, like this:  $\frac{17}{5}$

Convert the following mixed numbers to improper fractions.  
Write your answer on the line next to each problem.

1)  $5\frac{1}{3} = \underline{\frac{16}{3}}$

6)  $2\frac{1}{2} = \underline{\frac{5}{2}}$

11)  $9\frac{1}{5} = \underline{\frac{46}{5}}$

2)  $2\frac{1}{8} = \underline{\frac{17}{8}}$

7)  $3\frac{1}{4} = \underline{\frac{13}{4}}$

12)  $6\frac{1}{2} = \underline{\frac{13}{2}}$

3)  $3\frac{1}{4} = \underline{\frac{13}{4}}$

8)  $6\frac{1}{10} = \underline{\frac{61}{10}}$

13)  $5\frac{4}{9} = \underline{\frac{49}{9}}$

4)  $3\frac{2}{9} = \underline{\frac{29}{9}}$

9)  $5\frac{7}{10} = \underline{\frac{57}{10}}$

14)  $9\frac{2}{3} = \underline{\frac{29}{3}}$

5)  $9\frac{3}{8} = \underline{\frac{75}{8}}$

10)  $9\frac{1}{2} = \underline{\frac{19}{2}}$

15)  $2\frac{3}{8} = \underline{\frac{19}{8}}$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Historical Perspectives

## The Homestead Act

The Homestead Act was a document signed in 1862 that allowed settlers to claim land in the west. The Homestead Act turned over acres and acres of public land to private citizens. Homesteads, the name for the large spaces of land that people could claim, could be up to 160 acres in size. Almost anyone could apply to claim land under the Homestead Act—in order to be eligible, a person only had to be 21 or older and the head of a household. This meant that people of all types were afforded the right to claim their homestead. Women, immigrants, African-Americans, and other groups of people who did not have many rights at the time were able to legally own the land claimed by the Homestead Act. After living on the land for five years, the land would officially become theirs. Most homesteads were in the Great Plains, in what are now states like Nebraska, Oklahoma, and Kansas. Most homesteaders (people who claimed land under the act) used their land for farming. People who lived on the homestead often did not have much money, and lived in small, one-room sod houses, or houses made of soil and dirt. The Homestead Act was one of several events responsible for making the western United States what it is today.

### Think like a historian!

1. In what ways was the world different in the early 1800s than it is now?

The United States was much smaller than it is today. Many Native American tribes still lived freely on their own lands. Many Europeans were still interested in exploring and claiming land.

2. What would your life be like if you lived during that time period?

I would not have running water or electricity. My house might be made of dirt! Depending on the color of my skin or my gender, I might be treated badly.

3. What different points of view are represented in the three texts above?

Europeans, white American men, Native Americans, women, immigrants, and African Americans are all discussed in the texts.

4. Who was happy about westward expansion? Who was not?

Explorers and homesteaders were probably happy about the westward expansion. Native Americans were probably very angry.

Answer this prompt on a separate piece of paper:

**How did westward expansion change people's lives?**

**Student writing responses will vary.**



# On the LOOKout for Perfect Verbs

**Present perfect tense** describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using has/have with the past participle of the verb.

**Example:** I have walked to the grocery store many times.

**Past perfect tense** describes an action that took place in the past before another past action. This tense is formed by using had with the past participle of the verb.

**Example:** By the time the rain started, I had walked 2 miles.

**Future perfect tense** describes an action that will occur in the future before some other action. This tense is formed by using will have with the past participle of the verb.

**Example:** By the time the marathon is over, I will have run 26 miles.

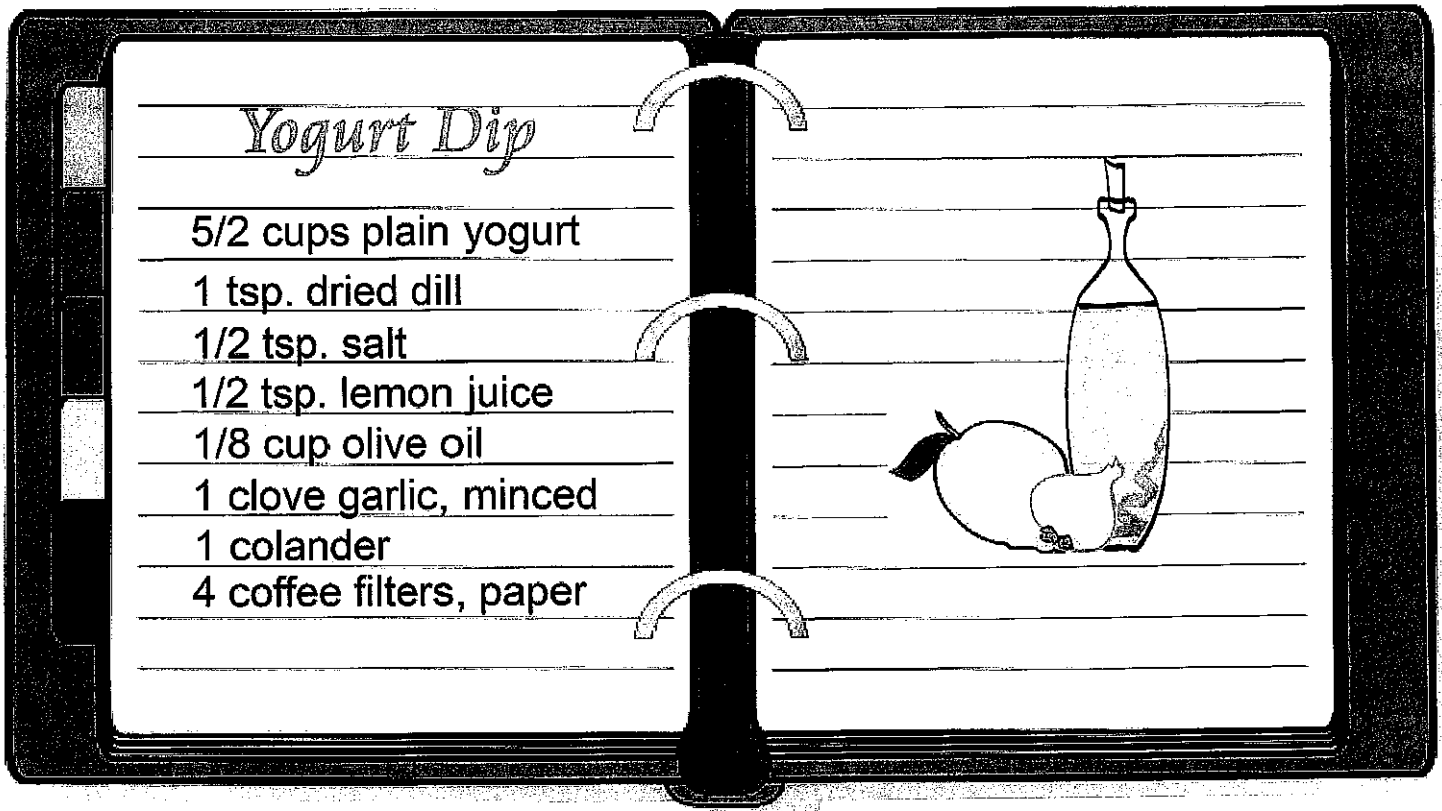
## Identify the tense of the perfect verb in the following sentences:

1. By the time the day was over, we had driven all over the animal preserve. Past
2. The birds have flown back and forth across the plains. Present
3. We will have walked for 2 hours by the time we get back to camp. Future
4. After we had ridden through half the park, we stopped to enjoy lunch. Past
5. We will have seen all the animals by the time night falls. Future
6. I had hoped that we would see more elephants. Past
7. The giraffes have eaten all the leaves off the tallest trees. Present
8. After we get back home, I will have visited 3 countries in Africa. Future
9. Even though the days were long, I have enjoyed seeing the wilderness. Present
10. By the time we arrive back at camp, I will have taken one hundred pictures. Future

## Convert the verb to past/present/future perfect tense:

1. After we had eaten dinner, we sat around the fire and sang songs.  
eat
2. When the sun rises, we will have spent the entire night under the stars.  
spend
3. We have cooked breakfast every morning over the fire.  
cook
4. By the time we see the lions, the zebras have run to the other side of the field.  
run
5. We had packed up all our gear by the time the car came to pick us up.  
pack

# Foodie Fractions Answers



Sarah is bringing her favorite yogurt dip to school for snack day. This recipe feeds 20 people but she only needs to feed 10. Can you help her halve this recipe? She would also like to make some for 5 of her friends. Can you help her to make a quarter of this recipe as well?

Multiply each ingredient's amount by  $\frac{1}{4}$  or  $\frac{1}{2}$  to calculate how much Sarah needs.

<i>Measurement</i>	<i>x</i>	$\frac{1}{4}$		$\frac{1}{2}$	<i>Ingredient</i>
5/2		<u>5/8</u>	cups	<u>5/4</u>	plain yogurt
1		<u>1/4</u>	tsp.	<u>1/2</u>	dried dill
1/2		<u>1/8</u>	tsp.	<u>1/4</u>	salt
1/2		<u>1/8</u>	tsp.	<u>1/4</u>	lemon juice
1/8		<u>1/32</u>	cup	<u>1/16</u>	olive oil
1		<u>1/4</u>		<u>1/2</u>	garlic clove

Name \_\_\_\_\_

Date \_\_\_\_\_

# The Aspirations of Sonia Sotomayor



Directions: Read the passage about Sonia Sotomayor below, then answer the questions that follow using evidence from the text.

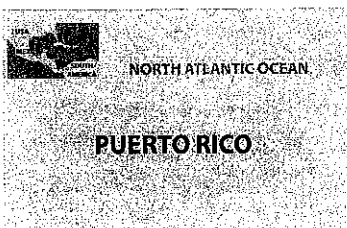
“Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire.”

— Sonia Sotomayor

## Introduction

Have you ever thought about what you wanted to be when you grow up? Perhaps typical career paths, like becoming a doctor, nurse, or teacher have come to mind. But have you ever considered becoming a Supreme Court justice? Do you know what that is? There are currently only nine Supreme Court justices permitted at one time, so it is not surprising if you have never considered it!

One of the most recent appointees, Sonia Sotomayor, never dreamed of becoming a Supreme Court justice when she was growing up. Even though it was something she could not have imagined as a child, in 2009, President Barack Obama nominated Sonia to become the first Latina Associate Supreme Court justice in U.S. history.



Puerto Rico is an island located southeast of Florida. It is a territory of the United States. People born there are United States citizens.

## Early Life

Sonia's parents were born in Puerto Rico, and moved to New York before Sonia was born. Sonia was born in the Bronx on June 25, 1954. Her mother was a nurse, and her father worked in a factory. She had a younger brother who she affectionately called Junior. Her abuelita, her father's mother, helped raise her, teaching Sonia her native language, Spanish. Since Spanish was Sonia's first language, she struggled to learn English while growing up. To build her confidence in the English language, she joined a Bible-reading group and read Bible verses aloud.

During her youth, Sonia enjoyed reading all types of books, from comic books to encyclopedias. One of her favorite series was about an inquisitive, crime-solving detective named Nancy Drew. When Sonia was seven years old and dreaming of becoming a detective, she was diagnosed with Type 1 diabetes. In order to survive, she had to take an insulin shot every day, which she quickly learned to give to herself. This was frightening for her because her dream of becoming a detective disappeared with her diagnosis. At the time, people could not be police officers if they had diabetes, and she needed to become a police officer before becoming a detective.

Not long after her diagnosis, Sonia decided to become a lawyer who stood up for people who needed help. She arrived at this decision after watching a famous, but fictional, television lawyer, Perry Mason. Sonia loved watching Perry Mason argue his cases in the courtroom, and thought it was amazing that there were people who worked to help others in this way.

Sadly, while Sonia was still young, only nine years old, her father passed away.

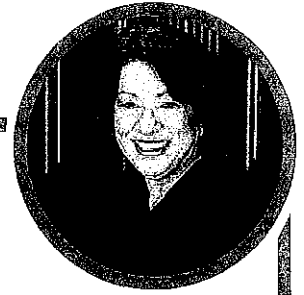
## Education

Sonia's education began at home when her mother introduced her to a set of encyclopedias, which Sonia read daily. She became fascinated with the words and information, and always wanted to learn more.

Name \_\_\_\_\_

Date \_\_\_\_\_

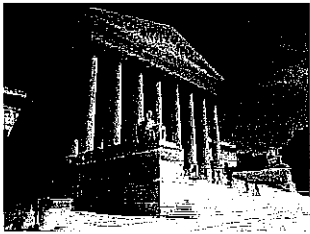
# The Aspirations of Sonia Sotomayor



Sonia graduated high school with honors and applied to an Ivy League college on her guidance counselor's recommendation. Though she was unfamiliar with Princeton, she chose to attend this prestigious university with the help of a scholarship.

While studying at Princeton, she was unafraid to ask questions, even if they made her seem unknowledgeable. When describing her experience at the school, she said the university seemed like a different world. For example, when a friend commented that Sonia sounded like Alice, Sonia didn't understand the reference. Even though she knew it would make her appear to be uninformed, she asked her friend who this Alice was. Her friend kindly explained that she meant Alice, from the book *Alice in Wonderland*. At the time, Sonia had never heard of the story, but by asking the question, she learned more about Lewis Carroll's classic work of literature.

Much of her time at Princeton was filled with studying hard and adapting to her new environment. With the new surroundings came new ideas. Sonia had the ability to share her own ideas, shaped by her childhood upbringing, with people who did not look or sound like her.



The U.S. Supreme Court was established by the Constitution to provide a checks and balance to the President and to Congress. The Supreme Court interprets U.S. laws by way of court cases.

## Prosecuting Her Way to the Supreme Court

After becoming a lawyer in 1980, Sonia joined the District Attorney's office in Manhattan. Sonia worked as an Assistant District Attorney (ADA), interviewing victims and witnesses and evaluating the evidence surrounding crimes. As the ADA, she worked as a prosecutor, which is someone who brings cases against people who have broken the law. She worked as an ADA for four years, before joining the law firm Pavia & Harcourt in 1984.

Even while working for the private sector, she still did pro bono work, where she would represent people for free. Sonia served on the board of the Puerto Rican Legal Defense and Education Fund, the New York City Campaign Finance Board, and the State of New York Mortgage Agency. A few years after she joined the private firm, Senators Ted Kennedy and Daniel Patrick Moynihan noticed her pro

bono work and helped her get nominated as a judge.

There are many levels in the court system. President George H.W. Bush nominated her to become the youngest U.S. District Court judge for the Southern District of New York City in 1992. After she served in that position for five years, President Bill Clinton nominated her to become a judge in the U.S. Second Circuit Court of Appeals in 1997. While working in the court of appeals, Sonia began teaching law as an adjunct professor at New York University in 1998, and at Columbia Law School in 1999. Then, in 2009, President Barack Obama nominated Sonia Sotomayor to become a Supreme Court Justice.

## Supreme Ideas as a Judge

After all her work as a student, lawyer, and judge, she was prepared to make decisions on landmark cases. The Supreme Court makes decisions that can affect the whole country, since they settle disputes between the federal government and citizens, or handle controversial cases.

While the odds of a Latina who did not speak English well as a child becoming a Supreme Court Justice might have seemed unlikely in the past, Sonia's appointment changed that. She paved the way for other women to

Name \_\_\_\_\_

Date \_\_\_\_\_

# The Aspirations of Sonia Sotomayor



pursue their dreams, including aspiring to be in the highest court of the United States. No matter the obstacles she encountered, like language barriers, a health crisis, and the death of her father, Sonia continued to aspire to new heights and pave new pathways to her success. It was not with luck, but with hard work and perseverance that she reached the position she currently holds.

<p><b>Who is Sonia Sotomayor?</b> Sonia Sotomayer is the first Latina Associate Supreme Court Justice in the U.S.</p>	<p><b>What year was she born?</b> She was born in 1954 in New York.</p>
-----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

**What experiences did Sonia have throughout her life?**  
 She studied a lot and would go to the library often. The author says she struggled to learn English while growing up. She was diagnosed with Type 1 diabetes when she was young. Her father died when she was young as well.

**What is an important obstacle she overcame?**  
 She was diagnosed with Type 1 diabetes when she was young. She has to take a shot every day. She also did not know how to speak English well when she was little.

**How did she overcome the obstacle?**  
 She learned how to give herself the shot she needs to survive. She was only seven years old! She also would read the Bible aloud to help her learn English.

**How does this obstacle connect to why she is famous?**  
 I think her overall ability to overcome obstacles is what helped her become a Supreme Court Judge. She would always ask questions, even if it meant showing she did not know everything. She would work hard and study at the library. She helped others with pro bono work as a lawyer. All of her accomplishments are because she worked hard and never gave up on helping others.

**What changes has Sotomayor made in the world that makes her influential?**  
 She was the first Latina to become a Supreme Court Justice. This shows that with hard work, other Latinos can become Supreme Court Justice too!

## Answers Hyperboles + Superlatives

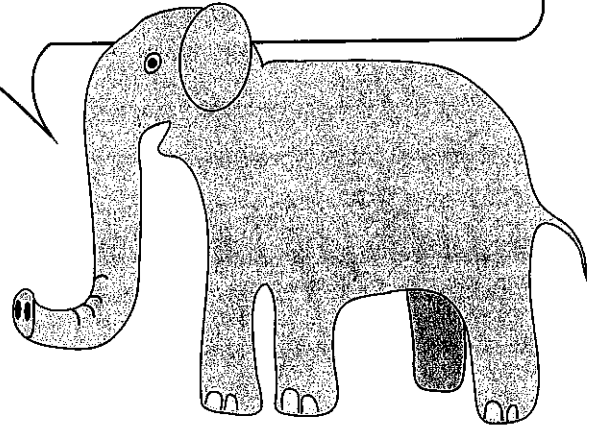
A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image.

Like, "I just ate a million pounds of cheese!"



Sometimes authors use superlatives when they write hyperboles. A **superlative** is an adjective that expresses the highest degree of something. Superlatives often end with the suffix -est.

Like, "biggest" or "heaviest".



Circle the superlative in each hyperbole.

1. My dad is the **tallest** person in the world!
2. This homework is the **hardest** thing I've ever done!
3. Fluffy is the **laziest** cat in the universe.
4. Tommy is the **best** friend you could ever dream of.
5. That drum is the **loudest** thing I've ever heard!

Write your own hyperboles using each of the superlatives below. Example Answers: Answers will vary.

1. happiest \_\_\_\_\_ She is naturally cheerful, but she's happiest when she's out in nature.
2. biggest \_\_\_\_\_ He had the biggest smile after we told him the good news.
3. hungriest \_\_\_\_\_ After fasting for one day, I was the hungriest I had ever been.
4. stinkiest \_\_\_\_\_ My dog had the stinkiest breath after rummaging through the trash.
5. nicest \_\_\_\_\_ The teacher gives the nicest compliments, and it brings out the best in her students.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Movie Theater Fractions

## ★ Mixed Word Problems ★



1. There are four movies showing at the movie theater.  $\frac{2}{5}$  of the people bought tickets for the comedy,  $\frac{1}{4}$  bought tickets for the horror movie, and  $\frac{3}{10}$  bought tickets for the kids' movie. What fraction represents the number of people who bought tickets for the action movie?

$\frac{1}{20}$  of the people bought tickets for the action movie.

2. Jordan is watching the action movie. The movie is 96 minutes long and the previews are  $\frac{1}{4}$  as long as the movie. If Jordan watches all the previews and the whole movie, how long will he be in the theater?

He will be in the theater for 120 minutes (or 2 hours).

3. There are 64 people at the movie theater today.  $\frac{1}{2}$  of the people are eating popcorn,  $\frac{3}{8}$  are eating chocolate candy, and the rest are eating licorice twists. How many people are eating licorice twists?

Eight people are eating licorice twists.

4. Becky is in charge of making popcorn at the movie theater. The popcorn machine uses  $\frac{3}{4}$  cup of oil for each batch of popcorn. How many batches can Becky make if she has a bottle of oil that has 13 cups in it?

She can make  $17\frac{1}{3}$  batches of popcorn.

5. Mikaela's friends brought a big box of crackers to the movie theater. 53 crackers are whole wheat and 29 crackers are cheese flavored. The remaining  $\frac{1}{3}$  of the box contains sesame seed crackers. How many crackers are in the box altogether?

There are 123 crackers in the box.

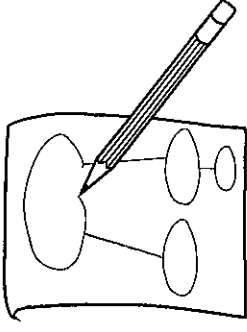




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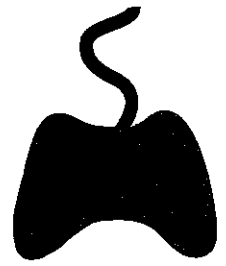
# Frayer Model Answers



**Directions:** Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

<p><b>Definition:</b></p> <ul style="list-style-type: none"><li>- It's the central idea of the text.</li><li>- What the text is mostly about.</li><li>- The gist of the text.</li></ul>	<p><b>Sentence:</b></p> <ul style="list-style-type: none"><li>- Every paragraph and non-fiction text has a main idea.</li><li>- Every main idea should have supporting details.</li></ul>	
<p><b>Examples:</b></p> <ul style="list-style-type: none"><li>- Main Idea: sports teams</li><li>- Football, basketball, softball</li></ul>	<p><b>Image Representation:</b></p> <pre>graph TD; A([main concept]) --- B([linking idea]); A --- C([linking idea]); A --- D([linking idea]); A --- E([linking idea]);</pre>	
<p><b>Vocabulary Term:</b> Main Idea</p>		<p><b>Non-Examples:</b></p> <ul style="list-style-type: none"><li>- A fact</li><li>- A stand-alone detail</li><li>- A group of details related to one topic</li></ul>

# Answers Video Games: Not Just for Fun



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Read the paragraph. Write the main idea and three details that support it.**

Do you like to play video games? Most kids do, at least from time to time. That's why so many game designers and teachers believe that using educational games are a great way to help children learn about school subjects like math, reading, science and word study. Educational video games are effective because they take the elements of games and apply them to learning in ways that are difficult to do in a traditional classroom. Learning games are usually based on some kind of problem that the player needs to solve. They can fail and learn from their mistakes in a safe setting, without being "put on blast" in front of their peers. Learning games usually incorporate fun, challenging, and unexpected elements to keep players interested, like sound effects, incentives, and fun characters. If the game is designed well, it is engineered so that players are challenged just enough to motivate them, but not so much that they get frustrated. Some learning games are able to assess whether students are learning the targeted learning skill that players practice in the game. Teachers can track student learning on a separate dashboard and provide help when students struggle. Learning games don't address all of the learning needs in schools, but they can be an effective and fun addition to traditional learning.

**A. What is the MAIN IDEA of this paragraph? Find a sentence in the paragraph or write it in your own words. Answers may vary**

**Many game designers and teachers believe that using educational games are a great way to help children learn.**

**B. Name THREE IDEAS that the author used to SUPPORT the main idea:**

**1. Students can fail and learn from their mistakes in a safe setting.**

**2. The games are engineered so that players are challenged just enough to motivate them, but not so much that they get frustrated.**

**3. Some games are able to assess whether students are learning the targeted skills they are practicing in the game.**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Possessive Phrases Answers

Use each phrase to create a corresponding singular possessive, using an apostrophe. Write the singular possessive in the space next to the matching phrase.

**Example:**

Phrase	Singular Possessive
pencil that belongs to Mary	Mary's pencil

## Answer Key

Phrase	Singular Possessive
1. glue stick that belongs to John	<b>John's glue stick</b>
2. computer that Jonathan has	<b>Jonathan's computer</b>
3. bookbag purchased by Cassie	<b>Cassie's bookbag</b>
4. ruler given to Matthew	<b>Matthew's ruler</b>
5. notebook owned by Sara	<b>Sara's notebook</b>
6. calculator bought by Marlon	<b>Marlon's calculator</b>
7. laptop that Karen received	<b>Karen's laptop</b>
8. name tag given to Heather	<b>Heather's name tag</b>
9. textbook assigned to Jennifer	<b>Jennifer's textbook</b>
10. posterboard bought by Tim	<b>Tim's posterboard</b>



## Introduction to Exponents: Exponents Make Numbers More Powerful **Answers**

It's no surprise that every time you multiply a number by another number,  
its value increases.

**$2 \times 2 \times 2$  or  $2^3$**  is definitely bigger and more powerful than 2.

How can you write  $2^3$  in words?

Option 1: *Two to the third power*

Option 2: *Two to the power of three*

### Let's Practice Using These Terms

Write the following exponent expressions in words. You may choose either option above to write your answer.

1.  $4^8$  four to the eighth power OR four to the power of eight

2.  $9^4$  nine to the fourth power OR nine to the power of four

3.  $11^{20}$  eleven to the twentieth power OR eleven to the power of twenty

4.  $3^8$  three to the eighth power OR three to the power of eight

Write each problem in exponent form.

1. Thirty to the power of ten  $30^{10}$

2. Eighteen to the power of fifty-five  $18^{55}$

3. One hundred to the power of three  $100^3$

4. Seventeen to the power of sixteen  $17^{16}$

Find the value for each problem.

1. Twelve to the power of two 144

2. Three to the third power 27

3. Four to the power of six 4,096

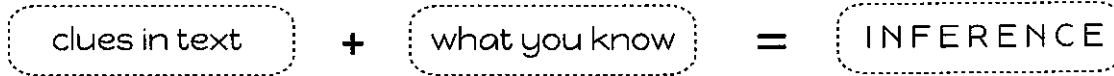
4. Four to the power of four 256

## Making Inferences

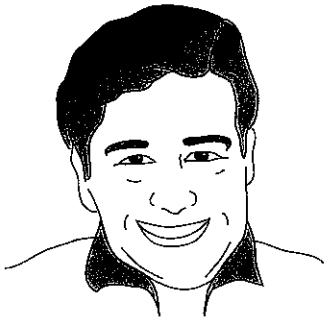
### Courageous Leaders Part 2

# Answers

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge.



### César Chávez - A Brave Leader



César Chávez was born in Arizona in 1927. When his family lost their farm due to financial struggles, they had no other choice but to pack up their belongings and move from farm to farm, **seeking** any work they could find. By the eighth grade, César was forced to quit school and work full-time to support his family.

Working as a migrant worker made Chávez all too familiar with the **somber** conditions in the fields. **Migrant** workers, most of whom were Mexican American, were paid below minimum wage, often worked under unsafe conditions, and were forced to watch their young children work long hours as well.

When Chávez grew up, he decided to help other farm workers like himself. He and his wife taught Mexican immigrants to read, educated new U.S. citizens about voting procedures, and joined a **civil rights** organization, the Community Service Organization. He and other **activists** went on to form the National Farm Workers Association. Through this workers' rights group, Chávez staged strikes against grape growers in 1965 and led a 300-mile march across California. Despite he and other union members being jailed along the way, he continued to fight for his cause.

It wasn't until Chávez asked the American people to **boycott** grapes grown in California that the growers agreed to sign contracts for safer working conditions. Although the name of Chávez's union changed in 1970 to United Farm Workers of America, his organization's **vision** stayed the same. Until his death in 1993, he stayed committed to fighting for **social justice**.

### Defining Key Vocabulary ANSWER SHEET

Directions: Look up the definition for each key term listed below and write it on the answer line.

**seeking:** to search for (someone or something)

**somber:** very sad and serious

**migrant:** person who goes from one place to another

**civil rights:** the rights that every person should have regardless of their sex, race, or religion

**activist:** a person who uses or supports strong actions (such as public protests) to help make changes in politics or society

**boycott:** to refuse to buy, use, or participate in (something) as a way of protesting

**vision:** a clear idea about what should happen or be done in the future

**social justice:** the quality of being fair or just

# Making Inferences

## Courageous Leaders Part 2

# Answers

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

The text states . . .	This most likely means . . .
<p>When Chávez grew up, he decided to help _____</p> <p>other farm workers like himself. _____</p> <p>_____</p>	<p>What can you infer about Chávez's personality?</p> <p>Answers will vary _____</p> <p>_____</p> <p>_____</p>
<p>It wasn't until Chávez asked the American people _____</p> <p>to boycott grapes . . . that the growers agreed _____</p> <p>to sign contracts for safer working conditions. _____</p>	<p>What can you infer about the grape growers?</p> <p>Answers will vary _____</p> <p>_____</p> <p>_____</p>
<p>Student will write a quote from the text to _____</p> <p>support this inference. _____</p> <p>_____</p>	<p>Chávez was not afraid to show others _____</p> <p>that he did not agree with their actions. _____</p> <p>_____</p>
<p>Student will write a quote from the text to _____</p> <p>support this inference. _____</p> <p>_____</p>	<p>Migrant workers were very _____</p> <p>grateful that Chávez worked hard to try _____</p> <p>to protect their rights. _____</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spelling Squiggles Answers

Look at the underlined word in each sentence. Decide if the spelling needs to be changed. If it needs to be changed, write the correct spelling on the corresponding line. If the spelling does not need to be changed, write the word "correct" on the line.

**Example:** When it rained the creak began to rise. creek

1. When we got on the bus we had to pay a bus fair.

\_\_\_\_\_ **fare** \_\_\_\_\_

2. As Kayla climbed the attic stairs the boards began to creak.

\_\_\_\_\_ **correct** \_\_\_\_\_

3. At the county fair, Mrs. Wilson was selling handmade scarfs.

\_\_\_\_\_ **scarves** \_\_\_\_\_

4. The majestic eagle sword high above the crowd as the people watched in amazement.

\_\_\_\_\_ **soared** \_\_\_\_\_

5. A group of woman went on a shopping trip together.

\_\_\_\_\_ **women** \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spelling Squiggles Answers

Look at the underlined word in each sentence. Decide if the spelling needs to be changed. If it needs to be changed, write the correct spelling on the corresponding line. If the spelling does not need to be changed, write the word "correct" on the line.

**Example:** When it rained the creak began to rise. creek

6. The firefighters that saved the children from the burning house were true heros.

heroes

7. Yesterday, the optometrist told my mother that I needed glasses to correct my vision.

correct

8. When the cows were hungry, they mooed for more food.

mooed

9. During the hurricane, the winds blew a tree across the road.

correct

10. My mom saw an advertisement for a set of knifes and I decided to get them for her birthday.

knives



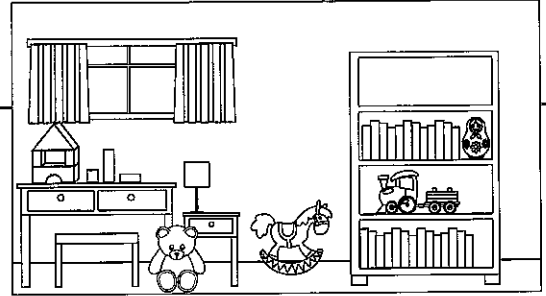


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Volume and Word Problems    **Answers**

**Directions:** Find the volume for each word problem.



1. If you have a box of candy that is 8 inches long, 5 inches wide, and 2 inches tall, how much space do you have for candy?

$$80 \text{ in}^3$$

2. If you have a toy bin that is 6 feet long, 4 feet wide, and 3 feet high, how much space do you have for toys?

$$72 \text{ ft}^3$$

3. If your toy car's trunk is 8 feet long, 6 feet wide, and 4 feet tall, how much room do you have in your trunk?

$$192 \text{ ft}^3$$

4. If you have a dresser that is 7 meters high, 2 meters wide, and 4 meters long, how much room do you have for your clothes?

$$56 \text{ m}^3$$

5. If you have a bookcase that is 3 feet tall, 1 foot wide, and 4 feet long, how much space do you have for books?

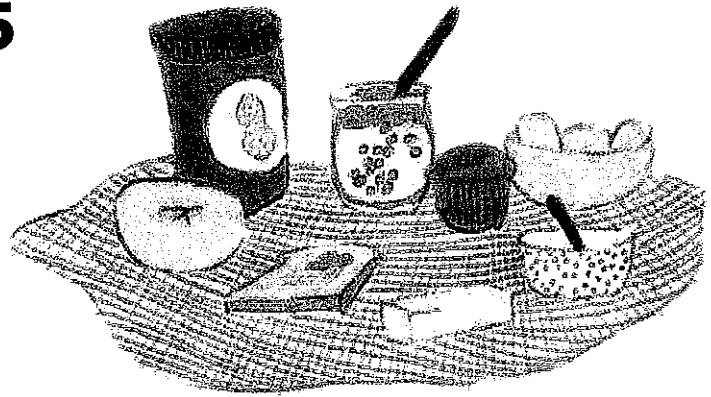
$$12 \text{ ft}^3$$

## Answers

**Logic Problem #5**

**Directions:** Use the table to help you solve the logic problem. Each square represents a possible answer. Follow the rows and columns to find the correct combination.

- Draw a dot in a square for the answer where the vertical and horizontal squares meet.
- Draw an "x" in a square that isn't the answer.

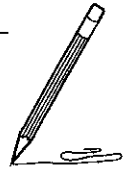


	Bagel	Toast	Biscuit	Muffin	Jelly	Peanut Butter	Cream Cheese	Butter
Mom	●	x	x	x	x	x	●	x
Dad	x	x	x	●	●	x	x	x
Joshua	x	●	x	x	x	●	x	x
Jessica	x	x	●	x	x	x	x	●
Jelly	x	x	x	●				
Peanut Butter	x	●	x	x				
Cream Cheese	●	x	x	x				
Butter	x	x	●	x				

**The Tackart family went out to breakfast:** Mom, Dad, Joshua, and Jessica. They each got a side with their meal: toast, a muffin, bagel, and biscuit. Each family member put something different on their side: butter, cream cheese, jelly, and peanut butter. Use the clues to find out which family member ate which side and topping.

**Clues**

1. Joshua enjoyed peanut butter as his topping.
2. Mom did not have a muffin or biscuit as her side but she did have cream cheese.
3. Dad ate a muffin but did not have butter as the topping.
4. The person who had a biscuit had butter as the topping.
5. The toast did not have cream cheese.



# Answers 5th Grade Vocabulary

## Crossword Puzzle

**Directions:** Complete the crossword puzzle using the clues below. Use a dictionary if you need help.

### WORD BANK

- |             |            |
|-------------|------------|
| abolish     | monarch    |
| achievement | myth       |
| budge       | obsolete   |
| combine     | pedestrian |
| concept     | purchase   |
| debate      | reliable   |
| decline     | route      |
| exhibit     | solo       |
| frigid      | summit     |
| industrious | visible    |
| kin         | withdraw   |

### CLUES

#### ACROSS

3. any activity that is performed alone without assistance
5. take back; remove
13. a gradual decrease
14. the top point of a mountain or hill
17. something that takes skill or effort
18. discuss the pros and cons of an issue
20. cancel; put to an end
21. add together from different sources
22. a person who travels by foot

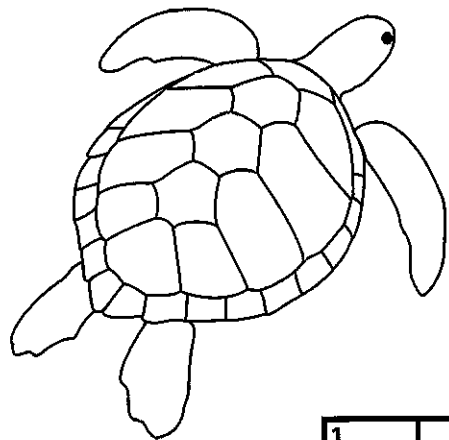
#### DOWN

1. extremely cold
2. the path that must be followed to get to a place
4. able to be seen
6. able to be depended on; trustworthy
7. something shown to the public
8. out of date, no longer in use
9. hard-working; not lazy
10. an idea or principle
11. a traditional story accepted as history
12. to buy
15. a person who rules over a kingdom or empire
16. to move or shift
19. one's relatives

# Cold-Blooded Animals

## Answers

### Crossword Puzzle



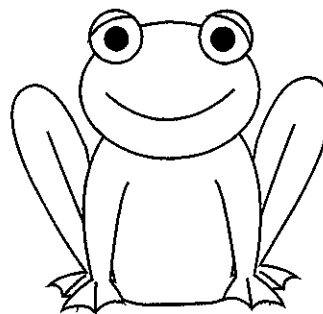
#### Across:

- If you kiss one, he might turn into a prince
- A lizard that can change color
- A slow mover that carries his house on his back
- A fish that swims upstream

#### Down:

- You might think he's covered in warts
- He's often mistaken for a crocodile
- A little lizard best known for selling insurance
- Slitherer

		<sup>1</sup> F R O G								
		<sup>1</sup> T O		<sup>2</sup> A L				<sup>3</sup> E C K		
<sup>2</sup> C H		A M E L E O N								
		D			<sup>2</sup> I G A T O					
								<sup>4</sup> S A L M O N		
								N A K		
								K		
		<sup>3</sup> T U R T L E								



# Out of This World Sudoku Puzzle

## Answers

4	7	3	9	1	2	5	6	8
1	9	6	4	8	5	3	7	2
2	5	8	3	7	6	4	9	1
9	6	4	5	3	8	2	1	7
3	2	7	1	4	9	8	5	6
8	1	5	2	6	7	9	3	4
5	3	1	7	2	4	6	8	9
6	4	9	8	5	1	7	2	3
7	8	2	6	9	3	1	4	5

