

Bob Hope Elementary School

5th Grade Packet 5

October 5th-October 9th

Monday October 5, 2020 English

1. ELAR/SS Read The Path to Paper Son (Use Reading Strategies) Complete all close reads and the quick write pg. 1-20
2. Math- 1.6 English Assignment pg. 22-24
3. Science: Content Connection pg. 25-26

Tuesday, October 6, 2020 Spanish

1. ELAR/SS- Complete Verificar la comprension, analizar las ideas principales y los detalles, escribir palabras con los sufijos –logia, ismo, ista, y las oraciones simples. Pg. 27-30
2. Math- 1.7 Spanish Assignment pg. 28-31
3. Science: Claim – Evidence – Reasoning pg 32-34

Wednesday, October 7, 2020

1. ELAR/SS - Weekly reading log de la semana pg. 35-36
2. Math- 1.8 English Assignment pg. 37-40
3. Science: Math Connections pg. 41-42
4. Music- Complete Fun Sheet pg.43-47
5. Chinese- Days of the week Pg. 48

Thursday, October 8, 2020 Spanish

1. ELAR/SS - complete vocabulario academico, y los sufijos –logia, -ismo, ista pg. 49-54
2. Math- Module 1 Assessment (Spanish) pg. 55-56
3. Science: Open- Ended Response pg. 57-58
4. Music- continue fun sheet from Wednesday

Friday, October 9, 2020 English

1. ELAR/SS- Complete simple sentences, spell words with suffixes, suffixes –ic, -ism, -ive and academic vocabulary (continued from Thursday)
2. Math- 2.2 English Assessment pg. 59-62
3. Science: Cloze-ing in on Science pg. 63-65
4. Music- Continue fun sheet

OCT 5, 2020

packet
#5

WEEK
1

Weekly Question

What motivates people to leave a place they call home?

Quick Write What stories do you know that are about people who leave their native homes? Which of those stories are the most powerful? Why?



1910: Angel Island Immigration Station opens in California to process immigrants arriving from Asia.

1940: Angel Island closes.

1943: The Chinese Exclusion Act is repealed.

1954: Ellis Island closes.

OCT. 5 - OCT. 9,
2020

 **TEKS 5.7.A** Describe personal connections to a variety of sources including self-selected texts.

SOCIAL STUDIES TEKS 5.4.G and 5.24.C.

Oct 5

Learning Goal

I can learn more about informational texts by analyzing main ideas and details.

Spotlight on Genre



Informational Text

An informational text gives factual information about a topic. It includes

- **Main ideas**, or the most important ideas about the topic
- **Details**, which support the main idea
- **Text features**, such as the title, headings, bold words, images, and other clues to main ideas

To figure out the topic of a text, look at the title, headings, and pictures for repeated ideas.



2020-2021

TURN and TALK

Describe a nonfiction text that you read recently. Use the anchor chart to tell whether the text you read is an informational text. Then take notes on your class discussion.

My NOTES

Blank lined area for notes.





INTERACTIVITY

IMMIGRATION

and Expansion in the United States



1620: Pilgrims from England sail the *Mayflower* to North America to establish a new colony.

1848: Americans and immigrants rush to California when gold is discovered.

1830-1850: 2.5 million immigrants sail from Ireland and Germany to the United States.

1862: The Homestead Law grants land in the West to families who claim it. Settlers move farther and farther west.

1882: Congress passes the Chinese Exclusion Act to ban Chinese immigration.

1892: Ellis Island opens in New York to process immigrants coming from Europe.



Academic Vocabulary

Oct. 5

Use these vocabulary words to talk and write about this unit's theme, *Journeys: insight, wandered, passage, adventure, and curious.*

TURN and TALK Read the words and definitions in the chart. Make a list of synonyms, or words that have a similar meaning, for each academic vocabulary word. Share your list with a partner. Explain why you chose the words you did and how they relate to the academic vocabulary.

For example: *Strolled* is a synonym for *wandered*. To *stroll* is to walk without hurry.

Academic Vocabulary	Definition	Synonyms
insight	clear or complete understanding of a situation	
wandered	walked slowly or aimlessly	
passage	an entry or doorway	
adventure	an exciting experience	
curious	having an interest to learn about something	

-Write in Journal.*

4

Oct 5

INFORMATIONAL TEXT ANCHOR CHART

PURPOSE:

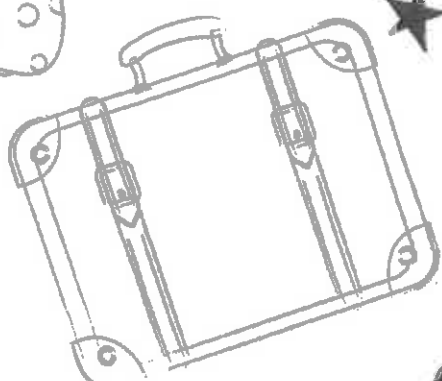
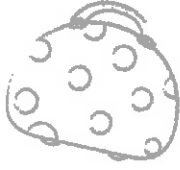
- ◎ To give information about a topic or explain a concept

ELEMENTS:

- ◎ Main ideas are the topic's most important ideas.
- ◎ Details support or tell more about main ideas.
- ◎ Text features offer clues to main ideas.

TEXT STRUCTURES:

- ◎ Cause and effect
- ◎ Compare and contrast
- ◎ Problem and solution
- ◎ Chronological or time order



Meet *the* Authors

As a member of Angel Island Immigration Station Foundation, researcher **Grant Din** helps people learn more about their families' histories.

As a child, **Barbara D. Krasner** wrote stories and articles for her friends. Now she writes about history for magazines such as *Cobblestone* and *Highlights for Children*.

Oct. 5 The Path to Paper Son and Louie Share Kim, Paper Son

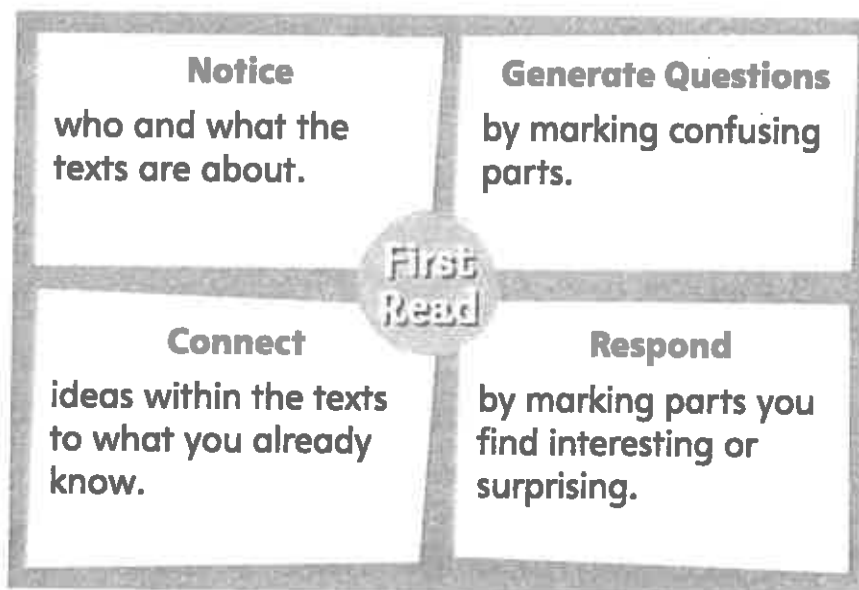
Preview Vocabulary

As you read the texts, pay attention to these vocabulary words. Notice how they relate to the main ideas and details in the texts.

citizens	immigration
opportunity	processing admitted

Read

Before you begin, establish a purpose for reading. Readers of **informational texts** follow these strategies when they read a text the first time.



Oct. 5

Genre

Informational Text



The Path to Paper Son

by Grant Din

Louie Share Kim, Paper Son

by Barbara D. Krasner



AUDIO



ANNOTATE

CLOSE READ

Analyze Main Ideas and Details

Underline sentences that give more information about why "paper sons" started.

citizens people who belong to a particular place

immigration the act of moving to a new country to live there

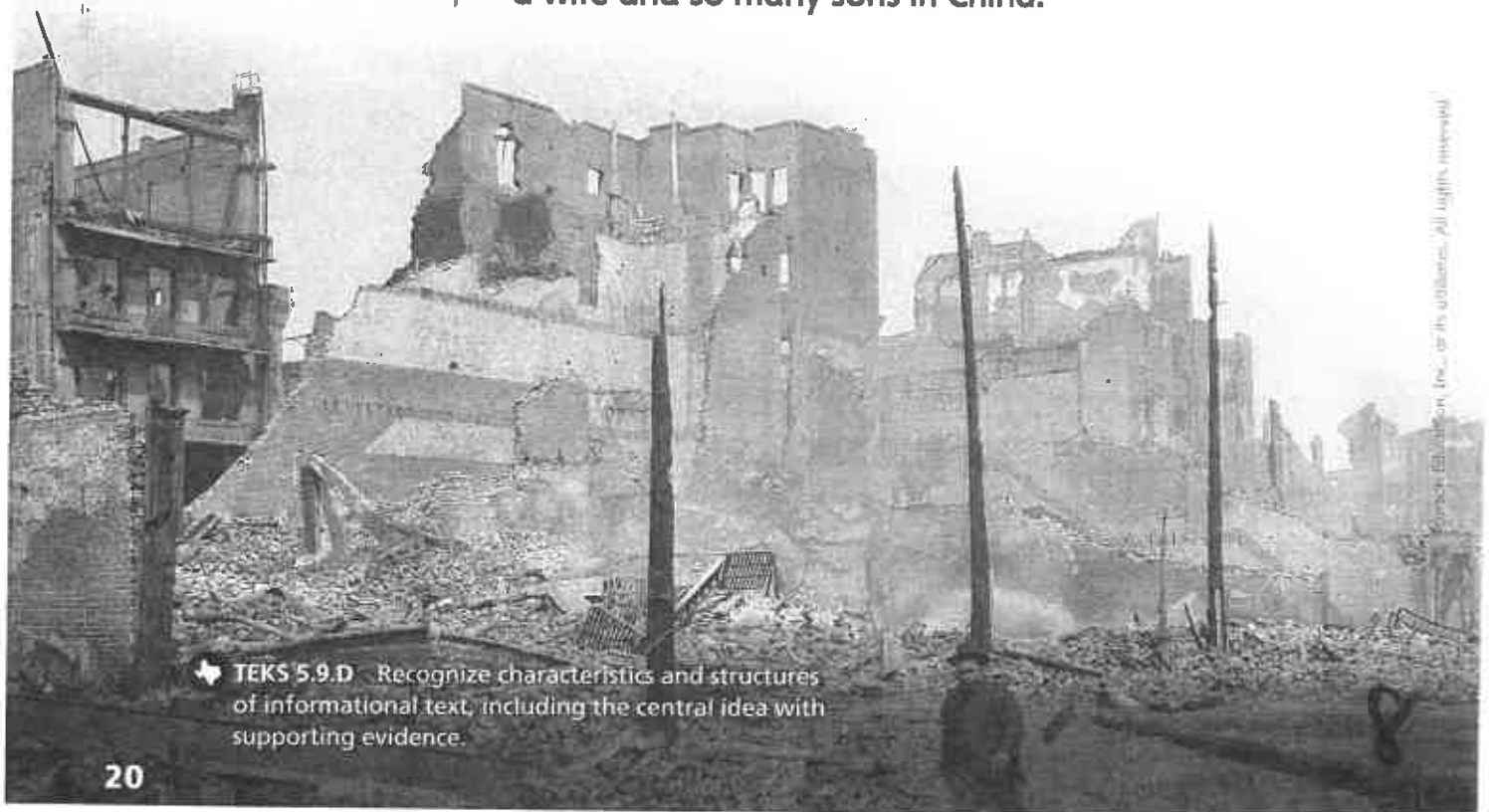
opportunity an agreeable situation or chance

Oct. 5

The Path to Paper Son

by Grant Din

- 1 Most of the Chinese workers who came to the United States in the mid-1800s were men. Half of them were married, with wives, and sometimes children, who had been left behind in China. The Chinese Exclusion Act of 1882 prohibited Chinese laborers from sending for their families to join them in the United States. But merchants and U.S. citizens were allowed to do so. So each time a member of those groups returned to China for a visit, they often reported the birth of a son or two to the immigration authorities when they came back. The claim created immigration slots, which could be used to bring another Chinese to America.
- 2 In 1906, a major earthquake and fire destroyed much of San Francisco (below), including the city's Hall of Records. With the city's birth records destroyed, some Chinese saw an opportunity. They claimed that they had been born in San Francisco and that they had a wife and so many sons in China.



★ TEKS 5.9.D Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Oct 5

- 3 Sometimes the son was truly related, and sometimes the “son” might be a nephew or another relative. Often, the identity was sold to an unrelated person who lived near the “father’s” Chinese village. When a “paper son” bought an identity, he also purchased a coaching book or notes that provided both the questions and answers that might be asked during immigration processing. The paper son’s job was to memorize the answers.
- 4 Paper son documents were worth thousands of dollars. Families borrowed money to make it possible for a child to make the trip. It often took several years of hard work to repay the debt.

CLOSE READ

Use Text Evidence

Highlight text evidence that supports a main, or central, idea.

processing a series of steps in a legal action

Did You Know?

In 1868, the 14th Amendment to the Constitution established that anyone born in the United States is granted U.S. citizenship. In 1898, American-born Chinese Wong Kim Ark won a U.S. Supreme Court case that reaffirmed that law. After he made a trip to China, the U.S. government denied his readmission into the country. He appealed his case, and his birthright citizenship was upheld.

Oct 5

Louie Share Kim, Paper Son

by Barbara D. Krasner



Louie Share Kim,
age 14



Louie Share Jung, paper
father to Share Kim



CLOSE READ

Use Text Evidence

Look at the images.
Highlight words and phrases in the text that show how the images support the central idea.

- 1 Fourteen-year-old Louie Share Kim arrived at the Angel Island Immigration Station from Guangdong Province, China, in 1916. He had traveled alone on a journey that took nearly a month to cross the Pacific Ocean. He had little schooling, no job skills, and no place to live, and he did not speak any English. Yet his family pinned all their hopes on him to become a success in America. His father made sure he even looked American in his passport photograph by making him wear a suit and tie.
- 2 But Louie Share Kim really had two fathers—or so it seemed. The Chinese Exclusion Act, in effect from 1882 to 1943, stopped all Chinese laborers from entering the United States. Only diplomats, merchants, students, teachers, visitors, and those claiming U.S. citizenship were able to enter from China. To get around the law, many immigrants from China claimed to be related to a merchant or a U.S. citizen—on paper only.



TEKS 5.7.C Use text evidence to support an appropriate response.

Oct. 5



3 Share Kim became a “paper son” of Louie Share Jung in America. Share Jung was a U.S. citizen born in San Francisco who frequently traveled to China. Share Kim’s father made arrangements to have Share Jung claim Share Kim as his son. In the village where their two families lived only two houses away from each other, everyone was related. Share Jung had known Share Kim since birth.

CLOSE READ

Analyze Main Ideas and Details

Underline information that helps you analyze the challenges of the “paper son” immigration process.

4 At Angel Island, officials detained Share Kim. They interrogated him and Share Jung. They asked question after question about their family history and their village’s layout. Once satisfied with the answers, Share Kim was allowed entry to America. He received his Certificate of Identity, which stated he was admitted as the “son of a native.”

admitted granted access to a place



TEKS 5.9.D Recognize characteristics and structures of informational text, including: 5.9.D.i the central idea with supporting evidence.

O.A.S

Share Kim's wife and children were detained at Angel Island.



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CLOSE READ

Analyze Main Ideas and Details

Underline details that support the central idea that the immigration process was complicated and challenging for paper sons.

- 5 When Share Kim was 20 years old, his real father wrote him a letter from China. "Dear Number One Son," the letter began, referring to Share Kim as the eldest son. "It is time to come home." Now considered a "son of a native," Share Kim could visit his village in China and know that he would be readmitted into the United States. He arrived in China on a Tuesday. He was married on Saturday to a woman chosen by his parents and whom he had never seen before. They had a son who died as a baby.
- 6 Share Kim returned to America to work. In 1924 and in 1929, he returned to China to visit his village and see his wife. They had two children, Wanda and Sherman. After each visit, Share Kim returned to the United States to work. In 1935, he decided to bring his family to America. He and his wife offered a 12-year-old boy in the village the opportunity to go with them. They gave the boy the name John. John became their paper son.
- 7 Share Kim knew there would be another interrogation. Officials detained and questioned all new immigrants. He put together a book for his wife so they could coordinate their stories and make certain that they gave the same answers during questioning. The coaching book contained information about names and birth dates of all family members, the location of the home village and its environment, dates of Share Kim's travels to China, and more. Any wrong answers could lead to deportation. As expected, Share Kim's wife and children were detained at Angel Island. Officials questioned each member of the family, even six-year-old Sherman, and they brought Share Kim in a second time for questioning.



Oct. 5

CLOSE READ

Use Text Evidence

Highlight details in the text that support a central idea about the opportunities and risks for paper sons.

- 8 Sam Louie, the youngest son of Share Kim who was born later in San Francisco, says, "The interrogation was a nervous process for everyone." Louie is a retired educator and volunteer at Angel Island Immigration Station. In July 2015, the Angel Island Immigration Station Foundation hosted a family history/reunion day event. Portraying his father, Louie shared his story. He says, "Many Chinese, including my father, claimed to be 'a son of a native' so they could come to America to seek a better life for themselves and their family. They were, in fact, only sons on paper, an affidavit the 'father' signed—thus the term *paper son*."
- 9 Louie showed his father's Certificate of Identity. He explains that for Share Kim to claim his birth record, he had to find two witnesses who would testify that they knew him as a child. Louie says, "The witnesses had to be white because Chinese were not trusted."
- 10 Share Kim had a "twin" paper brother. But when the two boys were placed next to each other, it seemed clear they were not twins at all. Share Kim was much taller. The "twin" was deported back to China, where he died two years later.
- 11 Some Chinese scholars estimate that 80 percent of Chinese in America had a paper son in their family history. Louie adds, "I knew as a child growing up that I was never to reveal to others that my father was a paper son for fear that we might all get deported."



Oct. 5



The lack of resemblance between Share Kim (left) and his "twin" brother made officials determine that they were not related.



Share Kim's Certificate of Identity makes note of a "pit over left eyebrow" under "physical marks and peculiarities."

Oct. 5



Oct. 5

- 12 "My parents never talked to me about their immigration experience," he says. "I never even knew they were detained at the Angel Island Immigration Station until after my mother passed away at the age of 98 in 2003." Louie conducted research at the National Archives and Records Administration in San Bruno, California. He found a transcript of the interrogation of his mother and siblings during their detainment. The transcript was 42 single-spaced typed pages.
- 13 Louie says, "Many of my friends and relatives said their parents never talked about their immigration experience either. I suspect those experiences were painful, something they would rather forget."



Sam Louie shares his family's story as a volunteer at the Angel Island Immigration Station.

CLOSE READ

Vocabulary in Context

Context clues are words and phrases around an unfamiliar word that help readers understand the word.

Underline context clues that help you understand the meaning of the word *transcript*.

Develop Vocabulary

Oct. 5

An informational text uses academic and domain-specific words and phrases to explain a topic. These words help the reader build knowledge around a topic.

My TURN Write a sentence for each word. Each sentence should include the vocabulary word and explain how it relates to the topic of immigration.

citizens

opportunity

immigration

Immigration is the act of moving to a new country to live there.

processing

admitted



Check for Understanding

Oct. 5

My TURN Look back at the text to answer the questions.

1. How do you know that "The Path to Paper Son" and "Louie Share Kim, Paper Son" are informational texts? Give three examples.



2. What do you think the author's purpose was for writing "The Path to Paper Son"? What do you think the author's purpose was for writing "Louie Share Kim, Paper Son"? How do you know?

3. What can you conclude about Sam Louie's parents' immigration experience based on information in the selection? Use text evidence.

4. Compare Louie Share Kim's two immigration experiences. How were they similar? How were they different?



Analyze Main Ideas and Details

Oct 5

Main ideas, or **central ideas**, are the most important ideas about a topic. **Details** and other evidence support the central ideas.

1. **My TURN** Go to the Close Read notes in "The Path to Paper Son" and "Louie Share Kim, Paper Son" and underline the parts that help you understand the central ideas and details of both texts.
2. **Text Evidence** Use the parts you underlined to complete the chart.

"The Path to Paper Son"	"Louie Share Kim, Paper Son"
Main Idea Chinese immigrants used the "paper son" system to come to the United States.	
Details	
Analyze how the details support the main ideas.	



20

Name _____



TEKS: Number and Operations—5.3.A

MATHEMATICAL PROCESSES 5.1.C

1.6 Estimate Decimal Sums and Differences

10/5/2020



Essential Question

How can you estimate decimal sums and differences?

Unlock the Problem

A singer is recording a CD. The lengths of the three songs are 3.4 minutes, 2.78 minutes, and 4.19 minutes. About how much recording time will be on the CD?



Use rounding to estimate.

Round to the nearest whole number. Then add.

$$\begin{array}{r} 3.4 \\ 2.78 \\ + 4.19 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + \\ \hline \end{array}$$



Remember

To round a number, determine the place to which you want to round.

- If the digit to the right is less than 5, the digit in the rounding place stays the same.
- If the digit to the right is 5 or greater, the digit in the rounding place increases by 1.

So, there will be about _____ minutes of recording time on the CD.

Try This! Use rounding to estimate.

- A** Round to the nearest whole dollar. Then subtract.

$$\begin{array}{r} \$27.95 \\ - \$11.72 \\ \hline \end{array} \quad \begin{array}{r} - \\ \hline \end{array}$$

To the nearest dollar,
\$27.95 - \$11.72 is about _____.

- B** Round to the nearest ten dollars. Then subtract.

$$\begin{array}{r} \$27.95 \\ - \$11.72 \\ \hline \end{array} \quad \begin{array}{r} - \\ \hline \end{array}$$

To the nearest ten dollars,
\$27.95 - \$11.72 is about _____.

- Do you want an overestimate or an underestimate when you estimate the total cost of items you want to buy? Explain.

21

Use Benchmarks Benchmarks are familiar numbers used as points of reference. You can use the benchmarks 0, 0.25, 0.50, 0.75, and 1 to estimate decimal sums and differences.



Example Use benchmarks to estimate. $0.76 - 0.22$

Locate and graph a point on the number line for each decimal. Identify which benchmark each decimal is closer to.



Think: 0.76 is between _____ and _____.
It is closer to _____.

Think: 0.22 is between 0 and 0.25. It is
closer to _____.

$$0.76 - 0.22$$



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

So, $0.76 - 0.22$ is about _____.

Math Talk



Mathematical Processes

Use the Example to explain how using rounding or benchmarks to estimate a decimal difference can give you different answers.

Share and Show



Use rounding to estimate.

$$\begin{array}{r} 1. \quad 2.34 \\ 1.9 \\ + 5.23 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 10.39 \\ - 4.28 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad \$19.75 \\ + \$3.98 \\ \hline \end{array}$$

Use benchmarks to estimate.

$$\begin{array}{r} 4. \quad 0.34 \\ 0.1 \\ + 0.25 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 10.39 \\ - 4.28 \\ \hline \end{array}$$

Math Talk



Mathematical Processes

Describe the difference between an estimate and an exact answer.

Homework and Practice



TEKS: Number and Operations—5.3.A
MATHEMATICAL PROCESSES 5.1.C

Name _____

1.6

Estimate Decimal Sums and Differences

10/5/200

Use rounding or benchmarks to estimate.

1.
$$\begin{array}{r} 3.39 \\ + 4.58 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 6.77 \\ + 3.23 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 2.09 \\ + 5.92 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9.76 \\ - 3.28 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 7.36 \\ - 0.83 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 5.55 \\ - 0.25 \\ \hline \end{array}$$

Estimate to compare. Write $<$ or $>$.

7. $8.23 + 2.22$ ☐ $3.21 + 5.89$

estimate

estimate

8. $7.32 - 3.76$ ☐ $9.23 - 4.28$

estimate

estimate

9. $\$18.25 + \5.50 ☐ $\$10.75 + \15.00

estimate

estimate

10. $6.2 - 4.8$ ☐ $7.23 - 5.08$

estimate

estimate

Problem Solving



11. Li is running a race around the school track. He runs 0.327 kilometer during the first half of the race. What is the distance that he travels in the first half of the race, rounded to the nearest hundredth?

12. A video lasts 6.44 minutes. About how long does the video last, rounded to the nearest minute?

Fill in the bubble completely to show your answer.

13. Dylan wants to buy a book for \$16.95 and a magazine for \$4.50. About how much will he need to buy the items without having to round down to the nearest benchmark?

(A) \$15
(B) \$30
(C) \$25
(D) \$20
14. Sasha downloads a song that is 4.32 minutes long and one that is 8.28 minutes long. About how many minutes will it take all of her songs to play if she already has 13.8 minutes of songs?

(A) 15 minutes
(B) 30 minutes
(C) 20 minutes
(D) 26 minutes
15. Mike spends \$23.40 on a present for his mom and a \$18.95 on a present for his dad. If Mike started with \$75, about how much money does he have left?

(A) \$30
(B) \$50
(C) \$20
(D) \$40
16. Danielle and Raj want to combine their money to buy a soccer ball. Danielle has \$7.95. Raj has \$6.35. Which benchmarks should they use to estimate the money they have?

(A) $\$7.75 + \6.50
(B) $\$8.00 + \6.25
(C) $\$7.50 + \6.50
(D) $\$6.00 + \6.50
17. **Multi-Step** Jesse, Max, and Kael each ate 0.32 of a pizza pie. Which number shows the best estimate of how much of the pie they ate together?

(A) 1.0
(B) 0.5
(C) 0.25
(D) 0.10
18. **Multi-Step** George is giving two speeches at school. The first was 3.4 minutes long. Then he added 0.9 minutes to the speech. The second speech was 4.1 minutes long. Then he subtracted 1.4 minutes from it. Use benchmarks to estimate the length of each speech.

(A) first speech: 4.0 minutes; second speech: 3.5 minutes
(B) first speech: 4.0 minutes; second speech: 3 minutes
(C) first speech: 4.5 minutes; second speech: 2.5 minutes
(D) first speech: 4.5 minutes; second speech: 3.5 minutes



Content Connections Video

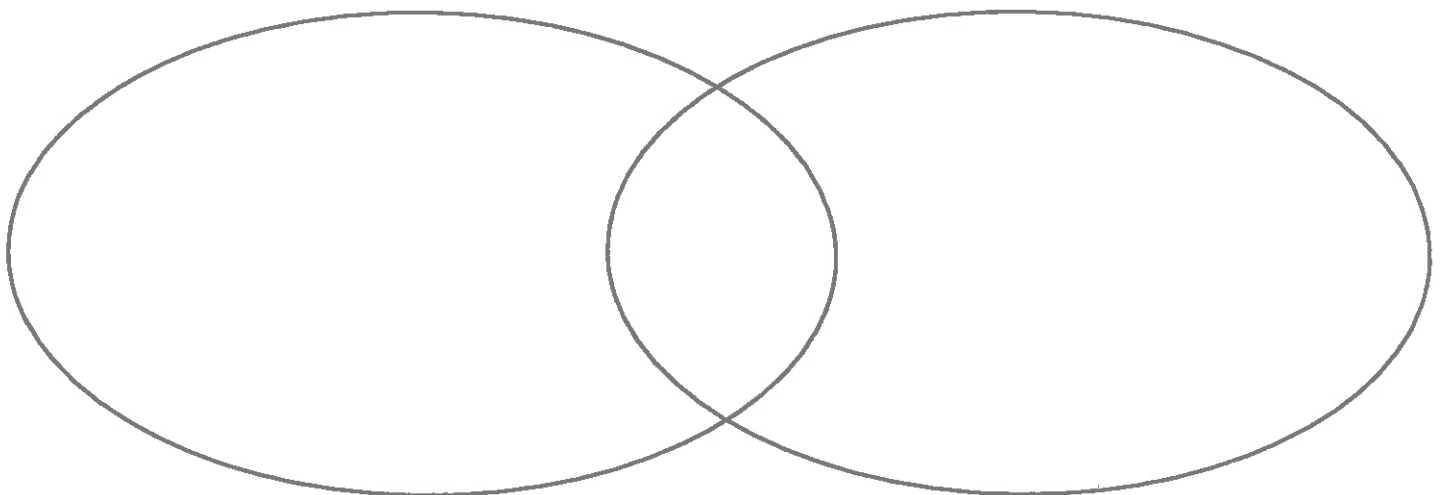
Name: _____ Date: _____

Mixtures (2)

1. **Directions:** Look at the pictures below. Draw circles around the ones that are examples of mixtures, but NOT solutions.



2. **Explain:** Complete the Venn Diagram by filling in information to compare and contrast mixtures and solutions.

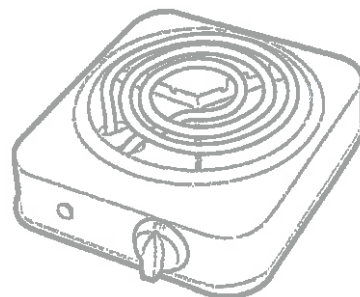
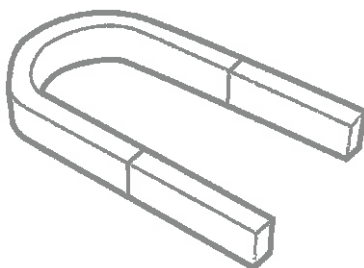
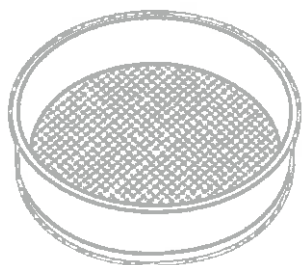




Content Connections Video

Mixtures

3. Circle the tool you think will best separate a solution of dissolved sugar and water.



4. How can you separate a mixture of 10 grams of salt and 10 grams of sand?

Verificar la comprensión

Oct. 6

Mi TURNO

Vuelve a leer el texto para responder a las preguntas.

1. ¿Cómo sabes que “El camino del hijo de papel” y “Louie Share Kim, hijo de papel” son textos informativos? Da tres ejemplos.



2. ¿Cuál crees que fue el propósito del autor cuando escribió “El camino del hijo de papel”? ¿Cuál crees que fue el propósito de la autora cuando escribió “Louie Share Kim, hijo de papel”? ¿Cómo lo sabes?

3. ¿Qué conclusión puedes sacar acerca de la experiencia inmigratoria de los padres de Sam Louie basándote en la información de la lectura? Usa la evidencia del texto.

4. Compara las dos experiencias de inmigración de Louie Share Kim. ¿En qué se parecen? ¿En qué se diferencian?

Analizar las ideas principales y los detalles

Oct. 6

Las ideas principales, o ideas centrales, son las ideas más importantes sobre un tema. Los detalles y otro tipo de evidencia de apoyo, apoyan las ideas principales.

1. **Mi TURNO** Vuelve a las notas de Lectura atenta de “El camino del hijo de papel” y “Louie Share Kim, hijo de papel” y subraya las partes que te ayudan a entender las ideas centrales y los detalles de ambos textos.
2. **Evidencia del texto** Usa las partes subrayadas para completar la tabla.

“El camino del hijo de papel”	“Louie Share Kim, hijo de papel”
Idea principal Los inmigrantes chinos usaban el sistema “hijo de papel” para venir a los Estados Unidos.	
Detalles	
Analiza cómo los detalles apoyan las ideas principales.	

Escribir palabras con los sufijos -logía, -ismo, -ista

OG 4.6

Un **sufijo** es una parte de palabra que se agrega al final de una raíz u otra palabra. Los sufijos modifican el significado de la raíz.

Cada sufijo forma una clase de palabra determinada, que puede ser distinta de la clase de palabra a la que se agrega el sufijo. Por ejemplo, agregando *-ista* al sustantivo *broma*, se forma el adjetivo *bromista*.

Mi TURNO Lee las palabras e identifica su significado. Ordénalas alfabéticamente. Luego, en una hoja aparte, escribe tres oraciones propias que incluyan palabras con estos sufijos.

psicología

favoritismo

aerobismo

abolicionista

biología

realismo

automovilismo

realista

tecnología

modismo

analista

meteorología

civismo

ecología

racismo

mitología

optimista

conservacionismo

antropología

Las oraciones simples

Oct. 6

Una **oración simple** contiene una idea completa. También es una oración completa con un verbo, que siempre debe concordar con el sujeto. Por ejemplo, si el sujeto es *la paloma*, el verbo debe estar en la tercera persona del singular *ella (canta)*. La oración comienza con mayúscula y termina con un punto. Un enunciado sin verbo se llama fragmento. Los escritores corrigen sus textos para evitar el uso de fragmentos. Hay cuatro tipos principales de oración simple:

	Uso	Ejemplo
Declarativa	Comunica un hecho.	Ana juega al fútbol todos los sábados.
Interrogativa	Hace una pregunta.	¿Piensas jugar al fútbol este sábado?
Exclamativa	Muestra emociones.	¡Me encanta el fútbol!
Imperativa	Da una orden o hace un pedido.	Ven a la práctica de fútbol este sábado.

MI TURNO Corrige este borrador con oraciones completas y simples para que cada verbo concuerde con el sujeto y para evitar los fragmentos.

Los peregrinos de Inglaterra en 1620 para poder practicar su religión libremente. Los peregrinos cruzó el océano Atlántico. El Mayflower a Cape Cod en vez de a Virginia. El viaje fueron difícil y tormentoso. La travesía duró 66 días. Hay libros en la biblioteca sobre los peregrinos.

Nombre _____



TEKS Números y
operaciones: 5.3.K
También 5.3.A

PROCESOS MATEMÁTICOS
5.1.C, 5.1.E

1.7 Sumar y restar números decimales hasta los milésimos



Pregunta esencial

¿Cómo puedes anotar la suma y la resta de números decimales hasta los milésimos?

10/06/2020

Soluciona el problema

En las Olimpiadas de Invierno de 2010, Armin Zoeggeler ganó la medalla de bronce en la competencia de *luge* masculino. En su carrera más rápida, él completó el primer intervalo en 21.261 segundos. Tardó otros 27.198 segundos en llegar a la meta. ¿Cuál fue el tiempo final de Zoeggeler?

- Subraya la oración que te dice qué debes hallar.
- Encierra en un círculo los números que debes usar.



Suma los números decimales hasta los milésimos. $21.261 + 27.198$

PIENSA

ANOTA

- Alinea los números en cada lugar.
- Primero, suma los milésimos.
- Luego, suma los centésimos, los décimos, las unidades y las decenas. Reagrupa si es necesario.
- Coloca el punto decimal en la suma.

Entonces, el tiempo final de Zoeggeler fue _____ segundos.

¡Inténtalo! Usa la resta para comprobar tu trabajo. Resta uno de los sumandos de la suma.

La suma y la resta son operaciones opuestas, es decir, son **operaciones inversas**. Puedes usar la resta para comprobar el resultado de una suma.

← La diferencia debe ser igual al otro sumando.



▲ Un atleta de *luge* puede alcanzar velocidades de 86 millas por hora.



Ejemplo

Zoeggeler terminó la primera mitad de la carrera en 31.116 segundos.

La segunda mitad la terminó en solo 17.343 segundos. ¿Por cuántos segundos fue más rápida la segunda mitad de la carrera?

Estima. $31 - 17 =$ _____

PASO 1

Alinea los valores de posición.
Resta los milésimos.

$$\begin{array}{r} 31.116 \\ -17.343 \\ \hline 3 \end{array}$$

PASO 2

Resta los centésimos. Resta los
décimos. Reagrupa si es necesario.

$$\begin{array}{r} 31.116 \\ -17.343 \\ \hline 3 \end{array}$$

PASO 3

Resta las unidades y las
decenas. Coloca el punto
decimal en la diferencia.

$$\begin{array}{r} 31.116 \\ -17.343 \\ \hline 773 \end{array}$$

Entonces, la segunda mitad de la carrera de Zoeggeler fue más rápida por _____ segundos.

Para comprobar la resta usando la operación inversa, súmale a la diferencia el número que restaste. La suma debe ser igual al número del que restaste.

Charla matemática



Procesos matemáticos

Explica cómo sabes sin sumar que la suma de 2.475 y 6.43 tendrá un 5 en el lugar de los milésimos.

¡Inténtalo! Resta. Luego comprueba tu trabajo.

$$\begin{array}{r} 42.784 \\ -6.980 \\ \hline \end{array}$$

$$\begin{array}{r} +6.980 \\ \hline \end{array}$$

Comparte y muestra



Halla la suma o la diferencia.

1. $\begin{array}{r} 1.845 \\ -0.357 \\ \hline \end{array}$

2. $3.46 + 6.834$

3. $13 - 0.943$

4. $\begin{array}{r} 0.254 \\ 1.3 \\ +0.79 \\ \hline \end{array}$

Tarea y práctica



TEKS Números y operaciones: 5.3.K
también 5.3.A
PROCESOS MATEMÁTICOS 5.1.C, 5.1.E

Nombre _____

1.7 Sumar y restar números decimales hasta los milésimos

12/06/2020

Halla la suma o la diferencia.

1.
$$\begin{array}{r} 13.87 \\ + 6.06 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 26.25 \\ - 5.73 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 2.50 \\ + 0.926 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 43.66 \\ - 9.08 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 6.27 \\ 0.133 \\ + 4.31 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 25.75 \\ - 8.2 \\ \hline \end{array}$$

Halla la suma o la diferencia.

7. $6.389 + 17.39$

8. $8.747 - 4.8$

9. $2.09 + 12.639$

Halla los números que faltan en el patrón.
Luego, escribe una descripción del patrón.

10. 1.0, 2.1, 3.2, 4.3, _____, 6.5, 7.6

11. 5.03, 5.00, 4.97, 4.94, _____, 4.88

Descripción: _____

Descripción: _____

Resolución de problemas



12. Abby terminó una carrera de bicicleta en 21.39 minutos. Juanita la terminó en 19.59 minutos. ¿Cuánto tiempo más que Juanita tardó Abby en terminar la carrera?

13. La suma de dos números es 5.036. Un número tiene un 4 en el lugar de los décimos y un 7 en el lugar de los milésimos. El otro número tiene un 1 en el lugar de las unidades y un 2 en el lugar de los centésimos. ¿Cuáles son los dos números?

Repaso de la lección



Rellena el círculo completamente para mostrar tu respuesta.

14. Para gasa \$1.02 en unas sandalias, \$9.85 en unos pantalones cortos y \$15.20 en un sombrero. ¿Cuánto vuelto recibe si pagó con \$50?

- (A) \$10.93
- (B) \$11.93
- (C) \$11.34
- (D) \$12.67

16. El promedio de bateo de Juan es de 0.334. El promedio de Gary es de 0.284. ¿Cuál es la diferencia entre el promedio de bateo de los dos jugadores?

- (A) 0.50
- (B) 0.05
- (C) 0.028
- (D) 0.042

18. Múltiples pasos Jimmie suma 3.24, 4.294 y 2.073. ¿Cuánto más de 5.31 es la suma?

- (A) 4.297
- (B) 9.607
- (C) 4.607
- (D) 4.477

15. El equipo de relevos de Ling corre la primera parte de la carrera en 28.134 segundos, la segunda parte en 17.922 segundos y la tercera parte en 34.023 segundos. ¿Por cuánto tiempo le ganó el equipo de relevos de Ling a los campeones, que corrieron la carrera en 83.736 segundos?

- (A) 3.412 segundos
- (B) 3.657 segundos
- (C) 3.327 segundos
- (D) 4.073 segundos

17. Jonas corre desde el parque hasta la escuela. Ya corrió 0.424 millas. Le quedan 0.384 millas por correr. ¿A qué distancia está el parque de la escuela?

- (A) 0.730 millas
- (B) 0.808 millas
- (C) 1.032 millas
- (D) 0.40 millas

19. Múltiples pasos Un galón de leche cuesta \$3.32 y un envase de jugo de naranja cuesta \$2.95. Max compra dos galones de leche y dos envases de jugo de naranja. ¿Cuánto gasta Max?

- (A) \$123.69
- (B) \$6.64
- (C) \$12.54
- (D) \$6.27



Claim-Evidence-Reasoning

Mixtures
Matter and Energy

Name: _____ Date: _____

Escenario

Sara le contó a sus padres lo que aprendió en la clase de ciencias sobre mezclas y soluciones.

Artículo 1	Artículo 2	Resultado
Colorante de comida 	Agua 	
Queso mozzarella 	Tomate 	
Jugo de limón 	Agua 	

Enunciado:

Identifica la imagen que muestra una mezcla que se puede separar fácilmente. Da una explicación científica que respalde tu elección.



Claim-Evidence-Reasoning

Mixtures
Matter and Energy

Afirmación:

Evidencia:

Razonamiento:



AER: Mezclas

Guía de evaluación para escribir una explicación científica

Puntos obtenidos	2	1	0
Afirmación	N/D	Hace una afirmación precisa y completa.	No hace ninguna afirmación.
Evidencia	El estudiante da dos o más evidencias precisas, usa rótulos y contempla las variables.	El estudiante da una o dos evidencias precisas.	El estudiante no da evidencias o las que da son inadecuadas o imprecisas.
Razonamiento	La(s) evidencia(s) que da está(n) relacionada con la afirmación y emplea vocabulario y principios científicos.	El estudiante cita una razón pero es incorrecta o no sustenta la afirmación. En el razonamiento no se emplea terminología científica o se usa de forma imprecisa.	El estudiante no relaciona la(s) evidencia(s) con la afirmación.

Homework for the week

Weekly Reading Log

Date	Book Title	Minutes	Quick Check	Parent Initials								
Monday Oct. 5			Two new and interesting words: 1. _____ 2. _____									
Tuesday Oct. 6			Write 1 question you have before, during <u>or</u> after reading.									
Wednesday Oct. 7			Setting <table border="1"> <tr> <td>Time</td> <td>Place</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Time	Place							
Time	Place											
Thursday Oct. 8			Parts of Speech {1 word for each} <table border="1"> <tr> <td>Noun</td> <td>Proper Noun</td> <td>Adjective</td> <td>Verb</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Noun	Proper Noun	Adjective	Verb					
Noun	Proper Noun	Adjective	Verb									
Friday Oct. 9			Write 1 connection made to the book: {text-text, text-self, text-world}									
Weekend Oct. 10-11			Write about your favorite part of the text									

Name _____

1.8 PROBLEM SOLVING • Add and Subtract Money



TEKS Number and Operations—5.3.K
Also 5.10.D

MATHEMATICAL PROCESSES
5.1.B



Essential Question

How can the strategy *make a table* help you organize and keep track of your bank account balance?

10/07/2020

Unlock the Problem



At the end of May, Mrs. Freeman had an account balance of \$442.37. Since then, she has written a check for \$63.92 and made a deposit of \$350.00. Mrs. Freeman says she has \$729.45 in her account. Make a table to determine if Mrs. Freeman is correct.

Read

What do I need to find?

I need to find _____

What information am I given?

I am given the _____

Plan

What is my plan or strategy?

I need to make a table and use the information to

Solve

Mrs. Freeman's Checkbook

May balance		\$442.37	
Check	\$63.92		-\$63.92
Deposit		\$350.00	

—

+

Mrs. Freeman's correct balance is _____.

1. How can you tell if your answer is reasonable? _____

Try Another Problem

Nick is buying juice for himself and 5 friends. Each bottle of juice costs \$1.25. How much do 6 bottles of juice cost? Make a table to find the cost of 6 bottles of juice.

Use the graphic below to solve the problem.

Read	Solve
What do I need to find?	
What Information am I given?	
Plan What is my plan or strategy?	So, the total cost of 6 bottles of juice is _____.

2. What if Ginny says that 12 bottles of juice cost \$25.00? Is Ginny's statement reasonable? Explain.

3. If Nick had \$10, how many bottles of juice could he buy?



Math Talk

Mathematical Processes

Explain how you could use another strategy to solve the problem.

Homework and Practice



TEKS Number and Operations—5.3.K
Also, 5.10.D
MATHEMATICAL PROCESSES 5.1.B

Name _____

1.8

PROBLEM SOLVING • Add and Subtract Money

10/07/20

1. Sam wants to buy a snack from a vending machine. He needs exactly \$3.20. Complete the table to find the different ways Sam could pay for the snack.

\$1 bills	Quarters	Dimes	Nickels	Value
3				\$3.20
2				\$3.20
2				\$3.20
2				\$3.20

2. Mandy is buying popcorn for herself and 5 friends. Each bag of popcorn costs \$0.95. How much do 6 bags of popcorn cost? Complete the table to find the total cost.

Bags of Popcorn	1	2	3	4	5	6
Total	\$0.95					

3. Orlando is buying 6 bottles of water. Each bottle of water costs \$1.19. How much do 6 bottles of water cost? Complete the table to find the total cost.

Bottles of Water	1	2	3	4	5	6
Total	\$1.19					

Problem Solving



4. At the end of September, Ms. Diaz had an account balance of \$623.41. Since then, she has written checks for \$149.00 and \$27.50, and made a deposit of \$299.00. Ms. Diaz says her balance is \$845.91. Find Ms. Diaz's correct balance.

Lesson Check

Fill in the bubble completely to show your answer.

5. One shirt costs \$7.90. What is the price of 4 shirts?
- (A) \$31.60
(B) \$28.36
(C) \$32.10
(D) \$31.42
7. **Multi-Step** Theodore buys a sandwich for \$4.47 and two salads for \$5.10 each. If he pays with a \$20 bill, how much change does he receive?
- (A) \$5.24
(B) \$5.21
(C) \$5.19
(D) \$5.33
9. **Multi-Step** Mr. Lee has a balance of \$237.35 after he wrote two checks. One check was for \$350.40 and the other was for \$211.25. What was his balance before he wrote the checks?
- (A) \$597
(B) \$799
(C) \$561
(D) \$780
6. **Multi-Step** Jorge's checking account balance is \$458.00. He writes a check for \$89.20 and donates \$20.00 to a local charity. Then he makes a deposit for \$92.19. What is his new checking account total?
- (A) \$440.99
(B) \$398.80
(C) \$480.99
(D) \$256.61
8. **Multi-Step** Carleen has three quarters, four dimes, and three nickels. She spends 55 cents. How much money does she have left?
- (A) \$0.80
(B) \$0.75
(C) \$0.60
(D) \$0.85
10. **Multi-Step** Andrew bought balloons for his dad's birthday for \$5.30. The tax on the balloons is \$0.83. If he pays with a \$10 bill, how much change does he receive?
- (A) \$3.78
(B) \$3.97
(C) \$3.87
(D) \$3.56



Name: _____ Date: _____

Some materials, when mixed together, maintain their physical properties, such as iron filings and sand. When different amounts of ingredients are combined together without heat, the mass of the new substance is equal to the sum of the masses of the ingredients.

Roger is making salad dressing to bring to a party. He usually makes the dressing at home to feed 4 people. However, the party will have more people, so he needs to increase the quantity of each ingredient in the recipe. The chart below shows how much of each ingredient is needed to make dressing for different numbers of people.

No. of people	Vinegar	Oil	Brown sugar	Total mass
4	59 g	177 g	10 g	
8	118 g		20 g	492 g
12	177 g	531 g		738 g
16		708 g	40 g	984 g

1. Circle the equation below that can be used to figure out the amount of brown sugar, b , needed to make a recipe for 12 people. Solve those equations for the amount of brown sugar.

$$738 + (531 - 177) = b$$

$$738 - (531 - 177) = b$$

$$738 - 531 - 177 = b$$

2. Write the equation you used to figure out the amount of vinegar needed to make a recipe for 16 people. (Total – oil – sugar = vinegar)

3. Fill in the missing masses (g) in the chart above.



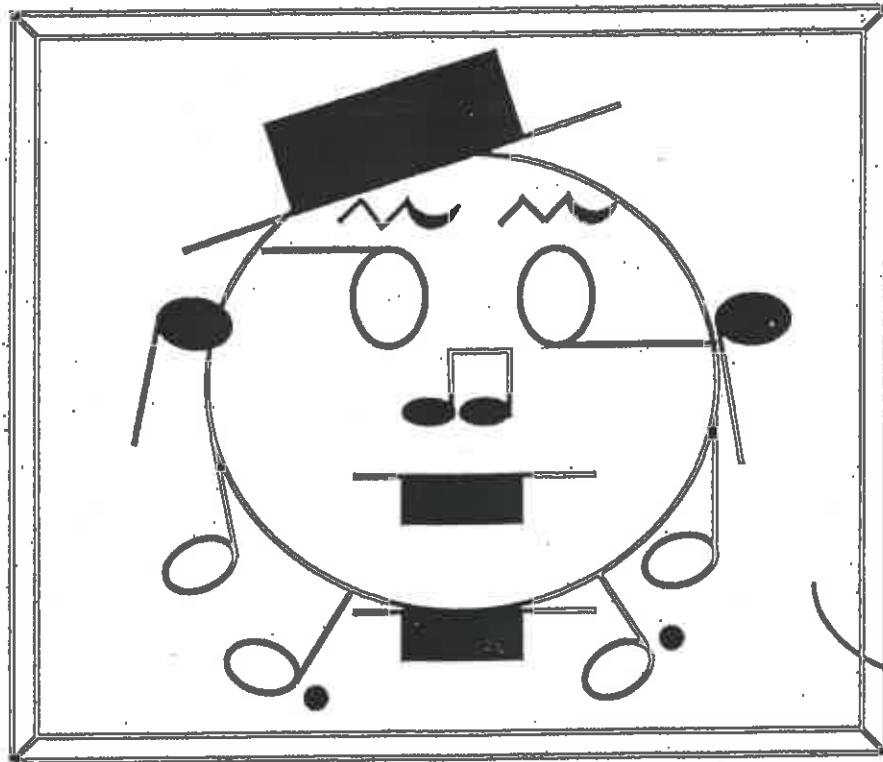
Solutions are mixtures in which one ingredient dissolves in another and therefore must be separated through the process of evaporation.

Mrs. Collier's class is making a salt water solution. They want to know the maximum amount of salt that can be dissolved in 100 grams of water. They add 5 grams of salt at a time until no more salt can be dissolved. At the end of the experiment, their solution has a mass of 135 grams.

4. If they started with 100 grams of water, what was the mass of the total amount of salt dissolved in the solution? Show your work in the space below.
- _____ grams
5. Circle the equation below that can be used to solve for s , the number of spoonfuls of salt added to the experiment. Then solve that equation: $s =$
- a. $135 - 100 = s$
b. $135 - 100 \times 5 = s$
c. $(135 - 100) / 5 = s$
6. How many spoonfuls of salt would be needed to make a solution with 200 grams of water? Show your work in the space below. (Use information from question 5.)
- _____ spoonfuls

FUN SHEET

This picture is FOR SALE in the MuSiCaL MuSeUm oF mIsFiT MaStErPiEcEs. Find out the sale price of the picture by answering the following questions.



SALE PRICE:

\$ _____

A. How many quarter notes do you see?

_____ = _____ total beats

B. How many half notes do you see?

_____ = _____ total beats

C. How many dotted half notes do you see?

_____ = _____ total beats

D. How many whole notes do you see?

_____ = _____ total beats

HINT: Look at his head! ☺

E. How many 8th note pairs do you see?

_____ = _____ total beats

F. How many quarter rests do you see?

_____ = _____ total beats

G. How many half rests do you see?

_____ = _____ total beats

H. How many whole rests do you see?

_____ = _____ total beats

I. TOTAL SALE PRICE (Add 1st column)

\$ _____



J. BONUS: How many total beats are in this picture?

(Add 2nd column)

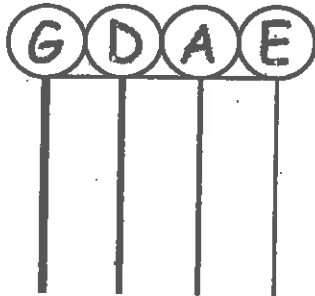
ANSWER: See p. 39.

1. **FACT:** There are seven letters in the music alphabet: A B C D E F G
Beginning on A, name the music alphabet letters going up.

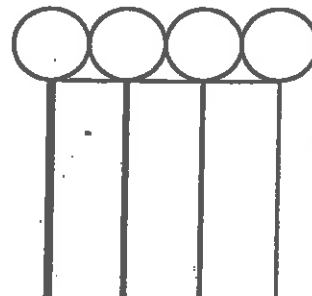
A

2. **FACT:** The open strings on a VIOLIN are named with the Music Alphabet.

Trace the letters.



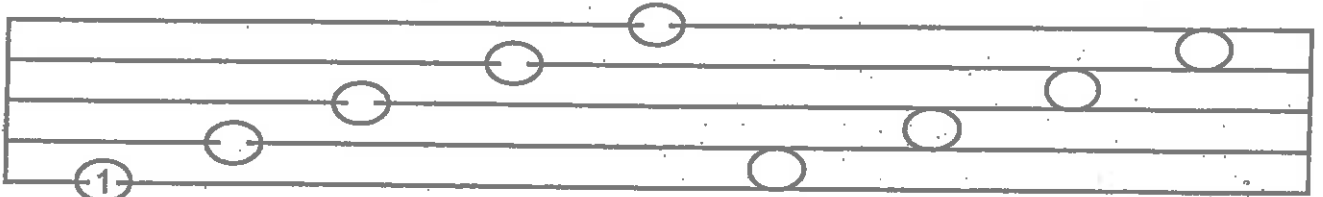
Name the strings.



3. **FACT:** A STAFF has 5 lines and 4 spaces.

Notes can be on lines  or in spaces 

NUMBER each LINE & SPACE note going up the staff below. Start with "1" on the bottom.



4. **FACT:** New Notes. Trace the 1st note in each group and draw 3 more.

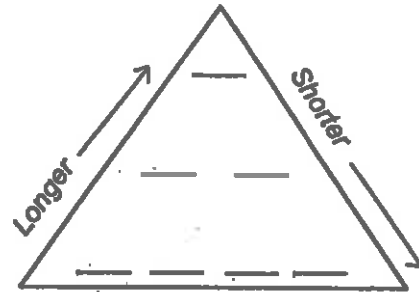
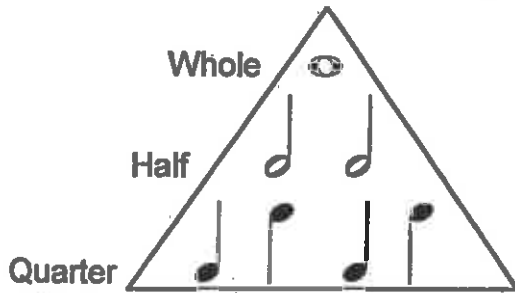
QUARTER NOTE 

HALF NOTE 

DOTTED HALF NOTE 

WHOLE NOTE 

5. PYRAMID POWER - Order of Notes. Fill in the missing notes in the 2nd Pyramid.



6. LISTEN: You will hear 3 notes in each group. Circle UP, DOWN or REPEAT

1. Up Down Repeat

3. Up Down Repeat

2. Up Down Repeat

4. Up Down Repeat

7. GAME: SPIDER WEB

Draw a line from the words on the left to the symbol on the right.

QUARTER NOTE

LINE NOTE

DOTTED HALF NOTE

MUSIC ALPHABET

SPACE NOTE

WHOLE NOTE

HALF NOTE



ABCDEFGG

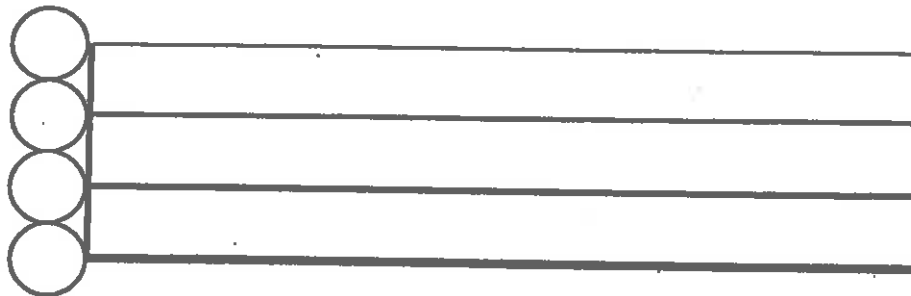


45

1. In the music alphabet, what letter comes AFTER:

D _____ A _____ E _____ B _____ F _____ C _____ G _____

2. Name the open strings of the VIOLIN in each circle below.



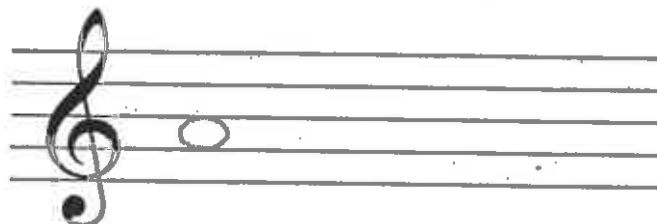
3. FACT: This is a TREBLE CLEF



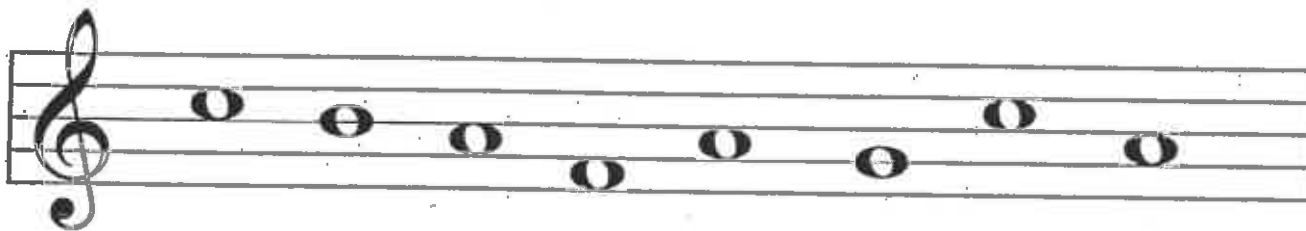
It helps mark the A on the Treble staff.



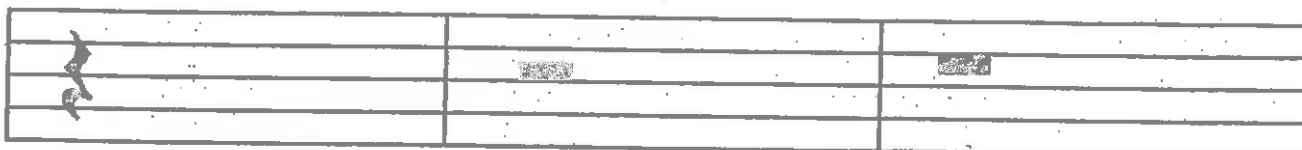
Trace the 1st A and draw 3 more.



4. Circle all the A's on the treble staff below.



5. FACT: NEW RESTS: Trace the 1st rest in each group and draw 3 more.



QUARTER
REST

HALF
REST

WHOLE
REST

46

6. FACT: Music is ORGANIZED

There are 4 beats in this group →

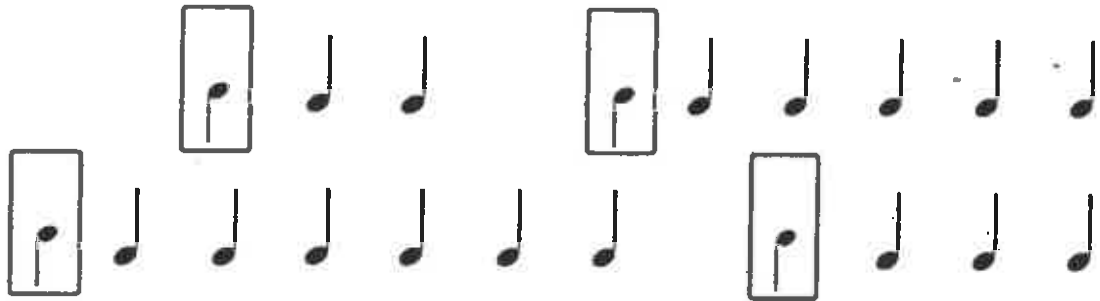


Here's how you can show it:



We call this the **TIME SIGNATURE**.

Below are more groups of beats. Complete the time signature for each group.



7. EXPLORE: Circle all the **QUARTER NOTES** in 2 of your pieces.

How many did you find? _____

8. GAME: COLORFUL MUSIC

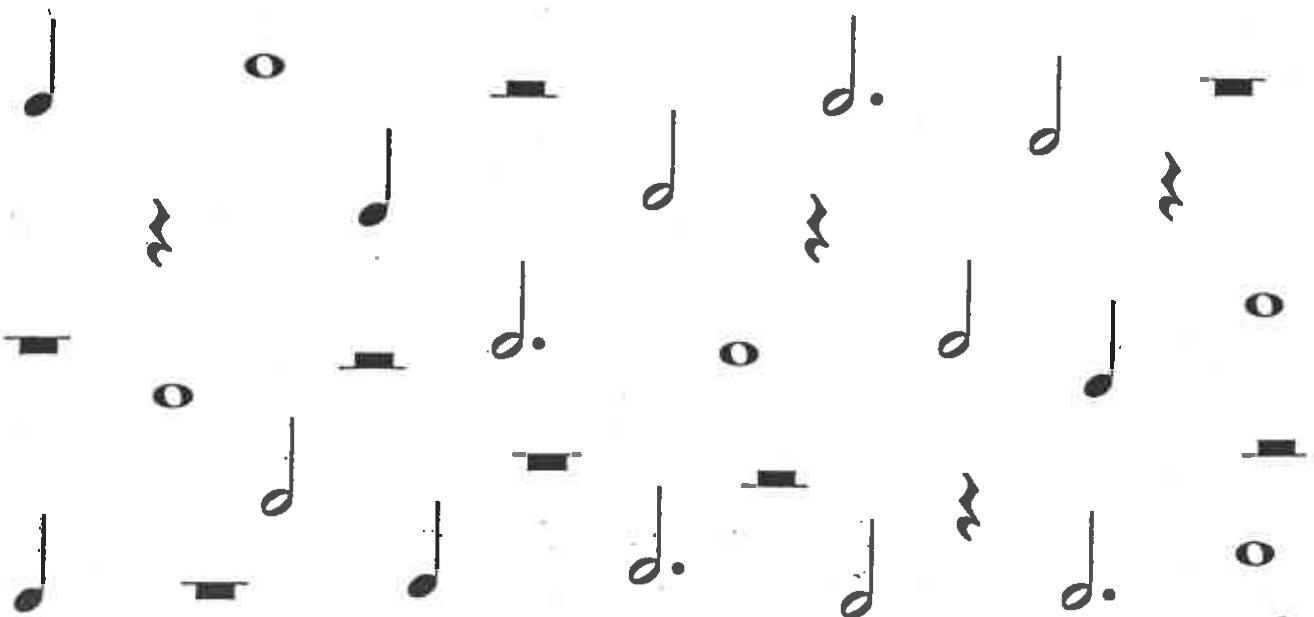
CIRCLE

Quarter
notes & rests
RED

Half
notes & rests
BLUE

Dotted Half
notes
YELLOW

Whole
notes & rests
GREEN



Days of the Week

一周的七天

Cut out the days of the week and put them in the correct order in the boxes below. The first day has been filled in.

把虚线下方代表一周七天的方块剪下来，并且按照顺序放在虚线上方的空格里，星期日作为一周的第一天已经放好。

Sunday
星期日

Monday
星期一

Wednesday
星期三

Saturday
星期六

Friday
星期五

Tuesday
星期二

Thursday
星期四

Vocabulario académico

Las **palabras relacionadas** son palabras que comparten la raíz u otra parte de la palabra, pero que pueden tener diferentes significados de acuerdo a cómo se usan, por ejemplo *inmigrar, inmigrante o inmigración*.

Meta de aprendizaje

Puedo desarrollar conocimiento sobre el lenguaje para hacer conexiones entre la lectura y la escritura.

Mi TURNO En cada una de las siguientes oraciones:

1. **Usa** recursos impresos o digitales, como un diccionario común o un diccionario de sinónimos, para hallar palabras relacionadas.
2. **Añade** otra palabra relacionada en la segunda columna.
3. **Completa** la oración con la palabra relacionada correcta.

Palabra	Palabra relacionada	Oración con la palabra relacionada
conocimiento	conocer <u>conocido</u>	El autor escribió un artículo sobre la inmigración china para dar a <u>conocer</u> los detalles.
curioso	curiosidad _____	Rashid sentía _____ por el trabajo de su madre, entonces, ella lo llevó a conocer la oficina.
pasaje	paso _____	El puente se derrumbó y cortó el _____ hacia la otra orilla del río.
deambular	ambulatorio _____	En mi pueblo, los días domingos, muchos vendedores _____ se reúnen en la plaza principal.
aventura	aventurarse _____	La pasión de María por el paracaidismo demostraba su espíritu _____.

Los sufijos *-logía, -ismo, -ista*

Oct. 6

Un **sufijo** es una parte de palabra que se agrega al final de una raíz o una palabra base. Los sufijos modifican el significado de la palabra o raíz. Cada sufijo forma una clase de palabra determinada, que puede ser distinta a la raíz o palabra a la que se añade.

La palabra *análisis* significa "estudio detallado de algo". Si sabes qué significa *análisis* y qué significa el sufijo *-ista*, puedes deducir el significado de la palabra *analista*. *Analista* significa "alguien que se dedica a estudiar detalladamente algo".

Mi TURNO Decodifica las palabras con sufijos. Luego, usa tus conocimientos sobre los sufijos para escribir la definición de cada palabra.

*deporte*actividad física que
tiene reglas y requiere
entrenamiento*-ista*que tiene cierta
ocupación u oficio*deportista*

que hace deportes

héroe

una persona valiente

*-ismo*

actitud, cualidad

*heroísmo**bio-*

vida, organismo vivo

*-logía*

estudio, ciencia

*biología*

Simple Sentences

Oct. 8

A **simple sentence** tells one complete idea. It has one independent clause, or a subject and a verb. A simple sentence begins with a capital letter and ends with an end punctuation mark. A statement without a subject or a verb is called a fragment. Writers edit to avoid fragments. A sentence that has two independent clauses connected by a comma is called a comma splice. Writers can use end punctuation to separate a comma splice into two simple sentences. There are four kinds of simple sentences.

	Use	Example
Declarative	tells something	Ana plays soccer every Saturday.
Interrogative	asks a question	Are you playing soccer this Saturday?
Exclamatory	shows strong feeling	I love soccer!
Imperative	gives a command or makes a request	Go to soccer practice on Saturday.

My TURN Edit this draft for fragments and splices. Then revise to include one interrogative sentence, one exclamatory sentence, and one imperative sentence.

The Pilgrims. Left England in 1620 to practice religious freedom. They sailed across the Atlantic Ocean, the *Mayflower* landed on Cape Cod instead of Virginia. The trip was stormy and difficult. The journey. Lasted for 66 days. There are books in the library about the Pilgrims.

04.8. Spell Words with Suffixes -ic, -ism, -ive

A **suffix** is a group of letters added to the end of a word that can change the word's meaning or part of speech. For example, adding **-ic** to the noun *hero* changes the noun to the adjective *heroic*.

When you add **-ic** or **-ive** to a word that ends in **e**, drop the **e**. For example, *defense* changes to *defensive*.

My TURN Read the words. Spell and sort the words in alphabetical order.

SPELLING WORDS

heroic	dramatic	organism	deflective
heroism	artistic	capitalism	executive
comic	historic	federalism	perspective
atomic	tourism	secretive	narrative
kinetic	realism	defensive	representative

Suffixes *-ic, -ism, -ive*

Oct. 8

A **suffix** is a word part added to the end of a word or word part. Suffixes change the meaning or part of speech of a word.

The word *secret* means "information that is kept from someone." If you know what *secret* means, you can figure out the meaning of the word *secretive*. *Secretive* means "keeping information to oneself" or "hiding something."

My TURN Decode each word part and meaning. Then use your knowledge of suffixes to write a definition for each word.

athlete
a person who
exercises a lot

+

-ic
associated with

=

athletic
associated with exercise

hero
a brave person

+

-ism
act or process

=

heroism

exclus-
leave out

+

-ive
doing something

=

exclusive

Oct 8 Academic Vocabulary

Related words are forms of a word that share roots or word parts. They can have different meanings based on how the word is used, such as *immigrate*, *immigrant*, and *immigration*.

Learning Goal

I can develop knowledge about language to make connections between reading and writing.

My TURN For each sentence,

1. Use print or digital resources, such as a dictionary or thesaurus, to find related words.
2. Add a related word to the second column.
3. Complete the sentence with the correct related word.

Word	Related Word	Sentence with Related Word
insight	insightfully <u>insightful</u>	The author wrote an <u>insightful</u> article about Chinese immigrants.
curious	curiosity _____	Rashid's _____ about his mother's job led to a tour of her office.
passage	passenger passageway _____	Lin walked through the narrow _____ between rooms.
wandered	wander wanderer _____	He was known as a _____ who liked to explore new places.
adventure	adventurous adventuresome _____	Maria's love of skydiving showed her _____ personality.



Nombre _____



Evaluación del Módulo 1

10/08/2020

Vocabulario

Elige el término correcto del recuadro.

1. La _____ establece que multiplicar una suma por un número es lo mismo que multiplicar cada sumando por el número y luego sumar los productos. (pág. 4)
2. Si un centésimo se divide en diez partes iguales, cada parte es un _____ (pág. 7)

Vocabulario

propiedad conmutativa
propiedad distributiva
operación inversa
milésimo

Conceptos y destrezas

Escribe el valor del dígito subrayado. ➔ TEKS 5.2.A

3. 6.54

4. 0.837

5. 8.702

6. 9.173

Compara. Escribe $<$, $>$ o $=$. ➔ TEKS 5.2.B

7. 6.52 ○ 6.520

8. 3.589 ○ 3.598

9. 8.463 ○ 8.483

Escribe el valor de posición del dígito subrayado. Redondea cada número al lugar del dígito subrayado. ➔ TEKS 5.2.C

10. 0.724

11. 2.576

12. 4.769

Completa la ecuación y escribe la propiedad que usaste. ➔ TEKS 5.3.K

13. $8 \times (14 + 7) = \underline{\hspace{2cm}} + (8 \times 7)$

14. $7 + (8 + 12) = \underline{\hspace{2cm}} + 12$

Halla la suma o la diferencia. ➔ TEKS 5.3.K

15. $\$14.85 - \4.63

16. $12.325 + 8.274$

17. $7.423 - 5.15$

Rellena el círculo completamente para mostrar tu respuesta.

Preparación para la
prueba de TEXAS

18. Maya hace collares de cuerda para sus amigas. Tiene 3.75 yardas de cuerda en total. Si usa 0.48 yardas de cuerda para hacerle un collar a su amiga, ¿cuánta cuerda le queda a Maya?

TEKS 5.3.K

- (A) 4.13 yardas
- (B) 3.27 yardas
- (C) 3.17 yardas
- (D) 4.23 yardas

19. Stacy tiene \$75 en su cuenta. El lunes deposita \$19.75 que se ganó trabajando de niñera. Si Stacy compra un par de zapatos nuevos a \$40.35, ¿cuánto le queda en su cuenta aproximadamente? TEKS 5.3.A

- (A) \$40
- (B) \$95
- (C) \$55
- (D) \$35

20. Una abeja puede volar hasta 2.548 metros por segundo. ¿Qué opción muestra ese número en forma desarrollada? TEKS 5.2.A

- (A) $2 + 5.4 + 0.008$
- (B) $2 + 0.5 + 0.48$
- (C) $2 + 0.5 + 0.04 + 0.008$
- (D) $2 + 0.5 + 0.04 + 0.08$

21. Jan corrió 1.256 millas el lunes, 1.265 millas el miércoles y 1.268 millas el viernes. ¿Cuáles fueron las distancias de mayor a menor?

TEKS 5.2.B

- (A) 1.268 millas, 1.256 millas, 1.265 millas
- (B) 1.268 millas, 1.265 millas, 1.256 millas
- (C) 1.265 millas, 1.256 millas, 1.268 millas
- (D) 1.256 millas, 1.265 millas, 1.268 millas



Open-Ended Response

Name: _____

Date: _____

Respuestas cortas

1

¿Es esta ensalada una mezcla o una solución? Justifica tu respuesta con la evidencia.



2

¿Es esta agua de la piscina una mezcla o una solución? Justifica tu respuesta con la evidencia.





Ensayo



Imagina que estás planeando un viaje a la playa. Necesitas empacar una hielera con bebidas y botanas. También necesitas empacar todos tus juguetes y equipo de playa. Describe por lo menos tres mezclas y tres soluciones que pudieras crear al empacar para tu viaje a la playa.

[illegible]

Name _____

2.2 Multiply by 2-Digit Numbers



TEKS Number and Operations—5.3.B
Also 5.3.A

MATHEMATICAL PROCESSES
5.1.B, 5.1.D



Essential Question

How do you multiply by 2-digit numbers?

10/09/2020

Unlock the Problem

A Siberian tiger sleeps as much as 18 hours a day, or 126 hours per week. About how many hours does a tiger sleep in a year? There are 52 weeks in one year.



Use place value and regrouping.

STEP 1 Estimate: 126×52

Think: $100 \times 50 =$ _____

STEP 2 Multiply by the ones.

$$\begin{array}{r} 126 \\ \times 52 \\ \hline \end{array}$$

$126 \times 2 \text{ ones} =$ _____ ones

STEP 3 Multiply by the tens.

$$\begin{array}{r} 126 \\ \times 52 \\ \hline \end{array}$$

$126 \times 5 \text{ tens} =$ _____ tens, or _____ ones

STEP 4 Add the partial products.

$$\begin{array}{r} 126 \\ \times 52 \\ \hline \end{array}$$

← 126×2

← 126×50

+

Math Talk



Mathematical Processes

Are there different numbers you could have used in Step 1 to find an estimate that is closer to the actual answer? Explain.



Remember

Use patterns of zeros to find the product of multiples of 10.

$$3 \times 4 = 12$$

$$3 \times 40 = 120$$

$$30 \times 40 = 1,200$$

$$3 \times 400 = 1,200$$

$$300 \times 40 = 12,000$$

So, a Siberian tiger sleeps about _____ hours in one year.

Share and Show



Complete to find the product.

1.

			4
x		4	3
+			

← $64 \times$ _____
 ← $64 \times$ _____

2.

		5	7	1
x			3	8
+				

← $571 \times$ _____
 ← $571 \times$ _____

Estimate. Then find the product.

3. Estimate: _____

$$\begin{array}{r} 24 \\ \times 15 \\ \hline \end{array}$$

4. Estimate: _____

$$\begin{array}{r} 37 \\ \times 63 \\ \hline \end{array}$$

5. Estimate: _____

$$\begin{array}{r} 384 \\ \times 45 \\ \hline \end{array}$$

Problem Solving

Practice: Copy and Solve Estimate. Then find the product.

6. 54×31

7. 42×26

8. 38×64

9. 63×16

10. 204×41

11. 534×25

12. 722×39

13. 957×43

14. When you multiply 235 and 4 tens in 235×43 , why does its product have a zero in the ones place? Explain.

15. **Write Math** **Communicate** How is multiplying a number by a 2-digit number similar to multiplying the number by a 1-digit number? How is it different?

Homework and Practice



TEKS Number and Operations—5.3.B
Also, 5.3.A
MATHEMATICAL PROCESSES 5.1.B, 5.1.D

Name _____

10/09/2020

2.2 Multiply by 2-Digit Numbers

Estimate. Then find the product.

1. 34×12

2. 18×22

3. 43×15

4. 58×37

5. 328×15

6. 922×30

7. 832×13

8. 372×24

9. 823×17

10. 472×31

11. 517×43

12. 658×83

Problem Solving



13. A male lion needs as much as 15 pounds of food each day, or 105 pounds of food each week. How much food does a lion need in one year? There are 52 weeks in one year.

14. An African elephant in the wild will eat for as long as 16 hours each day. For how many hours does an elephant eat in one year? There are 365 days in one year.

61

Lesson Check



Fill in the bubble completely to show your answer.

15. During the school year, Luis fills 138 pages of a composition notebook. There is a clue on the last page of the notebook. It says to multiply the number of pages in the book that were filled by 17. This is the code for a free prize in the lunchroom. What is the code?
- (A) 2,432
(B) 1,240
(C) 2,346
(D) 2,436
16. To train for a race, Jesse rode his bike for 48 minutes every day for 17 days. He estimates that he rode his bike for about 400 minutes in all. Which of the following statements is true?
- (A) Jesse estimated correctly.
(B) Jesse rode his bike for about 1,000 minutes.
(C) Jesse rode his bike for about 70 minutes.
(D) Jesse rode his bike for about 500 minutes.
17. Marcus builds a brick wall that is 23 bricks across and 130 bricks high. Which is the best estimate of about how many bricks Marcus will use to build the wall?
- (A) 2,000
(B) 4,500
(C) 1,000
(D) 3,750
18. The parents club buys 12 cartons of pretzels to sell as refreshments at a soccer game. There are 75 bags of pretzels in one carton. How many bags of pretzels do the parents have?
- (A) 860
(B) 830
(C) 900
(D) 980
19. **Multi-Step** Marli worked 37 hours this week. She earned \$15 per hour. She spent \$62 on a birthday gift for her sister. How much money does Marli have left?
- (A) \$464
(B) \$493
(C) \$378
(D) \$511
20. **Multi-Step** A farmer plants a field that can fit 27 rows of pepper plants with 14 plants in each row. She can also fit 4 rows of pumpkins with 4 plants in each row. How many plants can the farmer fit in her field?
- (A) 378
(B) 394
(C) 6,048
(D) 1,512



CLOZE-ing in on Science

Mixtures
Matter and Energy

Concepto clave 3: Las soluciones son mezclas en las que los materiales se mezclaron (pero no se combinaron) a un nivel atómico y se deben separar con el uso de diferentes métodos (como la evaporación) de otros tipos de mezclas.

Lectura

Una vez que mezclamos un montón de ingredientes, a veces, queremos separarlos de nuevo. Se pueden usar diferentes métodos para separar las mezclas y las soluciones. Para determinar cómo separar una mezcla o una solución, primero observa las _____ físicas de los ingredientes. Por ejemplo, si observas objetos metálicos, como clavos de hierro, en una cubeta con arena, con el uso de la propiedad física del _____ se podría utilizar un _____ para atraer y remover los clavos de hierro. Si hubiera una _____ de agua salada, los procesos de evaporación o ebullición podrían ser mejor para separar el agua de la sal. La sal se separaría del agua una vez ésta se _____. Las soluciones y las mezclas se pueden separar si entiendes las propiedades físicas de los ingredientes.

Banco de palabras:

magnetismo

evapore

imán

solución

propiedades

solidifique

Ilustración: Dibuja una mezcla o solución. Muestra cómo se podría separar.



Concepto clave 2: Algunos materiales, como la sal al disolverse en el agua, experimentan cambios en sus propiedades físicas al ser mezclados.

Lectura

Una solución es un tipo especial de mezcla. Las soluciones se forman cuando una sustancia se _____ en otra sustancia, como la sal en el agua. Cuando las partículas de la sal sólida se disuelven, se separan en pedazos pequeños y se distribuyen _____ por todo el líquido. La sal se ha convertido en líquido también. ¿Alguna vez has hecho una bebida de uva a partir de una mezcla en polvo? Cuando mezclas el azúcar con el agua, parece que el azúcar _____, pero aún está allí. Sabes que todavía está allí porque el agua ahora tiene un sabor _____. El azúcar se ha _____ en el agua. Sin embargo, no todos los sólidos se disuelven. Tu cuchara no se disuelve cuando se mezcla en el líquido. ¿En qué otra cosa puedes pensar que forma una solución cuando se mezcla?

Banco de palabras:

disuelve

desaparece

dulce

disuelto

uniformemente

desigualmente

Ilustración: Dibuja una solución. Escribe las propiedades físicas que cambiaron.



CLOZE-ing in on Science

Name: _____

Date: _____

Concepto clave 1: Algunos materiales mantienen sus propiedades físicas cuando se mezclan, tal es el caso de las limaduras de hierro y la arena.

Lectura

Cuando combinamos una o dos sustancias diferentes, el resultado es una mezcla. Las _____ combinadas, a menudo, mantienen sus _____ físicas. Piensa en cuando alguien hace una ensalada; la lechuga, los tomates, los pepinos y el queso están _____. ¿Como se ven estos ingredientes antes y después de la mezcla? Sus propiedades físicas no son visiblemente _____ debido a que se ven iguales antes y después de la mezcla. Lo mismo es cierto para otras mezclas, como la de los frutos secos.

Banco de palabras:

diferentes

mismas

mezclados

sustancias

propiedades

Ilustración: Dibuja una mezcla. Escribe las propiedades físicas que permanecieron igual.