

# 5<sup>th</sup> Grade

## May 11 to May 22

In addition to the activities in the packet (if you have online access):

\*Be sure your child is also logging onto Lexia and Imagine Math to meet their goals.

\*They should also be reading a novel of their choice (at least 20 minutes a day).

\*Checking their teacher's Google Classroom. If they have online access, they do not need this packet. All work will be posted on their teacher's Google Classroom with all necessary links and turned in through the provided links.

Each classroom teacher has set up Epic Books and given the students access to free books online for independent reading.

Please contact your child's fifth grade teacher with any questions!

[chodges@bbsd.org](mailto:chodges@bbsd.org)

[acarpenter@bbsd.org](mailto:acarpenter@bbsd.org)

[dbunda@bbsd.org](mailto:dbunda@bbsd.org)

[ctorres@bbsd.org](mailto:ctorres@bbsd.org)

[lserdula@bbsd.org](mailto:lserdula@bbsd.org)

All 5<sup>th</sup> grade teachers are using their Google Classrooms for online assignments. Zoom meeting links are also posted on Google Classroom.

Zoom meetings are used for online instruction with their teacher.

Fabulous 5<sup>th</sup> Graders: Keep working hard! We are very proud of you!!

Thank you parents and guardians for all your support at home!!

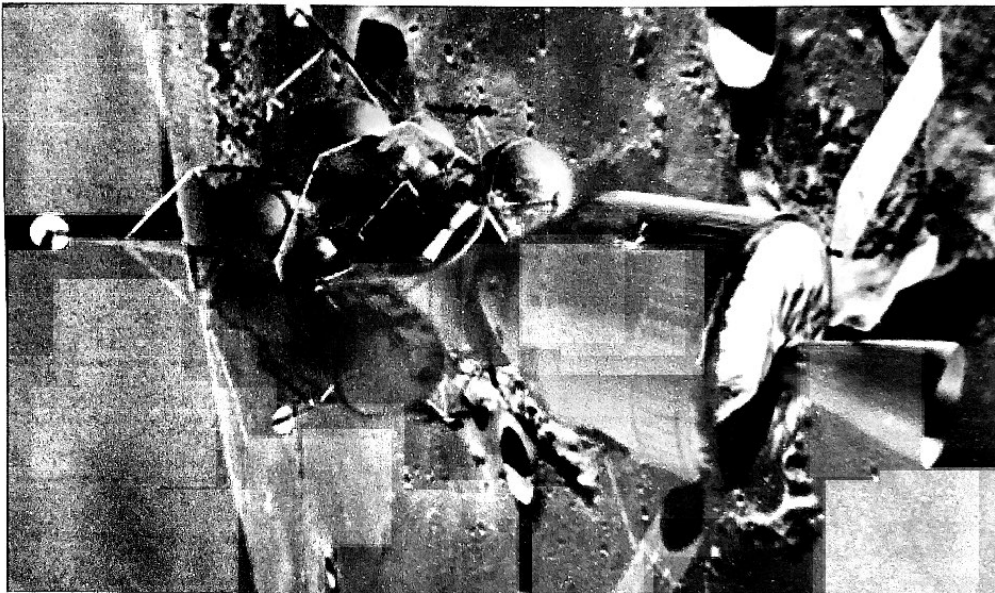
# To the Moon and Back

*Note: This article was published in 2007. The program described in the article, NASA's Constellation program, is no longer active. This news article has been preserved for historical context.*

## Astronauts Aim for the Moon-And Beyond

NASA announced plans that are out of this world-literally! The space agency hopes to send humans to the moon again by 2020.

NASA hopes to make a giant leap-back to the moon. Back in 2005, the U.S. space agency announced its plan to send four astronauts to the moon within the next 15 years.



nasa.gov

*The new spacecraft is like Apollo, "But bigger."*

NASA officials say the moon is just the first step. They hope future missions will take astronauts to Mars and beyond. "We will return to the moon no later than 2020 and extend the human presence across the solar system and beyond," says Michael Griffin, the head of NASA.

So far, the moon is the only place beyond Earth that humans have visited. At 226,000 miles away, the moon is Earth's closest space neighbor.

On July 20, 1969, Neil Armstrong and Edwin "Buzz" Aldrin became the first astronauts to land on the moon. They traveled there aboard *Apollo 11*. When Armstrong first set foot on the moon,

he spoke these famous words: "That's one small step for a man, one giant leap for mankind."

During NASA's *Apollo* program, 12 American astronauts explored the lunar terrain. The last U.S. trip to the moon ended in December 1972.

## New Spaceship

The new NASA mission may have the same destination, but the astronauts will have a new way of getting there.

Astronauts who trek to the moon will do their traveling in a crew exploration vehicle—a souped-up version of the three-person *Apollo* capsule that transported explorers to the moon. "It's very Apollo-like," says Griffin, "but bigger."

While on the moon, astronauts hope to demonstrate that they can "live off the land." They will use resources on the moon to produce drinkable water and fuel.

The moon journey would be a trial run for a Mars mission. Astronauts would spend more time on Mars—at least 500 days—because it is 49 million miles from Earth. Because they will be on the planet so long, astronauts will need to be able to sustain themselves using local resources; they will not be able to bring enough supplies for the whole mission.

## Split Decisions

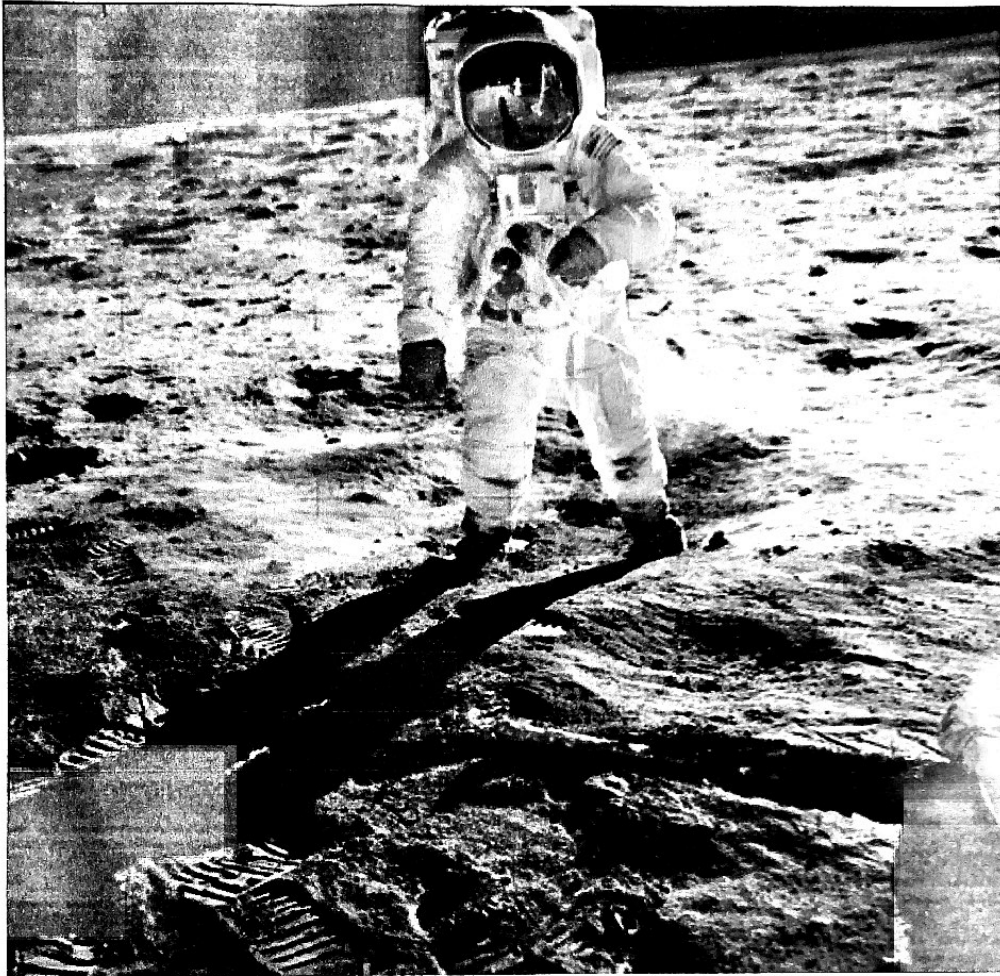
Not everyone is over the moon about NASA's plans. The project is estimated to cost \$104 billion. Critics say the price tag is too high, especially because the United States is dealing with a federal budget deficit and the war on terror. A deficit occurs when a sum of money is short of its expected total.

However, supporters insist that space exploration offers enormous long-term benefits to all of humankind and that the United States should not be deterred from this mission. "The space program is a long-term investment in our future," Griffin says.

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

1. The phrase, "out of this world," means not only "off planet Earth" but also, figuratively,
  - A. on another planet's moon.
  - B. going outside the atmosphere.
  - C. visiting Mars and beyond.
  - D. above and beyond the usual.
  
2. By using the phrase, "out of this world," the author hints that he/she is:
  - A. frightened about giving up the security of Earth life.
  - B. enthusiastic about NASA's plans.
  - C. suspicious that there won't be enough money to complete the program.
  - D. used to the idea of space travel.
  
3. The author ended the article with a quote from the head of NASA, stating: "The space program is a long-term investment in our future," This seems to indicate that
  - A. The quote has nothing to do with the rest of the passage.
  - B. The statement is in line with the critics of the program.
  - C. The author wants to stress NASA's optimism about the program.
  - D. the program is unrealistic because the destinations are so far away.
  
4. In the sentence, "While on the moon, astronauts hope to demonstrate that they can "live off the land," the phrase, "live off the land," means to
  - A. eat only food grown in dirt like Earth's soil.
  - B. support their needs with what is available on-site.
  - C. make their own fuel without digging it up.
  - D. get purified water by collecting it underground.
  
5. Explain the meaning of: "Not everyone is over the moon about NASA's plans."

## All the 'Buzz'



*Buzz Aldrin on the moon*

In 1969, Neil Armstrong and Edwin "Buzz" Aldrin made history as the first people on the moon. *Weekly Reader (WR)* spoke to Buzz Aldrin about NASA's planned return to the moon, a future on Mars, and his children's book, *Reaching for the Moon*, which was featured at the National Book Festival in Washington, D.C.

**WR:** What does it feel like to walk on the moon?

Aldrin: You knew that you were there, but it was unreal at the same time. It's so different and unusual that it's almost dreamlike.

**WR:** What was the most memorable part of walking on the moon?

Aldrin: There are two moments that are not recorded on film. They're recorded in my mind. One was just the second or two after we shut the engine down and we realized that the spacecraft was on the moon. That really was the major achievement. When I was outside seeing the Earth, my other thought was that there were only three human beings who were not on Earth. [The third was Michael Collins, who was orbiting the moon in a craft that would take the astronauts back to Earth.]

**WR: Your children's book is about following your dreams. Did you dream of being an astronaut?**

Aldrin: Well, there wasn't any such thing as an astronaut until about 1958 or 1959. *Sputnik* [the Soviet space satellite] didn't go up until 1957, so thinking of human beings in space was not at all common.

**WR: Will returning to the moon have the same impact as it did when you and Mr. Armstrong first set foot on the moon?**

Aldrin: No, I don't think there is any way you can replace that competitiveness [to reach the moon first] that existed, that pioneering spirit. The moon is a proving ground in our backyard. We've been there before, but it's preparing us to visit another planet.

**WR: You've been a supporter of a piloted mission to Mars. Why do you think it's so important that we send humans to Mars?**

Aldrin: Now we can send robots to Mars, but that just wouldn't satisfy the human desire to want to expand our horizons. We've always done that. I can't answer by saying that there is going to be something profitable that will be returned from Mars, other than perhaps storytelling or making movies en route.

**WR: Your sister gave you the name "Buzzer" when you were young-and then it got shortened to Buzz. And that stuck?**

Aldrin: It certainly did. It made it very recognizable and unique.

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

1. According to the text, when did Neil Armstrong and Buzz Aldrin make history as the first people on the moon?

- A. in 1969
- B. in 1956
- C. in 1957
- D. in 1999

2. How does Buzz Aldrin describe the experience of walking on the moon?

- A. It felt just like walking on Earth.
- B. It felt unreal and dreamlike.
- C. It was fun to float in the air.
- D. The ground was filled with craters.

3. Buzz Aldrin does not know what astronauts could find on Mars.

What evidence from the interview supports this conclusion?

- A. "Now we can send robots to Mars, but that just wouldn't satisfy the human desire to want to expand our horizons. We've always done that."
- B. "I can't answer by saying that there is going to be something profitable that will be returned from Mars, other than perhaps storytelling or making movies en route."
- C. "Well, there wasn't any such thing as an astronaut until about 1958 or 1959. *Sputnik* [the Soviet space satellite] didn't go up until 1957, so thinking of human beings in space was not at all common."
- D. "The moon is a proving ground in our backyard. We've been there before, but it's preparing us to visit another planet."

4. Based on the text, what is a main reason why NASA might want to send humans into space?

- A. because humans have a desire to make movies about space
- B. because humans have a desire to expand their horizons
- C. because humans have a desire to compete with robots
- D. because thinking of human beings in space is not common today

5. What is this text mostly about?

- A. Buzz Aldrin's trip to the moon
- B. traveling to Mars
- C. what Buzz Aldrin's book is like
- D. how to become an astronaut

6. Read this sentence from the text.

No, I don't think there is any way you can replace that competitiveness [to reach the moon first] that existed, that pioneering spirit.

As used in the sentence, what does the word "**pioneering**" most nearly mean?

- A. traveling to the moon
- B. traveling across the country in a covered wagon
- C. feeling proud of something you've done
- D. doing something that has never been done before

7. Choose the word that best completes the sentence.

Buzz Aldrin is famous \_\_\_\_\_ he is one of the first people to walk on the moon.

- A. because
- B. but
- C. after
- D. so

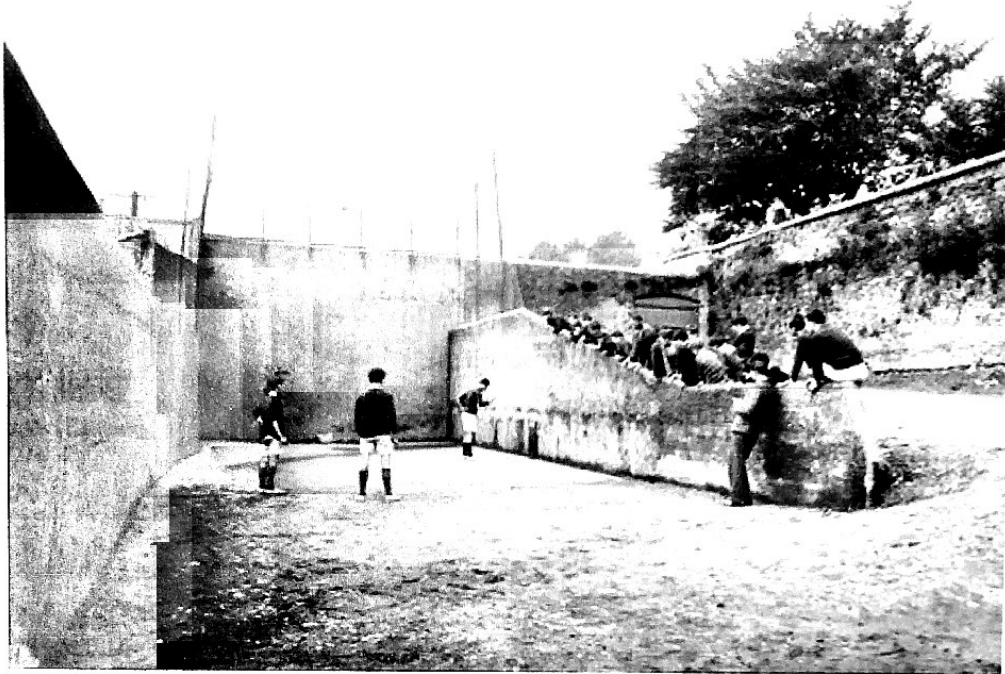
8. What is one memorable moment that Buzz remembers from walking on the moon?

9. How was being one of the first people on the moon a special personal experience for Buzz Aldrin? Use evidence from the text to support your answer.



# Sherry's Game

by Michael Stahl



*handball court*

Sherry Anne Lipski was born and raised in New York City. Her neighborhood was packed with people. Rows of houses lined the streets, some of which held three families in one. There were some trees planted in the concrete sidewalk, so there was a slight presence of nature. But cars ran up the block constantly, and parking spots were always filled. There was a constant hum: people talking, music playing, trucks delivering food, fire engines shouting at cars to get out of the way. All of this went on all day, every day.

Sherry loved it.

New York was exciting! It was her home. It was all she'd ever known. And there was always something to do, even for a 10-year-old. Most of her closest friends lived just a few blocks away. She could call or text any or all of them and, in minutes, they could gather together at the ice cream shop, pizza place, arcade, or one of the local playgrounds. When Sherry's friends got a message from her to meet at the playground, they knew what she wanted to do: play handball.

American handball is a popular game, most often played in cities, especially New York. It is kind

of like tennis except there is no net and the opponents are actually positioned right next to each other. It's common for players to play in singles games. A singles game is when two players compete against each other. To begin a game, one of the players "serves" by smacking a rubber ball (the only piece of equipment needed to play the game) with the palm of a hand at a wall, or perhaps the side of a building. After the ball deflects off the wall, the other player must hit it back against the wall for the first player to have a whack at it. And back-and-forth the game goes, until someone hits the ball "out of bounds" or is unable to continue the volley. Players can decide on where the boundaries lie, or, if they're lucky, the playground's construction crew might have painted lines on the asphalt to mark "out of bounds" for them already.

Sherry could play handball for hours and hours, from the time school got out until the sun went down. With that much practice, she became the best player in her entire neighborhood, winning just about every time she walked onto a court. Her friends would challenge her, accepting the fact they would definitely lose, but played anyway just to get some exercise and have some fun.

Toward the end of her fourth-grade school year, her parents told Sherry some very upsetting news.

"Sherry," her mother began, worried that her daughter might cry. "Your father has been given a wonderful new job by the company he works for."

"Yes, Sherry," her father added. "I'm very excited about it. It's a promotion, which means we can all have a much more comfortable life together."

"OK..." For a moment, Sherry was unsure why they were speaking to her in such a way when it all sounded like such good news up until that point. Then it became clear.

"Unfortunately," her mother said. "We have to move to Pennsylvania. Your father's company has a small office out there that he has been asked to manage."

"We know that you'll miss your New York home, Sherry," said her dad. "But you're a wonderful young lady. We know you will make some new friends."

Sherry began to cry right away. Her parents comforted her, but she was very sad for weeks as she said goodbye to all of her childhood friends and the neighborhood they played in together.

\* \* \*

A few months later, Sherry was still in a funk. She missed New York. Her new town was okay, the other kids at school were welcoming to her, and her new fifth-grade teacher, Ms. Fox, was

very good at her job. Still, it did not feel like *herhome*.

"What do you like to do for fun?" her schoolmate Tara asked one day at lunch.

"I don't know," said Sherry quietly.

"You don't know? What do you mean? Everybody likes to have fun!" Tara said with a bright smile.

Of course, Sherry knew exactly what she liked to do for fun, but also figured that none of her peers would have any idea how to play handball.

"Come on," Tara said. "I like to go shopping and watch tennis. You must like *something!*"

"You watch tennis?" Sherry asked her.

"Yup! I play every once in a while, too."

"Really?" Sherry was getting excited. She thought that maybe, just maybe, if she showed Tara how to play handball, Sherry could finally find the motivation to go outside again. Remembering that all she needed was a rubber ball and a wall, she told Tara to meet her in the back of the school when it was out. There, she would show her what she liked to do for fun.

After school, Sherry told Tara all the rules. "That's easy to play!" Tara said. "It's just like tennis!" Sherry agreed.

They played for two consecutive hours until the pair had to go home. Sherry's pupil was not very good at handball right away, but she figured with Tara's ability to play tennis, she would be able to compete a little bit better at the city game soon.

"I'll beat you someday!" Tara shouted at Sherry as she walked away, in a friendly tone.

"We'll see," Sherry replied, realizing what all of this meant.

Sherry made a new best friend. And she was lucky, too. Sherry remembered how she presumed that nobody in her new town would be interested in playing handball. How silly that was: the first person she mentioned it to played the game with her for hours the first chance she got!

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

1. How does Sherry feel about New York City?

- A. She feels annoyed because it is too noisy.
- B. She feels sad because no one will play with her.
- C. She loves it because it is her home.
- D. She hates it because she doesn't like cities.

2. How does Sherry change in the story?

- A. She learns to play handball like a champion.
- B. She learns she was wrong to make assumptions about her new classmates.
- C. She learns that the schools in Pennsylvania have better teachers.
- D. She learns that her friends in New York will never forget her.

3. Handball is an important part of Sherry's life in New York City. What evidence from the text supports this conclusion?

- A. Handball is a popular game most often played in cities.
- B. Sherry practices for hours and becomes the best player in the neighborhood.
- C. Handball players can decide where the boundaries lie.
- D. Sherry's friends would challenge Sherry to a game of handball.

4. Why does Sherry cry when her parents tell her they must leave New York?

- A. She has to leave behind all the great malls and shopping centers where she goes with friends.
- B. She knew she would miss the trees, nature, and quiet in her neighborhood.
- C. She has to say goodbye to all of her childhood friends and the neighborhood they played in together.
- D. She has to give up her chance at the big handball-playing championship.

5. What is this story mainly about?

- A. how Sherry's love for New York City convinces her to move back
- B. how Sherry's love for sports helps her to succeed in math
- C. how Sherry's game gets in the way of her schoolwork
- D. how Sherry's game helps her to connect with old and new friends

6. Read the sentences: "Sherry began to cry right away. Her parents comforted her, but she was very sad for weeks as she said goodbye to all of her childhood friends and the neighborhood they played in together. A few months later, Sherry was still **in a funk**. She missed New York. Her new town was okay, the other kids at school were welcoming to her, and her new fifth-grade teacher, Ms. Fox, was very good at her job. Still, it did not feel like her home."

As used in the passage, what does the phrase "**in a funk**" mean?

- A. in a style of music
- B. in a strange room
- C. in a smelly place
- D. in an unhappy mood

7. Choose the answer that best completes the sentence below.

Sherry knew exactly what she liked to do for fun. \_\_\_\_\_, she figured that none of her peers would have any idea how to play handball.

- A. Therefore
- B. Frequently
- C. As a result
- D. However

8. Which character helps Sherry to see that she was "silly" to presume that nobody in her new town would be interested in playing handball?

9. Does Sherry's "pupil" enjoy her first handball lesson? Why or why not? Use evidence from the text to support your answer.

10. Explain how Sherry's feelings and views change by the end of the passage. Use evidence from the text to support your answer.

# It's Opening Day

by W.M. Akers



The weather was growing crisper. It was getting dark later, and Matthew had stopped wearing a coat to school. Spring was coming, but that didn't matter to him. What was really important was it was April. April meant baseball. April meant the end of the long, cold off-season. April meant opening day.

The local team was called the Crickets. It wasn't a very tough name for a baseball team, but that was okay. The Crickets weren't a Major League team, with a 50,000 seat stadium, expensive tickets, and big-name players. They were a minor league team, and that suited Matthew just fine. The stadium was small, the tickets were cheap, and the players weren't famous—at least not right now. Some were young players, only seven or eight years older than Matthew, with dreams of playing in the big leagues, and the talent to make it happen. Other players were older, their time in the big leagues finished, but they stuck around the Crickets because they weren't ready yet to let go of the game that had defined them ever since childhood.

And then there were players like Billie Carney, the shortstop. He had manned the space between second and third base for as long as Matthew could remember. Each year he was one

of the two best players on the team, but he never did quite well enough to get called up to the majors. Each opening day, Matthew was shocked to see that Billie was still playing for the Crickets.

"Jeez, Dad!" he would say. "I can't believe Billie didn't get called up to the big leagues this year."

"You think he played pretty well last season?" his father would ask.

"Are you kidding?!" Matthew's face turned purple whenever anybody questioned Billie Carney. "He hit twenty-seven home runs! He had ninety-eight RBIs! He walked more than anybody else on the team!"

Matthew didn't need a baseball card to tell him Billie's statistics. He knew them by heart, from studying the sports page every morning at breakfast, to see how Billie and the other Crickets had played the night before. Over the winter, he committed all of their numbers to memory, and at night he would recite them to himself until he fell asleep.

"How was his fielding?" Matthew's father would ask, teasing him. "I bet he made a lot of errors."

"Dad-are you crazy? He moves like a spider out there. Nobody turns a double play faster than Billie. Nobody's better at tagging runners out. Last season, he didn't make an error for..." Matthew thought for a moment, doing the math in his head. "Forty-seven games!"

"That's not bad."

"Then how come he didn't get called up to the majors?"

"I don't know."

"It's not fair. He's better than most of the guys you see playing on TV."

"It's good news for us, right? Now we get to watch him play live for another season."

"I'm telling you, Dad. He's the best."

Matthew and his father had gone to see the Crickets play every opening day since Matthew was born. Their family celebrated a lot of holidays-Thanksgiving, Halloween, the Fourth of July, not to mention Matthew's and his sister's birthdays-but as far as he was concerned, opening day was the best one. It was usually on a weekday, and his dad always let him skip school to go.

"There are some things you can only learn in school," he told Matthew once, "and there are

some things you can only learn at the ballpark."

Each year, Matthew and his dad wore Crickets jerseys and Crickets hats, and they always got to the ballpark early enough to watch the hitters take batting practice. County Stadium was an old ballpark, almost as old as Matthew's dad himself, and it had started to get a little shabby by the time Matthew started going to games. The scoreboard was rusty; the speakers were screechy, and the chairs weren't as comfortable as they could have been. But on a sunny day, Matthew thought, it was the most beautiful stadium in the world. Last year was perfect. The sun was bright, the sky was clear, and there was just enough of a breeze to remind him that summer wasn't quite here yet. The Crickets won 4-2, Matthew ate two hot dogs and a plastic baseball helmet full of ice cream, and Billie Carney bowed to the fans when he ran out onto the field. They went to a lot of games the rest of the summer, but opening day-as always-was his favorite. On the coldest days of winter, when wind cut through Matthew's parka and his fingers turned as pink as Vienna sausages, Matthew remembered opening day, and the outfield grass that was as green and perfect as the Emerald City in the Wizard of Oz.

"I've got bad news," said Matthew's father, two days before the season started. "I can't go to opening day this year."

"Dad," said Matthew. "That is a dumb joke."

"I'm not kidding. Your sister's play is Sunday afternoon."

"Her play is happening for three days. We're watching it at school on Monday. Why don't you just come then?"

"I've got to work, kid. I'm really sorry."

Matthew's father looked sad, but Matthew did not. He did not cry; he did not scream; he did not yell at his father about breaking promises. One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry. But he wanted to.

"Why don't we go to the game Monday night?" his father asked.

Matthew wanted to explain that night games were no good, that he had been waiting all winter for blue skies and green grass and sunshine. Night games were fine in the middle of the summer, when it was too hot to sit out in the sun, but it was April. He didn't want to go to County Stadium in his parka, but he didn't know how to put it into words.

"I want to go to opening day," he said, finally.

"I've got an idea," said his dad. "It's kind of crazy but...do you want to go by yourself?"



"What?!"

"You're old enough now. When I was your age I'd go to games alone all the time. I know it's not what we usually do, but it could be fun."

"Go to the game...alone?" asked Matthew. He had to admit: it was better than not going at all.

The sky was blue, the grass was green, and Matthew wore his Crickets jersey and Crickets hat. His seat was right where he liked-along the first base line, behind the home dugout-and all his favorite players were in the lineup, with Billie Carney batting first. He took out his scorecard and carefully wrote their names down. During the game, he would make notes of what happened-who got a double, who struck out, who had the big home run. It was an old-fashioned thing to do, but Matthew liked it, because it helped keep him focused on the game. His father had taught him how to keep score.

It was a perfect day for baseball. So why did Matthew feel so gloomy?

During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor. His dad had given him \$20 to spend, and Matthew was going to spend all of it. He wanted to get a plastic baseball helmet full of ice cream, but he had to go to the concessions stand for that, and if he stopped watching the game, he wouldn't be able to write down what happened on his scorecard. If it were later in the season, this wouldn't worry him so much, but today was opening day, and the scorecard-everything-had to be perfect.

He decided to skip the seventh inning stretch. This was a big sacrifice, because singing "Take Me Out To The Ballgame" was one of the best parts of going to see the Crickets. The mascot-a big green cricket in a foam costume-would run out onto the field and dance around and throw t-shirts. But Matthew already had plenty of Crickets t-shirts. What he didn't have was ice cream.

He waited in line, and paid the last of his money for a plastic baseball helmet full of mint chocolate chip. When he got back to his seat, the sun had gone away. Matthew balanced his ice cream in the cup holder in front of him, and frowned at his scorecard. In the space for "Weather" he had written "Sunny." He changed it to "Sunny/Clouds." He put his scorecard aside and focused on his ice cream, which was beginning to melt. As he ate it, he shivered.

The game was over. The Crickets had won, 6-1. A blowout, but not a very exciting one. According to his scorecard, Billie Carney had a single and a walk, but no runs batted in-a good day, but not a great one. As always, Billie had bowed to the people when he ran out onto the field, and Matthew bowed back. When he hit his single, with a sound like a judge's gavel, Matthew cheered louder than he had all day. He fixed the image in his mind: Billie Carney,

hustling down the first base line, right in front of his eyes. He would tell his father about it when he got home, and he would remember it come winter.

Matthew's dad had told him to call when the game was over and he would come pick him up, but now, standing outside the stadium, he didn't want to leave. He sat on a bench outside the stadium, making sure his scorecard was perfect. He erased wobbly lines and redrew them, straight, bold and firm. Flawed letters-a wobbly K, a slouching B-he went over until they looked like they had been put there by a computer. By the time he was finished, nobody could have done a better job.

Matthew looked up, and saw the parking lot was empty. Behind him, the stadium was closed-and with it, the only pay phone. How would his dad know to come pick him up? The sun was long gone now, and Matthew began to wish he had brought his parka. It was windy in the County Stadium parking lot.

He walked around the ballpark, hoping to find another phone, but all he found was cracked concrete and overgrown grass. On the other side from the outfield wall, he saw a battered old baseball-a forgotten home run from the season before. He picked this up and put it in his pocket. A boy can never have too many baseballs. Holding it as he picked his way across the gravel, he felt less afraid. As he completed the loop around the stadium, he heard a door close behind him.

"Hey kid," said a voice, and Matthew's heart leapt. It was Billie Carney. Out of uniform, he looked bigger than he did on the field, like he could crush a rock into dust with one hand. He was smiling, just like he had when he bowed to the crowd that afternoon. "You here by yourself?"

"Kinda," said Matthew. "My dad's supposed to pick me up, but I don't have a way to call him."

Silently, Billie took his cellphone out of his pocket and handed it over. Matthew dialed his father's number, and told him to meet him by the main entrance. When he handed the phone back to Billie, he said thanks, quietly.

"No problem," said Billie. "You want some company while you wait?"

"Sure," said Matthew, as they walked back to his bench.

"Enjoy the game today?"

"It was pretty good," said Matthew. "That was a nice at-bat you had in the sixth, when you drew the walk."

"Thanks. It must have been seven, eight pitches."

"It was nine," said Matthew. "I was counting."

"Glad to know somebody's paying attention. That a baseball in your pocket?"

"I found it on the other side of the center field fence."

"They don't clean back there as much as they should. Want me to sign it?"

Matthew handed Billie the ball, his heart in his chest. As Billie traced his wide, looping signature across the grimy yellow leather, Matthew asked the question that had been bothering him all day.

"Do you ever get sick of playing here?" he asked.

"What do you mean?"

"You're good enough to play in the majors. I know it. You know it. The whole crowd knows it. You hit twenty-seven home runs last year! You had ninety-eight RBIs! You walked more than anybody else on the team! Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, playing for nobody?"

For a moment, Billie looked hurt. Then a smile broke out across his face, and he started laughing. "Are you nuts, kid?" he asked. "I get to play baseball for a living! It's not much money, but it's enough. And if I can keep the people entertained here, who cares about the big leagues?"

"Yeah?"

"It's opening day. We're at the ballpark. What have we got to complain about?"

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

1. What does Matthew like to do every April?

- A. go for a bike ride in the sunshine and blue skies
- B. eat ice cream and watch a movie at home
- C. see the Crickets play on opening day
- D. see his sister perform in a school play

2. What is the climax of the action in this story?

- A. Matthew eats ice cream at the ballpark.
- B. Matthew's father says that he cannot go to opening day.
- C. Matthew commits Billie Carney's statistics to memory.
- D. Matthew talks to Billie Carney.

3. Matthew is excited to meet Billie Carney.

What evidence from the story supports this statement?

- A. "During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor."
- B. "Each opening day, Matthew was shocked to see that Billie was still playing for the Crickets."
- C. "One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry."
- D. "'Hey kid,' said a voice, and Matthew's heart leapt. It was Billie Carney."

4. Based on what Billie says, how does he feel about playing baseball for the Crickets?

- A. Billie is happy about playing baseball for the Crickets.
- B. Billie is tired of playing baseball for the Crickets.
- C. Billie is worried about playing baseball for the Crickets.
- D. Billie does not care much about playing baseball for the Crickets.

5. What is a theme of this story?

- A. the pleasures of winter
- B. the pleasures of baseball
- C. the damage that war can cause
- D. the damage that nature can cause

6. Read the following sentence: "Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, **playing for nobody**?"

What does the phrase **playing for nobody** mean in the sentence above?

- A. not caring about how well a baseball team plays
- B. not playing in a baseball game on opening day
- C. not playing for very many people or anyone important
- D. playing in a ballpark that does not have any seats

7. Choose the answer that best completes the sentence below.

Billie looks hurt \_\_\_\_\_ Matthew asks him whether playing in a crummy old ballpark drives him crazy.

- A. after
- B. before
- C. for instance
- D. however

8. For Matthew, what is the best holiday of the year?

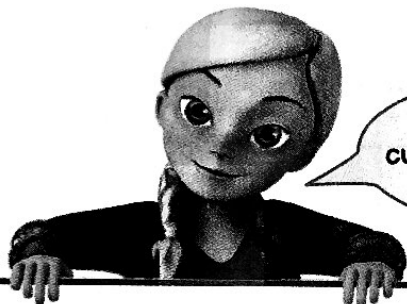
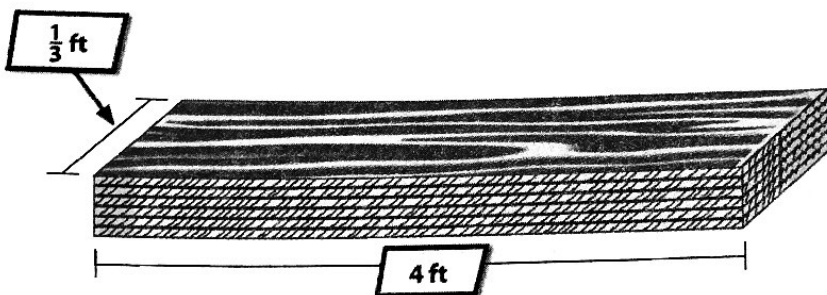
9. When Matthew asks Billie whether playing for nobody in a crummy old ballpark drives him crazy, what does Billie say?

10. What do Matthew and Billie have in common? Support your answer with evidence from the passage.

**Essential Question**

# How Can You Solve Division Problems with Unit Fractions?

John plans to buy sheets of plywood like the ones shown to make boxes with lids. Each box is a cube that has  $\frac{1}{3}$ -foot edges. How many sheets of plywood does John need in order to make 5 boxes with lids?



Remember, a cube has 6 identical faces.

**B** **What do you know?**  
Six pieces of plywood are needed for each of the 5 boxes.

Boxes are  $\frac{1}{3}$ -foot cubes.

Each sheet of plywood is  $\frac{1}{3}$  foot wide and 4 feet long.

**What are you asked to find?**  
The number of sheets of plywood John needs to buy

**C** **Write an equation to help answer each question.**

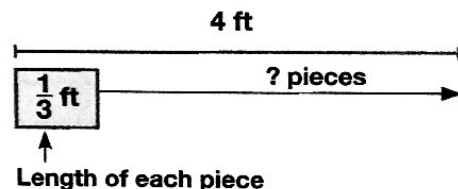
1. How many pieces of plywood are needed for 5 boxes with lids?

$$5 \times 6 = 30$$

boxes      pieces for each box      pieces in all

2. How many pieces can be cut from 1 sheet of plywood?

$$4 \div \frac{1}{3} = 12$$



3. How many sheets of plywood does John need for 5 boxes with lids?

$$30 \div 12 = 2 \text{ R}6$$

John needs 3 sheets of plywood.

**Convince Me! Reasoning** Write a real-world problem that can be solved by first adding 24 and 36 and then dividing by  $\frac{1}{4}$ . Find the solution to your problem and explain your answer.

## ★ Guided Practice ★

### Do You Understand?

1. In the example on page 564, why were additional questions answered to help solve the problem?
2. **Model with Math** What equations were used to solve the example on page 564?

### Do You Know How?

3. Tamara needs tiles to make a border for her bathroom wall. The border will be 9 feet long and  $\frac{1}{3}$  foot wide. Each tile measures  $\frac{1}{3}$  foot by  $\frac{1}{3}$  foot. Each box of tiles contains 6 tiles. How many boxes of tiles does Tamara need? Write two equations that can be used to solve the problem.

## ★ Independent Practice ★

Write the equations needed to solve each problem. Then solve.

4. Robert wants to use all the ingredients listed in the table at the right to make trail mix. How many  $\frac{1}{2}$ -pound packages can he make?

Equations: \_\_\_\_\_

Answer: \_\_\_\_\_

5. Rachel used  $\frac{2}{3}$  of a package of cornbread mix. She will use equal parts of the leftover mix to make 2 batches of cornbread. What fraction of the original package will she use for each batch?

Equations: \_\_\_\_\_

Answer: \_\_\_\_\_



Ingredient	Weight (in pounds)
Dried Apples	$2\frac{1}{2}$
Pecans	4
Raisins	$1\frac{1}{2}$



# Homework & Practice 9-7

## Solve Problems Using Division

### Another Look!

Nell participated in a 3-day charity walk. She raised \$0.50 for each  $\frac{1}{3}$  mile that she walked. The first day, Nell walked 12 miles. The second day, she walked 8 miles. The third day, she walked 16 miles. How much money did Nell raise?

#### What do you know?

Nell walked 12 miles, 8 miles, and 16 miles.  
She raised \$0.50 for each  $\frac{1}{3}$  mile she walked.

#### What do you need to find?

How much money Nell raised

How can  
you use what you  
know to solve the  
problem?



#### Write an equation to answer each question.

- a What is the total number of miles Nell walked?

Nell walked  $12 + 8 + 16 = 36$ , or 36 miles.

- b How many  $\frac{1}{3}$  miles did Nell walk?

Nell walked  $36 \div \frac{1}{3} = 108$ , or 108 one-third miles.

- c How much money did Nell raise?

Nell raised  $108 \times \$0.50 = \$54$ .

Write the equations needed to solve each problem. Then solve.

1. Anna plants peas in  $\frac{3}{8}$  of her garden and herbs in  $\frac{1}{8}$  of it. She divides the rest of the garden into 6 sections. What fraction of the original garden is each section?

Equations: \_\_\_\_\_

Answer: \_\_\_\_\_

2. Ryan has 4 cups of grape juice, and Kelsey has 7 cups of lemonade. They want to combine what they have to make punch. How many  $\frac{1}{2}$ -cup servings of punch can they make?

Equations: \_\_\_\_\_

Answer: \_\_\_\_\_

How many steps  
do you need to solve  
each problem?





Name \_\_\_\_\_



★  
**Solve & Share**  
★

What do you notice about the calculations below? Make a generalization about what you notice. Complete the remaining examples.

**Sue's Equations**

$$4 \div \frac{1}{3} = 12$$

$$8 \div \frac{1}{10} = 80$$

$$5 \div \frac{1}{4} = 20$$

$$12 \div \frac{1}{2} = \underline{\quad}$$

$$6 \div \frac{1}{100} = \underline{\quad}$$



**Randy's Equations**

$$\frac{1}{3} \div 4 = \frac{1}{12}$$

$$\frac{1}{10} \div 8 = \frac{1}{80}$$

$$\frac{1}{4} \div 5 = \frac{1}{20}$$

$$\frac{1}{2} \div 12 = \underline{\quad}$$

$$\frac{1}{100} \div 6 = \underline{\quad}$$

## Problem Solving

### Lesson 9-8

### Repeated Reasoning

#### I can ...

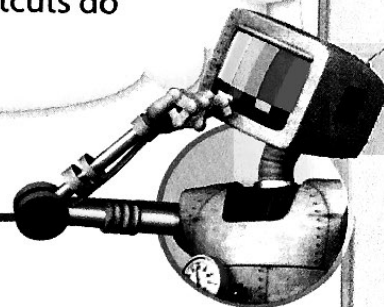
notice repetition in calculations and describe a general method for dividing whole numbers and unit fractions.

**I can also** divide fractions and whole numbers.

### Thinking Habits

*Be a good thinker!  
These questions can help you.*

- Are any calculations repeated?
- Can I generalize from examples?
- What shortcuts do I notice?



**Look Back!** **Generalize** Test your general method by writing another pair of equations like Sue's and Randy's equations.

## ★ Guided Practice ★

### Repeated Reasoning

Nathan has two 8-foot boards. He cuts one board into  $\frac{1}{4}$ -foot pieces. He cuts the other board into  $\frac{1}{2}$ -foot pieces.

1. Write and solve a division equation to find how many  $\frac{1}{4}$ -ft pieces can be cut from an 8-foot board. Explain your reasoning.
2. Find how many  $\frac{1}{2}$ -ft pieces can be cut from the 8-foot board. Can you repeat the method you used in Exercise 1 to solve this problem? Explain.

Repeated reasoning can help you find a general method for solving problems that are the same type.



## ★ Independent Practice ★

### Repeated Reasoning

A landscaper's truck is filled with  $\frac{1}{2}$  ton of gravel. The gravel is shared equally among 3 projects.

3. Write and solve a division equation to find how much gravel each project will get. Explain your reasoning.
4. Suppose another truck is filled with  $\frac{1}{2}$  ton of gravel. Find how much gravel each project will get if the  $\frac{1}{2}$  ton of gravel is shared equally among 8 projects. Can you repeat the method you used in Exercise 3 to solve this problem? Explain.

Remember, the method for dividing a whole number by a unit fraction is different from the method for dividing a unit fraction by a whole number.





Help

Practice  
Buddy

Tools

Games

# Homework & Practice 9-8

## Repeated Reasoning

### Another Look!

Study each set of problems. Then make a generalization about each set.



Repeated reasoning can help you find general methods for solving division problems involving unit fractions and whole numbers.

#### Set A

$$\frac{1}{4} \div 6 = \frac{1}{24} \quad \frac{1}{4} \times \frac{1}{6} = \frac{1}{24}$$

$$\frac{1}{3} \div 5 = \frac{1}{15} \quad \frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$$

#### Set B

$$6 \div \frac{1}{4} = 24 \quad 6 \times 4 = 24$$

$$5 \div \frac{1}{3} = 15 \quad 5 \times 3 = 15$$

#### Set A

$$\frac{1}{4} \div 6 = \frac{1}{4} \times \frac{1}{6}$$

$$\frac{1}{3} \div 5 = \frac{1}{3} \times \frac{1}{5}$$

Generalization:

Dividing a unit fraction by a whole number other than zero is the same as multiplying the unit fraction by a unit fraction with the whole number as the denominator.

#### Set B

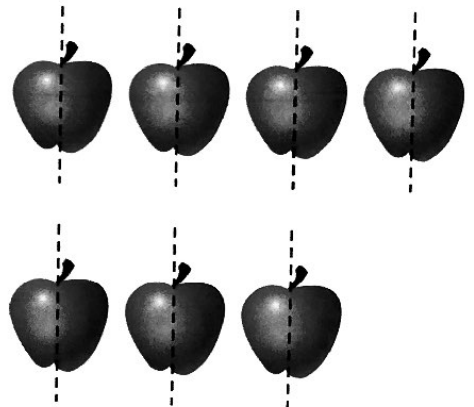
$$6 \div \frac{1}{4} = 6 \times 4$$

$$5 \div \frac{1}{3} = 5 \times 3$$

Generalization:

Dividing a whole number by a unit fraction is the same as multiplying a whole number by the denominator of the unit fraction.

Mrs. Miller brought 7 apples to a picnic. She cut each apple in half. How many pieces did she wind up with?



- Write and solve a division equation to find the total number of apple pieces. Explain your reasoning.
- Suppose Mrs. Miller decided to cut each apple into fourths rather than into halves. Find how many apple pieces she would have then. Can you repeat the method you used in Exercise 1 to solve this problem? Explain.
- When you divide a whole number by a unit fraction, how does the quotient compare to the whole number? Explain.

Name \_\_\_\_\_

☆ Follow the Path ☆



Solve each problem. Follow problems with an answer of 3,456 to shade a path from **START** to **FINISH**. You can only move up, down, right, or left.

TOPIC  
9

## Fluency Practice Activity

**I can ...**

multiply multi-digit whole numbers.

**Start**

$$\begin{array}{r} 576 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 101 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 350 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 436 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 127 \\ \times 28 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 462 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 54 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 144 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 108 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 192 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 288 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 216 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 303 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 317 \\ \times 48 \\ \hline \end{array}$$

$$\begin{array}{r} 456 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 2,586 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 128 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ \times 51 \\ \hline \end{array}$$

$$\begin{array}{r} 286 \\ \times 40 \\ \hline \end{array}$$

$$\begin{array}{r} 360 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 230 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 384 \\ \times 9 \\ \hline \end{array}$$

**Finish**

Name \_\_\_\_\_

1. If the diameter of a tree trunk is growing  $\frac{1}{4}$  inch each year, how many years will it take for the diameter to grow 8 inches?

- (A) 2 years
- (B) 8 years
- (C) 24 years
- (D) 32 years

2. For questions 2a–2d, choose Yes or No to tell if the number 4 will make each equation true.

2a.  $1 \div 4 = \square$        Yes    No

2b.  $5 \div \square = \frac{4}{5}$        Yes    No

2c.  $\square \div 7 = \frac{4}{7}$        Yes    No

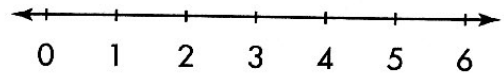
2d.  $2 \div \square = \frac{1}{2}$        Yes    No

3. Mrs. Webster wants to divide the milk shown into  $\frac{1}{3}$ -pint servings. How many servings are possible?



4. How many  $\frac{1}{8}$ s are in 25?

5. Raven is making pillows. She needs  $\frac{1}{5}$  yard of fabric for each pillow. If she has 6 yards of fabric, how many pillows can she make? Use the number line.



- (A)  $\frac{1}{30}$  pillow
- (B)  $\frac{7}{5}$  pillows
- (C) 11 pillows
- (D) 30 pillows

6. A farmer owns 24 acres of land. He plans to use 6 acres for an entrance into the farm and partition the remaining land into  $\frac{1}{3}$ -acre lots. How many  $\frac{1}{3}$ -acre lots will he have?

- (A) 6 lots
- (B) 18 lots
- (C) 54 lots
- (D) 72 lots

7. One half of a cantaloupe was shared equally among 3 people. What fraction of the whole cantaloupe did each person get? Explain how you found your answer.

8. Draw lines to match each expression on the left to its quotient on the right.

$$12 \div 5$$

$$\frac{5}{12}$$

$$12 \div \frac{1}{5}$$

$$60$$

$$5 \div 12$$

$$\frac{1}{60}$$

$$\frac{1}{5} \div 12$$

$$2\frac{2}{5}$$

9. Choose all the expressions that are equal to  $\frac{1}{6}$ .

$6 \div 1$

$3 \div 18$

$2 \div \frac{1}{3}$

$1 \div 6$

$\frac{1}{3} \div 2$

10. Cecil and three friends ran a 15-mile relay race. Each friend ran an equal distance. What distance did each friend run?

A  $\frac{4}{15}$  mile

B  $3\frac{1}{4}$  miles

C  $3\frac{2}{3}$  miles

D  $3\frac{3}{4}$  miles

11. Josie has a rug with an area of 18 square feet. She will put the rug on a floor that is covered in  $\frac{1}{3}$ -square-foot tiles. How many tiles will the rug cover?

12. Ellen says that  $1\frac{2}{5}$  equals  $5 \div 7$ . Is she correct? Explain.

13. Corey has  $\frac{1}{4}$  yard of fabric. He cuts the fabric into 2 equal pieces. Write an expression for the number of yards of each piece of fabric.

14. Look at the equations below.

$$8 \div \frac{1}{3} = \square$$

$$2 \div \frac{1}{9} = \square$$

$$8 \times 3 = \square$$

$$2 \times 9 = \square$$

**Part A**

Write numbers in the boxes above to make each equation true.

**Part B**

What generalization can you make about the equations? Explain.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read and answer each question.

1. Write the missing punctuation in the sentence.

Do you like to tell jokes, riddles, or puns

1. (Y) (N)

2. Write the missing punctuation in the sentence.

Jamie said, "What do you call an overweight feline?"

2. (Y) (N)

3. Circle the word that should be capitalized in the sentence.

Cerillo said, "a fat cat!"

3. (Y) (N)

4. Underline the helping verb in sentence A below.

\_\_\_\_\_

4. (Y) (N)

5. Circle the adjective in sentence A below.

A These riddles are called hink-pinks.

5. (Y) (N)

6. Underline the conjunction in sentence B below.

\_\_\_\_\_

6. (Y) (N)

7. Circle the prepositional phrase in sentence B below.

B The answer rhymes and has one syllable in each word.

7. (Y) (N)

8. Circle the word below that is spelled correctly.

- entertainment
- entertanement
- entertaiment



\_\_\_ / 8  
Total

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**DIRECTIONS**

Read and answer each question.

SCORE

1. (Y) (N)

1. Write the missing punctuation in the sentence.

.....  
 Crazy Horse, an American Indian warrior was a brave man.  
 .....

2. (Y) (N)

2. Write the missing punctuation in the sentence.

.....  
 He didnt want American Indians to give up their ways of life.  
 .....

3. (Y) (N)

3. Circle the word that should be capitalized in the sentence.

.....  
 He fought bravely with Sitting bull at Little Bighorn.  
 .....

5. (Y) (N)

4. Underline the prepositional phrase in sentence A below.

5. Circle the pronoun in sentence A below.

.....  
 (A) His father had the same name of Crazy Horse.  
 .....

7. (Y) (N)

6. Underline the adverb in sentence B below.

8. (Y) (N)

7. Circle the conjunction in sentence B below.

.....  
 (B) He surrendered to troops in 1877 but was soon killed.  
 .....

\_\_\_ / 8

Total

8. Circle the word below that is spelled correctly.

difiance

defieance

defiance



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read and answer each question.

SCORE

1. Write the missing punctuation in the sentence.

Pietra said, I just learned something about the author of Peter Pan.

1. (Y) (N)

2. Write the missing punctuation in the sentence.

Mrs Lucero asked, "What did you learn, Pietra?"

2. (Y) (N)

3. Circle the word that should be capitalized in the sentence.

"J. M. Barrie sometimes got writer's cramp," pietra said.

4. (Y) (N)

4. Underline the conjunction in sentence A below.

5. Circle the pronoun in sentence A below.

A "He would switch hands and keep writing!" Pietra exclaimed.

6. (Y) (N)

6. Underline the proper noun in sentence B below.

7. Circle the adverb in sentence B below.

B "He also said his writing style changed with his left hand," Pietra added.

7. (Y) (N)

8. Circle the word below that is spelled correctly.

flexibel

flexible

flexable

\_\_\_ / 8

Total

**DIRECTIONS**

Read and answer each question.

SCORE

1. (Y) (N)

**1.** Write the missing punctuation in the sentence.

If you haven't read a book by Mark Twain you may not know about the author's name.

2. (Y) (N)

**2.** Write the missing punctuation in the sentence.

Born on November 30, 1835 Samuel Langhorne Clemens had several jobs.

3. (Y) (N)

**3.** Circle the word that should be capitalized in the sentence.

He became a riverboat pilot on the Mississippi river.

5. (Y) (N)

**4.** Underline the article in sentence A below.

6. (Y) (N)

**5.** Circle the verbs in sentence A below.

**A** *Mark twain* means the water was two fathoms deep.

7. (Y) (N)

**6.** Underline the adjectives in sentence B below.

8. (Y) (N)

**7.** Circle the verb in sentence B below.

**B** He adopted the words for his pen name.

\_\_\_ / 8

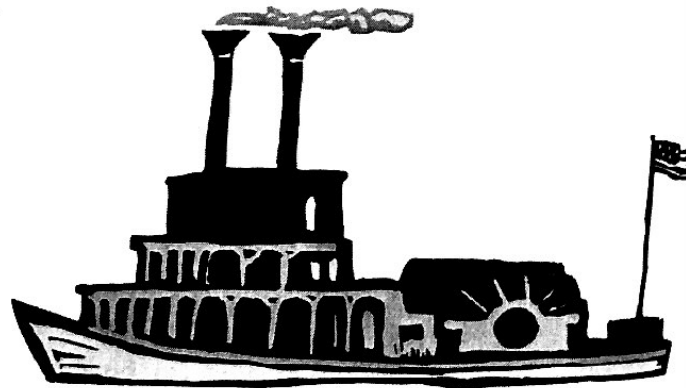
Total

**8.** Circle the word below that is spelled correctly.

preferanse

preferance

preference



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read and answer each question.

1. Write the missing punctuation in the sentence.

.....  
 In 1865 the Central Pacific Railroad track was under construction.  
 .....

1. (Y) (N)

2. Write the missing punctuation in the sentence.

.....  
 The builders needed cheap labor so they hired many immigrants.  
 .....

2. (Y) (N)

3. Circle the words that should be capitalized in the sentence.

.....  
 By 1868, thousands of chinese and irish workers had been hired.  
 .....

3. (Y) (N)

4. Underline the prepositional phrase in sentence A below.

.....

4. (Y) (N)

5. Circle the adjectives in sentence A below.

.....  
 (A) The workers set a new record for laying track.  
 .....

6. (Y) (N)

6. Underline the complete subject in sentence B below.

.....

7. (Y) (N)

7. Circle the verb in sentence B below.

.....  
 (B) They laid more than ten miles of track in about twelve hours!  
 .....

8. (Y) (N)

8. Circle the word below that is spelled correctly.

.....  
 unbroken                      unbrokin                      unnbroken  
 .....

SCORE

\_\_\_ / 8

**Total**