

Name:

Fiction: Context Clues – Q1:6

Date:

As you answer this week's questions, highlight your evidence in the text.

The Birthday Horse

Every year, Jodie asked for the same thing for her birthday. "All I want is a horse."

"Sweetie, it's not **negotiable**," Dad said. "Do you see any horses in our complex? Anyone with a pony in their garage?"

"Well, of course he couldn't live here," said Jodie. "I know we live in an **urban** area. But people board them for you in the country."

"Wouldn't you like a hamster?" said Mom.

"You can't ride a hamster," said Jodie, sniffing.

"Horses eat more than I do," volunteered her older brother Ray.

"If they need the veterinarian, that's another expense," Dad said. "We can't afford a horse."

In her bedroom, Jodie picked up her black horse toy. A whole display shelf in her room was decorated with her private herd. Toys were not enough anymore. She wanted to pet a horse's nose, comb his mane and climb on his strong back. When the doorbell rang, Jodie set the horse back on the shelf. Her guests for her sleepover birthday party had begun to arrive.

"What I'd really like is a horse, but I've quit wishing." Jodie told her friends, after she blew out the candles.

Her best friend Mia gave her a hug. "I know. No room in the city for horses is there?"

Mia was as horse crazy as Jodie.

"At least you get to see horses sometimes," Jodie said. "At your Uncle Dan's farm."

"And the best part is that he just added a horse rescue, which means..."

Jodie interrupted. "Which means there's people who **abandon** their horses when I've wanted one my whole life. It's not fair."

Later that night, Jodie spotted Mia whispering to her parents. Her mom was smiling and her dad was nodding.

"What was that all about?" Jodie asked her best friend.

"Oh nothing. We were just discussing my birthday present for you."

"Really? What is it?" asked Jodie, curious.

"It's..." Mia hesitated. "A surprise."

The next morning, everyone's parents came to pick up their daughter, except for Mia's.

"Get out of your PJs and into your jeans. We're going to the country," said Dad. "And Mia's coming with us."

"Can I drive?" asked Ray.

"Maybe on the way home." Mom handed Ray a camera bag. "I was hoping you'd take some pictures today."

They left the city behind, and took a narrow country road. At last, Dad pulled up at a gate. The big wooden sign over the gate read "Willowbrook Farm and Horse Rescue." Mia got out and typed in a code. The gate swung open. Ray snapped a photo of Jodie's **astounded** face.

"Welcome to my Uncle Dan's farm," smiled Mia.

The pastures were full of horses. Jodie spotted chestnuts, roans, and greys but a gleaming ebony stallion caught her eye.

"You got me a horse? Jodie squealed. "But how?"

"For a monthly donation, you can 'adopt' a rescue horse. The first couple of months are on me, and your parents agreed to pay for the rest. Happy Birthday!" Mia exclaimed.

"We'll take you to see the horse on weekends. If you brush and groom him, and help clean out his stable, Mia's uncle will teach you to ride," said Mia's dad.

"Jodie, meet Thunder," said Uncle Dan, leading a horse to her. He was the beautiful black steed she had admired. "My niece Mia tells me you love black horses."

"Yes, sir!" said Jodie.

Mia's Uncle Dan helped her up, and Ray took pictures. Although Thunder might not officially belong to Jodie, he would belong in her heart forever.

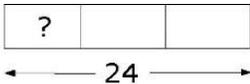
Fiction: Context Clues – Q1:6

Monday	Tuesday
<p>Before you read, make a prediction about this story based on the title.</p> <hr/>	<p>What is Jodie's problem in the story?</p> <hr/>
<p>Where does the second half of this story take place?</p> <hr/>	<p>What are the main reasons Jodie's parents don't want to get a horse?</p> <hr/>
<p>Who is the main character in the story?</p> <hr/>	<p>What evidence from the text tells you that Jodi really loves horses?</p> <hr/>
<p>Determine the meaning of the word negotiable in the story.</p> <hr/>	<p>Determine the meaning of the word abandon in the story.</p> <hr/>
Wednesday	Thursday
<p>How are Mia and Jodie alike?</p> <hr/>	<p>Why did Jodie's mom want Ray to take pictures?</p> <hr/>
<p>How did Jodie feel when they arrived at the horse rescue farm? Support your answer.</p> <hr/>	<p>Why can't people have horses in the city?</p> <hr/>
<p>How is adopting a horse a good solution to Jodie's problem?</p> <hr/>	<p>What is another good title for this story?</p> <hr/>
<p>Determine the meaning of the word urban in the story.</p> <hr/>	<p>Determine the meaning of the word astonished in the story.</p> <hr/>

Name:

Weekly Math Review - Q1:3

Date:

Monday	Tuesday	Wednesday	Thursday
Find the product. $54 \times 523 =$	Find the product. $76 \times 468 =$	Find the product. $12 \times 937 =$	Find the product. $76 \times 759 =$
Find the quotient. $12 \overline{) 672}$	Find the quotient. $15 \overline{) 375}$	Find the quotient. $8 \overline{) 288}$	Find the quotient. $7 \overline{) 3,801}$
Find the sum. $\begin{array}{r} 24.75 \\ + 12.45 \\ \hline \end{array}$	Find the sum. $\begin{array}{r} 23.8 \\ + 3.5 \\ \hline \end{array}$	Find the sum. $65.53 + 4.85 =$	Find the sum. $467.4 + 9.7 =$
Find the difference. $\begin{array}{r} 12.67 \\ - 10.54 \\ \hline \end{array}$	Find the difference. $36.47 - 34.89 =$	Find the difference. $126.78 - 65.98 =$	Find the difference. $23.91 - 17.99 =$
<, >, or = $12.56 \underline{\quad} 125.6$ $74.3 \underline{\quad} 7.43$	<, >, or = $10.01 \underline{\quad} 10.10$ $55.56 \underline{\quad} 55.65$	<, >, or = $678.05 \underline{\quad} 67.805$ $30.30 \underline{\quad} 30.03$	<, >, or = $56.53 \underline{\quad} 565.3$ $44.65 \underline{\quad} 44.650$
Simplify each fraction. $\frac{4}{8}$ $\frac{5}{20}$	Simplify each fraction. $\frac{8}{24}$ $\frac{3}{15}$	Simplify each fraction. $\frac{9}{27}$ $\frac{2}{22}$	Simplify each fraction. $\frac{6}{30}$ $\frac{7}{28}$
Solve the expression. Use PEMDAS $(32 \div 4) + 3 =$	Solve the expression. Use PEMDAS $(4 + 5) \div 3 \times 4 =$	Solve the expression. Use PEMDAS $[3 \times (6 + 6)] - 2 =$	Solve the expression. Use PEMDAS $72 \div 9 + 4 \times 4 =$
What division problem does this model represent? 	What multiplication and division problem does this model represent? 	Draw a model to represent the following problem. 5×3	Draw a model to represent the following problem. $12 \div 6$
What is 43.78 in word form?	What is 78.6 in word form?	What is 32.043 in expanded form?	What is 8.478 in expanded form?
Find the Product. $8 \times 8 =$ $9 \times 9 =$ $7 \times 8 =$ $6 \times 7 =$ $4 \times 8 =$ $7 \times 6 =$ $7 \times 7 =$ $9 \times 7 =$	Label the place value. 12,354.897 2: thousands 4: 5: 8: 9: 7:	Label the place value. 7,854.209 2: tenths 0: 9: 4: 5: 7:	Label the place value. 987,164.302 0: hundredths 1: 4: 3: 6: 9:

My Work

<h2 style="margin: 0;">Monday</h2>	<h2 style="margin: 0;">Tuesday</h2>
<h2 style="margin: 0;">Wednesday</h2>	<h2 style="margin: 0;">Thursday</h2>

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____			
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with... _____			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Answer Key - Weekly Math Review - Q1:3

Monday	Tuesday	Wednesday	Thursday
Find the product. $54 \times 523 = \mathbf{28,242}$	Find the product. $76 \times 468 = \mathbf{35,568}$	Find the product. $12 \times 937 = \mathbf{11,244}$	Find the product. $76 \times 759 = \mathbf{57,684}$
Find the quotient. $12 \overline{) 672} = \mathbf{56}$	Find the quotient. $15 \overline{) 375} = \mathbf{25}$	Find the quotient. $8 \overline{) 288} = \mathbf{36}$	Find the quotient. $7 \overline{) 3,801} = \mathbf{543}$
Find the sum. $24.75 + 12.45 = \mathbf{37.20}$	Find the sum. $23.8 + 3.5 = \mathbf{27.3}$	Find the sum. $65.53 + 4.85 = \mathbf{70.38}$	Find the sum. $467.4 + 9.7 = \mathbf{477.1}$
Find the difference. $12.67 - 10.54 = \mathbf{2.13}$	Find the difference. $36.47 - 34.89 = \mathbf{1.58}$	Find the difference. $126.78 - 65.98 = \mathbf{60.8}$	Find the difference. $23.91 - 17.99 = \mathbf{5.92}$
<, >, or = $12.56 < 125.6$ $74.3 > 7.43$	<, >, or = $10.01 < 10.10$ $55.56 < 55.65$	<, >, or = $678.05 > 67.805$ $30.30 > 30.03$	<, >, or = $56.53 < 565.3$ $44.65 = 44.650$
Simplify each fraction. $\frac{4}{8} = \mathbf{\frac{1}{2}}$ $\frac{5}{20} = \mathbf{\frac{1}{4}}$	Simplify each fraction. $\frac{8}{24} = \mathbf{\frac{1}{3}}$ $\frac{3}{15} = \mathbf{\frac{1}{5}}$	Simplify each fraction. $\frac{9}{27} = \mathbf{\frac{1}{3}}$ $\frac{2}{22} = \mathbf{\frac{1}{11}}$	Simplify each fraction. $\frac{6}{30} = \mathbf{\frac{1}{5}}$ $\frac{7}{28} = \mathbf{\frac{1}{4}}$
Solve the expression. Use PEMDAS $(32 \div 4) + 3 = \mathbf{11}$	Solve the expression. Use PEMDAS $(4 + 5) \div 3 \times 4 = \mathbf{12}$	Solve the expression. Use PEMDAS $[3 \times (6 + 6)] - 2 = \mathbf{34}$	Solve the expression. Use PEMDAS $72 \div 9 + 4 \times 4 = \mathbf{24}$
What division problem does this model represent? $24 \div 3 = \mathbf{8}$	What multiplication and division problem does this model represent? $12 \div 3 = 4$ $4 \times 3 = 12$ 	Draw a model to represent the following problem. 5×3	Draw a model to represent the following problem. $12 \div 6$
What is 43.78 in word form? Forty three and seventy eight hundredths	What is 78.6 in word form? Seventy eight and six tenths	What is 32.043 in expanded form? $3 \times 10 + 2 \times 1 + 4 \times (1/100) + 3 \times (1/1,000)$	What is 8.478 in expanded form? $8 \times 1 + 4 \times (1/10) + 7 \times (1/100) + 8 \times (1/1,000)$
Find the Product. $8 \times 8 = 64$ $9 \times 9 = 81$ $7 \times 8 = 56$ $6 \times 7 = 42$ $4 \times 8 = 32$ $7 \times 6 = 42$ $7 \times 7 = 49$ $9 \times 7 = 63$	Label the place value. 12,354.897 2: thousands 4: ones 5: tens 8: tenths 9: hundredths 7: thousandths	Label the place value. 7,854.209 2: tenths 0: hundredths 9: thousandths 4: ones 5: tens 7: thousands	Label the place value. 987,164.302 0: hundredths 1: hundreds 4: ones 3: tenths 6: tens 9: hundred thousands

ECONOMICS

Goods and Services

People need money to buy food and clothes. They need money to pay for a place to live. Most people get money by earning it, and that money is called income. When you earn an income, you work, which means you trade your time and effort for money.

People spend the money that they earn on goods and services. A **good** is anything that you buy that you can hold or touch. Food, books, and clothes are examples of goods. A good such as an apple might be used just once. Some goods, such as cars and paperclips, can be used over and over again.

A **service** is an activity we pay someone else to do for us. When we go to the doctor, we buy a service. Other services we buy are haircuts, movies, and piano lessons.

Sometimes the things we buy include both goods and services. For example, when we go to a restaurant, the food we buy to eat is a good. We also buy a service because someone cooked the food.

Needs and Wants

We all have a limited amount of money that we can use to buy the things we need or want. Because our money is limited, we have to make choices about how to spend it.

The most important things that people spend money on are needs. **Needs** are the things you must have to survive, like food, water, clothes, and shelter. Food is one of our basic needs. We need food to keep our bodies healthy and produce energy. Your home is a shelter that protects you from the weather. Your clothing is also a form of shelter. It protects your body against the weather when you're outdoors.

After we buy the most important things we need, we might be able to spend some money on wants. **Wants** are things you would like to have, but aren't necessary to live. Most of the things we have in life are wants. These are things that we could survive without, but we like to have them to make our lives more enjoyable. Video games, televisions, and nail polish are examples of wants. Some kinds of foods are wants because they do not help our bodies stay healthy.

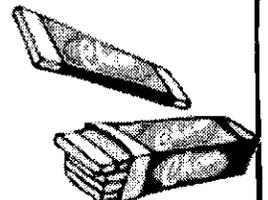
Choices



People cannot always have all of the goods and services that they want. People have to choose which goods and services to purchase because they don't have enough money to buy everything that they want.

When people purchase one good or service, they are giving up the opportunity to purchase another good or service. The thing that they had to give up, their second-best choice, is called their **opportunity cost**. Since buying anything always involves choosing what to buy, every purchase has an opportunity cost.

Suppose you have \$1. You love two things: soda and gum. A soda costs \$1, and a pack of gum costs 50 cents. If you only have \$1, you can buy either one soda or two packs of gum. The opportunity cost of buying one soda is two packs of gum. You have to give up the gum in order to buy the soda. On the other hand, the opportunity cost of buying two packs of gum is one soda.



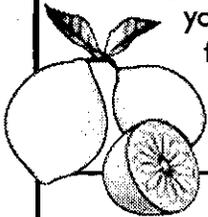
Resources

Producers and Consumers

Buyers and sellers interact to exchange goods and services to satisfy their needs and wants. A buyer is also called **consumer**, a person who buys a good or service. A seller is also called a **producer**, a person who makes a good or provides a service.

If you set up a lemonade stand, you are a producer because you made a product--the lemonade--to sell. You are a consumer, too, because you had to buy the lemons, sugar, and cups

you needed from someone else.



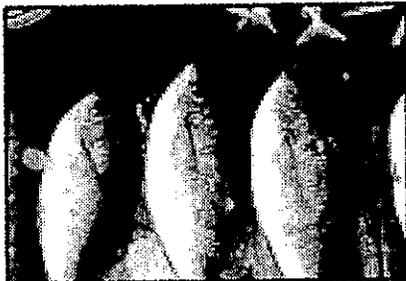
Producers need supplies, equipment, and materials to make their goods and provide their services. For example, a farmer needs land, water, seeds, and tractors to produce corn. A hairdresser needs scissors, clippers, blow dryers, and shampoo to provide a haircut. The things that producers use to create goods and services are called resources. A **resource** is anything that is needed to produce goods and services.

Natural resources are things made by nature that people can use to create a product. Plants, wood, and water are all natural resources. Land for growing food, stone for building with, and gold for making jewelry are also natural resources.

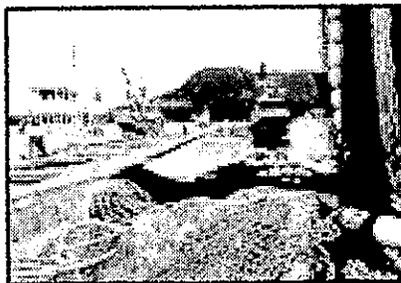
Human resources are the people needed to produce goods and provide services. Teachers, dentists, waiters, and painters are all human resources. Human resources provide the labor to make goods and provide service. **Labor** is the physical and mental effort used to produce goods and services.

Capital resources are goods that are used to make other goods or to provide services. Tools, buildings, and machines are all capital resources. Capital resources can be big things like bulldozers, computers, and factories. Capital resources can be small things like pencils, buttons, and hammers.

Producers use all three kinds of resources when they produce a good or provide a service. The fruits, vegetables, and meats that restaurants buy to cook are natural resources. The stoves, ovens, pots, spoons, and knives that they use to prepare the food are capital resources. The cooks, waiters, and dishwashers are human resources.



Fish are a natural resource found in our rivers, lakes, and oceans. Different kinds of fish are used to produce many products such as sushi and canned tuna. The scales of some fish are even used to make shimmery nail polish!



These fishing boats in Juneau, Alaska are a capital resource. The nets, ropes, floats, and other gear on the boats are also capital resources used to catch fish.



Fishermen who work on the boat are human resources. They operate the fishing gear, letting out and pulling in the nets and lines. They remove the fish from the nets and then wash, ice, and stow away the catch.

Learning About

ECONOMICS

*Before you begin reading each section, write **True** or **False** in the "Before" column.
After you read, write **True** or **False** in the "After" column. Then answer the questions.*

Goods and Services

	Before	After
1. Earning an income means that you trade your time and effort for money.		
2. Goods and services are things that people buy.		

1. List some examples of goods that you might use at school.

2. List some examples of services that you might use on the weekend.

Needs and Wants

	Before	After
1. Needs are the most important things people spend money on.		
2. People make choices about what they buy because they have a limited amount of money.		

1. Why are food, water, and shelter considered needs?

2. Why are most of the things that we buy wants?

Choices

	Before	After
1. People can have all of the goods and services they want.		
2. Opportunity cost is when you get the chance to buy something on sale.		

1. Explain why every purchase you make has an opportunity cost.

Producers and Consumers/Resources

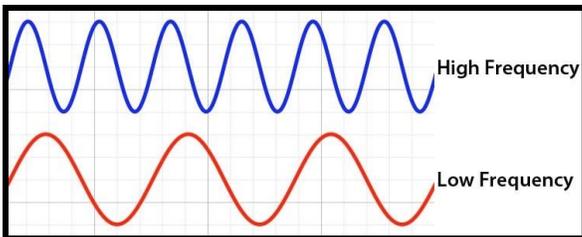
	Before	After
1. Producers and consumers are always two different people.		
2. Resources are things that you use to make goods and provide services.		

1. Choose a good or service that was not listed in the text. Explain what natural, human, and capital resources are needed to produce that good or service.

SOUND-Frequency & Pitch

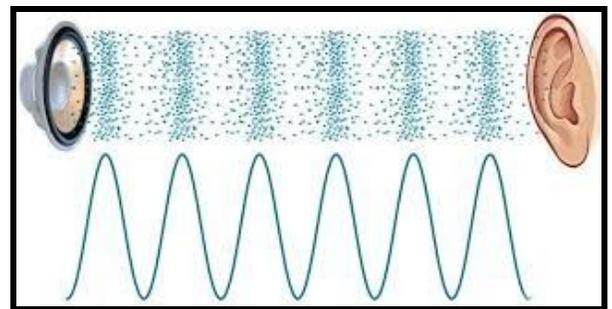
Ok, we are going to focus on sound FREQUENCY and PITCH this week. I have shared a video and a pitch experiment on Google classroom. Check it out if you can!

Sound waves are usually shown as a wave like this:



So, it is usually drawn as a wave that goes up and down. We can measure the frequency by counting how many waves (an up and a down make one wave) in one second. So, the top sound wave has 6 waves and the bottom wave has 3 waves, so the frequency of the top wave is higher. This would give a higher pitched sound, if we could hear it.

In reality, sound waves are compressional, meaning it is pushing on the air, causing the air to squeeze together or stretch apart. If we were in the classroom, I'd let you try this out with a slinky. This diagram shows what is really happening to the air with sound waves, and how we, in turn, draw the wave on paper. How many waves do you see in this diagram? _____ If you put your hand on or in front of a speaker, you can feel the vibration and sometimes, if it's really loud, you can feel the air moving in front of the speaker.



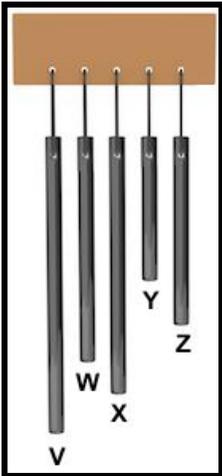
Alright, now how can we change the frequency of a sound wave? It's the same thing as asking how can we make a low pitch or high pitch sound? You can do it with your voice by changing the tension or tightness of your vocal chords. Try it now! Make a LOW sound and then make a high-pitched, squeaky sound. (if you didn't warn them, your family may think you're going crazy!) The difference is how fast your vocal cords were moving or vibrating.

If you want to change the frequency of a sound made with an instrument, one way is to make a change to the length of the tube that air is moving through. You may have holes to cover or open, buttons to push, or a moving part of your instrument to make the air travel further. The LONGER the tube for the air to go through, the LOWER the pitch and the lower the frequency.





So, if we look at this instrument, the highest pitch would come from the shortest tube, and the longest tube would make the lowest pitch. In science, this idea can be given to you in lots of ways. Here are some examples that you may see. No matter the example the idea is the same. The longer the tube for the air to travel, the lower the pitch and the shorter, the higher the pitch.



In these examples, think about which tube would create the highest pitch and which would create the lowest pitch.

Changing the pitch of the sound is important for musical instruments and even everyday items like the wind chimes.

Ok, time for you to try some questions on your own.

1. What kind of vibration is required to create a low-pitched sound?

- A. weak
- B. slow
- C. strong
- D. fast

2. Jerome made wind chimes using five small metal pipes, a piece of wood, and string. The pipes were the same thickness and made of the same material, but they were each a different length. Jerome's wind chimes are shown below with each pipe lettered.

When Jerome runs his hand across the pipes, they bang into each other. This causes them to vibrate and make sound. Place the pipes in order from the pipe that makes the highest-pitched sound to the pipe that makes the lowest-pitched sound.