March 17, 2020

Parents and Students,

Thank you for your patience in these uncertain times. We have received so many supportive and kind words from parents so far. We hope this letter serves as an informational home-base for questions you have, so please keep it safe and reference it often. For the next two weeks of soft school closures, the 5th grade team has prepared a set of learning suggestions for you. **All assignments are review-based and optional.**

General Announcements:

1. Free grab-and-go school lunches are provided for anyone 18 years of age or younger at Bell View Elementary and Eastmont Middle School between 11:30am-12:30pm each weekday during the school closures.
2. None of the activity suggestions will be used for assessments or grades. We encourage students to continue practicing at home to stay fresh and ready to return to school.
3. Check Google Classroom often. Teachers will be posting daily reminders and support throughout the closure.
4. Contact your teacher via Remind with questions, comments, and concerns. We are here for you!

Resources for Review:

1. **Review Packet**: 5th grade teachers will be available in front of the building on Wednesday, March 18 from 10-11am with a review packet for you to pick up. If you cannot make this time but still want a copy, please contact your teacher via Remind.
2. **Daily online assignments posted in Pearson**: Each day we will post one review Practice Buddy assignment for math, and one review Fresh Reads for reading.
3. **Additional writing opportunities**: Each teacher may post individual writing activities via Google Classroom at their discretion, which may include Morning Meeting questions, short prompts, essay practice, or other skills-based writing practice.
4. **Home Learning Menu from Canyons District**: This resource on the following page includes physical as well as digital suggestions for review. Look for it via Google Classroom as well in order to access live links.
5. **Teacher Q+A sessions**: Each 5th grade teacher will be available live for questions that students may have about assignments between 10-11AM each weekday of the closure via Google Classroom. Please see your teacher's page for more details. Parents are always welcome to contact teachers via Remind as well.

Log-In Reminders:

1. Google Classroom
    a. Username: CSD Log-in, which is the first letter of your first name, the first 3 letters of your last name, and the last 4 numbers of your student number.
    b. Password: regular computer login password.
2. Clever
    a. Same as above. This log-in will give you access to Pearson, iReady, Core5, and most other online programs we use.

Suggested Schedule for Home Learning:

Parents, you know best how to set your child up for success. In case you need some guidance with building a structured classroom-like environment, here is a suggested schedule to promote concentration and learning in the home environment, which somewhat reflects our daily schedule in 5th grade.

9-10am	Check Google Classroom and/or your packet. Plan out and review all assignments that you plan to complete today. Think of questions you might have.
10-11am	Live Q+A with your teacher.
11-12pm	• Reading assignment from packet and/or Pearson • Core5 • Independent reading - novel of choice
12-1pm	Lunch and brain break.
1-2pm	• Math assignment from packet and/or Pearson • iReady lessons • Reflex practice
2-3pm	Science or Writing assignment from packet and/or Google Classroom.

Again, your patience and kindness cannot be understated during an otherwise confusing and chaotic time. Thank you for supporting our community, your children, and keeping yourselves safe. Reach out with any questions!

The 5th Grade Team

Mrs. Machin - emily.machin@canyonsdistrict.org
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Name: _____

Day 1 easy

Achoo!

by Cynthia Sherwood

Achoo! We all sneeze sometimes. Sneezing is a reflex that your body does automatically. That means you cannot make yourself sneeze or stop one once it has started. When you sneeze, your body is trying to get rid of bad things in your nose, such as bacteria. You have extra germs when you have a cold, so you sneeze a lot more. You might also sneeze when you smell pepper!

Inside your nose, there are hundreds of tiny hairs. These hairs filter the air you breathe. Sometimes dust and pollen find their way through these hairs and bother your nasal passages. The nerves in the lining of your nose tell your brain that something is invading your body.

Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air. Using a tissue or "sneezing into your sleeve" captures most of these germs. It is very important to wash your hands after you sneeze into them, especially during cold and flu season.

Do you ever sneeze when you walk into bright sunlight? About 25% of people experience this phenomenon. Scientists believe that the brain gets confused when signals from the optic nerve trigger the sneezing reflex in direct sunlight. This usually runs in families.

If someone nearby sneezes, remember to tell them "Gesundheit!" That is a funny-looking word which is pronounced "gezz-oont-hite." It is the German word that wishes someone good health after sneezing.

Name: _____

Achoo!

by Cynthia Sherwood

1. Which parts of your body work together when you sneeze?

_____

_____

2. What does the German word *gesundheit* mean?

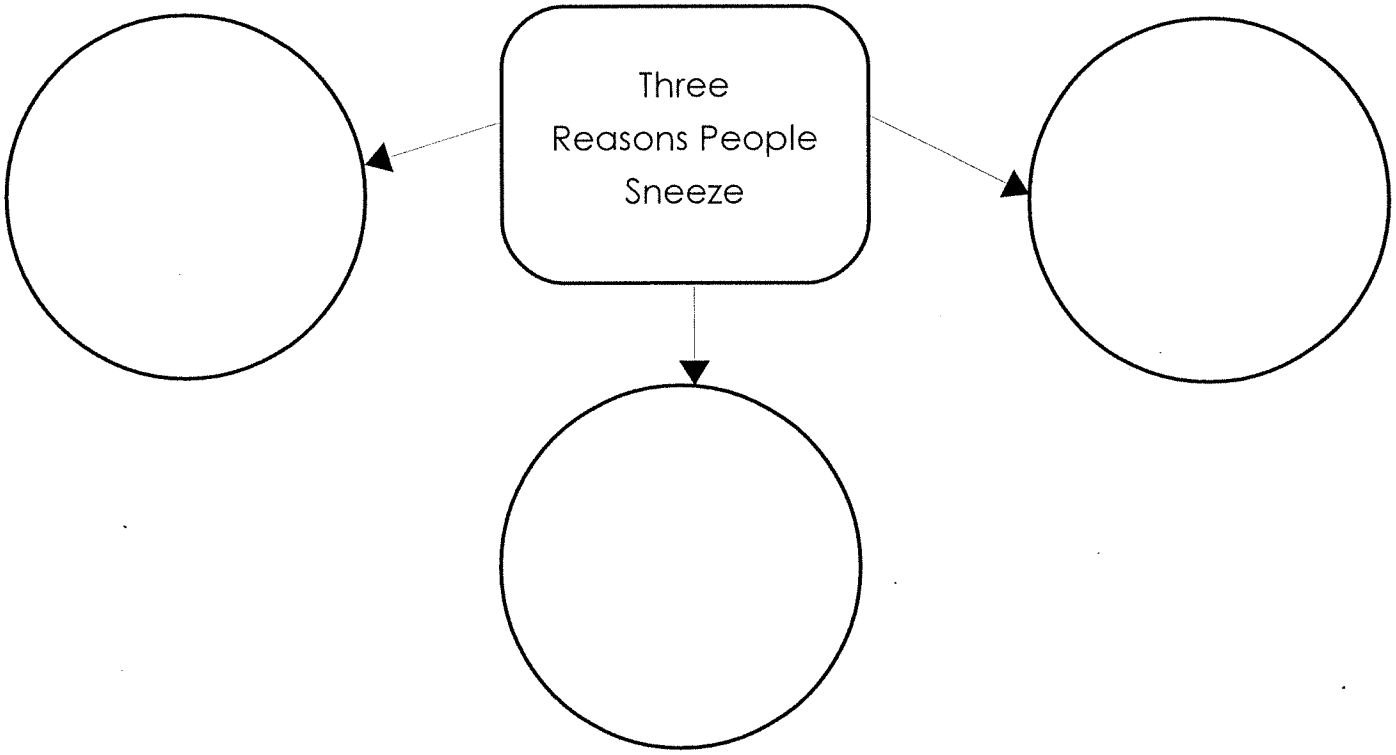
a. I wish you good health.
b. I wish you God's blessings.
c. I wish you a good day.
d. I wish you would stop sneezing.

3. Why do some people sneeze when they walk into bright sunlight?

_____

_____

4. Complete the web with information from the article.



Name: _____

Day ~~3~~ 2
easy

Diary of a Dancer

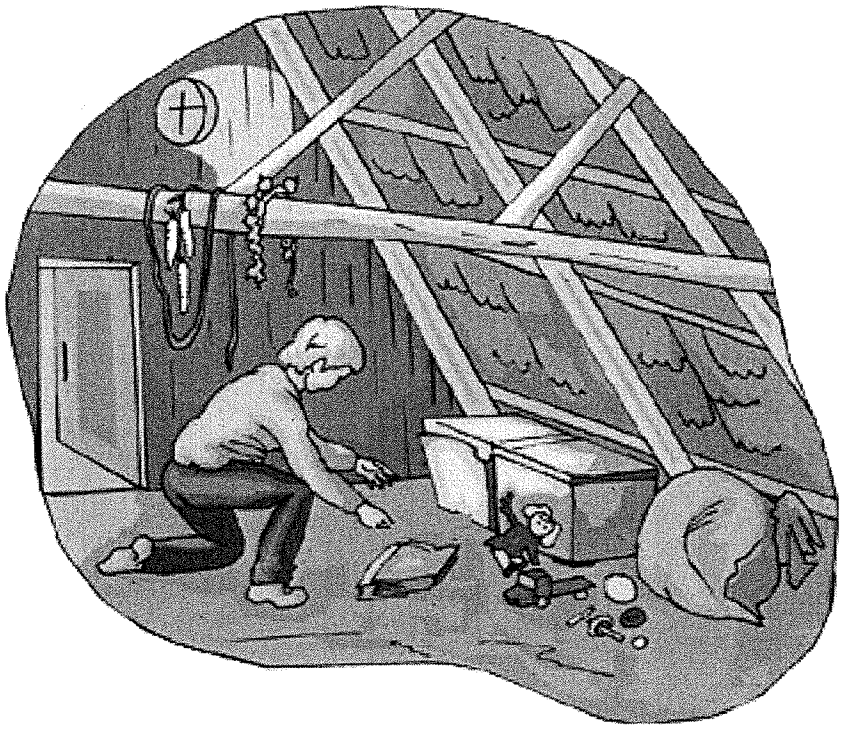
by Kelly Hashway

Alicia carried the box to the attic and placed it next to all the other moving boxes. She couldn't believe how much stuff her grandparents had accumulated over the years. And they insisted on bringing it all to their new house.

Alicia walked to the window and peered down at the street below. The town was very quiet. Alicia's grandparents' had a pool at their last house. This house was much smaller and the yard couldn't fit a pool. But the attic was interesting. It was a full room with a low ceiling. Alicia figured she could ask her grandparents if she could put a chair up here and maybe a table, too. It wouldn't be a bad place to hang out.

She saw a trunk in the corner and a book resting on the floor in front of it. Alicia picked up the book. The cover was blank, so she flipped through the pages.

"A diary!" Alicia said. She sat down and started to read. The girl in the diary was amazing. She was a dancer. Alicia had always wanted to take dance classes, but she wasn't the most graceful person. She worried she'd embarrass herself.



Alicia read the diary for a long time, until her grandmother walked into the attic room.

"What do you have there?" Grandma Maggie asked.

Alicia held up the diary. "I found this diary on top of the trunk. I think it belonged to the girl who used to live here."

Grandma Maggie shook her head. "No, sweetie. That's my old diary, from when I was about your age."

Alicia's eyes widen. "You're the girl in the diary? But she was a dancer."

Grandma Maggie twirled across the attic. "Yes, I was. Looks like I still remember a few things, too."

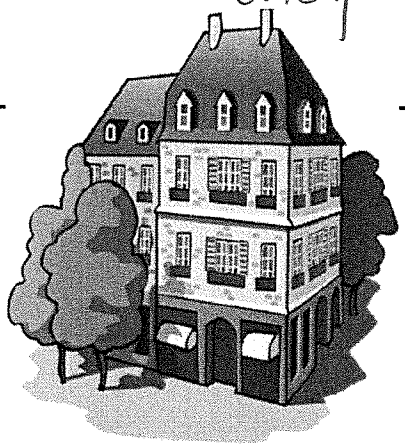
Alicia smiled. "I wish I knew how to dance."

Grandma Maggie looked around the attic. "I think there will be enough room for a dance studio up here after we go through all these boxes. What do you say you help me sort through all this stuff, and then I'll teach you a few things about dance?"

"That would be great!" Alicia said, opening the box closest to her.

Day 2 easy

Name: _____



Diary of a Dancer

by Kelly Hashway

1. What was Alicia doing at the beginning of this story?

_____

_____

2. When Alicia began reading the diary, to whom did she think it belonged?

a. her mother **b.** her aunt
c. her grandmother **d.** a girl she'd never met

3. Where does this story take place?

a. in the attic of the home her grandparents are moving away from
b. in the attic of the home her grandparents are moving into
c. in the attic of Alicia's new home
d. in the studio where Alicia had learned to dance

4. List the correct order of these events. Write 1st, 2nd, 3rd, 4th, ad 5th on the lines.

_____ Alicia discovers that the book was written by a dancer.

_____ Grandma Maggie offers to teach her about dance.

_____ Alicia saw a book on the floor.

_____ Grandma Maggie notices Alicia reading the book.

_____ Alicia realizes the book is a diary.

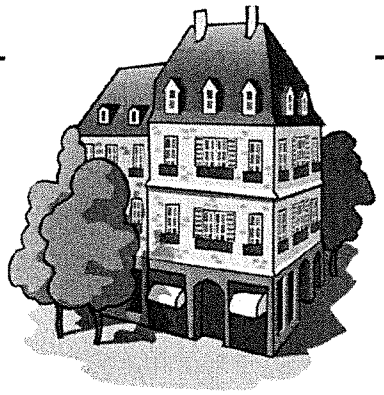
5. What type of story is this?

a. non-fiction **b.** folk tale
c. realistic fiction **d.** science fiction

Name: _____

Diary of a Dancer

Vocabulary



Find a word from the story to match each definition.

1. **Meaning:** collected over a long period of time

   Clues: 11 letters - second letter is c - past tense verb

   Answer: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

2. **Meaning:** looked

   Clues: 6 letters - contains the long e sound - past tense verb

   Answer: ___ ___ ___ ___ ___ ___

3. **Meaning:** wouldn't take no for an answer

   Clues: 8 letters - begins with a short i sound - past tense verb

   Answer: ___ ___ ___ ___ ___ ___ ___ ___

4. **Meaning:** spun around and around

   Clues: 7 letters - contains a letter w - past tense verb

   Answer: ___ ___ ___ ___ ___ ___ ___

5. **Meaning:** place where an artist or dancer works or learns

   Clues: 6 letters - last two letters are vowels - noun

   Answer: ___ ___ ___ ___ ___ ___

Name: _____

Day 3
medium

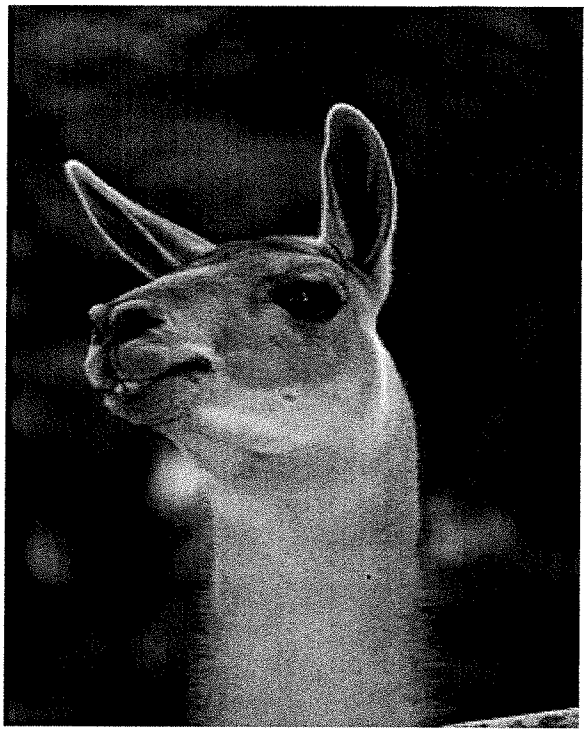
Spitting to Survive

by **Liana Mahoney**

Spit keeps our mouths moist and softens our food when we chew. Without spit in our mouths, we would have a hard time talking. We would find it even harder to swallow. But for some animals, spit works better after it has left the mouth. Some animals are experts at surviving because they are expert spitters.

Llamas are animals often found in petting zoos and farms. These animals seem to like their personal space. A llama that feels threatened or annoyed will spit slimy gobs at you to get you to leave it alone. Sometimes llamas even spit on each other to steal food! This trick usually works, because llama spit includes food from the llama's stomach, and it can be quite smelly. When a llama spits on another animal, the animal usually loses its appetite and walks away, leaving its food behind.

The archer fish is a very skilled spitter. This fish is like a submarine with a loaded weapon. It takes aim and spits jets of water at insects and other small creatures to knock them into the water. Then it gulps them down quickly. To create such a forceful stream of water, an archer fish closes its gills, and uses its tongue to form a tube in its mouth. Then the fish sticks its snout out of the water and aims. Aim! Launch! Lunch!



Spitting cobras are also known for their expert aim. These snakes spray poisonous venom from their fangs to protect themselves. Scientists believe that these snakes actually aim for the eyes! When the cobra's venom gets into the eyes of an animal, the venom causes terrible pain, and even blindness. This gives the snake plenty of time to get away.

Spitting is considered to be rude behavior in people. But for some animals, spitting can be a smart way to get lunch –or a clever way to avoid becoming lunch!

Name: _____

Spitting to Survive

by **Liana Mahoney**

1. List the three ways spit helps humans.

_____

_____

2. Which animal creates a forceful stream of water to capture insects?

a. humans **b.** archer fish
c. spitting cobras **d.** llamas

3. Name two reasons a llama might choose to spit.

_____

_____

4. How does a spitting cobra use its spit to protect itself?

_____

_____

5. What is the author's purpose for writing this passage?

a. to tell funny stories about animals **b.** to teach the reader how animals survive
c. to express opinions about animals **d.** to show how animals are different

Name: _____

Day 4
Medium

Knit Your Bit

By Lisa Hart

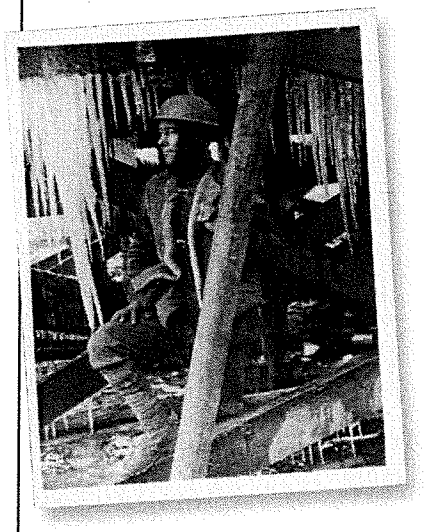
Weather brought hardships to the soldiers of the First World War. The men needed more than the basic clothing they had been issued to endure winter in the trenches. Lucky for them, most of the girls back home knew how to knit.

State Library of NSW and National Library of Scotland

Bundling socks, 'War Chest' Sock Appeal, Sydney, May 1917, photographer G. A. Hills.

Knitters of all ages picked up their needles to make sweaters, hats and scarves. Many on the home front who did not know how to knit learned. Knitters made custom items to send to the troops, such as mittens with a divided trigger finger. Even medical supplies could be knit. A long strip of knitting made a good, stretchy bandage. Knitted eye patches held dressings in place. For those soldiers who had lost an arm or leg in battle, knitters made amputation socks.

Seeing the need, the Red Cross began to arrange knitting campaigns. They also helped to provide knitters with yarn and patterns. Most of the patterns were simple. Quick and easy patterns allowed knitters of all skill levels to do their part and knit their bit for the boys at the front. Thousands of hours were given to create millions of pieces of clothing.



National Library of Scotland

A wintry scene on the Western Front.

One of the more difficult patterns was the one for socks. Novice knitters often found the turning of the heel to be a challenge. But clean socks played a vital role in the good health of the soldiers. An infection called trench foot posed a constant danger in the cold, wet mud of the trenches. Fresh socks offered hope of avoiding an illness that could take a foot or a life.

These hand-knit items inspired the soldiers. They reminded the men of mothers, sisters and sweethearts sending them love with each stitch. For those left on the home front, knitting brought a way to support the troops and be involved.

Knitting never held so much passion or power.

Name: _____

Knit Your Bit

By Lisa Hart

1. Why did women knit clothing for soldiers during World War I?
   - **a.** Soldiers did not have any clothing while at war so they asked women to knit.
   - **b.** Soldiers wanted their clothing to be made only from yarn and wool.
   - **c.** Soldiers paid women to make clothes and send them to the battlefield.
   - **d.** Soldiers did not have enough winter clothing and women wanted to help.

2. According to the article, why were socks difficult for novice knitters?
   - **a.** Most socks are large and require a lot of yarn.
   - **b.** A sock has a curve by the heel.
   - **c.** A pair of socks can only be worn a few times.
   - **d.** Knitters needed to use different patterns for right socks and left socks.

3. What is the author's purpose for writing this article?
   - **a.** To persuade readers to support soldiers
   - **b.** To teach readers how to knit
   - **c.** To entertain readers with an amusing story from history
   - **d.** To inform readers of one way women helped the war effort during World War I

4. Circle three words that best describe the women knitters in this article.

patriotic	**dangerous**	**hard-working**
curious	**charitable**	**carefree**

5. Reread the final sentence of the article

> **Knitting never held so much passion or power.**

Explain how knitting became a passionate and powerful task during this time.

_____

_____

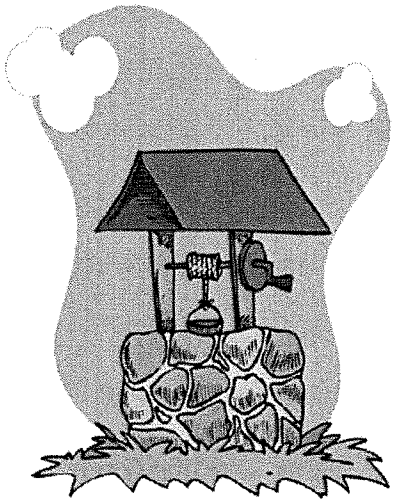
_____

Name: _____

Day 5
Medium

Wailing Well

by Kelly Hashway



"I dare you!" Eric said.

Charlie couldn't pass up a dare. She was the toughest kid in the fifth grade. She wasn't going to let a little thing like fear ruin her reputation.

"No problem." Charlie shoved her hands in her pockets before anyone could notice they were shaking. So what if there was a kid-hungry troll living in the well on the abandoned lot? She could take a quick peek and run before it climbed up to eat her—right?

"You don't have to do this," Alyson said.

"Yeah, *Charlotte*. We'll understand if you're too scared," Eric taunted.

Charlie hated being called Charlotte. It sounded so girly. "I'm not scared of a silly story."

She pushed through the crowd of kids and marched to the abandoned lot. Her palms were sweaty. No one went near the "Wailing Well." A stray cat had jumped on the edge of it and something pulled it into the well. It happened so fast that no one saw what did it. But now a horrible wailing came from the well. Charlie wasn't sure who had come up with the troll theory, but she hoped that was all it was—a theory.

Wailing came from the well and Charlie froze.

"Scared?" Eric yelled.

Charlie *was* scared, but she wouldn't admit it, especially to Eric. "You're the one that's scared. Why else would you dare people to look in the well? You're too chicken to do it yourself!"

"Look with her, Eric," Alyson said.

"Yeah," the other kids said.

"Fine." Eric walked over to Charlie. He gulped, and for the first time, Charlie realized he wasn't so tough. He put on a good show, but he was all talk. She wondered if he thought the same about her.

Charlie grabbed Eric's sleeve and charged at the well. Something hairy moved inside. Yellow eyes glowed up at her. The wailing was replaced by a scratching sound, like nails on rock. The creature was climbing up to get them!

Eric screamed and ran back to the bus stop. The sun peeked out from behind the clouds, and Charlie squinted at the creature. She cranked the bucket, lowering it into the well. She heard a soft thump and cranked the bucket back up.

"Are you crazy?" Eric yelled.

Charlie pulled a gray kitten out of the bucket. "The cat didn't get pulled into the well. It fell. It got hurt, too. That's why it was wailing."

"What are you going to do with it?" Alyson asked.

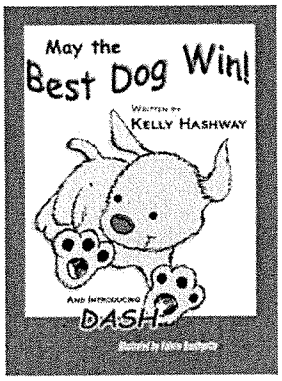
"Bring it to the vet," Charlie said. "I'll put up some fliers, and if no one claims it, I'll keep it." She scratched the top of the kitten's head and it purred.

"What will you name it?" Alyson asked.

"Troll," Charlie and Eric both said.

About the the Author

Kelly Hashway



Kelly Hashway's latest book, *May the Best Dog Win,* is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even gets his own room! But Dash won't give up his place as the favorite dog without a fight.

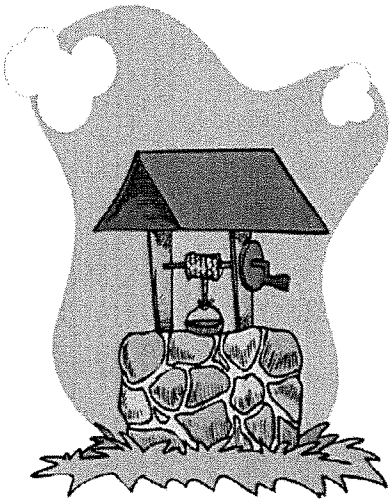
Hashway, Kelly. *May the Best Dog Win.* ISBN: 9780984589081

Name: _____

Day 5
medium

Wailing Well

by Kelly Hashway



1. Where does this story mostly take place?

- **a.** on an abandoned lot near Charlie's school
- **b.** on an abandoned lot near Charlie's bus stop
- **c.** on an abandoned lot near a river
- **d.** on abandoned farm land

2. This story is titled, "Wailing Well." Define the word wailing.

_____

_____

_____

3. How are Eric and Alyson different in the way they treat Charlie?

_____

_____

_____

4. How did Charlie rescue the kitten from the well?

- **a.** She climbed down to get it.
- **b.** She called the fire department.
- **c.** She lowered a bucket into the well so the kitten could climb in.
- **d.** She made cat sounds so it would climb to the top.

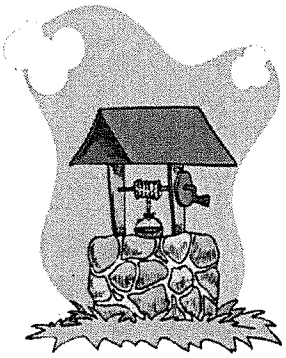
5. What type of story is this?

- **a.** science fiction
- **b.** historical fiction
- **c.** mystery
- **d.** non-fiction

Name: _____

Wailing Well

by Kelly Hashway



Match each vocabulary word from the story "Wailing Well" to its definition.

_____	**1.**	cranked	**a.**	stopped moving
_____	**2.**	troll	**b.**	teased
_____	**3.**	stray	**c.**	beliefs about the way someone acts
_____	**4.**	froze	**d.**	short, mythical, ugly creature
_____	**5.**	reputation	**e.**	afraid
_____	**6.**	taunted	**f.**	part of a shirt that covers the arms
_____	**7.**	chicken	**g.**	parcel of land
_____	**8.**	abandoned	**h.**	turned; rotated a handle
_____	**9.**	lot	**i.**	animal without a home
_____	**10.**	sleeve	**j.**	remained empty and unused

Name: _____

Day 6
medium

Fancy Bread

by Anita Nahta Amin

Anil froze when he saw the flyer at school. *Culinary Academies of America presents Junior Cooking Camp.* He had to go! But he needed money to get there.

So, the next morning on Saturday, Anil got to work. He sifted, stirred, rolled, cut, and baked. He iced, glazed, powdered and sprinkled. He stacked the cookies he'd made into cellophane bags. Then, he tied a ribbon around each bag with a tag that read *Anil's Gourmet Cookies.*

"Now," Anil said, pulling off his flour-dusted apron, "I'll make my dreams come true."

He knocked door-to-door, trying to sell the cookies. "I need money for cooking camp," he told each neighbor. "I want to be a chef."

"Just bought some cookies," one neighbor said.

"On a diet," the next one said.

"No money," the third admitted.

"Let's try Puri's," his grandma, Nanima, suggested after Anil came home with a lot of good luck wishes but no money.

They drove to Puri's Indian Grocery Store.

"Cookies?" Mr. Puri waved his hand dismissively. "No sweets. Too many sweets." He pointed toward some shelves stacked with desserts from India.

"But those are canned," Nanima argued. "These are fresh. And what is that you're selling?" She motioned toward the freezers. "Frozen Indian meals. How long does it take to make a fresh paratha (flat bread) and aloo (potato)?"

Mr. Puri shrugged. "Nowadays, too long."

Nanima tut-tutted. "People are moving too fast these days. Fast this, fast that. People will forget how to cook, I tell you." She and Anil left.

Once home, Anil put the cookies on the kitchen table. "Guess I'm not going to camp."

Nanima patted Anil's shoulder. "Not all chefs go camping, huh. Some cook dinner at home."

In a bowl, she mixed flour, oil, water, and spices. She split the paratha dough with Anil.

Sighing, Anil broke a bit off, rolled it into a ball, and flattened it with the palm of his hand. As he rolled it out, he thought about how traditional paratha shapes were so boring. Circles, triangles, nothing fun.

His gaze strayed to some nearby cookie cutters. All that work he'd put into making those cookies... rolling, cutting...

He blinked. Cookie cutters cut dough. Why couldn't he use them on paratha dough?

Anil broke into a huge grin. As he worked, he suddenly felt Nanima beside him.

Frowning, Nanima picked up his parathas one by one. "A car. A cat. A flower? What kind of parathas are these?" After some silence, she said, "I should like eating the cat."

"Maybe other people will like them, too," Anil said. "I could sell them... even make seasonal parathas – bells for winter, shamrocks for spring..."

"Fancy parathas," Nanima mused.

"Maybe the Indian store will buy some," Anil hoped.

Nanima called Puri. "Puri, I have a big moneymaker for you. My grandson's parathas. They're fast but fresh and fancy." She paused. "You'll see them? Good."

They cooked the parathas and brought them to Puri.

Puri frowned. "Too small, these parathas. People like big parathas, so you have more to scoop vegetable with." Parathas were like edible spoons. "You see?" Puri demonstrated by tearing off a piece of paratha. He pretended to scoop up some potato. Then, he put the paratha piece and pretend potato into his mouth.

"But these are more fun for kids," Anil said.

Puri blinked. "Parathas for kids?" Puri slowly nodded his head. "Something new. And delicious. We'll try them."

A few days later, Puri called Anil.

When Anil hung up, Nanima asked, "Well? What did Puri want?"

Anil grinned before hurrying to the kitchen. "Fifty parathas each week! Kids love them! Camp, here I come!"

Name: _____

Day 1e
Medium

Fancy Bread

by Anita Nahta Amin

1. Why does Anil have trouble selling his cookies to Puri when he and his grandma first go to the Indian grocery store?

   a. The cookies don't taste good.
   b. People would rather eat brownies.
   c. There are already a lot of cookies at the Indian grocery store.
   d. People think they are too expensive.

2. According to the story, what is the meaning of the word *paratha*? What does the word *aloo* mean?

   _____

   _____

3. What does Anil do with his paratha to make it different than anything else that Puri sells in his Indian grocery store?

   _____

4. According to the story, why doesn't Puri like Anil's special parathas at first?

   a. The parathas are too flat. **b.** The parathas are too fluffy.
   c. The parathas are too big. **d.** The parathas are too small.

5. How does Anil convince Puri that the problem he sees with Anil's parathas really isn't a problem at all?

   _____

6. At the end of the story, what is the deal that Puri makes with Anil regarding his parathas?

   _____

Name: _____

Fancy Bread

by Anita Nahta Amin

Fill in the missing letters to form a vocabulary word from the story. Then write the full word on the line. Be sure you spell each word correctly.

1. t ___ a ___ ___ t i ___ n ___ l _____
hint: customary to a certain culture or group

2. d ___ s ___ i ___ s i ___ e l ___ _____
hint: without showing interest; rejecting an idea

3. ___ d i ___ ___ e _____
hint: able to be eaten

4. ___ o u ___ ___ e ___ _____
hint: exceptional quality of food

5. ___ i ___ t e ___ _____
hint: sorted fine particles or powder to remove lumps or larger pieces

6. d e ___ o ___ ___ t r ___ t ___ d _____
hint: showed how something is done

7. ___ e l ___ o ___ h a ___ e _____
hint: a thin, transparent material used for wrapping

8. ___ o u ___ ___ _____
hint: a mixture of flour and water that is used for making bread or pastries

Name: _____

Day 7 Challenge

Poison Dart Frogs

by Guy Belleranti

If you were a meat-eating jungle animal looking for a tasty snack, there is one brightly-colored creature you'd want to avoid eating at all costs – the poison dart frog!

Most poison dart frog species live in Central and South America. They come in a variety of bright colors, including yellow, gold, blue, red, green, copper, and black. Their colors warn potential predators to watch out! No, these frogs don't bite. They don't even have teeth. However, the poison in their skin tastes bad, and can even kill.

Fortunately, only a few species of poison dart frogs can kill humans. One of these deadly species, the golden poison dart frog from Colombia, is among the world's most toxic animals. The poison of just one of these creatures could kill as many as ten people!

Where do poison dart frogs get their name? Some tribes of people have used the poison from these frogs on the tips of their blowgun darts when hunting.

Unlike most frogs, poison dart frogs are active during the day. Adult poison dart frogs do not live in water. Instead, they live in the leaf litter and rocks of their rain forest habitat. A few species also live high in the trees.

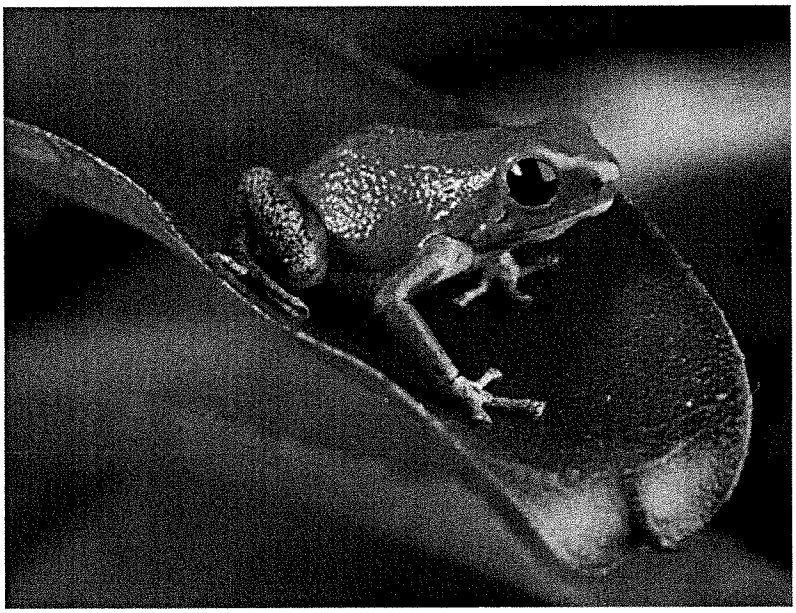
Like all frogs, poison dart frogs start out as tadpoles and spend their early stages of development in the water, where they undergo metamorphosis. Depending on the species of poison dart frog, one or both parents carry the tadpoles to small ponds, pools of water that collect in the centers of flowers, tree cavities, and even discarded cans and tires!

Adult poison dart frogs have long sticky tongues.

Poisonous Pets?

Some people have poison dart frogs as pets. This is possible because frogs bred in captivity don't produce poison. Frogs caught in the wild also lose their poisons after a time in captivity. Because of this, scientists think the frogs get their poison from the food they eat in the rain forest.

Their tongues zip out quickly to catch the food they eat: spiders and small insects like flies, termites, ants, mites, centipedes, and small beetles.



Medical researchers are currently studying how the poison that is produced by dart frogs might be useful. In fact, some medical researchers think that the poison from poison dart frogs could actually be used to make medicine for people. In the future, it may be used to make painkillers and heart medicine.

Poison dart frogs are an important species in the ecosystem of the rain forest. Like many other rain forest animal populations, the poison dart frog population is disappearing because of habitat loss and pollution. We can hope that conservation efforts will help poison dart frogs to thrive again in their natural environment.

About the Author

Guy Belleranti is an author of fiction, poetry, articles, puzzles, and humor for children and adults. He also works as a docent at the Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences teaching children about the wild animals at the zoo.

Name: _____

Day 7 Challenge

Poison Dart Frogs

by Guy Belleranti

1. According to the article, which feature of a poison dart frog alerts predators to avoid eating it for food?

_____

_____

2. Based on the information in the reading passage, infer (draw a conclusion) which type of climate best suits poison dart frogs.

   a. warm and dry
   b. warm and moist
   c. cold and dry
   d. cold and moist

3. How are poison dart frogs in captivity different from poison dart frogs in the wild?

_____

_____

4. According to the article, what role do poison dart frog parents play in the development of their offspring?

   a. Adult poison dart frogs stay with their tadpoles until they reach adulthood.
   b. Adult poison dart frogs catch insects for food and feed them to their offspring.
   c. Adult poison dart frogs carry their tadpoles to still waters to complete their growth.
   d. Adult poison dart frogs do not play any role in the development of their offspring.

5. If you are hiking through the South American jungle, where might you find a poison dart frog? Circle ***all*** the correct answers.

   a. high in the trees
   b. in the river
   c. deep in a cave
   d. among leaf litter and rocks

Name: _____

Poison Dart Frogs

by Guy Belleranti

The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line. Please be sure each word is spelled correctly.

1. _____ p e t l o v e m e n d
hint: the process of growth

2. _____ t y t c a v i p i
hint: the condition of being confined

3. _____ s m e o s t e y c
hint: a community of living organisms interacting with their environment

4. _____ c i x t o
hint: deadly; poisonous

5. _____ t a o m h i s p e r o m s
hint: transformation

6. _____ i t e r l t
hint: debris on a forest floor made up of plant material

7. _____ s c a i v i t e
hint: empty or hollowed-out places inside solid objects

8. _____ t h a t i b a
hint: the environment in which an animal or plant lives

9. _____ t o p l a p o u i n
hint: all the animals of one species in the same area

10. _____ r e t i b s
hint: groups of native people who live together

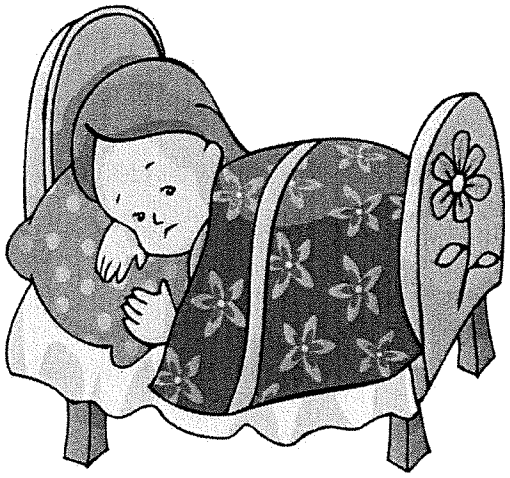
Day 8
Challenge

Name: _____

Falling Asleep

By B. J. Lee

I go to bed.
I close my eyes,
but specters
in my mind arise.
I punch my pillow,
toss and moan.
Clearly, I
am not alone.
I crack an eyelid,
scan the room –
that's when I see
dark shadows loom.
I rub my eyes
so hard they burn.
I crumple up
my sheets and turn.
I struggle, wrestle
through the night,
then, finally,
at dawn's first light:
as sunbeams 'cross
my window creep,
I shudder twice
and
    fall
        asleep.



Name: _____

Falling Asleep

Poem by B. J. Lee

1. Why can't the person in this poem fall asleep?

   a. He or she is not tired.
   b. He or she is feeling afraid.
   c. He or she is in an uncomfortable bed.
   d. He or she is worried about school.

2. How long does the person in the poem stay awake in bed?

   a. an hour or two **b.** until midnight
   c. until morning **d.** until dusk

3. Which word is a synonym for **specter**?

   a. dream **b.** sleep
   c. headache **d.** ghost

4. What does the word **loom** mean?

   a. to move about **b.** to tower over
   c. to come closer **d.** to make quiet sounds

5. Which word is a synonym for **shudder**?

   a. tremble **b.** blink
   c. snore **d.** breathe

continue writing on back

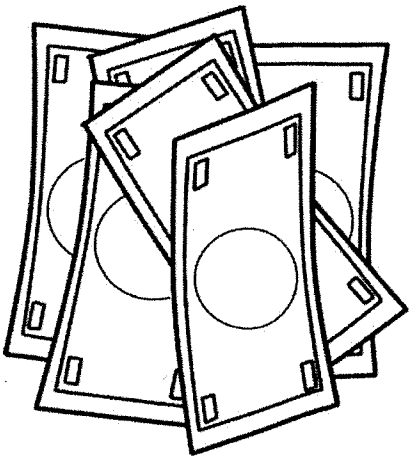
Week 1

Name: _____

writing

Big Money

Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. To whom would you give it? What would you want them to do with it?



Name: _____ Page _____

Big Money

Remember to correctly use quotation marks!

Week 2

Name: _____

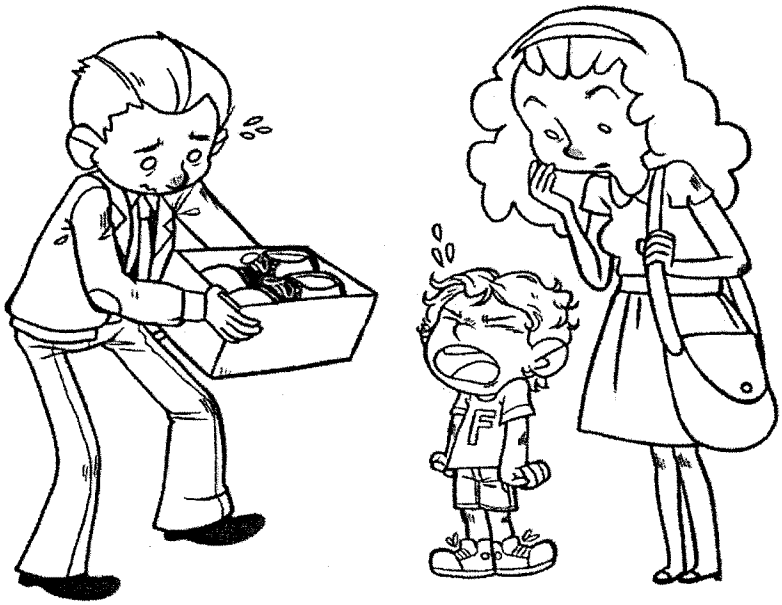
Writing Dialog

Frankie and the Shoe Salesman

The picture to the right shows Mr. Sole, a shoe salesman, presenting a new pair of shoes to four-year-old Frankie and his mother, Mrs. Jones.

Frankie is crying because he is unhappy with the shoes that Mr. Sole is showing him.

On the lines below, write dialog from their conversation.



Mr. Sole: *Hi Frankie! I have a pair of shoes right here that I know you'll love.*

Mrs. Jones: *Oh, those ARE nice. Look, Frankie, they're blue! Your favorite color!*

Frankie: _____

Mrs. Jones: _____

Frankie: _____

Mrs. Jones: _____

Frankie: _____

Mr. Sole: _____

Mrs. Jones: _____

Mr. Sole: _____

Frankie: _____

Mrs. Jones: _____

Name: _____

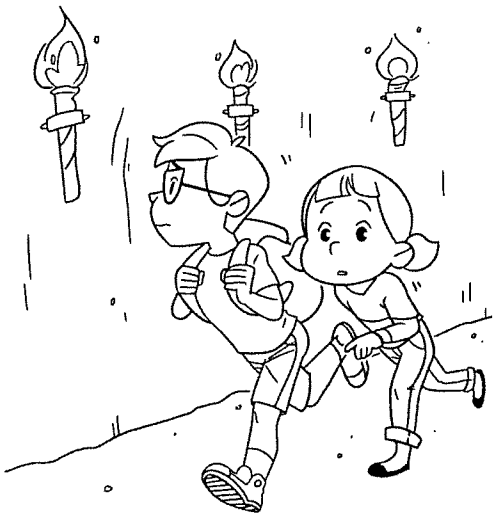
Writing Dialog

The Cave Explorers

The picture to the right shows Eddie and Olivia, exploring an underground cave.

They came upon a passage that was lit with torches. Eddie and Olivia wonder what is at the end of the passage.

On the lines below, write dialog from their conversation.



Eddie: *Look, Olivia! I see fire ahead.*

Olivia: *They're torches, hanging on the wall, and they're lit! Somebody's in here.*

Eddie: _____

Olivia: _____

Eddie: _____

Olivia: _____

Eddie: _____

Olivia: _____

Eddie: _____

Olivia: _____

Eddie: _____

Olivia: _____

Eddie: _____

1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48
5 x 1 = 5	6 x 1 = 6	7 x 1 = 7	8 x 1 = 8
5 x 2 = 10	6 x 2 = 12	7 x 2 = 14	8 x 2 = 16
5 x 3 = 15	6 x 3 = 18	7 x 3 = 21	8 x 3 = 24
5 x 4 = 20	6 x 4 = 24	7 x 4 = 28	8 x 4 = 32
5 x 5 = 25	6 x 5 = 30	7 x 5 = 35	8 x 5 = 40
5 x 6 = 30	6 x 6 = 36	7 x 6 = 42	8 x 6 = 48
5 x 7 = 35	6 x 7 = 42	7 x 7 = 49	8 x 7 = 56
5 x 8 = 40	6 x 8 = 48	7 x 8 = 56	8 x 8 = 64
5 x 9 = 45	6 x 9 = 54	7 x 9 = 63	8 x 9 = 72
5 x 10 = 50	6 x 10 = 60	7 x 10 = 70	8 x 10 = 80
5 x 11 = 55	6 x 11 = 66	7 x 11 = 77	8 x 11 = 88
5 x 12 = 60	6 x 12 = 72	7 x 12 = 84	8 x 12 = 96
9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144

Name _____

Daily Common Core Review
1-1

Day 1

1. Eli's family starts with 2 whole pizzas. They eat $1\frac{3}{8}$ pizzas. How much pizza do they have left?

   A $\frac{3}{8}$ pizza

   B $\frac{5}{8}$ pizza

   C $1\frac{3}{8}$ pizzas

   D $3\frac{3}{8}$ pizzas

2. Barbara spent $3,825 for care of her pets last year. Sam spent $2,450 last year. How much more than Sam did Barbara spend?

   A $1,375

   B $1,400

   C $2,000

   D $6,275

3. Which fraction is less than $\frac{3}{8}$?

   A $\frac{3}{5}$

   B $\frac{5}{8}$

   C $\frac{3}{10}$

   D $\frac{4}{9}$

4. Which of the following numbers are prime?

   ☐ 21

   ☐ 23

   ☐ 25

   ☐ 27

   ☐ 29

5. Mr. Martin worked 9 hours last week. Mr. Stevens worked 5 times as many hours as Mr. Martin. Write an equation to find how many hours Mr. Stevens worked.

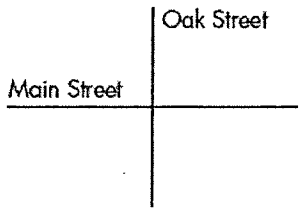
   _____

   _____

6. Jan is painting on a rectangular canvas. The length of the rectangle is 6 feet. The area of the canvas is 24 square feet. What is the width of the rectangle?

   _____

7. This drawing shows two streets that cross each other.



   What kind of angle is formed where Main Street and Oak Street cross?

   _____

Name _____

Daily Common Core Review
1-1

4.NF.B.3c

1. Eli's family starts with 2 whole pizzas. They eat $1\frac{3}{8}$ pizzas. How much pizza do they have left?

   Ⓐ $\frac{3}{8}$ pizza
   ● $\frac{5}{8}$ pizza
   Ⓒ $1\frac{3}{8}$ pizzas
   Ⓓ $3\frac{3}{8}$ pizzas

4.NBT.B.4

2. Barbara spent $3,825 for care of her pets last year. Sam spent $2,450 last year. How much more than Sam did Barbara spend?

   ● $1,375
   Ⓑ $1,400
   Ⓒ $2,000
   Ⓓ $6,275

4.NF.A.2

3. Which fraction is less than $\frac{3}{8}$?

   Ⓐ $\frac{3}{5}$
   Ⓑ $\frac{5}{8}$
   ● $\frac{3}{10}$
   Ⓓ $\frac{4}{9}$

4.OA.B.4

4. Which of the following numbers are prime?

   ☐ 21
   ■ 23
   ☐ 25
   ☐ 27
   ■ 29

4.OA.A.1

5. Mr. Martin worked 9 hours last week. Mr. Stevens worked 5 times as many hours as Mr. Martin. Write an equation to find how many hours Mr. Stevens worked.

   $5 \times 9 = 45$ or

   $9 \times 5 = 45$

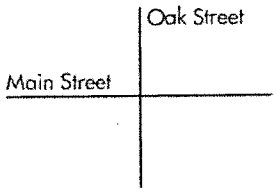
4.MD.A.3

6. Jan is painting on a rectangular canvas. The length of the rectangle is 6 feet. The area of the canvas is 24 square feet. What is the width of the rectangle?

   4 feet

4.G.A.1

7. This drawing shows two streets that cross each other.



   What kind of angle is formed where Main Street and Oak Street cross?

   Right angle

Name _____

Daily Common Core Review
2-6

Day 2

1. At a ski-jump competition, the first-place jumper has 231.2 points. The last-place jumper has 198.4 points. What is the difference of the two scores?

   Ⓐ 32.8 points
   Ⓑ 33.2 points
   Ⓒ 41.8 points
   Ⓓ 48.8 points

2. Which difference can be found without regrouping?

   Ⓐ 48.98 − 36.27
   Ⓑ 77.90 − 58.12
   Ⓒ 58.71 − 66.90
   Ⓓ 127.8 − 78.4

3. Estimate the difference by rounding each number to the nearest whole number.

   367.2 − 294.8

   Ⓐ 72
   Ⓑ 72.4
   Ⓒ 73
   Ⓓ 80

4. Which statement is **NOT** true? Select all that apply.

   ☐ 56.870 = 56.87
   ☐ 25.302 < 25.203
   ☐ 11.01 > 11.001
   ☐ 78.89 < 78.98
   ☐ 4.099 > 4.12

5. Find the difference.

   678 − 595.8

   _____

6. Write 3,047.092 in expanded form.

   _____
   _____
   _____

7. The table shows the masses of four samples.

	Mass (grams)
Sample A	0.130
Sample B	0.301
Sample C	0.031
Sample D	0.013

   List the samples in order from least to greatest mass.

   _____

8. A gem expert has three gemstones. Their masses in grams are 0.809, 0.098, and 0.890. Which mass is the greatest?

   _____

Name _____

5.NBT.B.7

1. At a ski-jump competition, the first-place jumper has 231.2 points. The last-place jumper has 198.4 points. What is the difference of the two scores?

   (A) 32.8 points
   (B) 33.2 points
   (C) 41.8 points
   (D) 48.8 points

5.NBT.B.7

2. Which difference can be found without regrouping?

   (A) 48.98 − 36.27
   (B) 77.90 − 58.12
   (C) 58.71 − 66.90
   (D) 127.8 − 78.4

5.NBT.B.7

3. Estimate the difference by rounding each number to the nearest whole number.

   367.2 − 294.8

   (A) 72
   (B) 72.4
   (C) 73
   (D) 80

5.NBT.A.3b

4. Which statement is **NOT** true? Select all that apply.

   ☐ 56.870 = 56.87
   ☐ 25.302 < 25.203
   ☐ 11.01 > 11.001
   ☐ 78.89 < 78.98
   ☐ 4.099 > 4.12

5.NBT.B.7

5. Find the difference.

   678 − 595.8

   82.2

5.NBT.A.3a

6. Write 3,047.092 in expanded form.

   $(3 \times 1{,}000) + (4 \times 10) + (7 \times 1) + \left(9 \times \frac{1}{100}\right) + \left(2 \times \frac{1}{1{,}000}\right)$

5.NBT.A.3b

7. The table shows the masses of four samples.

	Mass (grams)
Sample A	0.130
Sample B	0.301
Sample C	0.031
Sample D	0.013

   List the samples in order from least to greatest mass.

   D, C, A, B

5.NBT.A.3b

8. A gem expert has three gemstones. Their masses in grams are 0.809, 0.098, and 0.890. Which mass is the greatest?

   0.890 gram

Name _____

Daily Common Core Review
3-5

Day 3

1. If you multiply 608 by 72, what will be the partial products?

   Ⓐ 1,216 and 4,256

   Ⓑ 12,160 and 4,256

   Ⓒ 1,216 and 42,560

   Ⓓ 12,160 and 42,560

2. A parking lot has 68 rows with 24 parking spaces in each row. What is the total number of parking spaces?

   Ⓐ 1,632

   Ⓑ 1,502

   Ⓒ 408

   Ⓓ 272

3. Sharla and Tim each build a brick wall using the same size bricks. Sharla's wall has 28 rows with 14 bricks in each row. Tim's wall has 14 rows with 28 bricks in each row. Which statement about Sharla's wall is correct?

   ☐ It has more bricks than Tim's wall.

   ☐ It has fewer bricks than Tim's wall.

   ☐ It has the same number of bricks as Tim's wall.

   ☐ It has twice as many bricks as Tim's wall.

   ☐ It has half as many bricks as Tim's wall.

Find the product.

4. 780×29

   _____

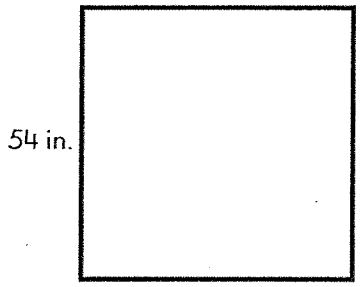
5. 37×406

   _____

6. The sports field at Patton Elementary School is shaped like a rectangle. The field is 72 yards long and 46 yards wide. What is the area of the field in square yards?

   _____

7. Gina is making a square tablecloth.



   How much fabric will Gina need?

   _____

8. Estimate the product by rounding each number to the nearest ten.

   72×596

   _____

Name _____

5.NBT.B.5

1. If you multiply 608 by 72, what will be the partial products?

   Ⓐ 1,216 and 4,256

   Ⓑ 12,160 and 4,256

   Ⓒ 1,216 and 42,560

   Ⓓ 12,160 and 42,560

5.NBT.B.5

2. A parking lot has 68 rows with 24 parking spaces in each row. What is the total number of parking spaces?

   Ⓐ 1,632

   Ⓑ 1,502

   Ⓒ 408

   Ⓓ 272

5.NBT.B.5

3. Sharla and Tim each build a brick wall using the same size bricks. Sharla's wall has 28 rows with 14 bricks in each row. Tim's wall has 14 rows with 28 bricks in each row. Which statement about Sharla's wall is correct?

   ☐ It has more bricks than Tim's wall.

   ☐ It has fewer bricks than Tim's wall.

   ■ It has the same number of bricks as Tim's wall.

   ☐ It has twice as many bricks as Tim's wall.

   ☐ It has half as many bricks as Tim's wall.

Find the product.

5.NBT.B.5

4. 780×29

   22,620

5.NBT.B.5

5. 37×406

   15,022

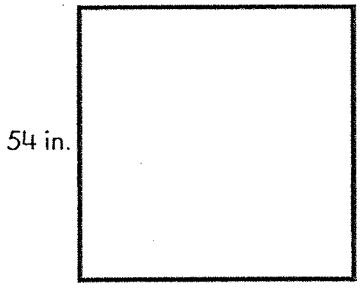
5.NBT.B.5

6. The sports field at Patton Elementary School is shaped like a rectangle. The field is 72 yards long and 46 yards wide. What is the area of the field in square yards?

   3,312 square yards

5.NBT.B.5

7. Gina is making a square tablecloth.



   How much fabric will Gina need?

   2,916 square inches

5.NBT.B.5

8. Estimate the product by rounding each number to the nearest ten.

   72×596

   42,000

Name _____

Daily Common Core Review
4-9

Day 4

1. The product below is shown without the decimal point. Use number sense to place the decimal point correctly.

   $5.03 \times 14.5 = 72935$

   Ⓐ Place the decimal point between 7 and 2.

   Ⓑ Place the decimal point between 2 and 9.

   Ⓒ Place the decimal point between 9 and 3.

   Ⓓ Place the decimal point between 3 and 5.

2. Which of the following is the missing factor?

   _____ $\times 0.8 = 0.424$

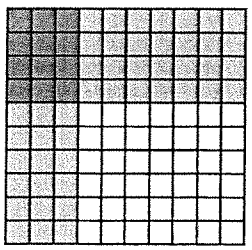
   Ⓐ 53

   Ⓑ 5.3

   Ⓒ 0.53

   Ⓓ 0.053

3. Which equation is represented by the model below?



   Ⓐ $0.4 \times 0.3 = 0.12$

   Ⓑ $0.4 + 0.3 = 0.7$

   Ⓒ $0.12 + 0.18 + 0.28 = 0.56$

   Ⓓ $4 \times 0.3 = 1.2$

Tell whether or not the decimal point has been placed correctly in the product. If not, rewrite the product with the decimal point correctly placed.

4. $19.9 \times 4.58 = 91.142$

   _____

5. $0.034 \times 216 = 73.44$

   _____

6. Eli is multiplying

   $(8 \times 7) \times \left(\frac{1}{100} \times \frac{1}{10}\right)$.

   What decimal multiplication problem is he solving?

   _____

   Find the product.

   _____

7. Zach bought 5 DVDs for $14.95 each. How much did he pay, not including sales tax?

   _____

Name _____

5.NBT.B.7

1. The product below is shown without the decimal point. Use number sense to place the decimal point correctly.

   $5.03 \times 14.5 = 72935$

   Ⓐ Place the decimal point between 7 and 2.

   Ⓑ Place the decimal point between 2 and 9.

   Ⓒ Place the decimal point between 9 and 3.

   Ⓓ Place the decimal point between 3 and 5.

5.NBT.B.7

2. Which of the following is the missing factor?

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   Ⓐ 53

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5.NBT.B.7

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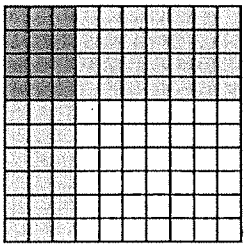


   Ⓐ $0.4 \times 0.3 = 0.12$

   Ⓑ $0.4 + 0.3 = 0.7$

   Ⓒ $0.12 + 0.18 + 0.28 = 0.56$

   Ⓓ $4 \times 0.3 = 1.2$

Tell whether or not the decimal point has been placed correctly in the product. If not, rewrite the product with the decimal point correctly placed.

5.NBT.B.7

4. $19.9 \times 4.58 = 91.142$

   Correct

5.NBT.B.7

5. $0.034 \times 216 = 73.44$

   Incorrect; 7.344

5.NBT.B.7

6. Eli is multiplying

   $(8 \times 7) \times \left(\frac{1}{100} \times \frac{1}{10}\right)$.

   What decimal multiplication problem is he solving?

   Sample answer: 0.08×0.7

   Find the product.

   0.056

5.NBT.B.7

7. Zach bought 5 DVDs for $14.95 each. How much did he pay, not including sales tax?

   $74.75

Name _____

Daily Common Core Review
5-7

Day 5

1. Which number is less than 0.725?

   Ⓐ 0.726
   Ⓑ 0.725
   Ⓒ 0.724
   Ⓓ 0.824

2. A librarian has 883 books to shelve. Each shelf holds 98 books. How many books will be left after filling as many shelves as possible?

   Ⓐ 1
   Ⓑ 9
   Ⓒ 89
   Ⓓ 97

3. The table shows the number of square feet painted by three house painters.

Painter	Square Feet Painted	Days Worked
Martin	719	2
Juan	825	3
Christy	836	3

   If Christy painted the same number of square feet each day she worked, about how many square feet did she paint per day?

   Ⓐ 260 square feet
   Ⓑ 270 square feet
   Ⓒ 280 square feet
   Ⓓ 290 square feet

4. A store gets a delivery of 347 boxes. The manager puts 72 boxes in each of the store's warehouses and 59 boxes in the store's basement. How many warehouses does the store have?

   _____

5. Find each product.

   $3 \times 10^1 =$ _____

   $3 \times 10^2 =$ _____

   $3 \times 10^3 =$ _____

   $3 \times 10^4 =$ _____

6. Elena completed this division problem:

```
      107 R31
38)4,297
   38
    297
    266
     31
```

   Explain the mistake Elena made and find the correct quotient.

   _____

   _____

   _____

   _____

   _____

Name _____

Daily Common Core Review
5-7

5.NBT.A.3b

1. Which number is less than 0.725?

Ⓐ 0.726

Ⓑ 0.725

Ⓒ 0.724

Ⓓ 0.824

5.NBT.B.6

2. A librarian has 883 books to shelve. Each shelf holds 98 books. How many books will be left after filling as many shelves as possible?

Ⓐ 1

Ⓑ 9

Ⓒ 89

Ⓓ 97

5.NBT.B.6

3. The table shows the number of square feet painted by three house painters.

Painter	Square Feet Painted	Days Worked
Martin	719	2
Juan	825	3
Christy	836	3

If Christy painted the same number of square feet each day she worked, about how many square feet did she paint per day?

Ⓐ 260 square feet

Ⓑ 270 square feet

Ⓒ 280 square feet

Ⓓ 290 square feet

5.NBT.B.6

4. A store gets a delivery of 347 boxes. The manager puts 72 boxes in each of the store's warehouses and 59 boxes in the store's basement. How many warehouses does the store have?

4 warehouses

5.NBT.A.2

5. Find each product.

$3 \times 10^1 =$ **30**

$3 \times 10^2 =$ **300**

$3 \times 10^3 =$ **3,000**

$3 \times 10^4 =$ **30,000**

5.NBT.B.6

6. Elena completed this division problem:

```
     107 R31
38)4,297
   38
    297
    266
     31
```

Explain the mistake Elena made and find the correct quotient.

Elena made a mistake when she subtracted 38 from 42 in the dividend; 113 R3

Name _____

Daily Common Core Review
6-7

Day 6

1. The quotient below is shown without the decimal point. Use number sense to place the decimal point correctly.

   2,835.95 ÷ 3.25 = 8726

   Ⓐ Place the decimal point between 8 and 7.

   Ⓑ Place the decimal point between 7 and 2.

   Ⓒ Place the decimal point between 2 and 6.

   Ⓓ Place the decimal point after 6.

2. Which is the quotient 27.3 ÷ 0.35?

   Ⓐ 0.078

   Ⓑ 0.78

   Ⓒ 7.8

   Ⓓ 78

3. Which expression gives the number of quarters in $23.75?

   Ⓐ 23.75 ÷ 25

   Ⓑ 23.75 ÷ 0.25

   Ⓒ 23.75 × 25

   Ⓓ 23.75 × 0.25

4. Last month, 137 people signed up for swim lessons at City Pool. Each of the 7 swim teachers had about the same number of students. About how many students did each teacher have?

   Ⓐ About 13 students

   Ⓑ About 14 students

   Ⓒ About 20 students

   Ⓓ About 30 students

5. Use number sense to decide whether or not the decimal point has been placed correctly in the product. If not, rewrite the quotient with the decimal point correctly placed.

   100.34 ÷ 2.9 = 3.46

   _____

6. Is the quotient for 121.8 ÷ 0.6 greater than or less than 121.8? Explain.

   _____

   _____

   _____

   _____

   _____

7. Fill in the missing numbers.

   ☐ R ☐☐

   80)7 6 3

   −☐☐☐

   ☐☐

8. A crew of house painters used 814 gallons of paint to paint 9 buildings. They used about the same amount of paint for each building. About how many gallons of paint did they use on each building?

   _____

Name _____

Daily Common Core Review
6-7

5.NBT.B.7

1. The quotient below is shown without the decimal point. Use number sense to place the decimal point correctly.

2,835.95 ÷ 3.25 = 8726

Ⓐ Place the decimal point between 8 and 7.

Ⓑ Place the decimal point between 7 and 2.

Ⓒ Place the decimal point between 2 and 6.

Ⓓ Place the decimal point after 6.

5.NBT.B.7

2. Which is the quotient 27.3 ÷ 0.35?

Ⓐ 0.078

Ⓑ 0.78

Ⓒ 7.8

Ⓓ 78

5.OA.A.2

3. Which expression gives the number of quarters in $23.75?

Ⓐ 23.75 ÷ 25

Ⓑ 23.75 ÷ 0.25

Ⓒ 23.75 × 25

Ⓓ 23.75 × 0.25

5.NBT.B.6

4. Last month, 137 people signed up for swim lessons at City Pool. Each of the 7 swim teachers had about the same number of students. About how many students did each teacher have?

Ⓐ About 13 students

Ⓑ About 14 students

Ⓒ About 20 students

Ⓓ About 30 students

5.NBT.B.7

5. Use number sense to decide whether or not the decimal point has been placed correctly in the product. If not, rewrite the quotient with the decimal point correctly placed.

100.34 ÷ 2.9 = 3.46

Incorrect; 34.6

5.NBT.B.7

6. Is the quotient for 121.8 ÷ 0.6 greater than or less than 121.8? Explain.

Greater; Sample explanation: The divisor is less than 1, so the quotient is greater than the dividend.

5.NBT.B.6

7. Fill in the missing numbers.

```
        9   R 43
80)7 6 3
  -7 2 0
      4 3
```

5.NBT.B.6

8. A crew of house painters used 814 gallons of paint to paint 9 buildings. They used about the same amount of paint for each building. About how many gallons of paint did they use on each building?

about 90 gallons

Name _____

Daily Common Core Review
7-5

Day 7

1. Which of the following is **NOT** the difference?

$\frac{4}{12} - \frac{2}{9}$

Ⓐ $\frac{1}{9}$

Ⓑ $\frac{2}{12}$

Ⓒ $\frac{4}{36}$

Ⓓ $\frac{12}{108}$

2. After Ronaldo's party, $\frac{2}{3}$ of his cake is left. How much cake will be left after his cousin Max eats another $\frac{1}{6}$?

Ⓐ $\frac{5}{6}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{1}{3}$

Ⓓ $\frac{3}{12}$

3. The 14 businesses in a shopping center each pay an equal share of the center's electric bill. This month, they used 2,996 kilowatt-hours of electricity. How many kilowatt-hours must each business pay for?

Ⓐ 204 kilowatt-hours

Ⓑ 214 kilowatt-hours

Ⓒ 240 kilowatt-hours

Ⓓ 243 kilowatt-hours

4. A day pass at a theme park costs \$16 for children and \$24.50 for adults. How much would it cost to get day passes for 1 adult and 2 children?

_____

5. Fill in the boxes to complete the subtraction.

$$\begin{array}{r} \frac{7}{8} = \frac{\square}{24} \\ -\frac{2}{3} = \frac{\square}{24} \\ \hline \square \end{array}$$

6. A senior center bought 100 tickets to a play. The total cost was \$1,250. What was the cost of one ticket?

_____

7. Kim bought 3 cubic feet of cypress mulch. She paid \$2.80 for each cubic foot. Collin bought 2 cubic feet of hardwood mulch. He paid \$3.20 for each cubic foot. Who spent more money on mulch? How do you know?

_____

_____

_____

_____

Name _____

Daily Common Core Review
7-5

5.NF.A.1

1. Which of the following is **NOT** the difference?

$\frac{4}{12} - \frac{2}{9}$

Ⓐ $\frac{1}{9}$

Ⓑ $\frac{2}{12}$

Ⓒ $\frac{4}{36}$

Ⓓ $\frac{12}{108}$

5.NF.A.2

2. After Ronaldo's party, $\frac{2}{3}$ of his cake is left. How much cake will be left after his cousin Max eats another $\frac{1}{6}$?

Ⓐ $\frac{5}{6}$

Ⓑ $\frac{1}{2}$

Ⓒ $\frac{1}{3}$

Ⓓ $\frac{3}{12}$

5.NBT.B.6

3. The 14 businesses in a shopping center each pay an equal share of the center's electric bill. This month, they used 2,996 kilowatt-hours of electricity. How many kilowatt-hours must each business pay for?

Ⓐ 204 kilowatt-hours

Ⓑ 214 kilowatt-hours

Ⓒ 240 kilowatt-hours

Ⓓ 243 kilowatt-hours

5.NBT.B.7

4. A day pass at a theme park costs \$16 for children and \$24.50 for adults. How much would it cost to get day passes for 1 adult and 2 children?

\$56.50

5.NF.A.1

5. Fill in the boxes to complete the subtraction.

$$\begin{array}{r} \frac{7}{8} = \frac{\boxed{21}}{24} \\ -\frac{2}{3} = \frac{\boxed{16}}{24} \\ \hline \boxed{\frac{5}{24}} \end{array}$$

5.NBT.A.2

6. A senior center bought 100 tickets to a play. The total cost was \$1,250. What was the cost of one ticket?

\$12.50

5.NBT.B.7

7. Kim bought 3 cubic feet of cypress mulch. She paid \$2.80 for each cubic foot. Collin bought 2 cubic feet of hardwood mulch. He paid \$3.20 for each cubic foot. Who spent more money on mulch? How do you know?

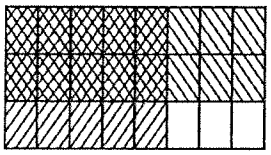
Kim; Kim spent 3 × \$2.80, or \$8.40. Collin spent 2 × \$3.20, or \$6.40; \$8.40 > \$6.40

Name _____

Daily Common Core Review
8-5

Day 8

1. Shamim made the model to show multiplying a fraction by a fraction. Which multiplication sentence does the model show?



Ⓐ $\frac{3}{8} \times \frac{5}{8} = \frac{15}{64}$

Ⓑ $\frac{2}{3} \times \frac{6}{8} = \frac{1}{2}$

Ⓒ $\frac{2}{3} \times \frac{5}{8} = \frac{5}{12}$

Ⓓ $\frac{15}{16} \times \frac{2}{3} = \frac{5}{8}$

2. Dr. Perez worked 20 days last month and saw 320 patients. If he saw the same number of patients each day, how many patients would that have been?

Ⓐ 16

Ⓑ 18

Ⓒ 32

Ⓓ 64

3. A worker paints a 5.2-foot wide crosswalk on a street. Her boss tells her to make the crosswalk 1.25 feet wider. How wide will the finished crosswalk be?

Ⓐ 1.25 feet

Ⓑ 1.77 feet

Ⓒ 6.27 feet

Ⓓ 6.45 feet

4. The table shows the number of hours that Jay worked on three days last week.

Day	Hours Worked
Monday	$5\frac{2}{3}$
Wednesday	$7\frac{1}{2}$
Friday	$8\frac{3}{4}$

How many hours did Jay work on these three days?

_____

5. At a preschool, 16 of the students are four-year-olds. Of the four-year-olds, $\frac{3}{8}$ attend the full-day program. How many of the students at the preschool are four-year-olds in the full-day program?

_____

6. Sara works 40 hours a week. During a typical week, she attends meetings 0.28 of the time she is working. How much time does Sara spend at meetings during a typical week?

_____

7. Fill in the blanks to complete the table.

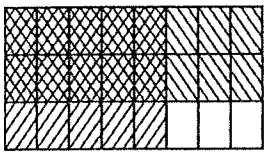
$7{,}950 \div 10^0$	=	_____
$7{,}950 \div 10^1$	=	_____
$7{,}950 \div 10^2$	=	_____
$7{,}950 \div 10^3$	=	_____
$7{,}950 \div 10^4$	=	_____

Name _____

Daily Common Core Review
8-5

5.NF.B.4a

1. Shamim made the model to show multiplying a fraction by a fraction. Which multiplication sentence does the model show?



Ⓐ $\frac{3}{8} \times \frac{5}{8} = \frac{15}{64}$

Ⓑ $\frac{2}{3} \times \frac{6}{8} = \frac{1}{2}$

Ⓒ $\frac{2}{3} \times \frac{5}{8} = \frac{5}{12}$

Ⓓ $\frac{15}{16} \times \frac{2}{3} = \frac{5}{8}$

5.NBT.B.6

2. Dr. Perez worked 20 days last month and saw 320 patients. If he saw the same number of patients each day, how many patients would that have been?

Ⓐ 16

Ⓑ 18

Ⓒ 32

Ⓓ 64

5.NBT.B.7

3. A worker paints a 5.2-foot wide crosswalk on a street. Her boss tells her to make the crosswalk 1.25 feet wider. How wide will the finished crosswalk be?

Ⓐ 1.25 feet

Ⓑ 1.77 feet

Ⓒ 6.27 feet

Ⓓ 6.45 feet

5.NF.A.2

4. The table shows the number of hours that Jay worked on three days last week.

Day	Hours Worked
Monday	$5\frac{2}{3}$
Wednesday	$7\frac{1}{2}$
Friday	$8\frac{3}{4}$

How many hours did Jay work on these three days?

$21\frac{11}{12}$ hours

5.NF.B.4a

5. At a preschool, 16 of the students are four-year-olds. Of the four-year-olds, $\frac{3}{8}$ attend the full-day program. How many of the students at the preschool are four-year-olds in the full-day program?

6 four-year-olds

5.NBT.B.7

6. Sara works 40 hours a week. During a typical week, she attends meetings 0.28 of the time she is working. How much time does Sara spend at meetings during a typical week?

11.2 hours

5.NBT.A.2

7. Fill in the blanks to complete the table.

$7{,}950 \div 10^0$	=	7,950
$7{,}950 \div 10^1$	=	795
$7{,}950 \div 10^2$	=	79.5
$7{,}950 \div 10^3$	=	7.95
$7{,}950 \div 10^4$	=	0.795

Name _____

Daily Common Core Review
9-6

Day 9

1. Find the quotient.

$\frac{1}{9} \div 7$

Ⓐ $\frac{1}{63}$

Ⓑ $\frac{7}{9}$

Ⓒ $1\frac{2}{7}$

Ⓓ 63

2. The cost of an online subscription to a newspaper is $7.99 per month. If you buy a one-year subscription, the cost is $89.88. How much do you pay each month if you choose the one-year subscription?

Ⓐ $6.99

Ⓑ $7.49

Ⓒ $7.89

Ⓓ $8.98

3. Anna has $\frac{1}{2}$ pound of trail mix. She evenly divides the trail mix into 4 bags. How much is in each bag?

Ⓐ $\frac{1}{6}$ lb

Ⓑ $\frac{1}{8}$ lb

Ⓒ $\frac{1}{12}$ lb

Ⓓ $\frac{1}{16}$ lb

4. Which is the product of $\frac{4}{15}$ and 20?

Ⓐ $\frac{1}{75}$

Ⓑ $1\frac{2}{3}$

Ⓒ $5\frac{1}{3}$

Ⓓ $6\frac{2}{3}$

5. Ms. Matthews has 200 sheets of construction paper. She will give each of her 27 students an equal number of whole sheets to use for a project. How many sheets will each student get? How sheets many will be left over?

_____

6. Malala bought a 5-pound bag of dog food. She feeds her dog $\frac{1}{3}$ pound of dog food every day. How many days will the bag of food last?

_____

7. If 8 large bagels are shared equally among 3 people, how many bagels does each person get? Explain.

_____

_____

_____

_____

8. Complete the table.

$9{,}270 \div 10^0$	=	_____
$9{,}270 \div 10^1$	=	_____
$9{,}270 \div 10^2$	=	_____
$9{,}270 \div 10^3$	=	_____
$9{,}270 \div 10^4$	=	_____

Name _____

Daily Common Core Review
9-6

5.NF.B.7a

1. Find the quotient.

$\frac{1}{9} \div 7$

Ⓐ $\frac{1}{63}$

Ⓑ $\frac{7}{9}$

Ⓒ $1\frac{2}{7}$

Ⓓ 63

5.NBT.B.7

2. The cost of an online subscription to a newspaper is $7.99 per month. If you buy a one-year subscription, the cost is $89.88. How much do you pay each month if you choose the one-year subscription?

Ⓐ $6.99

Ⓑ $7.49

Ⓒ $7.89

Ⓓ $8.98

5.NF.B.7c

3. Anna has $\frac{1}{2}$ pound of trail mix. She evenly divides the trail mix into 4 bags. How much is in each bag?

Ⓐ $\frac{1}{6}$ lb

Ⓑ $\frac{1}{8}$ lb

Ⓒ $\frac{1}{12}$ lb

Ⓓ $\frac{1}{16}$ lb

5.NF.B.4a

4. Which is the product of $\frac{4}{15}$ and 20?

Ⓐ $\frac{1}{75}$

Ⓑ $1\frac{2}{3}$

Ⓒ $5\frac{1}{3}$

Ⓓ $6\frac{2}{3}$

5.NBT.B.6

5. Ms. Matthews has 200 sheets of construction paper. She will give each of her 27 students an equal number of whole sheets to use for a project. How many sheets will each student get? How sheets many will be left over?

7 sheets; 11 sheets left

5.NF.B.7c

6. Malala bought a 5-pound bag of dog food. She feeds her dog $\frac{1}{3}$ pound of dog food every day. How many days will the bag of food last?

15 days

5.NF.B.3

7. If 8 large bagels are shared equally among 3 people, how many bagels does each person get? Explain.

$\frac{8}{3}$ or $2\frac{2}{3}$ bagels; If the 8 bagels are shared equally, then each person gets $\frac{1}{3}$ of each bagel, or $\frac{8}{3}$ bagels in all.

5.NBT.A.2

8. Complete the table.

$9{,}270 \div 10^0$	=	**9,270**
$9{,}270 \div 10^1$	=	**927**
$9{,}270 \div 10^2$	=	**92.7**
$9{,}270 \div 10^3$	=	**9.27**
$9{,}270 \div 10^4$	=	**0.927**

Name _____

Daily Common Core Review
10-2

Day 10

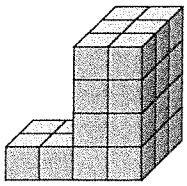
1. How many unit cubes would it take to make a model of a rectangular prism that is 6 units long × 4 units wide × 2 units high?

Ⓐ 14 unit cubes
Ⓑ 22 unit cubes
Ⓒ 24 unit cubes
Ⓓ 48 unit cubes

2. Grace buys a set of 14 notebooks. Each notebook has 85 pages. What is the total number of pages for all the notebooks?

Ⓐ 1,190
Ⓑ 1,170
Ⓒ 425
Ⓓ 340

3. Count the unit cubes to find the volume of the solid below.



Ⓐ 24 cubic units
Ⓑ 28 cubic units
Ⓒ 32 cubic units
Ⓓ 48 cubic units

4. A rectangular city park measures $\frac{7}{10}$ mile by $\frac{2}{7}$ mile. What is the area of the park?

_____

5. Without multiplying, order the products from least to greatest.

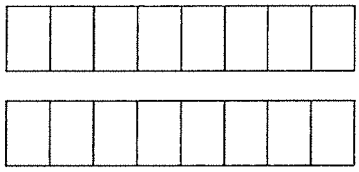
$3\frac{1}{2} \times \frac{4}{5}$ $\frac{7}{7} \times \frac{4}{5}$ $\frac{2}{9} \times \frac{4}{5}$ $1\frac{2}{3} \times \frac{4}{5}$

_____, _____,

_____, _____

6. Shade the model to help you find the product.

$2 \times \frac{7}{8}$



Write the product as a mixed number.

_____

7. Find the quotient.

$7.6\overline{)69.54}$

_____

Show how to check your answer.

_____

Name _____

Daily Common Core Review
10-2

5.MD.C.3a

1. How many unit cubes would it take to make a model of a rectangular prism that is 6 units long × 4 units wide × 2 units high?

   Ⓐ 14 unit cubes
   Ⓑ 22 unit cubes
   Ⓒ 24 unit cubes
   ● 48 unit cubes

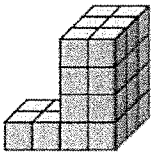
5.NBT.B.5

2. Grace buys a set of 14 notebooks. Each notebook has 85 pages. What is the total number of pages for all the notebooks?

   ● 1,190
   Ⓑ 1,170
   Ⓒ 425
   Ⓓ 340

5.MD.C.4

3. Count the unit cubes to find the volume of the solid below.



   Ⓐ 24 cubic units
   ● 28 cubic units
   Ⓒ 32 cubic units
   Ⓓ 48 cubic units

5.NF.B.4b

4. A rectangular city park measures $\frac{7}{10}$ mile by $\frac{2}{7}$ mile. What is the area of the park?

   $\frac{2}{10}$ or $\frac{1}{5}$ square mile

5.NF.B.5a

5. Without multiplying, order the products from least to greatest.

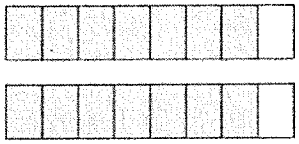
   $3\frac{1}{2} \times \frac{4}{5}$ $\frac{7}{7} \times \frac{4}{5}$ $\frac{2}{9} \times \frac{4}{5}$ $1\frac{2}{3} \times \frac{4}{5}$

   $\frac{2}{9} \times \frac{4}{5}$, $\frac{7}{7} \times \frac{4}{5}$, $1\frac{2}{3} \times \frac{4}{5}$, $3\frac{1}{2} \times \frac{4}{5}$

5.NF.B.4a

6. Shade the model to help you find the product.

   $2 \times \frac{7}{8}$



   Write the product as a mixed number.

   $1\frac{3}{4}$

5.NBT.B.7

7. Find the quotient.

   7.6)69.54

   9.15

   Show how to check your answer.

   9.15 × 7.6 = 69.54

STANDARD I VOCABULARY

WORD	MEANING	EXAMPLE
Heat	Heat is energy being given off or absorbed.	
Substance	Substance is the material that something is made up of.	
Chemical Change	A chemical Change is when one or more substances are changed to form a new substance.	
Dissolve	The visual disappearance of one substance into another when they are mixed.	
Physical Change	Physical change is when there is a change in form of matter but not what it is made of	

STANDARD I VOCABULARY

WORD	MEANING	EXAMPLE
Matter	Matter is something that has mass and takes up space.	
Product	Product is something that is made as a result of reactants.	
Reactants	Reactants are the substances mixed together to produce a chemical change.	
Solid	A solid is a state of matter that has a definite volume and holds it own shape.	
Liquid	A liquid is a state of matter that has a definite volume but no definite shape.	

STANDARD I VOCABULARY

WORD	MEANING	EXAMPLE
Gas	Gas is a state of matter that has no definite shape or volume.	
Weight	Weight is the measure of the pull of gravity on matter.	
Mass	Mass is the measure of the amount of matter in an object.	

STANDARD 2 VOCABULARY

WORD	MEANING	EXAMPLE
Earthquakes	Earthquakes are energy waves passing through the Earth caused by a sudden shift of the Earth's crust along a fault.	
Erode	To erode is to wear away by the action of water, wind, or glaciers.	
Erosion	Erosion is the process of moving weathered bits of rock from one place to another.	
Faults	Faults are a crack in Earth's crust that allows for the crust to slip.	
Uplift	Uplift is when part of Earth's surface rises above the surrounding land by great forces of heat or pressure.	

STANDARD 2 VOCABULARY

WORD	MEANING	EXAMPLE
Volcanoes	Volcanoes are an opening in Earth's crust that allows hot, melted rock, as and gases to erupt outward.	
Weathering	Weathering is the physical breaking up of rocks on Earth's surface into smaller pieces of rock and sand.	
Buttes	Buttes are an isolated hill with steep, even sides and a flat top.	
Arches	Arches are curved rock formations, formed by a combination of erosional forces.	
Glaciers	Glaciers are thick layers of ice.	

STANDARD 2 VOCABULARY

WORD	MEANING	EXAMPLE
Geological	Geological is relating to the structure of Earth and the changes that have taken place over years.	
Deposition	Deposition is the dropping of sand and rock carried by wind or water as it slows down or ice melts.	
Landforms	Landforms are a natural feature on the Earth's surface.	

STANDARD 3 VOCABULARY

WORD	MEANING	EXAMPLE
Magnets	Magnets are a material or object that produces a magnetic field	
Attract	Attract means to draw objects together.	
Repel	To repel means to push objects apart.	
Electromagnetism	Electromagnetism is the magnetism produced when a metal core is magnetized by an electric current passing through a wire.	
Magnetic Field	A magnetic field is the area around a magnet where the magnet has the power to attract magnetic material.	
Compass	A compass is an instrument used to determine the geographic direction on the Earth.	

STANDARD 4 VOCABULARY

WORD	MEANING	EXAMPLE
Battery	A battery is a device that generates electricity by combing certain chemicals.	
Complete Circuit	A complete circuit is a connected pathway which electricity can flow includes a power source, load and pathway.	
Incomplete Circuit	An incomplete circuit is a circuit with a gap in which electricity cannot flow.	
Current	A current is the flow of electricity along a path.	
Conductor	A conductor is material that allows electricity to pass through easily.	

STANDARD 4 VOCABULARY

WORD	MEANING	EXAMPLE
Insulator	An insulator is material that does not allow electricity to pass through.	
Pathway	A pathway is the course through which electricity can flow.	
Power Source	A power source is a device that supplies electricity to a circuit.	
Attract	To attract is to draw together.	
Switch	A switch is a device that immediately changes a circuit from a complete to incomplete circuit.	
Load	A load is an item that uses electricity to work.	

STANDARD 5 VOCABULARY

WORD	MEANING	EXAMPLE
Inherited	Inherited means the characteristic is passed from parents to their young.	
Environment	An environment is the surroundings in which an organism lives.	
Species	A species is a certain group of plants or animals that can only reproduce among themselves.	
Offspring	An offspring is the child of an organism	
Traits	Traits are the characteristics that determine how an organism looks, acts, or functions.	

STANDARD 5 VOCABULARY

WORD	MEANING	EXAMPLE
Variations	Variations are differences in the appearance of an inherited trait among members of a species.	
Instincts	Instincts are behaviors that are inherited from the parent organism.	
Population	Population is the number and kind of an organism in an area.	
Specialized Structure	A specialized structure is a body part that is unique to a species for survival in its environment.	
Organism	An organism is any living thing that can carry out its life activities in its environment.	

STANDARD 5 VOCABULARY

WORD	MEANING	EXAMPLE
Learned Behavior	A learned behavior is an action that is learned through trial and error	
Adaptation	An adaptation is when an organism changes to fit different conditions.	
Life Cycle	A life cycle is the stages that a living organism will go through during its life time.	
Parent Organism	A parent organism is the producer of offspring.	
Survival	Survival is the continuation of life.	