5th Grade

Week 3

ELA and Math

Parent/Student Directions - Instrucciones para padres / estudiantes

Reading/Writing: April 13th - 17th 2020

Monday:

- Today begin by practicing your vocabulary words.
- Read your vocabulary cards. Read the words and their definitions. Use the pictures to help you understand what the word means. Read the sentences with a family member.
- Next, read the essential question.
- On a piece of paper, write a paragraph that answers the essential question.
- Read the story on pg.753-763. If your child has difficulty, have them use the text and illustrations to help with understanding.

Lunes:

- Hoy comienza practicando tus palabras de vocabulario.
- Lee tus tarjetas de vocabulario. Lee las palabras y sus definiciones. Use las imágenes para entender lo que significa la palabra. Lea las oraciones con un miembro de la familia.
- Luego, lee la pregunta esencial.
- En una hoja de papel, escriba un párrafo que responda a la pregunta esencial.
- Lea la historia en las páginas 753-763. Si su hijo tiene dificultades, haga que usen el texto y las ilustraciones para ayudarlo a comprender.

Tuesday:

- Reread the story on pg.753-763.
- After, read “main idea and details” on pg.750.
- https://www.youtube.com/watch?v=LbO3lRXT0ww
- On a separate sheet of paper, create a Tree Map to identify the main idea and 3 details on pg.762.

Martes:

- Vuelva a leer la historia en las páginas 753-763.
- Después, lea "idea principal y detalles" en la pág. 750.
- https://www.youtube.com/watch?v=LbO3lRXT0ww
- En una hoja de papel separada, cree un Mapa de árbol para identificar la idea principal y 3 detalles en la página 752.

Wednesday:

- Complete Reader’s Notebook pg. 350, 351, 359, 360. Use the notes pages to help you better understand analogies.
- https://www.youtube.com/watch?v=bbXR43hMSV8

Miércoles:

- Complete Reader’s Notebook pág. 350, 351, 359, 360. Use las páginas de notas para comprender mejor las analogías.

- https://www.youtube.com/watch?v=bbXR43hMSV8

Thursday:

- This is a catch-up day. Students can use the day complete any unfinished assignments and get any questions answered they may have by their teacher. You can ask me questions through Zoom or Dojo. Use the rest of your day to “sharpen the saw!”

Jueves:

- Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder. Puedes hacerme preguntas a través de Zoom o Dojo. Use el resto de su día para "afilar la sierra".

Friday:

- Today you are going to test your knowledge of what you learned throughout the week! Answer the Galileo questions. You can use any information and resources in your packet to help you. Take your time! You’ve got this!

Viernes:

- ¡Hoy vas a poner a prueba tu conocimiento de lo que aprendiste durante la semana! Responde las preguntas de Galileo. Puede usar cualquier información y recursos en su paquete para ayudarlo. ¡Tome su tiempo! ¡Tienes esto!

Lesson 25

TARGET VOCABULARY

expedition
tributaries
trek
barrier
despite
fulfilled
range
techniques
resumed
edible

Vocabulary Reader

Context Cards

COMMON CORE **L.5.6** acquire and use general academic and domain-specific words and phrases

Vocabulary in Context

1 expedition

Adventurer Edmund Hillary led an expedition to climb Mount Everest.

2 tributaries

This creek is one of the tributaries, or small branches, of a larger river.

3 trek

These hikers are on a week-long trek through a national park.

4 barrier

Thick vegetation forms a barrier in the jungle. Explorers must cut through the obstacle.

Go Digital

- Study each Context Card.
- Use a thesaurus to find a word to replace each of the Vocabulary words.

5 despite

Despite the blazing heat, these pioneers crossed the prairie.

6 fulfilled

This astronaut fulfilled his lifelong dream of going to the moon.

7 range

Jim Bridger explored the mountain chain known as the Rocky Mountain range.

8 techniques

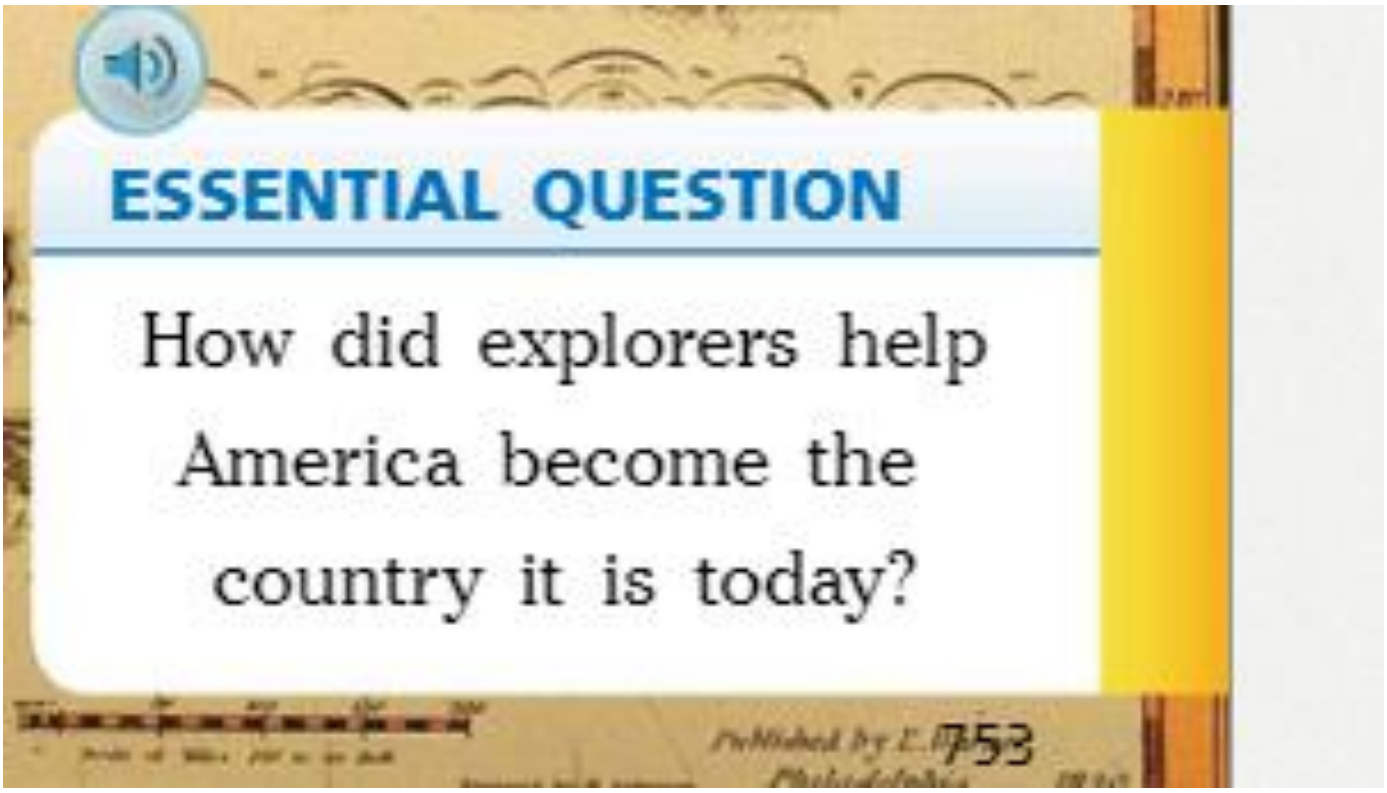
This hiker knows different techniques, or methods, for starting a campfire.

9 resumed

After resting, this boy resumed his bike ride. He felt ready to ride again.

10 edible

Hikers need to know which berries are edible and which ones they must not eat.


ESSENTIAL QUESTION
How did explorers help America become the country it is today?
753

LEWIS AND CLARK

by R. Conrad Stein

ESSENTIAL QUESTION

How did explorers help America become the country it is today?

In 1803, President Thomas Jefferson doubled the size of the United States after completing an agreement with France called the Louisiana Purchase. He had acquired the vast Louisiana Territory west of the Mississippi River. Jefferson decided to form an expedition through the unexplored Territory to the Pacific Ocean. He asked Meriwether Lewis to lead a group called the Corps of Discovery. Lewis chose William Clark to help him as co-leader. In 1804, Lewis and Clark began their journey from St. Louis, Missouri. They traveled through the Great Plains and then stopped for the winter season. A trader and his wife, a Native American named Sacagawea (sak uh juh WEE uh), joined the expedition when it resumed its journey in April 1805.

Lewis considered the Mandan (MAN duhn) Indians' stories about huge bears to be fanciful tales until one of the explorers was chased by a grizzly bear.

The Great Falls of the Missouri River were a beautiful sight, but also were difficult to travel around.

William Clark had perhaps the best eyesight of any crew member. On May 26, he saw the outline of a great mountain range to the west. In the next few days, all of the explorers could see the snow-covered Rocky Mountains on the horizon. The sight was inspiring as well as troubling. The explorers knew that they would have to find a way to cross the incredible barrier.

Before they could cross the Rockies, the Corps of Discovery faced the Great Falls of the Missouri River in present-day Montana. Here the river tumbled down a bluff that was as high as a modern six-story building. The roar of the water was deafening. Lewis called it, "the grandest sight I ever beheld." But the waterfall meant that the explorers had to carry their boats and supplies up steep cliffs before they could set out again on quieter waters upstream. Traveling around the falls took the party twenty-four days, and left everyone exhausted.

Sacagawea quickly proved to be a valuable asset to the expedition.

Carrying her baby boy on her back, Sacagawea won the admiration of the crew. She carefully scanned the riverbank to find edible roots and fruit. These foods provided a welcome relief from the customary diet of meat and water. And in the mountain country, the Missouri River became a crooked stream that split into many small tributaries. Sacagawea pointed out landmarks that she remembered from a journey as a slave child, and she helped the captains choose the correct river branches on which to travel.

Soon the members of the party began to wonder why they had not yet seen any Shoshone (shoh SHOH nee) or other American Indians. They had seen signs of Indian settlement—hunters' trails and abandoned campsites—but since they left the Mandan and Hidatsa (hee DAHT suh) villages, the Corps of Discovery had not encountered any other people at all.

ANALYZE THE TEXT

Explain Historical Events What does the author do to make historical events easy to understand? How does this help you see relationships between the events and people described in the text?

In mid-August, Meriwether Lewis, hiking ahead of the party with a few other explorers, came upon three Shoshone women and several children. Lewis had carried an American flag in his pack for just such a meeting.

He waved the banner and walked slowly toward the group. One of the children fled. The women sat very still as if frozen with fear. Lewis explained that he was an explorer, and the women led him to their village.

The Shoshone were a small tribe who were almost always at war with their powerful neighbors, the Blackfeet. They had never seen white people, but constant warfare made the Shoshone suspicious of all outsiders. Lewis hoped to buy horses from the tribe. Now that the rivers had all but disappeared, he needed horses to cross the peaks of the Rocky Mountains. But the chief, Cameahwait (kuh mee uh wayt), would not part with any of the animals. Lewis did persuade Cameahwait to send a few Shoshone to find Clark and the rest of the party and bring them to the village.

At first, the Shoshone were cautious of Lewis and Clark, but the explorers soon realized that they were fortunate to encounter the Indians.

The next morning, Clark and the others arrived at the village, and a meeting was held with Chief Cameahwait. Sacagawea prepared to serve as the translator. When the meeting began, Sacagawea stared intently at the chief. Then she broke into tears of joy. Lewis wrote, "She jumped up, ran, and embraced him, and threw her blanket over him, and cried profusely." Sacagawea recognized Cameahwait as her brother, whom she had not seen in six years. Cheers and laughter rose from the village. The Shoshone hailed Sacagawea as a lost daughter who had come home.

On September 1, 1805, the Corps of Discovery left the Shoshone territory. Chief Cameahwait not only provided the party with horses, he also gave them a guide to show them the best route through the mountains. Crossing the Rockies proved to be a difficult ordeal. The trails were too rugged to ride on, so the party walked and used the horses as pack animals.

ANALYZE THE TEXT

Primary Sources The author uses a primary source, a direct quote from Lewis's writing, in the first paragraph. What can you conclude about Lewis from his words?

The expedition crossed the Rockies on foot, using the horses to carry their equipment and supplies.

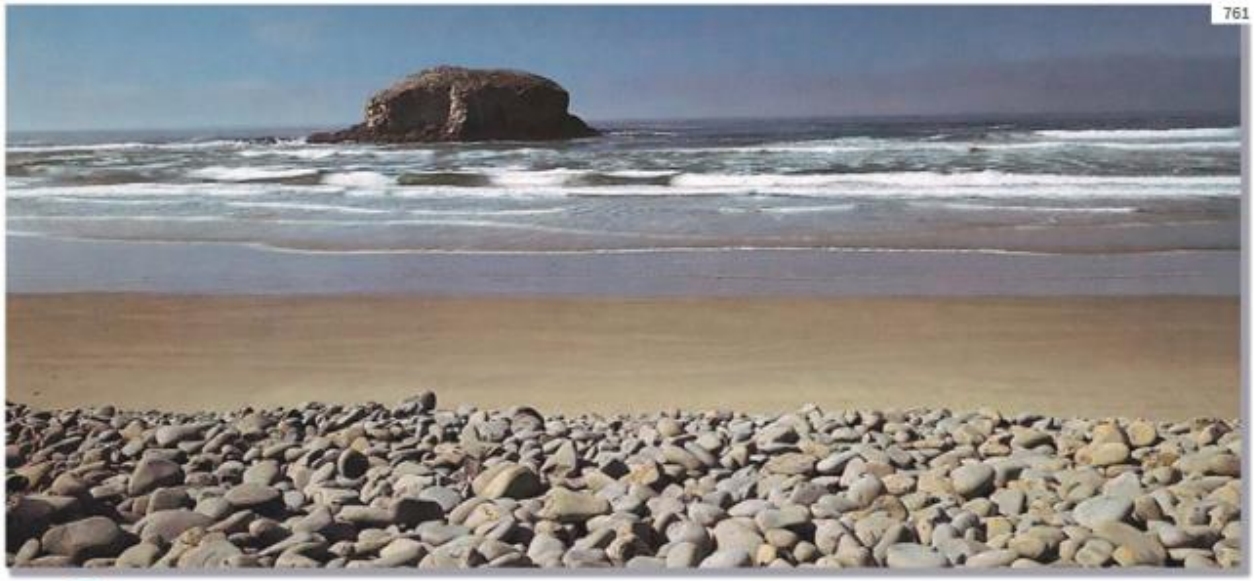
Upon reaching the Clearwater River Valley, the expedition built new canoes to continue their journey west.

In mid-September, a blinding snowstorm struck. Even the Shoshone guide got lost. Worst of all, the once-abundant wild game could not be found on the high mountain peaks. The explorers were forced to kill some of their pack animals for meat. The explorers' journals report that the men laughed out loud when they finally crossed the mountains and reached grasslands on level terrain.

The Lewis and Clark expedition emerged from the Rocky Mountains into the lovely valley of the Clearwater River in present-day Idaho. The waters were so clear that the river bottom and schools of fish were visible despite the river's depth. In the Clearwater country, Lewis and Clark abandoned their pack horses and built new canoes. They reasoned that the streams on this side of the Rockies would all eventually flow into the Columbia River, the major river of the Pacific Northwest. American Indians called the Columbia River the *Ouragon* or *Origan*. The land around it was later called the Oregon Territory.

Traveling the rivers, the voyagers met the Nez Perce (NEZ PURS) Indians, who taught them valuable techniques for building and sailing log canoes. Less friendly were the Chinook (shih NOOK), who drove hard bargains when trading for goods. But encountering the Chinook meant that the Pacific Ocean was not far away. One of the Chinook wore a black navy coat that he may have bought from a North American or European sailor.

A dismal rain pelted the travelers in early November as they sailed down the Columbia River. They made a camp near an Indian village and spent a restless night. On the morning of November 7, 1805, the rain stopped and the fog cleared. A chorus of shouts suddenly went up from the camp. William Clark scribbled in his notes, "Ocean in view! O! the joy." On the horizon, still many miles to the west, lay the great Pacific Ocean. Upon seeing the ocean, some of the explorers wept, and others said prayers of thanksgiving.



The explorers saw the Pacific Ocean for the first time near present-day Astoria, Oregon.

But arriving at the Pacific Ocean did not end the Lewis and Clark expedition. The party still had to return home to St. Louis. President Jefferson had provided Meriwether Lewis with a letter of credit guaranteeing payment to any ship captain who would take the explorers to the eastern coast. The party made a winter camp at the mouth of the Columbia River near present-day Astoria, Oregon, and kept a watch for ships. No vessels were spotted. Finally, on March 23, 1806, the crew broke camp and began the long trek east toward St. Louis.

To the explorers, the six-month return journey seemed to be easier than their first journey because they knew what to expect in the river and mountain country. When the crew reached the Mandan village, they said good-bye to Sacagawea and her husband and continued back to St. Louis.

On September 23, 1806, the Lewis and Clark expedition arrived safely back in St. Louis, Missouri, where their journey had begun more than two years earlier. The travelers had gone a distance of just less than 4,000 miles (6,400 km) from St. Louis to the mouth of the Columbia River and back. But the twisting rivers and mountain trails meant that the Corps of Discovery had actually covered about 8,000 miles (13,000 km) on the history-making trip. Throughout the explorers' travels, they encountered more than fifty American-Indian tribes.

The expedition returned with numerous samples of plant and animal life that had never before been seen by American scientists. Before the expedition, President Jefferson had hoped that the explorers would find a broad river that ships could use to sail directly to the Pacific Ocean. Lewis and Clark failed to find such a river, and the expedition was final proof that an inland waterway in North America did not exist.

From St. Louis, Lewis and Clark traveled to Washington, D.C. Almost every town they passed through brought out bands to welcome them as heroes. In Washington, D.C., the explorers delighted President Jefferson with tales of grizzly bears and high mountain passes. The president said, "Lewis and Clark have entirely fulfilled my expectations.... The world will find that those travelers have well earned its favor."

To Meriwether Lewis and William Clark, the mission itself was their greatest reward. Traveling through virtually unexplored lands was an exhilarating experience that they would cherish for the rest of their lives. Although they faced many dangers, the thrill—not the peril—of the expedition bursts from the pages of the journals they kept. As Lewis wrote the day he left the Indian village to enter the Western wilderness, "I could but esteem this moment of my departure as among the most happy of my life."

ANALYZE THE TEXT

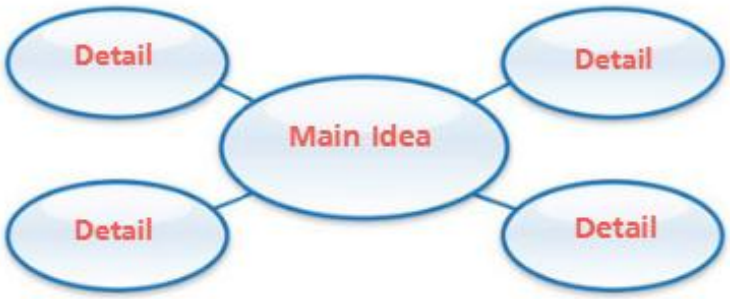
Main Ideas and Details What is the main idea of the text on this page? What is the selection's overall main idea? Identify the key details that support it.

Read and Comprehend

Go Digital

TARGET SKILL

Main Ideas and Details As you read "Lewis and Clark," look for the **main ideas**, or most important points, that the author presents. Notice the **details**—such as facts, examples, and quotations—that explain or support each main idea. Use a graphic organizer like the one shown below to record main ideas and supporting details.



TARGET STRATEGY

Monitor/Clarify As you read "Lewis and Clark," **monitor**, or pay attention to, how well you understand the main ideas. Reread parts of the text or look for text evidence to **clarify**, or clear up, confusing details.

COMMON CORE **RI.5.2** determine two or more main ideas and explain how they are supported by details/summarize; **RI.5.3** explain the relationships between individuals/events/ideas/concepts in a text

ANALYZE THE TEXT

Main Ideas and Details What is the main idea of the text on this page? What is the selection's overall main idea? Identify the key details that support it.

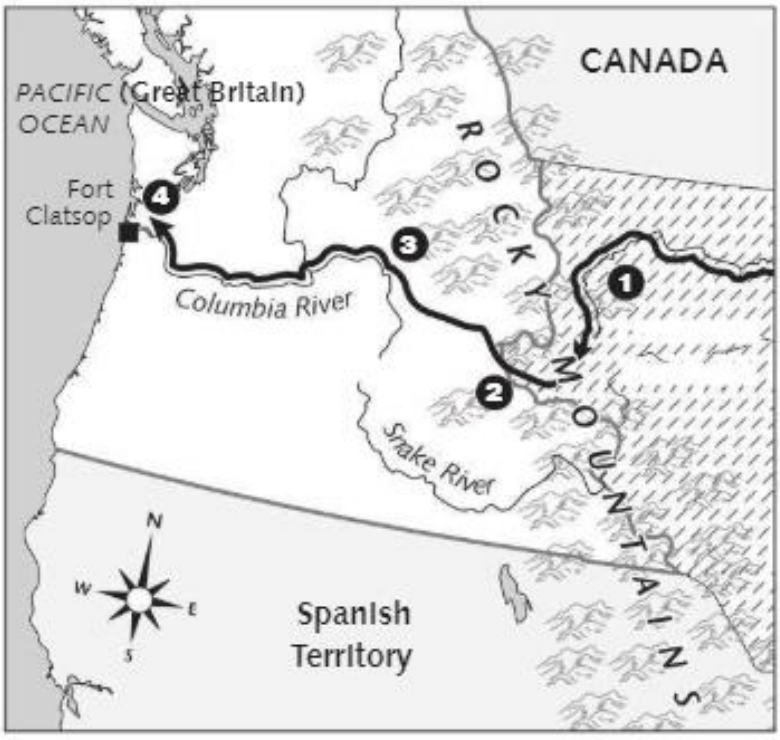
Name _____ Date _____

Lesson 25
READER'S NOTEBOOK

Lewis and Clark
Independent Reading

A history museum in Oregon is making an exhibit about the Lewis and Clark expedition. You are helping them make a map that shows important events along the route. For each point on the map, tell what happened there. Write the main idea. The main idea should be based on the details from the text.

1 Great Falls	2 Cameahwait's Village	3 Clearwater Valley	4 Mouth of the Columbia River



Name _____ Date _____

Analogies

Each sentence contains an analogy that features two pairs of words. The words in each pair may be related as synonyms, antonyms, by degree, or as part of a whole. For each sentence, choose a word from the box to fill in the blank and complete the analogy. Then state how the words in each pairing are related.

cascading	swarm	canoe	approach	thaw
civil	depart	width	plentiful	document

1. *Rock* is to *stone* as *pouring* is to _____.
   Relationship:_____
2. *Cold* is to *freeze* as *heat* is to _____.
   Relationship:_____
3. *Pedal* is to *bicycle* as *paddle* is to _____.
   Relationship:_____
4. *Attack* is to *defend* as _____ is to *avoid*.
   Relationship:_____
5. *Shirt* is to *fabric* as _____ is to *paper*.
   Relationship:_____
6. *Discourteous* is to *rude* as _____ is to *polite*.
   Relationship:_____
7. *Overcast* is to *sunny* as *scarce* is to _____.
   Relationship:_____
8. *Heavy* is to *weight* as *diameter* is to_____.
   Relationship:_____

Types of Analogies include:

- **Synonym** (happy : joyful :: sad : depressed)
- **Antonym** (inflation : deflation :: frail : strong)
- **Characteristic** (tropical : hot :: polar : cold)
- **Part/Whole** (finger : hand :: petal : flower)
- **Degree** (mist : fog :: drizzle : tropical storm)
- **Type** (golden retriever : dog :: salmon : fish)
- **Tool/Worker** (pen : writer :: voice : singer)
- **Action/Object** (fly : airplane :: drive : car)
- **Item/Purpose** (knife : cut :: ruler : measure)
- **Product/Worker** (poet : poem :: baker : pie)

Name _____ Date _____

Connect to Writing

Good writers avoid double negatives. When you use a contraction with **not**, do not include another "no" word, such as **no, neither, none,** or **never.** Avoid using the contraction **ain't.**

Good word choice:	He doesn't have any maps.
	He has no maps.
Poor word choice:	He doesn't have no maps.
	He ain't got none.
	He doesn't have none.

Activity If the sentence is incorrect, rewrite it correctly. If it is correct, write *correct* on the line.

1. Sacagawea couldn't never have known how famous she would become.

   _____

2. We don't have no information on her early childhood.

   _____

3. But there is no doubt that when she was about 12 years old, Sacagawea was kidnapped.

   _____

4. Haven't you never heard about how she was sold to a fur trader?

   _____

5. When Lewis and Clark met Sacagawea, they didn't want her for a guide.

   _____

6. The explorers hadn't wanted the young woman to do nothing more than act as a translator with Indians.

   _____

   _____

7. Sacagawea never went nowhere without her baby.

   _____

Name _____ Date _____

Focus Trait: Word Choice

Using Descriptive Language

A. Adding strong verbs and adjectives to opinions can make writing stronger.

Weak Writing	Strong Writing
Canoeing up the river was difficult.	We strained against the powerful current of the river, using oars to pull our canoes upstream.

B. Read each weak sentence. Rewrite it by adding descriptive words and phrases.

Weak Writing	Strong Writing
1. The Rocky Mountains are beautiful.	
2. The hike through the woods was tiring.	
3. Building a campfire is hard.	
4. The lake water was too cold to swim in.	

Quotation Marks

Slide 1

What you will learn...

This dialog explains how to punctuate someone's speech using quotation marks and commas.

Quotation Marks

Slide 2

Key Words

punctuation marks
symbols that are used in writing to indicate pauses or make the meaning of a sentence clear

end punctuation
punctuation marks that go at the end of a sentence
periods, question marks, and exclamation points.

quotation marks
" "
punctuation marks that enclose speech, some titles, and special words

comma
,
punctuation mark that shows a pause in reading or a separation between two parts of a sentence

attribution
phrases that tell you who spoke and how they did it
ex: he said, replied Mary, asked Simon, I exclaimed

Quotation Marks

Slide 3

Who said that?

All punctuation marks are used to help people make sense of what they are reading. Quotation marks help us to know someone's exact words. Without them, a story looks pretty strange, and might even be confusing.

"Answering Questions"
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. When I hear something that sounds like a good idea, should I try it right away?

No Confucius answered. It is better to ask someone with more experience first.

Later on, a man named Ran Yu asked the same question.

To him, Confucius said yes, you should try out the idea right away.

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

Ran Yu has a hard time making decisions Confucius said. I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers.

Quotation Marks

Slide 4

That makes more sense

While you might be able to figure out who said what, it takes a little work. To make understanding a story easy, writers use quotation marks around spoken words.

"Answering Questions"
(a folktale from China)

A long time ago in China, a man named Zi Lu asked the great thinker Confucius a question. "When I hear something that sounds like a good idea, should I try it right away?"

"No," Confucius answered. "It is better to ask someone with more experience first."

Later on, a man named Ran Yu asked the same question.

To him, Confucius said, "Yes, you should try out the idea right away."

Another man had heard both questions. He was confused. He asked Confucius why the same question had two different answers.

"Ran Yu has a hard time making decisions," Confucius said. "I reminded him that it is okay to act. Zi Lu often decides things too quickly. I reminded him that it is good to be careful. Because they are different men, they needed different answers."

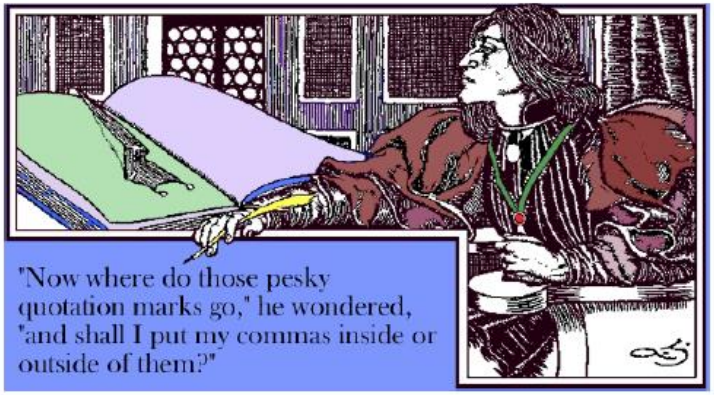
Slide 5

Using quotation marks

You may not even notice quotation marks in your reading anymore. You just know that it means someone is talking.

Once you start writing your own stories, though, you may realize you're not exactly sure where to put the quotation marks.

Luckily, a few simple rules will have you using quotation marks like a pro.



Slide 6

Rule 1

1. Use quotation marks ONLY around the EXACT words that a person says.

"I am tired," said Mary.
Mary said, "I am tired."
"I," said Mary, "am tired."
Mary said that she was tired.

Slide 7

Which sentence uses quotation marks around someone's exact words?

A) He asked, "Confucius why the same question had two different answers."

B) He asked, "Confucius, why does the same question have two different answers?"

Slide 8

Rule 2

Put commas and end punctuation marks BEFORE the quotation marks.

Mary said, "I am tired."
"I am tired," Mary said.

This is one of the most commonly broken rules of using quotation marks. One way to remember it is to think of the commas and end punctuation as children, who need to stay safely inside the quotation marks. They should not look like they are going to run away or fall out of the sentence. Keep them close to the words.

Slide 9

Which sentence uses quotation marks and other punctuation correctly?

A) To him, Confucius said, "Yes, you should try out the idea right away."

B) To him, Confucius said, "Yes, you should try out the idea right away".

C) "Yes, you should try out the idea right away", Confucius said to him.

Slide 10

Rule 3

3. Use commas to connect attributions with speech.

Attributions are not complete sentences. Whether they come at the end or beginning of a quotation, they should be set off with commas.

Mary said, "I am tired."
"I am tired," Mary said."

When your character says more than one sentence, or the sentence is very long, you may want to put the attribution within the speech. To make sure you use the correct punctuation, write the sentence or sentences without the attribution first:

I need to go home because I am tired!
I need to go home. I am tired!

Then, if your add an attribution in the middle of a sentence, use commas on both sides:

"I need to go home," Mary said, "because I am tired."

If you add your attribution afer a complete sentence, connect that sentence to the attribution with a comma and put a period after the attribution.

"I need to go home," Mary said. "I am tired!"

Slide 11

Which sentence punctuates the attribution correctly?

A) "No." Confucius answered. "It is better to ask someone with more experience first."

B) "No," Confucius answered. "It is better to ask someone with more experience first."

Slide 12

What you learned...

"Hey, Louis," called Rose. "What were those rules about quotation marks?"

"Well," said Louis. "You only use them around someone's exact words."

"Okay."

"You have to keep the commas and periods inside, too," Louis continued.

"Oh, right," said Rose. "You don't want them falling out of the sentence."

"Right! The last one is about attributions."

"Oh yeah," said Rose. "You connect them with commas, I think."

"That's it!"

Quotation Marks Test

1) Which sentence is written correctly?

A) "Mario," asked Steve, "will you be able to come to the game on Saturday?"

B) Mario replied. "No, my aunt and uncle are coming to visit, so I cannot go."

C) "That's too bad." said Steve. "I think we are going to have a really great time."

D) "I know, but I will be at the game next week, and that will be fun, too", said Mario.

---

2) Which sentence is written correctly?

A) Caroline asked, "Mom, is it okay if Janie spends the night tomorrow"?

B) "Well, I was hoping you would help me plant flowers this weekend," said her mother.

C) "What if Janie wanted to help, too, Mom? Caroline asked." That would be fun!"

D) Caroline's mother said "she would talk to Janie's mom about it."

Quotation Marks Test

3) Which sentence is written correctly?

A) Tamika was not happy about going to bed. I don't want to! "she yelled."

B) "Well, you need to rest so you will have energy for school," Dad said.

C) Tamika said, "I don't want to go to school, either"!

D) "Come on, Sunshine", said Dad. "I'll read you a story".

---

4) Which sentence is written correctly?

A) "Let's go see the bunnies, all the children started chanting."

B) "Shush a minute," I told them. "We need to eat lunch first.

C) "Bunnies, bunnies, bunnies," they chanted over and over.

D) "Okay," I finally said. "Let's go see the bunnies right now".

---

5) Which sentence is written correctly?

A) "Students," said Mr. Gomez, "may I please have your attention"?

B) The students did not stop talking when Mr. Gomez asked, "them to."

C) "I asked you to be quiet, please" Mr. Gomez said again.

D) The students finally stopped talking when Mr. Gomez yelled.

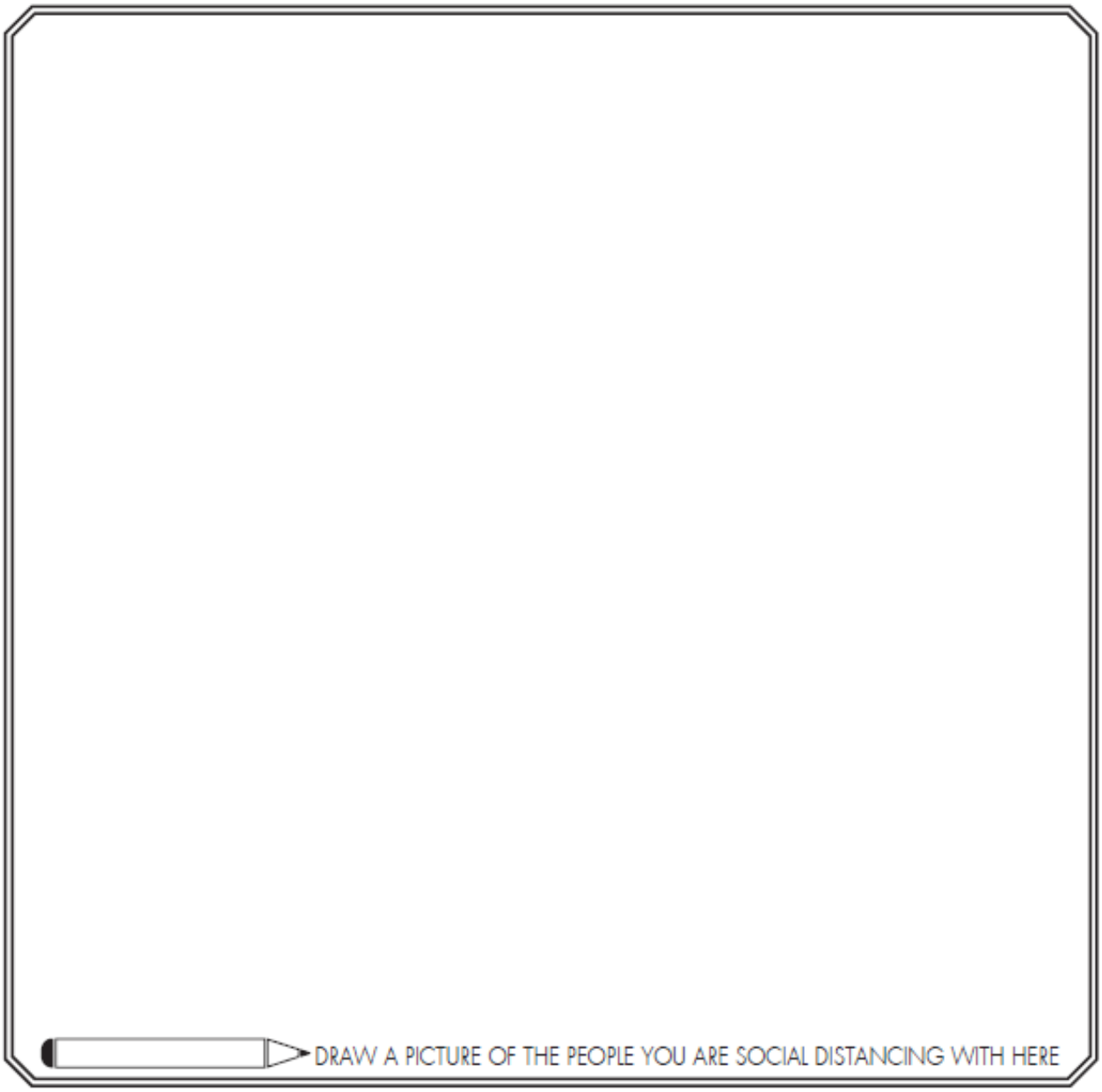
MY 2020 COVID-19 TIME CAPSULE

BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES



ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

WHEN I GROW UP I WANT TO BE:

_____

_____

DATE:

HOW I'M FEELING

WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

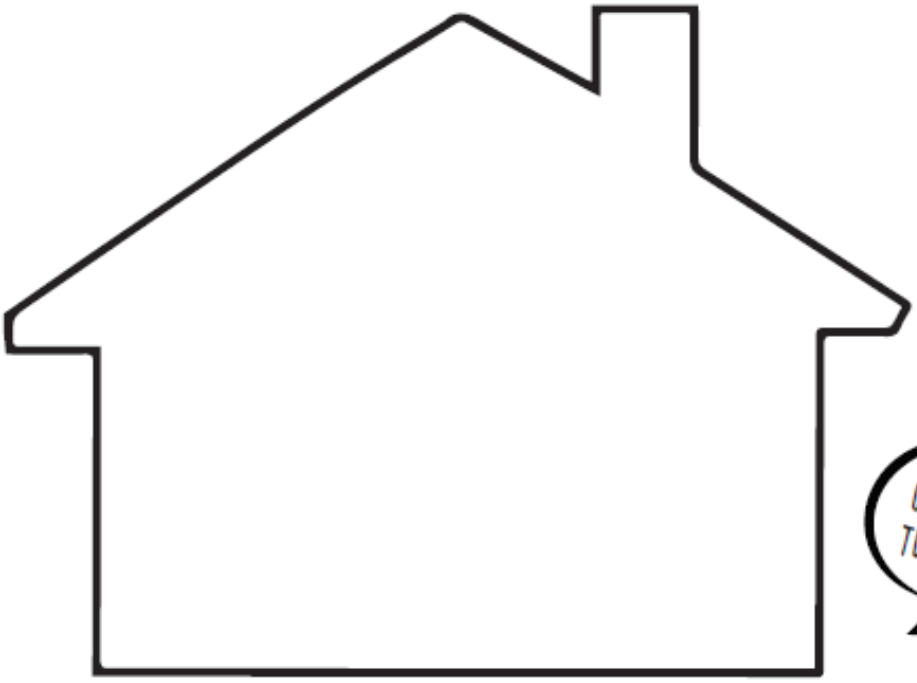
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE TO LOOK LIKE YOURS

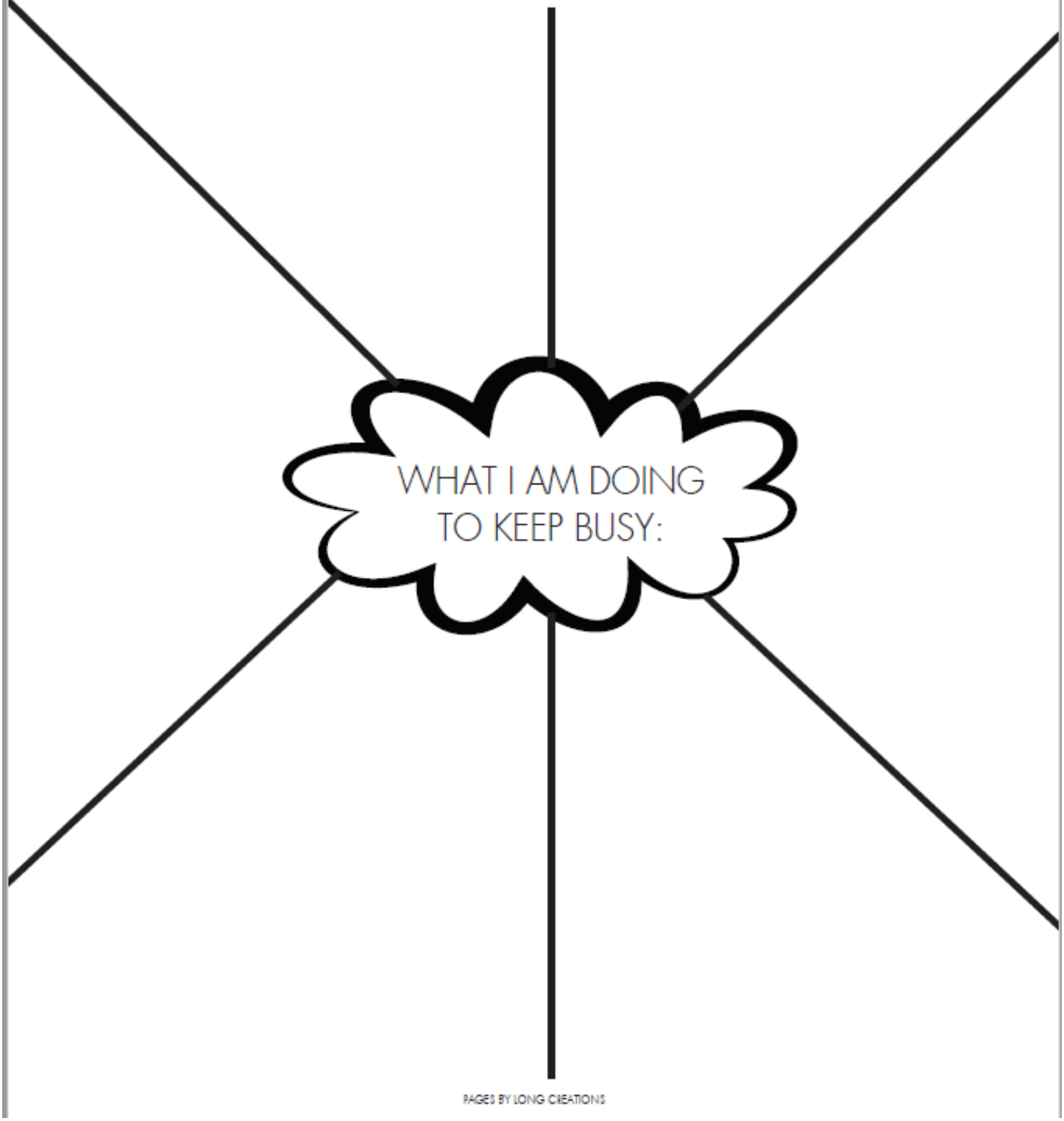
WHERE I AM LIVING DURING THIS TIME:

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?

PAGES BY LONG CREATIONS

YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!



OUR HANDPRINTS

PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

PAGES BY LONG CREATIONS

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

PAGES BY LONG CREATIONS

5th Grade

Week 3

Math

Parent/Student Directions - Instrucciones para padres / estudiantes

Math: April 13th - 17th 2020

Monday:

- Today you will start by cutting out the Chapter 9 vocabulary cards and study/practice them.
- Read and work through pg.533-535.
- Here is a YouTube video that will help you with this lesson!
    - https://www.youtube.com/watch?v=G5y7Fk1eM6E
- Complete practice pg.537.

Lunes:

- Hoy comenzarás recortando las tarjetas de vocabulario del Capítulo 9 y estudiando / practicando.
- Leer y trabajar en las páginas 533-535.
- ¡Aquí hay un video de YouTube que lo ayudará con esta lección!
    - https://www.youtube.com/watch?v=G5y7Fk1eM6E
- Práctica completa pg.537.

Tuesday:

- Today you're going to read and work through pg.539-541.
    - Always remember to "run" along the x-axis before you "jump" along the y-axis ☺
- Here is a YouTube video to help you with this lesson!
    - https://www.youtube.com/watch?v=By1VRLjAgrY
- Complete practice pg.543-544

Martes:

- Hoy leerá y trabajará en las páginas 539-541.
    - Recuerde siempre "correr" a lo largo del eje x antes de "saltar" a lo largo del eje y ☺
- ¡Aquí hay un video de YouTube para ayudarte con esta lección!
    - https://www.youtube.com/watch?v=By1VRLjAgrY
- Práctica completa pg.543-544

Wednesday:

- Today you're going to read and work through pg.545-547.
- Here is a YouTube video to help you with this lesson!
    - https://www.youtube.com/watch?v=m9eHgNPIX80
- Complete practice pg.549-550

Miércoles:

- Hoy leerá y trabajará en las páginas 545-547.
- ¡Aquí hay un video de YouTube para ayudarte con esta lección!
    - https://www.youtube.com/watch?v=m9eHgNPIX80
- Práctica completa pg.549-550

Thursday:

- This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. You can ask me questions on the phone or through Dojo. Use the rest of your day to “sharpen the saw!”

Jueves:

- Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder. Puedes hacerme preguntas por teléfono o a través de Dojo. Use el resto de su día para "afilar la sierra".

Friday:

- Today you are going to test your knowledge of what you learned throughout the week! Answer the Galileo questions. You can use any information and resources in your packet to help you. Take your time! You’ve got this!

Viernes:

- ¡Hoy vas a poner a prueba tu conocimiento de lo que aprendiste durante la semana! Responde las preguntas de Galileo. Puede usar cualquier información y recursos en su paquete para ayudarlo. ¡Tome su tiempo! ¡Tienes esto!

Chapter 9 Vocabulary

DATA

Information collected about people or things, often to draw conclusions about them

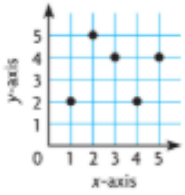
Example:

Outdoor Temperatures	
Time	Temp. (in °F)
6:00 am	38°
8:00 am	41°
10:00 am	49°
12:00 pm	59°
2:00 pm	62°

Coordinate Grid

A grid formed by a horizontal line called the *x*-axis and a vertical line called the *y*-axis

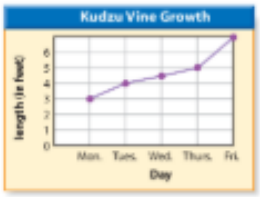
Example:



Line Graph

A graph that uses line segments to show how data change over time

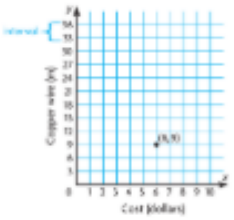
Example:



Interval

The difference between one number and the next on the scale of a graph.

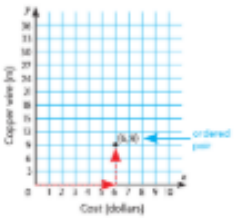
Example:



Ordered Pair

A pair of numbers used to locate a point on a grid. The first number tells the left-right position and the second number tells the up-down position.

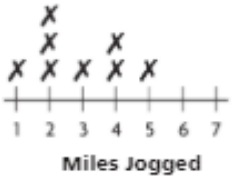
Example:



Line Plot

A graph that shows frequency of data along a number line

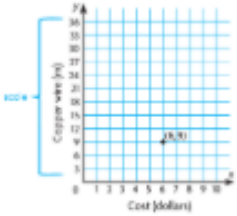
Example:



Scale

A series of numbers placed at fixed distances on a graph to help label the graph

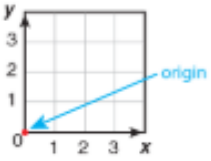
Example:



Origin

The point where the two axes of a coordinate grid intersect; (0, 0)

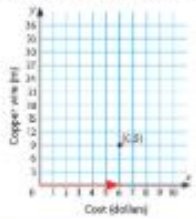
Example:



x-coordinate

The first number in an ordered pair; tells the distance to move right or left from (0, 0)

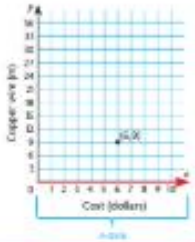
Example:



x-axis

The horizontal number line on a coordinate plane

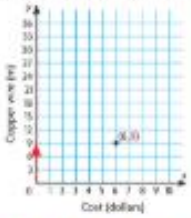
Example:



y-coordinate

The second number in an ordered pair; tells the distance to move up or down from (0, 0)

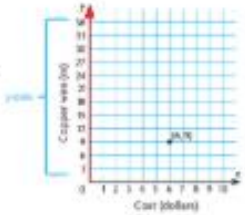
Example:



y-axis

The vertical number line on a coordinate plane

Example:



Name _____

Line Plots

Essential Question How can a line plot help you find an average with data given in fractions?

Common Core **Measurement and Data—5.MD.B.2**
Also 5.OA.A.1

MATHEMATICAL PRACTICES
MP1, MP2, MP4

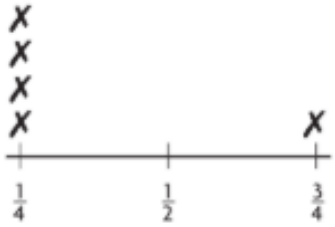
Unlock the Problem

Students have measured different amounts of water into beakers for an experiment. The amount of water in each beaker is listed below.

$\frac{1}{4}$ cup, $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, $\frac{3}{4}$ cup, $\frac{1}{4}$ cup, $\frac{1}{4}$ cup,

$\frac{1}{4}$ cup, $\frac{1}{2}$ cup, $\frac{1}{4}$ cup, $\frac{3}{4}$ cup, $\frac{1}{4}$ cup, $\frac{3}{4}$ cup

If the total amount of water stayed the same, what would be the average amount of water in a beaker?



Water Used (in cups)

STEP 1 Count the number of cups for each amount. Draw an x for the number of times each amount is recorded to complete the line plot.

$\frac{1}{4}$: _____ $\frac{1}{2}$: _____ $\frac{3}{4}$: _____

STEP 2 Find the total amount of water in all of the beakers that contain $\frac{1}{4}$ cup of water.

There are _____ beakers with $\frac{1}{4}$ cup of water. So, there are _____ fourths, or $\frac{\square}{\square}$, or $\square\frac{\square}{\square}$ cups.

STEP 3 Find the total amount of water in all of the beakers that contain $\frac{1}{2}$ cup of water.

There are _____ beakers with $\frac{1}{2}$ cup of water. So, there are _____ halves, or $\frac{\square}{\square}$, or 1 cup.

STEP 4 Find the total amount of water in all of the beakers that contain $\frac{3}{4}$ cup of water.

$3 \times \frac{3}{4} = \frac{\square}{\square}$, or $\square\frac{\square}{\square}$

STEP 5 Add to find the total amount of water in all of the beakers.

$1\frac{3}{4} + 1 + 2\frac{1}{4} =$ _____

STEP 6 Divide the sum you found in Step 5 by the number of beakers to find the average.

$5 \div 12 = \frac{\square}{\square}$

So, the average amount of water in a beaker is _____ cup.

Try This!

You can use the order of operations to find the average. Solve the problem as a series of expressions that use parentheses and brackets to separate them. Perform operations from inside the parentheses to the outer brackets.

$\left[\left(7 \times \frac{1}{4}\right) + \left(2 \times \frac{1}{2}\right) + \left(3 \times \frac{3}{4}\right)\right] \div 12$ Perform the operations inside the parentheses.

$\left[\frac{\square}{\square} + \square + \frac{\square}{\square}\right] \div 12$ Next, perform the operations in the brackets.

$\square \div 12$ Divide.

$\frac{\square}{\square}$ Write the expression as a fraction.

Example

Raine divides three 2-ounce bags of rice into smaller bags. The first bag is divided into bags weighing $\frac{1}{6}$-ounce each, the second bag is divided into bags weighing $\frac{1}{3}$-ounce each, and the third bag is divided into bags weighing $\frac{1}{2}$-ounce each.

Find the number of $\frac{1}{6}$-, $\frac{1}{3}$-, and $\frac{1}{2}$-ounce rice bags. Then graph the results on the line plot.

STEP 1 Write a title for your line plot. It should describe what you are counting.

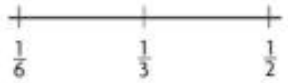
STEP 2 Label $\frac{1}{6}$, $\frac{1}{3}$, and $\frac{1}{2}$ on the line plot to show the different amounts into which the three 2-ounce bags of rice are divided.

STEP 3 Use division to find the number of $\frac{1}{6}$-ounce, $\frac{1}{3}$-ounce, and $\frac{1}{2}$-ounce bags that were made from the three original 2-ounce bags of rice.

$2 \div \frac{1}{6}$ $2 \times \square = \square$

$2 \div \frac{1}{3}$ $2 \times \square = \square$

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



STEP 4 Draw an $\times$ above $\frac{1}{6}$, $\frac{1}{3}$, or $\frac{1}{2}$ to show the number of rice bags.

Math Talk MATHEMATICAL PRACTICES 2

Reason Quantitatively Explain why there are more $\frac{1}{6}$-ounce rice bags than $\frac{1}{2}$-ounce rice bags.

Name _____

Share and Show

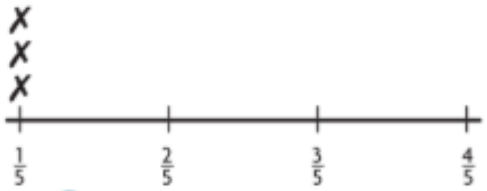
MATH BOARD

Use the data to complete the line plot. Then answer the questions.

Liliana needs to buy beads for a necklace. The beads are sold by mass. She sketches a design to determine what beads are needed, and then writes down their sizes. The sizes are shown below.

$\frac{2}{5}$ g, $\frac{2}{5}$ g, $\frac{4}{5}$ g, $\frac{2}{5}$ g, $\frac{1}{5}$ g, $\frac{1}{5}$ g, $\frac{3}{5}$ g,

$\frac{4}{5}$ g, $\frac{1}{5}$ g, $\frac{2}{5}$ g, $\frac{3}{5}$ g, $\frac{3}{5}$ g, $\frac{2}{5}$ g



Mass of Beads (in grams)

1. What is the combined mass of the beads with a mass of $\frac{1}{5}$ gram?

Think: There are _____ Xs above $\frac{1}{5}$ on the line plot, so the combined mass of the beads is _____ fifths, or _____ gram.

2. What is the combined mass of all the beads with a mass of $\frac{2}{5}$ gram?

_____

3. What is the combined mass of all the beads on the necklace?

_____

4. What is the average mass of the beads on the necklace?

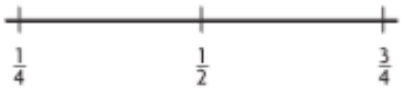
_____

On Your Own

Use the data to complete the line plot. Then answer the questions.

A breakfast chef used different amounts of milk when making pancakes, depending on the number of pancakes ordered. The results are shown below.

$\frac{1}{2}$ c, $\frac{1}{4}$ c, $\frac{1}{2}$ c, $\frac{3}{4}$ c, $\frac{1}{2}$ c, $\frac{3}{4}$ c, $\frac{1}{2}$ c, $\frac{1}{4}$ c, $\frac{1}{2}$ c, $\frac{1}{2}$ c



Milk in Pancake Orders (in cups)

5. How much milk combined is used in $\frac{1}{2}$-cup amounts? _____

6. THINK SMARTER What is the average amount of milk used for an order of pancakes? _____

7. GO DEEPER How many more orders of pancakes used $\frac{1}{2}$ cup of milk than $\frac{1}{4}$ cup and $\frac{3}{4}$ cup of milk combined?

_____

8. MATHEMATICAL PRACTICE 2 **Use Reasoning**

Describe an amount you could add to the data thatwould make the average increase.

_____

Name _____

Line Plots

Common Core COMMON CORE STANDARD—5.MD.B.2
Represent and interpret data.

Use the data to complete the line plot. Then answer the questions.

A clerk in a health food store makes bags of trail mix. The amount of trail mix in each bag is listed below.

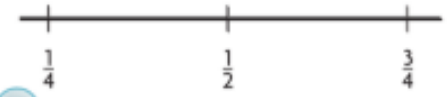
$\frac{1}{4}$ lb, $\frac{1}{4}$ lb, $\frac{3}{4}$ lb, $\frac{1}{2}$ lb, $\frac{1}{4}$ lb, $\frac{3}{4}$ lb,
$\frac{3}{4}$ lb, $\frac{3}{4}$ lb, $\frac{1}{2}$ lb, $\frac{1}{4}$ lb, $\frac{1}{2}$ lb, $\frac{1}{2}$ lb

1. What is the combined weight of the $\frac{1}{4}$-lb bags? 1 lb

Think: There are four $\frac{1}{4}$-pound bags.

2. What is the combined weight of the $\frac{1}{2}$-lb bags? _____

3. What is the combined weight of the $\frac{3}{4}$-lb bags? _____



Weight of Trail Mix (in pounds)

4. What is the total weight of the trail mix used in all the bags? _____

5. What is the average amount of trail mix in each bag? _____

Julie uses crystals to make a bracelet. The lengths of the crystals are shown below.

$\frac{1}{2}$ in., $\frac{5}{8}$ in., $\frac{3}{4}$ in., $\frac{1}{2}$ in., $\frac{3}{8}$ in., $\frac{1}{2}$ in., $\frac{3}{4}$ in.,
$\frac{3}{8}$ in., $\frac{3}{4}$ in., $\frac{5}{8}$ in., $\frac{1}{2}$ in., $\frac{3}{8}$ in., $\frac{5}{8}$ in., $\frac{3}{4}$ in.

Lengths of Crystals (in inches)

6. What is the combined length of the $\frac{1}{2}$-in. crystals? _____

7. What is the combined length of the $\frac{5}{8}$-in. crystals? _____

8. What is the total length of all the crystals in the bracelet? _____

9. What is the average length of each crystal in the bracelet? _____

10. WRITE Math Describe the steps you can use to find an average of fractional amounts.

_____

Name _____

Ordered Pairs

Essential Question How can you identify and plot points on a coordinate grid?

Common Core Geometry—5.G.A.1

MATHEMATICAL PRACTICES
MP4, MP6

CONNECT Locating a point on a coordinate grid is similar to describing directions using North-South and West-East. The horizontal number line on the grid is the ***x*-axis**. The vertical number line on the grid is the ***y*-axis**.

Each point on the coordinate grid can be described by an **ordered pair** of numbers. The ***x*-coordinate** is the first number in the ordered pair. It is the horizontal location, or the distance the point is from 0 in the direction of the x-axis. The ***y*-coordinate** is the second number in the ordered pair. It is the vertical location, or the distance the point is from 0 in the direction of the y-axis.

(x, y)

x-coordinate — *y*-coordinate

The x-axis and the y-axis intersect at the point (0, 0), called the **origin**.

Unlock the Problem

Real World

Write the ordered pairs for the locations of the arena and the aquarium.

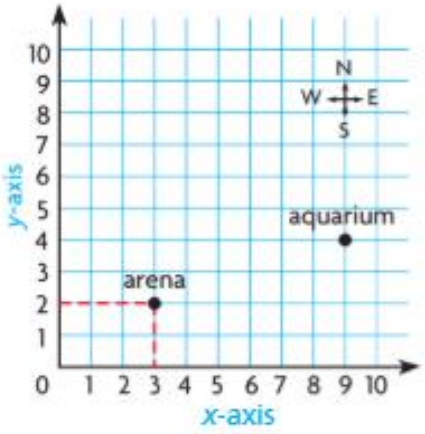
Locate the point for which you want to write an ordered pair.

Look below at the *x*-axis to identify the point's horizontal distance from 0, which is its *x*-coordinate.

Look to the left at the *y*-axis to identify the point's vertical distance from 0, which is its *y*-coordinate.

So, the ordered pair for the arena is (3, 2) and the ordered pair for the aquarium

is (_____, _____).



- Describe the path you would take to get from the origin to the aquarium, using horizontal, then vertical movements.

_____

_____

Math Talk MATHEMATICAL PRACTICES 4

Use Graphs Use the *x*- and *y*-coordinates to describe the distance of the point (3, 2) from the *x*- and *y*-axes.

Example 1 Use the graph.

A point on a coordinate grid can be labeled with an ordered pair, a letter, or both.

A **Plot the point (5, 7) and label it *J*.**

From the origin, move right 5 units and then up 7 units.

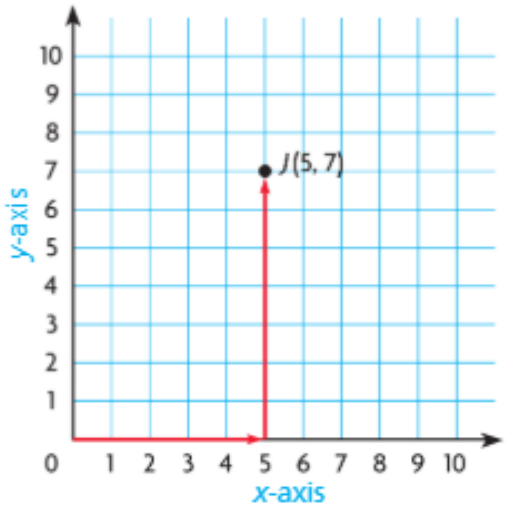
Plot and label the point.

B **Plot the point (8, 0) and label it *S*.**

From the origin, move right _____ units and

then up _____ units.

Plot and label the point.

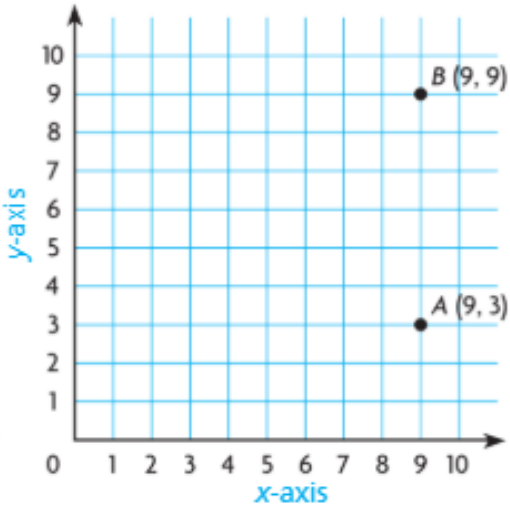


Example 2 Find the distance between two points.

You can find the distance between two points when the points are along the same horizontal or vertical line.

- Draw a line segment to connect point *A* and point *B*.
- Count vertical units between the two points.

There are _____ units between points *A* and *B*.



1. Points *A* and *B* form a vertical line segment and have the same *x*-coordinates. How can you use subtraction to find the distance between the points?

2. Graph the points (3, 2) and (5, 2). Explain how you can use subtraction to find the horizontal distance between these two points.

Name _____

Share and Show

MATH BOARD

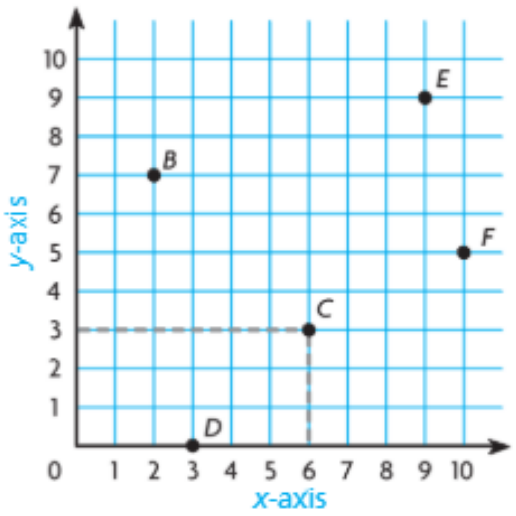
Use Coordinate Grid A to write an ordered pair for the given point.

1. C _____
2. D _____
3. E _____
4. F _____

Plot and label the points on Coordinate Grid A.

5. $M(0, 9)$
6. $H(8, 6)$
7. $K(10, 4)$
8. $T(4, 5)$
9. $W(5, 10)$
10. $R(1, 3)$

Coordinate Grid A



On Your Own

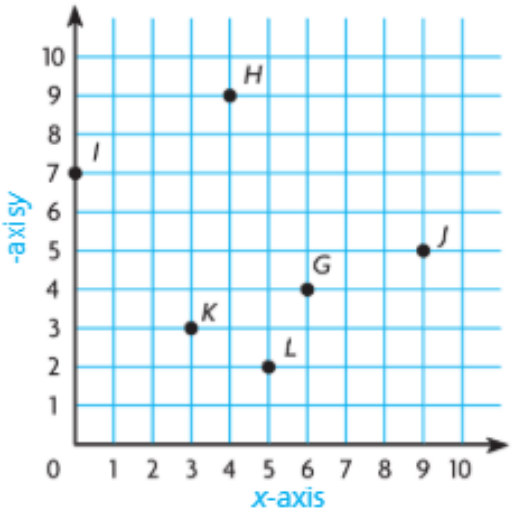
Use Coordinate Grid B to write an ordered pair for the given point.

11. G _____
12. H _____
13. I _____
14. J _____
15. K _____
16. L _____

Plot and label the points on Coordinate Grid B.

17. $W(8, 2)$
18. $E(0, 4)$
19. $X(2, 9)$
20. $B(3, 4)$
21. $R(4, 0)$
22. $F(7, 6)$
23. $T(5, 7)$
24. $A(7, 1)$

Coordinate Grid B



25. WRITE Math Explain how to find the distance between point F and point A.

_____

_____

Name _____

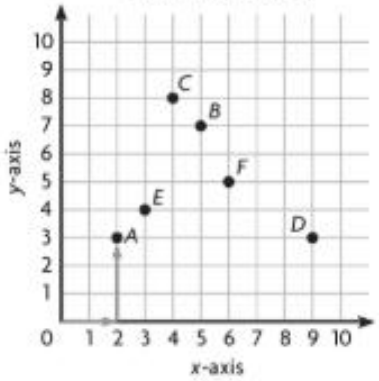
Ordered Pairs

Common Core **COMMON CORE STANDARD—5.G.A.1**
Graph points on the coordinate plane to solve real-world and mathematical problems.

Use Coordinate Grid A to write an ordered pair for the given point.

1. A (2, 3)
2. B
3. C
4. D
5. E
6. F

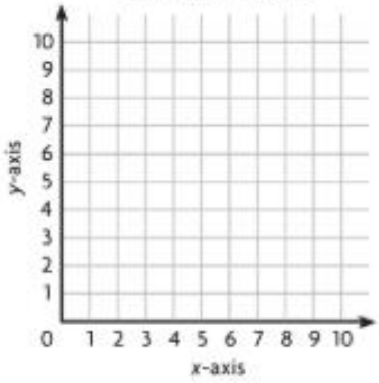
Coordinate Grid A



Plot and label the points on Coordinate Grid B.

7. $N(7, 3)$
8. $R(0, 4)$
9. $O(8, 7)$
10. $M(2, 1)$
11. $P(5, 6)$
12. $Q(1, 5)$

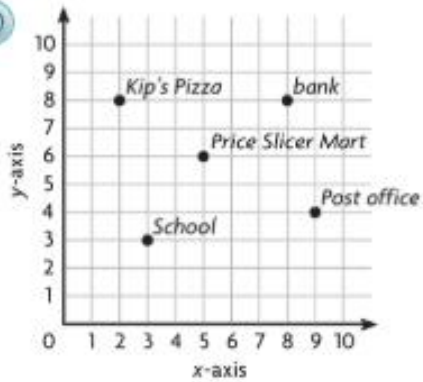
Coordinate Grid B



Problem Solving Real World

Use the map for 13–14.

Port Charlotte



13. Which building is located at (5, 6)?

_____

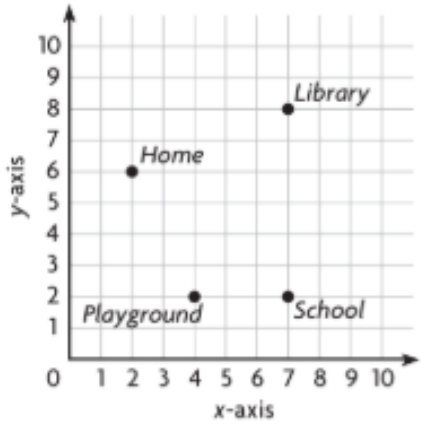
14. What is the distance between Kip's Pizza and the bank?

_____

15. WRITE Math What is a situation in which you might locate points on a coordinate grid?

_____

Lesson Check (5.G.A.1)



1. What ordered pair describes the location of the playground?

2. What is the distance between the school and the library?

Spiral Review (5.NBT.A.1, 5.NBT.B.5, 5.NBT.B.6)

3. What is the value of the underlined digit?

   45,769,331

4. Andrew charges $18 for each lawn he mows. Suppose he mows 17 lawns per month. How much money will Andrew make per month?

5. Harlow can bicycle at a rate of 18 miles per hour. How many hours would it take him to bicycle a stretch of road that is 450 miles long?

6. Molly uses 192 beads to make a bracelet and a necklace. It takes 5 times as many beads to make a necklace as it does to make a bracelet. How many beads are used to make the necklace?

FOR MORE PRACTICE GO TO THE Personal Math Trainer

Name _____

Graph Data

Essential Question How can you use a coordinate grid to display data collected in an experiment?

Common Core Geometry—5.G.A.2

MATHEMATICAL PRACTICES MP3, MP4, MP8

Investigate

Hands On

Materials ■ paper cup ■ water ■ Fahrenheit thermometer ■ ice cubes ■ stopwatch

When data is collected, it can be organized in a table.

A. Fill the paper cup more than halfway with room-temperature water.

B. Place the Fahrenheit thermometer in the water and find its beginning temperature before adding any ice. Record this temperature in the table at 0 seconds.

C. Place three cubes of ice in the water and start the stopwatch. Find the temperature every 10 seconds for 60 seconds. Record the temperatures in the table.

Water Temperature

Time (in seconds)	Temperature (in °F)
0	
10	
20	
30	
40	
50	
60	

Draw Conclusions

1. Explain why you would record the beginning temperature at 0 seconds.

2. Describe what happens to the temperature of the water in 60 seconds, during the experiment.

3. MATHEMATICAL PRACTICE 8 **Draw Conclusions** Analyze your observations of the temperature of the water during the 60 seconds, and explain what you think would happen to the temperature if the experiment continued for 60 seconds longer.

Make Connections

Hands On

You can use a coordinate grid to graph and analyze the data you collected in the experiment.

STEP 1 Write the related pairs of data as ordered pairs.

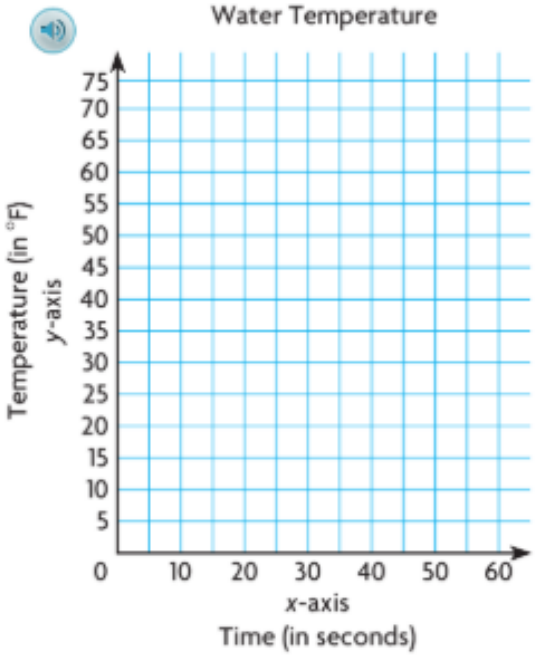
(0, _____) (20, _____) (40, _____)

(10, _____) (30, _____) (50, _____)

(60, _____)

STEP 2 Construct a coordinate grid and write a title for it. Label each axis.

STEP 3 Plot a point for each ordered pair.



Math Talk

MATHEMATICAL PRACTICES 4

Use Graphs What is the ordered pair that you recorded for the data at 10 seconds? Explain what each coordinate represents.

Name _____

Share and Show MATH BOARD

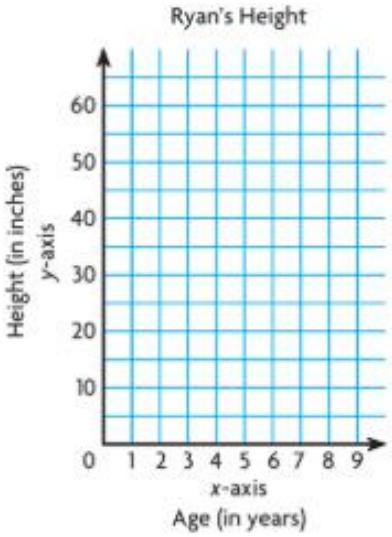
For items 1–3, graph the data on the coordinate grid.

1. Write the ordered pairs for each point.

Ryan's Height					
Age (in years)	1	2	3	4	5
Height (in inches)	30	35	38	41	44

2. What does the ordered pair (3, 38) tell you about Ryan's age and height?

3. Why would the point (6, 42) be nonsense?

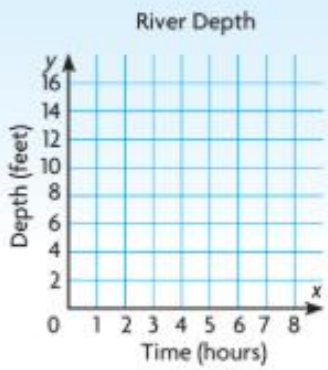


Problem Solving • Applications

4. THINK SMARTER The table shows the depth of the Dakota River at differentt times during a rainstorm.

Graph the ordered pairs from the tiles on the coordinate grid.

Dakota River					
Time (hours)	1	2	3	4	5
Depth (feet)	7	8	10	12	15



(1, 7)

(2, 8)

(3, 10)

(4, 12)

(5, 15)

Name _____

Graph Data

COMMON CORE STANDARD—5.G.A.2
Graph points on the coordinate plane to solve real-world and mathematical problems.

Graph the data on the coordinate grid.

1.

Outdoor Temperature					
Hour	1	3	5	7	9
Temperature (°F)	61	65	71	75	77

a. Write the ordered pairs for each point.

_____

_____

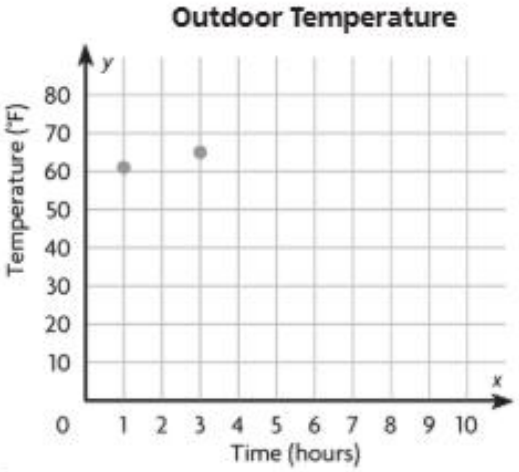
b. How would the ordered pairs be different if the outdoor temperature were recorded every hour for 4 consecutive hours?

_____

_____

_____

_____



Problem Solving Real World

2.

Windows Repaired					
Day	1	2	3	4	5
Total Number Repaired	14	30	45	63	79

a. Write the ordered pairs for each point.

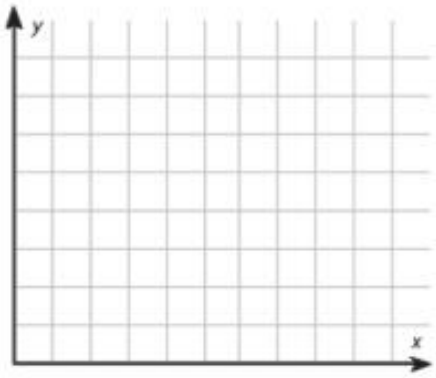
_____

_____

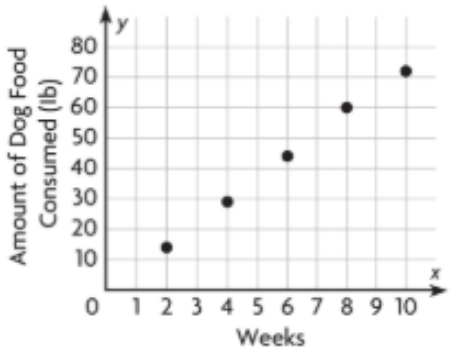
b. What does the ordered pair (2, 30) tell you about the number of windows repaired?

_____

_____



Lesson Check (5.G.A.2)



1. About how many weeks did it take for the dog to consume 45 pounds of food?

2. By the end of Week 8, how much food had the dog consumed?

Spiral Review (5.OA.A.2, 5.NBT.B.6, 5.NF.A.2)

3. A restaurant chain ordered 3,940 pounds of rice in 20-pound bags. About how many 20-pound bags of rice did the chain order?

4. The population of Linton is 12 times as great as the population of Ellmore. The combined population of both towns is 9,646 people. What is the population of Linton?

5. Timothy needs $\frac{1}{2}$ cup of bread crumbs for a casserole and $\frac{1}{3}$ cup of bread crumbs for the topping. How many cups of bread crumbs does Timothy need?

6. Jessie bought 3 T-shirts for $6 each and 4 T-shirts for $5 each. What expression can you use to describe what Jessie bought?

Volume of Composite Figures

Slide 1

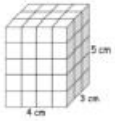
What You Will Learn

You will learn about volume of composite figures. This lesson will focus on solid figures composed of 2 or more non-overlapping rectangular prisms.

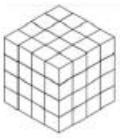
Slide 2

KEY WORDS

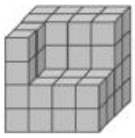
rectangular prism - solid figure with 6 faces, 8 vertices and 12 edges that are perpendicular to one another.

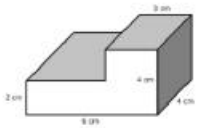


cube - solid figure with 6 square faces, 8 vertices and 12 edges.



composite figure - geometric figure made up of two or more 3D geometric figures. This lesson will focus on solid figures composed of 2 or more rectangular prisms and/or cubes.





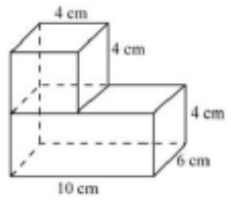
volume - refers to the size or amount of space a 3D object occupies or the amount a container will hold (capacity).

Slide 3

Dialog Completion

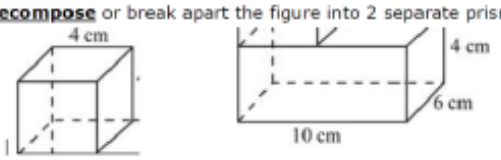
3 of 9

VOLUME of a COMPOSITE FIGURE



STEPS for FINDING VOLUME of a COMPOSITE FIGURE

1. **Decompose** or break apart the figure into 2 separate prisms.



2. Find the **partial volume** of each prism. The dimensions of the **first prism** are 4 cm x 6 cm x 4 cm; the first prism has a volume of 96 cm^3. The dimensions of the **second prism** are 10 cm x 6 cm x 4 cm; the second prism has a volume of 240 cm^3.

3. Find the **total volume** by adding the 2 volumes together; this is known as **additive volume**.
96 cm^3 + 240 cm^3 = 336 cm^3

4. The **expression** used to find the total volume is (4 x 6 x 4) + (10 x 6 x 4).

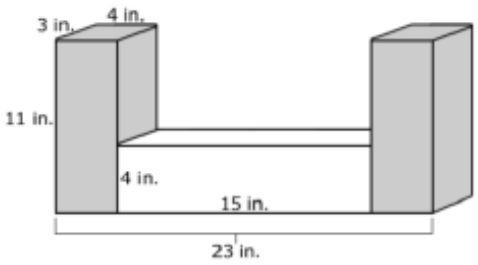
5. The **total volume** of this composite figure is 336 cm^3 or 336 cubic centimeters.

Slide 4

Dialog Completion

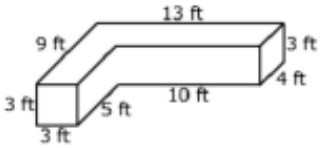
4 of 9

What is the total volume of the two-toned figure below?



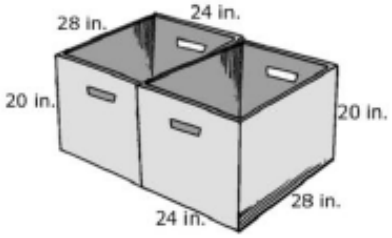
- A. 444 cubic inches
- B. 492 cubic inches
- C. 540 cubic inches
- D. 759 cubic inches

Which two expressions will find the total volume of the figure below?



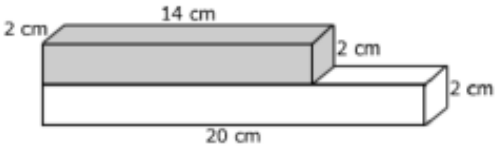
- A. $(3 \times 4 \times 10) + (9 \times 3 \times 3)$
- B. $(3 \times 3 \times 13) + (9 \times 3 \times 4)$
- C. $(5 \times 3 \times 5) + (3 \times 8 \times 9)$
- D. $(9 \times 5 \times 3) + (3 \times 10 \times 3)$
- E. $(9 \times 9 \times 3) + (3 \times 4 \times 4)$
- F. $(13 \times 4 \times 3) + (3 \times 5 \times 3)$

Lionel found two same-sized file boxes. Which expression will help him find the total volume of storage for both file boxes?



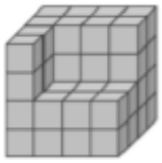
- A. $(28 + 24 + 20) \times (28 + 24 + 20)$
- B. $(28 + 24 + 20) + (28 + 24 + 20)$
- C. $(28 \times 24 \times 20) \times (28 \times 24 \times 20)$
- D. $(28 \times 24 \times 20) + (28 \times 24 \times 20)$

What is the total volume of the two-toned figure below?



- A. 68 cubic centimeters
- B. 112 cubic centimeters
- C. 136 cubic centimeters
- D. 160 cubic centimeters

Find the total volume of the solid



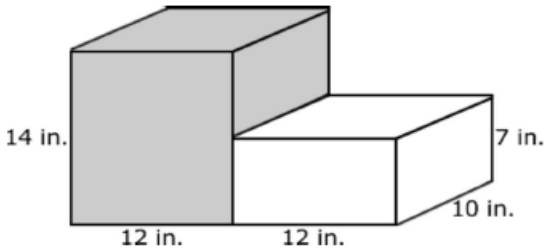
A. 36 cubic units
B. 44 cubic units
C. 52 cubic units
D. 64 cubic units

What You Learned

You learned how to find the volume of composite figures made up of rectangular prisms.

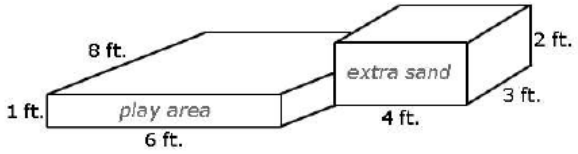
1

What is the total volume of the two-toned figure below?



- A. 3,360 cubic inches
- B. 2,520 cubic inches
- C. 2,352 cubic inches
- D. 2,016 cubic inches

Eric and his mom built a sandbox for his little brother Julian. He built a large area for Julian to play in and a smaller box to keep extra sand in.



2

This question has two parts. First, answer Part 1. Then, answer Part 2.

Part 1

from "Eric's Sandbox"

What is the total volume of both parts of the sandbox in cubic feet?

- A. 24
- B. 48
- C. 72
- D. 96

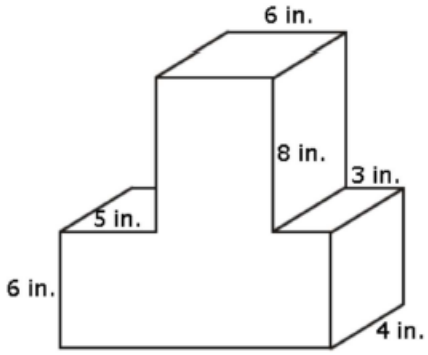
Part 2

from "Eric's Sandbox"

Eric's friend Eli built a sandbox like Julian's. Eli built the play area the same size as Julian's, but he made the box for extra sand half as high. What is the total volume of both parts of Eli's sandbox in cubic feet?

3

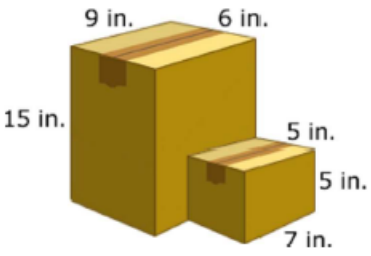
Which two expressions will find the total volume of the figure below?



- A. $(6 + 5 + 4) \times (8 + 6 + 4)$
- B. $(6 \times 5 \times 4) + (8 \times 6 \times 3)$
- C. $(6 \times 5 \times 4) + (8 \times 6 \times 4)$
- D. $(14 \times 6 \times 4) + (8 \times 6 \times 4)$
- E. $(14 \times 6 \times 4) + (3 \times 5 \times 6) + (3 \times 4 \times 6)$
- F. $(14 \times 6 \times 4) + (4 \times 5 \times 6) + (3 \times 4 \times 6)$

4

Nicole is packing two different-sized boxes with small figurines. Which expression will help her find the total volume of storage for both boxes?



- A. $(9 \times 6 \times 15) + (5 \times 5 \times 7)$
- B. $(9 \times 6 \times 15) + (5 \times 7 \times 15)$
- C. $(15 \times 7 \times 5) + (9 \times 6 \times 5)$
- D. $(15 + 5) \times (9 + 7) \times (6 + 5)$