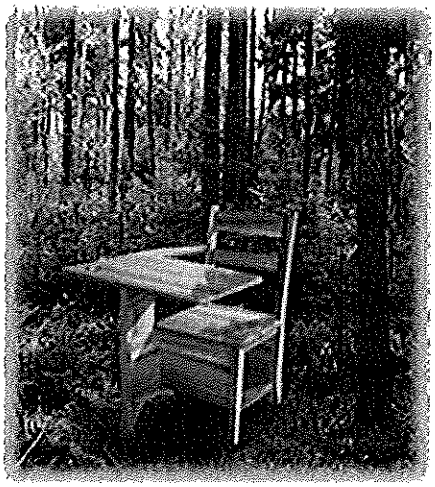
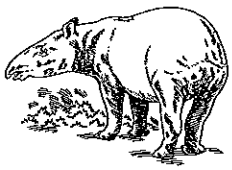
Grade 5

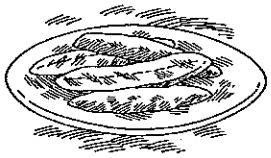
Summer Activities



Prediction

Belize





September 27, 2005

Dear Friend,

While we were in Belize, we went to the Belize City Zoo and it was awesome! It almost felt like you were right in the wildlife with all the animals. My favorite animal that we saw was the tapir. The tapir is the national animal of Belize. A tapir is a hoofed mammal, and it looks a little bit like a mix between a rhinoceros and a hog. It's sort of hard to describe, so you'll just have to look it up and find a picture for yourself.

When we got back to San Ignacio, my dad gave me money to buy an ice cream at the ice cream stand. They had all different kinds of flavors—chocolate chip, coconut, strawberry, and many more. The flavor that sounded interesting to me, though, was corn, so I decided to try it. Guess what it was? Yep, ice cream with corn in it — and I liked it!

We spent the rest of the day in San Ignacio. San Ignacio is a nice town. Most of the streets are dirt, and most of the houses are made of concrete blocks. A lot of the houses do not have hot water faucets, so you have to get used to cold showers. It was really tough at first, but sometimes after a hot day it feels okay. We walked most of the places we went, but when it was too far to walk we took the bus or got a ride from our friend who has a car. It's kind of nice to just enjoy the outdoors and some good company as you walk downtown or to the corner store.

There's one last thing that I want to tell you about in this letter: plantain. Plantain is a lot like bananas. There are quite a few plantain trees in San Ignacio. Our friends like to fix long, thin slices of fried plantain. We like it, too!

Well, it appears that I am almost out of paper, so I will close. I hope that you are getting very interested in Belize! Remember to go look up a picture of a tapir!

Sincerely,

Julia

Prediction

Belize (cont.)

Directions: Carefully read "Belize" and then complete the prediction chart below with your predictions about what Julia's next letter will contain. Write your predictions on the left side of the chart. On the right side of the chart, write what caused you to think of those predictions.

Predictions About What Julia Will Write in Her Next Letter	Reasons Why I Made the Predictions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Main Idea

Directions: Read "The Store Manager" below. Then complete the graphic organizer on page 53 with the main idea and supporting details. Write the main idea in the middle oval and the supporting details in the surrounding ovals.

The Store Manager

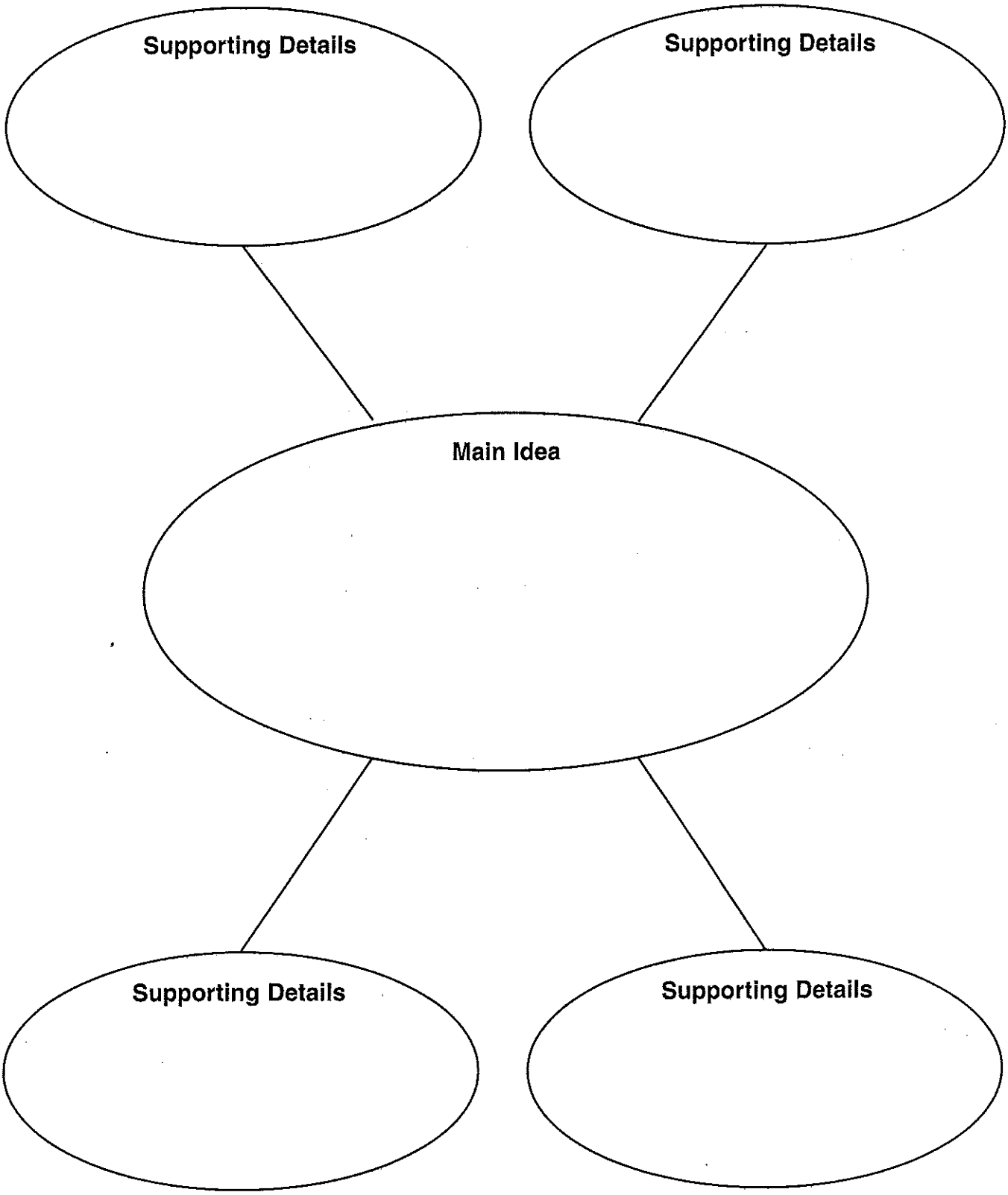
Mr. Humphreys is an excellent store manager because he has had many experiences of working at stores. When Mr. Humphreys was a young boy, he helped his Uncle Ben by sweeping the floor of his small shoe store. Uncle Ben was the store manager, and he would spend hours telling Mr. Humphreys stories about how to be a successful store manager. Mr. Humphreys was always intrigued by his uncle's stories and decided that he wanted to become a store manager himself one day.

When Mr. Humphreys became a teenager, he began working as a stock boy at the local grocery store. He often worked long hours on weekends, and he learned a lot about how stores are run. He would talk with all of the workers at the grocery store to learn exactly what they had to do as a part of their jobs.

After graduating from school, Mr. Humphreys began working as a clerk at a large department store downtown. Mr. Humphreys was always trying to become just a little bit better at what he did. His boss noticed how hard Mr. Humphreys was working and promoted him to an assistant manager position. Mr. Humphreys was very excited, and he began to work even harder. Several years later, the store needed a new full-time store manager. Mr. Humphreys nervously applied for the position, and he was immediately promoted. Mr. Humphreys was very happy that he had finally fulfilled his dream of becoming a store manager.

Main Idea (cont.)

The Store Manager (cont.)



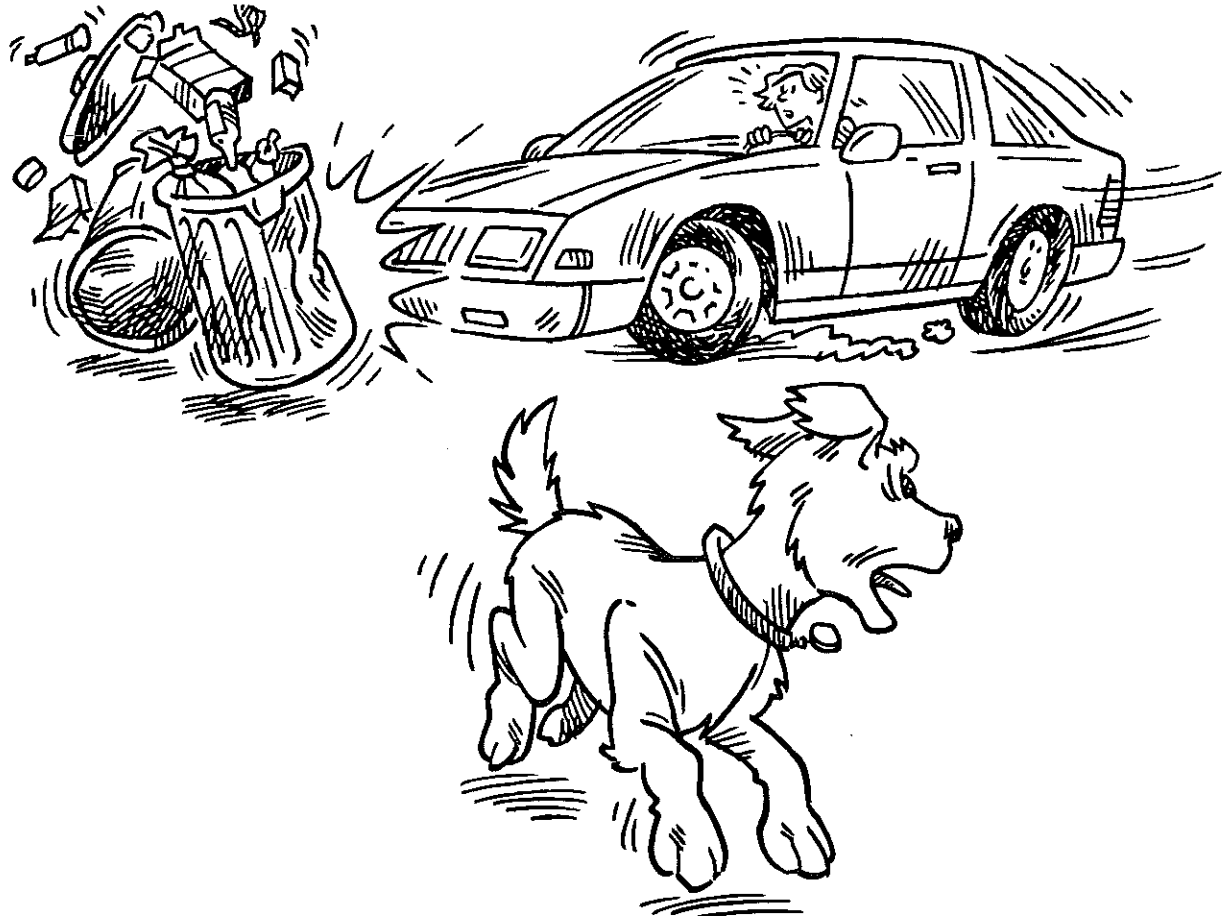
Cause and Effect

Directions: Read "The Crash" carefully. Follow the directions for each question on page 55 and answer the questions in complete sentences.

The Crash

It was a bright and sunny day when Jessica got into the car. She rolled down the window and turned up the radio. Jessica could not believe that her father was finally letting her drive his car. Jessica had gotten her driver's license a month ago, but her dad was very protective of his car and refused to let her drive it anywhere. Today, however, her father was in an especially happy mood and agreed that she could use his car for the afternoon. Now Jessica was happily headed for her best friend Jacquie's house.

As Jessica pulled out of the driveway, her favorite song came on, and so she turned up the volume of the radio. Just as she pulled onto the road, a dog ran out in the middle of the street. Jessica swerved to miss the dog and ended up running into the neighbors' trash cans. Oh, no! Jessica thought. Now Dad will never let me drive his car!



Cause and Effect

The Crash (cont.)

Directions: Read "The Crash" carefully. Follow the directions for each question and answer the questions in complete sentences.

1. Underline the sentence in "The Crash" that says Jessica's father agreed to let her use his car for the afternoon. Answer the question below:

   What caused Jessica's father to let her drive his car for the afternoon?

   _____

   _____

   _____

2. Underline the sentence in "The Crash" that says Jessica turned up the volume to her radio. Answer the question below:

   What caused Jessica to turn up the volume of her radio? _____

   _____

   _____

3. Underline the sentence in "The Crash" that says Jessica swerved the car and then answer the question below:

   What caused Jessica to swerve? _____

   _____

   _____

4. Underline the part of the story where Jessica thinks that her father will never let her drive his car again. Answer the question below:

   What caused Jessica to think that her father would never let her drive his car again?

   _____

   _____

   _____

5. What caused Jessica to crash? _____

   _____

   _____

6. What are some of the possible effects of Jessica crashing into the neighbors' trash cans?

   _____

   _____

   _____

Using One-Digit Multipliers with Two- and Three-Digit Multiplicands

Step by Step

1. Multiply 5 (ones) times 3 (ones) to equal 15 (1 ten and 5 ones).
2. Write the 5 below the line (in the ones place) and regroup by carrying 1 (ten) above the tens column.
3. Multiply 5 times 9 (tens) to equal 45 (tens).
4. Add the 1 (ten) that was carried over from the ones column to the 45 (tens). Write the 6 below the line (in the tens place) and regroup by carrying the 4 (hundreds) above the hundreds column.
5. Multiply 5 times 1 (hundred) to equal 5 (hundreds).
6. Add the regrouped 4 (hundreds) to the 5 (hundreds) to equal 9 hundreds.
7. The answer is 965.

	hundreds	tens	ones
	4	1	
	1	9	3
x			5
	9	6	5

Directions: Use the example above as a guide to solving the following problems.

1. 42 x 4	**2.** 51 x 7	**3.** 44 x 2	**4.** 12 x 4	**5.** 48 x 8
6. 63 x 9	**7.** 48 x 7	**8.** 35 x 5	**9.** 65 x 8	**10.** 34 x 6
11. 98 x 4	**12.** 76 x 7	**13.** 133 x 2	**14.** 233 x 3	**15.** 623 x 3

Using Two-Digit Multipliers with Two-Digit Multiplicands

Directions: Use the information on page 86 to help you do these problems. The first problem has been started for you.

1. 31
x 33
93
+ 930

2. 24
x 21

3. 53
x 32

4. 12
x 14

5. 53
x 23

6. 63
x 31

7. 23
x 42

8. 41
x 23

9. 75
x 44

10. 45
x 29

11. 85
x 33

12. 99
x 27

13. 74
x 34

14. 27
x 65

15. 56
x 86

16. 56
x 37

17. 94
x 26

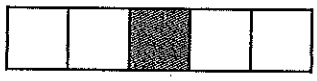
18. 87
x 37

19. 66
x 87

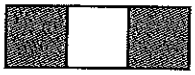
20. 49
x 52

Fractions: Numerators and Denominators

A **fraction** is a number that names part of a whole thing. The **numerator** is the number on the top and tells how many parts are being referred to. The **denominator** is the bottom number and shows how many equal parts there are in all. Write what fraction of each shape is shaded. The first one is done for you.

1. 

$\frac{1}{5}$

2. 

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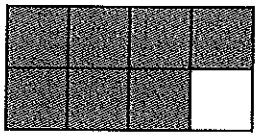
3. 

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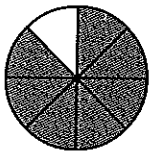
4. 

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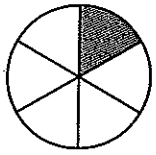
5. 

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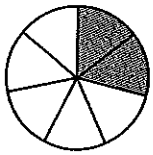
6. 

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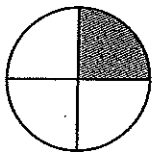
7. 

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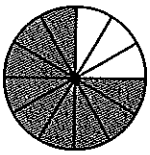
8. 

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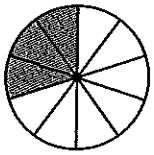
9. 

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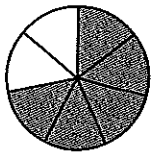
10. 

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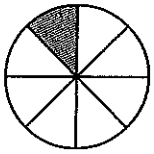
11. 

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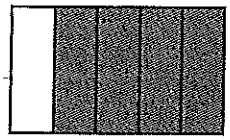
12. 

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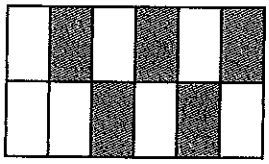
13. 

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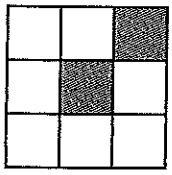
14. 

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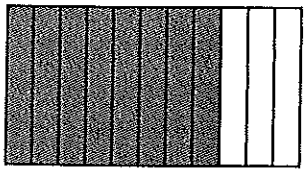
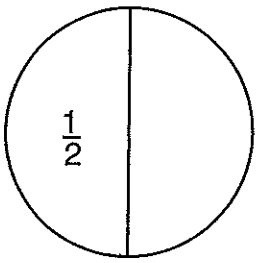
15. 

$\frac{\quad}{\quad}$

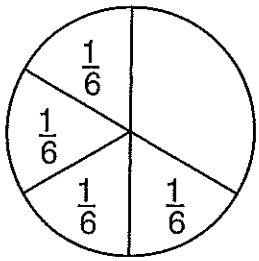
Circle Fractions

Directions: Write the fraction for the unmarked section in each circle below. Reduce each fraction to its simplest form.

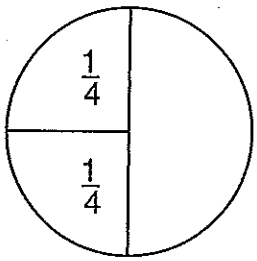
1.



2.



3.



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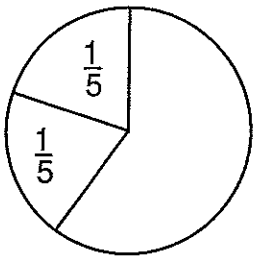

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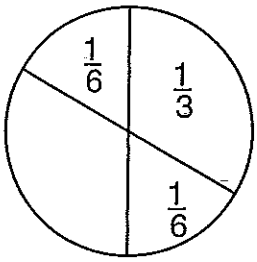

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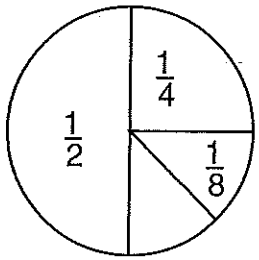

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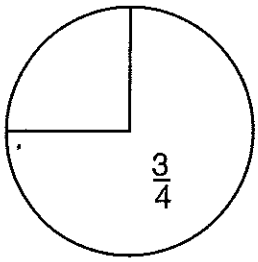

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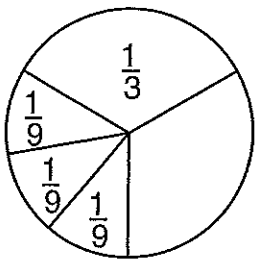

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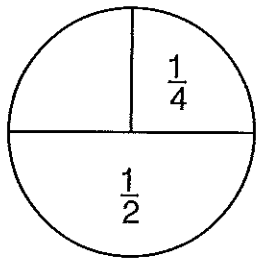

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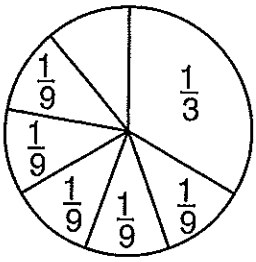

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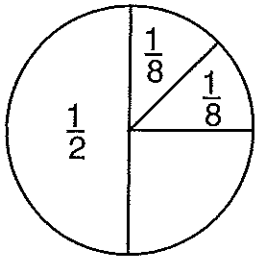

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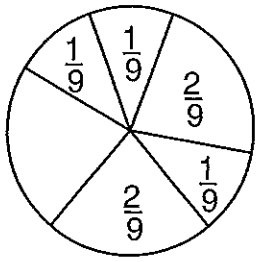

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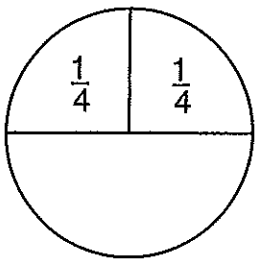

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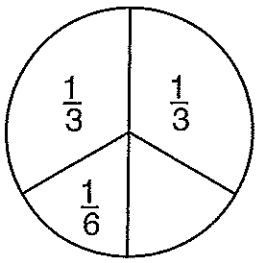
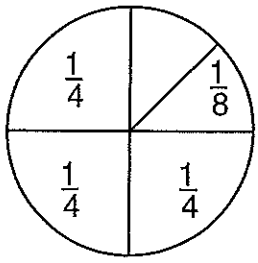
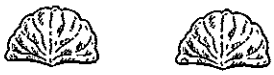


15.

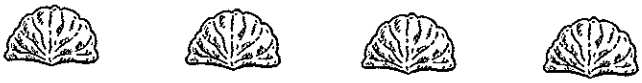


Solving Money Problems with Decimals

Directions: Figure out the shell game. Guess which coins are under the shells. There is only one coin under each shell. The coin can be a penny, nickel, dime, or quarter. The first one has been done for you as an example.

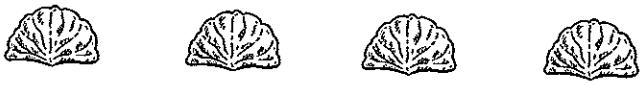


1. 25¢ 1¢ = $.26



2. _____ _____ _____ _____ = $.22

3. _____ _____ _____ = $.35



4. _____ _____ _____ _____ = $.31

5. _____ _____ _____ _____ _____ _____ = $.51

6. _____ _____ _____ _____ _____ = $.85

Directions: Add.

7.
$435.00
+ $921.00
_____

8.
$8.21
+ $6.30
_____

9.
$25,941.00
+ $6,037.00
_____

10.
$9.75
+ $32.94
_____

11.
$421.00
+ $6,382.00
_____

12.
$6,931.00
+ $7,482.00
_____

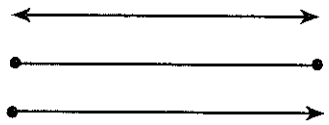
13.
$74.30
$8.65
$2.50
_____

14.
$84.52
$7.34
_____

15.
$625.00
$8,401.00
+ $73.00
_____

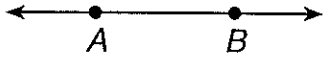
All About Lines

- A **line** goes on endlessly in both directions.
- A **line segment** is part of a line.
- A **ray** goes on endlessly in one direction.



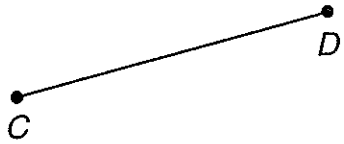
Directions: Identify each line.

1.



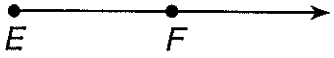
line line segment ray

2.



line line segment ray

3.



line line segment ray

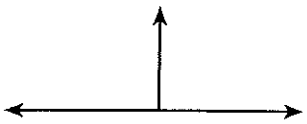
4.

line line segment ray

- **Parallel** lines run side by side.
- **Intersecting lines** cross each other at some point.
- **Perpendicular lines** meet and form a right angle.

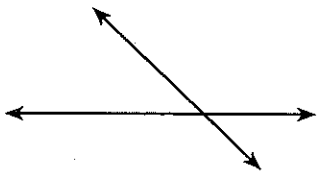
Directions: Describe each pair of lines.

5.



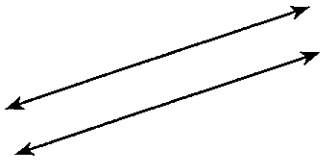
parallel intersecting perpendicular

6.



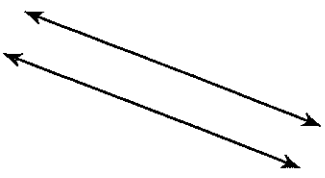
parallel intersecting perpendicular

7.



parallel intersecting perpendicular

8.

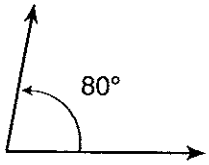


parallel intersecting perpendicular

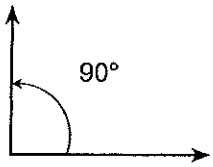
Identifying Angles

Reminders

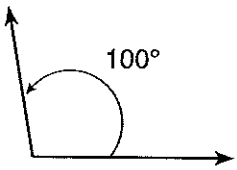
- An acute angle measures less than 90°.
- An obtuse angle measures more than 90° and less than 180°.
- A right angle measures exactly 90°.
- A straight angle measures exactly 180°.



Acute



Right

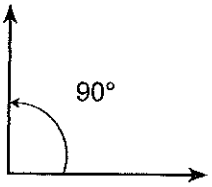


Obtuse

Straight

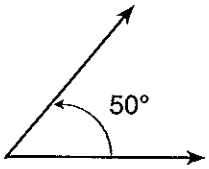
Directions: Label each of these angles as acute, right, obtuse, or straight angles.

1.



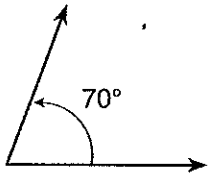
_____

2.



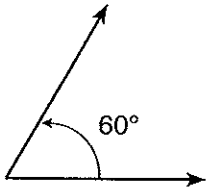
_____

3.



_____

4.



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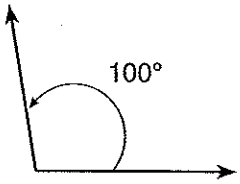
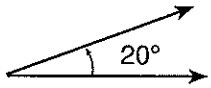
5.



_____

6.



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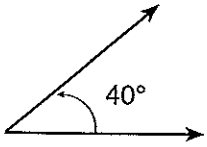
7.

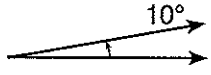


_____

8.

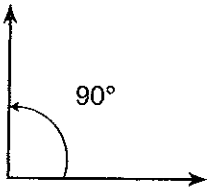
_____

9.



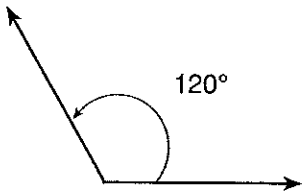
_____

10.



_____

11.



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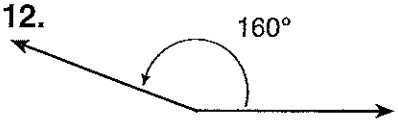
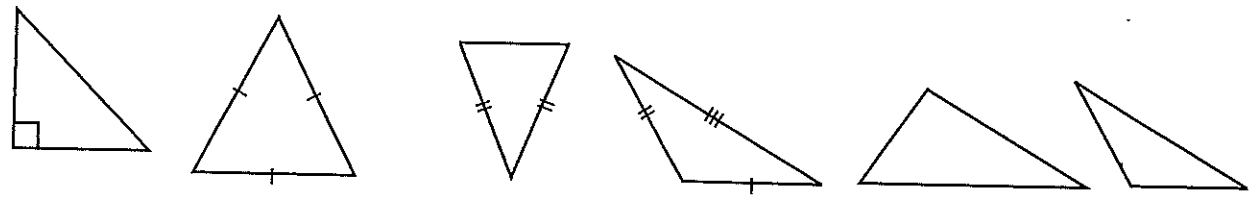
12.



_____

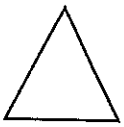
Identifying Triangles

- A right triangle has one 90° angle.
- An equilateral triangle has three equal sides and three equal angles of 60° each.
- An isosceles triangle has two equal sides and two equal angles.
- A scalene triangle has no equal sides and no equal angles.
- An isosceles right triangle has one 90° angle and two 45° angles. The sides adjacent (next to) the right angle are equal.
- An acute triangle has all three angles less than 90°.
- An obtuse triangle has one angle greater than 90°.
- Triangles can have more than one name.

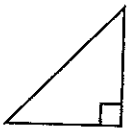


Right **Equilateral** **Isosceles** **Scalene** **Acute** **Obtuse**

Directions: Identify each triangle. If the triangle has more than one name, use both names.

1. 

_____

2. 

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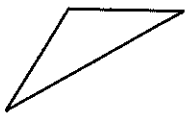
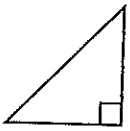
3. 

_____

4. 

_____

5. 

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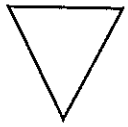
6. 

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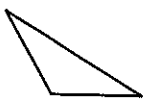
7. 

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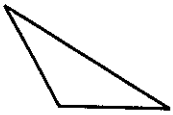
8. 

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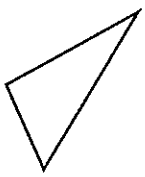
9. 

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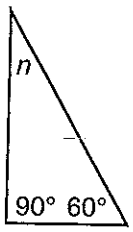
Computing the Interior Angles of a Triangle

- The sum of the interior angles of every triangle is 180°.
- If you know two of the angles of a triangle, you can find the third angle by adding the two angles you know and subtracting the sum from 180°.

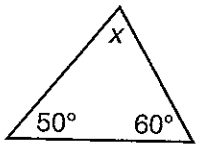
Directions: Compute the number of degrees in each unmarked angle.

1.



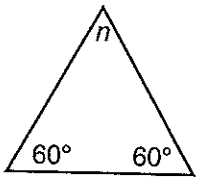
$n° =$ _____

2.



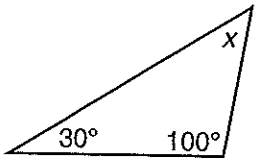
$x° =$ _____

3.



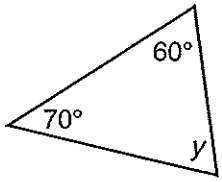
$n° =$ _____

4.



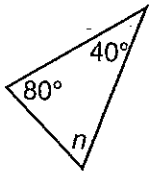
$x° =$ _____

5.



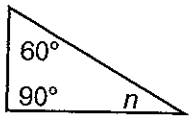
$y° =$ _____

6.



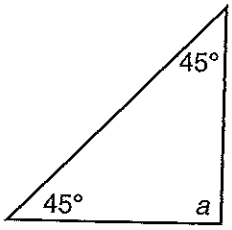
$n° =$ _____

7.



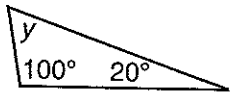
$n° =$ _____

8.



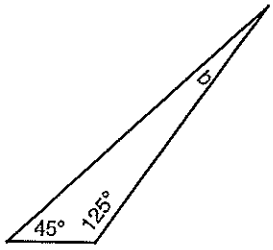
$a° =$ _____

9.



$y° =$ _____

10.

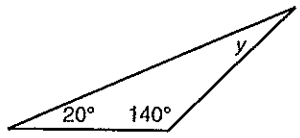


$b° =$ _____

11.

$n =$ _____

12.

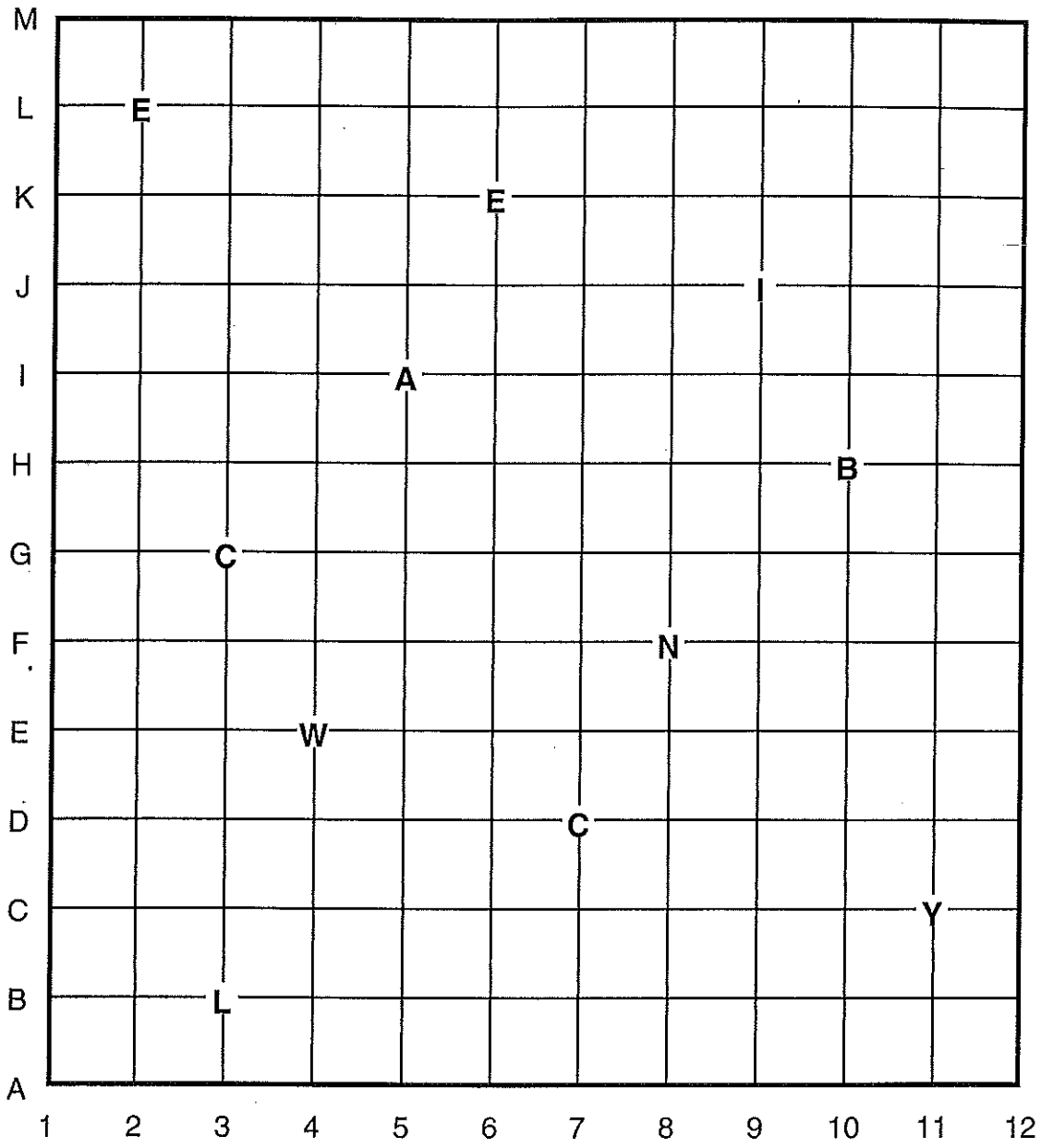


$y° =$ _____

Locating Points on a Graph

Jim earned a terrific prize for winning first place in the community talent show. The prize he won is spelled out in this graph.

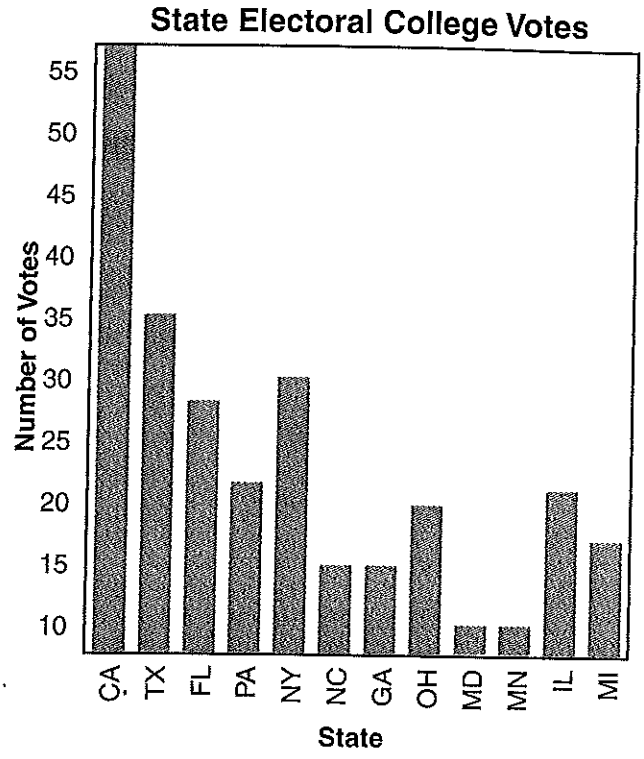
Directions: Find the points on the graph that are identified below. Can you discover what Jim won? Each point you find will give you a letter of the hidden prize.



5,I 8,F 2,L 4,E 10,H 9,J 3,G 11,C 7,D 3,B 6,K

Bar Graphs

Directions: This bar graph illustrates the votes some states had in the Electoral College in the year 2004. The Electoral College casts 538 votes to determine the next President of the United States. A majority of 270 votes is needed to win. Study the graph and answer these questions.

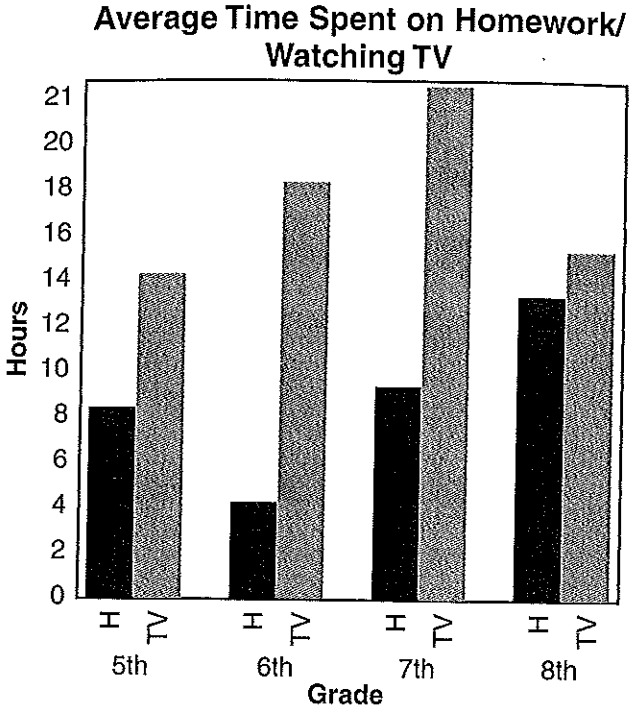


1. Which state has the most votes in the Electoral College? _____
2. Which two states have exactly 10 votes in the Electoral College? _____
3. Which two states have 21 votes in the Electoral College? _____
4. Which state has 17 votes in the Electoral College? _____
5. How many votes does North Carolina have?

   _____
6. How many votes does Ohio have?

   _____
7. Which state has 10 more votes than Illinois? _____

Directions: This double bar graph illustrates the results of a student questionnaire about the average amount of time spent weekly on homework and watching television. Study the graph and answer these questions.



8. Which grade averaged 8 hours a week of homework and 14 hours of television watching? _____
9. Which grade watched the most television? _____
10. Which grade did the most homework in one week? _____
11. Which grade did only 4 hours of homework?

    _____
12. Which grade spent almost as much time on homework as on watching television?

    _____
13. Which grade spent 14 more hours watching television than they did on homework?

    _____
14. Which grade spent 21 hours a week watching television? _____

Tables and Charts

Directions: The following frequency table records the responses of fifth graders when asked to name their favorite table game. Study the table and answer the questions below.

Game	Tally	Frequency
Checkers	𝍸 𝍸 ///	13
Chess	𝍸 //	7
Twenty-One	////	4
War	𝍸 ////	9
Hearts	//	2
Old Maid	/	1
Chinese Checkers	///	3
Solitaire	////	4
None	𝍸 /	6

1. Which was the most favorite table game? _____
2. Which was the least favorite table game? _____
3. How many 5th graders liked no table game? _____
4. How many more 5th graders preferred Chess to Old Maid? _____
5. How many more students liked Checkers better than Chess? _____
6. Which two card games were preferred by 4 students? _____
7. How many students participated in the survey? _____
8. What is the total number of students that preferred the board games: Chess, Checkers, and Chinese Checkers? _____

Directions: This chart lists the wingspan (from the tip of one wing to the tip of the other wing) of some birds. Study the chart and answer the questions below.

turkey vulture	**72 inches**	**golden eagle**	**92 inches**
black vulture	**60 inches**	**bald eagle**	**96 inches**
red-tailed hawk	**54 inches**	**red-shouldered hawk**	**48 inches**
sparrow hawk	**23 inches**		

9. What is the wingspan of the sparrow hawk? _____
10. What is the wingspan of the black vulture? _____
11. Which bird on the chart has the widest wingspan? _____
12. Which bird on the chart has the shortest wingspan? _____
13. What is the difference between the wingspans of the red-tailed hawk and the black vulture? _____

The Thirteen Colonies

The New England Colonies

Most settlers in the New England colonies did some farming, but the land was actually poor for growing crops. It was strewn with rocks and tree stumps, and the growing season was short. There were many fine harbors, however, and many colonists were involved in fishing, shipbuilding, and shipping goods to and from other colonies and England. There were many merchants, artisans, and skilled workers in these towns.

Most families lived near a village, shopped regularly, and attended weekly church services. Many of the citizens were Puritans or other dissenters from the official Church of England. The New England colonies included Massachusetts, Connecticut, Rhode Island, and New Hampshire.

The Middle Colonies

New York, Delaware, New Jersey, and Pennsylvania comprised the middle colonies. There were many English settlers but also people from Germany, Sweden, Scotland, the Netherlands, and other countries. These colonies were often more free about practicing unpopular religions and were open to Quakers, Catholics, Jews, and dissenters from established churches in Europe. Most people owned small farms, although some wealthy landowners had huge holdings, especially in New York and New Jersey. The most powerful Indian tribe was the Iroquois, a powerful confederation of tribes in New York.

The Southern Colonies

Agriculture dominated the economy of the southern colonies. Large plantations were established by successful landowners and used to grow cash crops, which were exported rather than sold to the local population. Tobacco, rice, wheat, and indigo (a blue dye) were the main cash crops. This kind of economy required a large supply of cheap labor. Although indentured servants were used in the early years of settlement, the importation of black slaves from Africa soon became the source of cheap labor. The southern colonies included Virginia, Maryland, Georgia, North Carolina, and South Carolina. Charleston, South Carolina, and Savannah, Georgia, were thriving ports where crops could be exported and supplies imported.

List each of the Colonies below.

New England Colonies

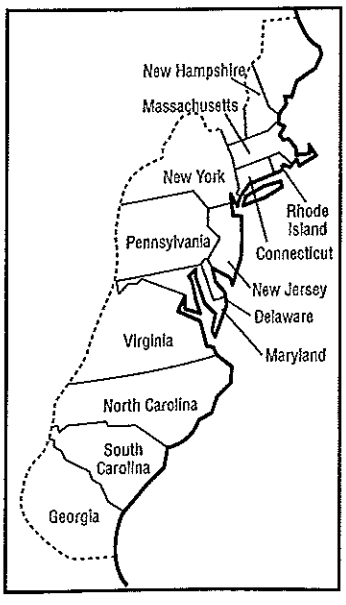
1. _____
2. _____
3. _____
4. _____

Middle Colonies

1. _____
2. _____
3. _____
4. _____

Southern Colonies

1. _____
2. _____
3. _____
4. _____
5. _____



The Declaration of Independence

The Second Continental Congress

As the American colonies became more and more incensed by British efforts to impose taxes and exercise authority over them, some colonists were beginning to believe that only a complete separation from Great Britain would be acceptable. The Second Continental Congress met in May 1775 with the Colonies in a state of crisis. The Intolerable Acts had inflamed American anger not only in Boston but also throughout all of the colonies. Armed men in all of the colonies organized into **militias** to prepare for the coming conflict. The Continental Congress attempted to ward off the impending conflict by sending a petition to King George III suggesting a peaceful solution, but he refused to even read it.

The Committee of Five

In June 1776, Richard Henry Lee of Virginia presented a resolution in the Congress seeking full independence from Great Britain. At the time only seven colonies voted to support it. Some colonies needed the approval of their legislatures, and others were undecided. On June 11, 1776, five members of Congress were appointed to draft a declaration of independence to be voted on by the full Congress. John Adams of Massachusetts and Roger Sherman of Connecticut represented the northern colonies. Benjamin Franklin of Pennsylvania and Robert Livingston of New York represented the middle colonies. Thomas Jefferson of Virginia represented the southern colonies.

Jefferson Chosen to Write the Document

The Committee of Five had several meetings and chose Thomas Jefferson to write the original draft. He was well known as a gifted writer and a strong supporter of independence. Adams was particularly blunt in his reasons for supporting Jefferson. He was a Virginian, and they needed southern support for the resolution. Jefferson was also popular and well liked, as opposed to Adams who characterized himself as "obnoxious, suspected, and unpopular." Thirdly, Adams said that Jefferson could write 10 times better than he could.

Jefferson spent about two-and-a-half weeks writing his draft, mostly in the evenings. He had other congressional sessions and committee meetings to attend during the day. Jefferson showed his final draft to the other committee members, in particular Franklin and Adams, who made a few suggestions and changes. The document was submitted to Congress on June 28, 1776. For two days the Congress discussed Jefferson's draft. About 80 changes were made in the text, sometimes changes in wording or punctuation and sometimes the deletion of entire paragraphs. Jefferson, a slaveholder himself, wanted to declare an end to slavery, but some southern representatives would not accept this.

The Signing

In late afternoon on July 4, the delegates were satisfied with the Declaration and ready to sign it. John Hancock signed the document as president of the Continental Congress, and that made it legal. He wrote in a very large script, he claimed, so that King George could read it without his spectacles. The document was quickly printed and proclaimed throughout the colonies. Later, 55 other members of Congress signed the document pledging their lives, their fortunes, and their sacred honor to secure their liberty.

The Declaration of Independence Quiz (cont.)

Comprehension Questions

Directions: Read page 176 about the Declaration of Independence. Answer the questions below by circling the correct answer.

1. **Who introduced a resolution in the Continental Congress calling for independence from Great Britain?**
   a. George Washington
   b. John Hancock
   c. Thomas Jefferson
   d. Richard Henry Lee

2. **Which member of the committee who was chosen to write the Declaration of Independence characterized himself as "obnoxious, suspected, and unpopular"?**
   a. John Adams
   b. Thomas Jefferson
   c. John Hancock
   d. Benjamin Franklin

3. **How many changes in Jefferson's draft of the Declaration did Congress make?**
   a. none
   b. 2
   c. about 80
   d. about 12

4. **How long did Jefferson take to write the draft of the Declaration?**
   a. 4 years
   b. 2 days
   c. 2 months
   d. 2½ weeks

5. **How many members of Congress signed the Declaration of Independence?**
   a. 300
   b. 56
   c. 80
   d. none

6. **Who wrote his signature in a large script so that King George could read it without his spectacles?**
   a. Thomas Jefferson
   b. George Washington
   c. Benjamin Franklin
   d. John Hancock

7. **What are *militias*?**
   a. writers
   b. public speakers
   c. citizen soldiers
   d. legislators

8. **What would southern representatives in the Continental Congress not accept as part of the Declaration?**
   a. the idea of natural rights
   b. separation from Great Britain
   c. an end to slavery
   d. taxes on tobacco

9. **Which colony did Roger Sherman represent on the Committee of Five?**
   a. Connecticut
   b. Rhode Island
   c. Pennsylvania
   d. Virginia

10. **What were the signers of the Declaration prepared to pledge?**
    a. their children
    b. their futures
    c. their sacred honor
    d. their land

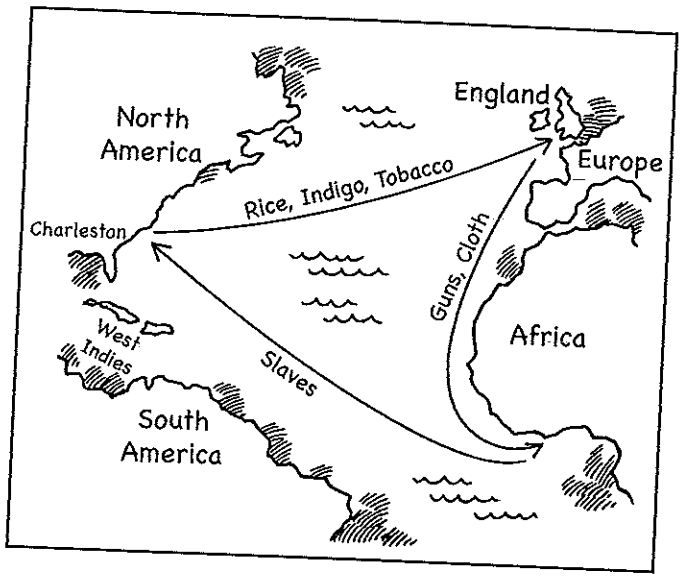
Triangle Trade (cont.)

Maps

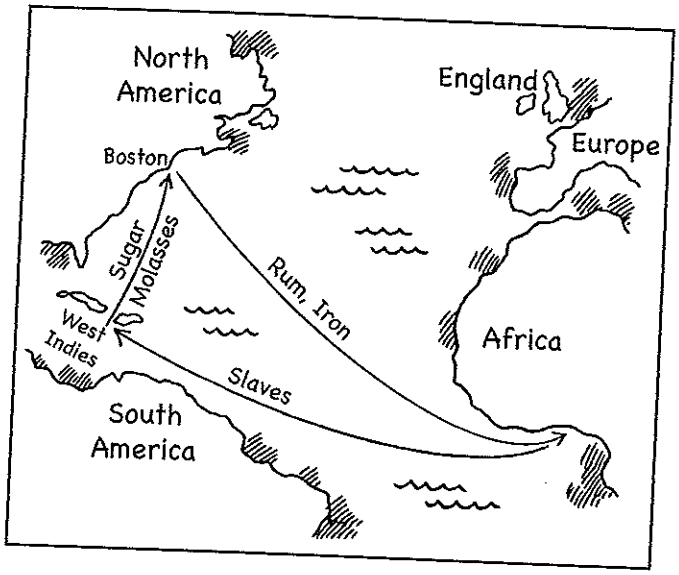
The maps below illustrate two versions of the triangle trade which colonists conducted. Both trade patterns involved slaves.

Assignment

Use the maps to answer the following questions.



Map 1



Map 2

Map 1

1. What was the destination of a ship leaving Charleston? _____
2. What did a ship leaving Charleston carry? _____
3. What did a ship carry from Africa to Charleston? _____
4. What did a ship carry from England to Africa? _____

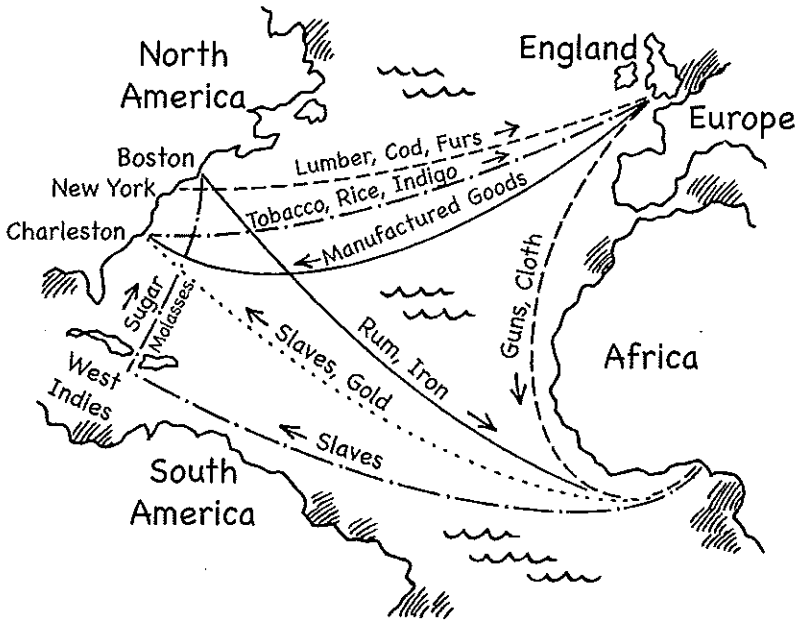
Map 2

5. What was the destination of a ship leaving Boston? _____
6. What did a ship leaving Boston carry? _____
7. What did a ship carry from Africa to the West Indies? _____
8. What did a ship carry from the West Indies back to Boston? _____
9. What ocean did all of these ships cross? _____
10. What three continents were involved in this trade? _____

Triangle Trade (cont.)

Maps (cont.)

Look carefully at the map. Notice the three-sided figures made by the lines between the colonies, Europe, and Africa. The resulting triangles made up what is known as "triangular trade." All of the countries were interconnected by slave trade. In addition, goods from the colonies were traded in England. From there, ships traveled to Africa to trade goods for slaves. Then ships went back to the West Indies and the home port.



Directions: Use the map to help you determine which goods were imported and exported. Read each clue and write *imported* or *exported* on the lines provided.

1. Rum and iron were _____ to Africa.
2. Slaves were _____ from Africa to the West Indies.
3. Lumber, cod, and furs were _____ by England.
4. Sugar and molasses were _____ to Boston from the West Indies.
5. Manufactured goods were _____ by the colonies from England.
6. Gold and slaves were _____ from Africa to the colonies.
7. Tobacco, rice, and indigo were _____ from Charleston to England.
8. Guns and cloth were _____ by England.

