

The Montgomery Bus Boycott

boycott – an organized refusal to use, buy, or participate in something as a form of protest

nonviolence – the refusal to use violence or other physical force in response to something, such as an unfair law

compassion – concern for the distress of others

violated – failed to obey a law or other rule

strategy – a careful plan to achieve a goal or solve a problem

bus filled up. No empty seat was available when a white man boarded the bus.

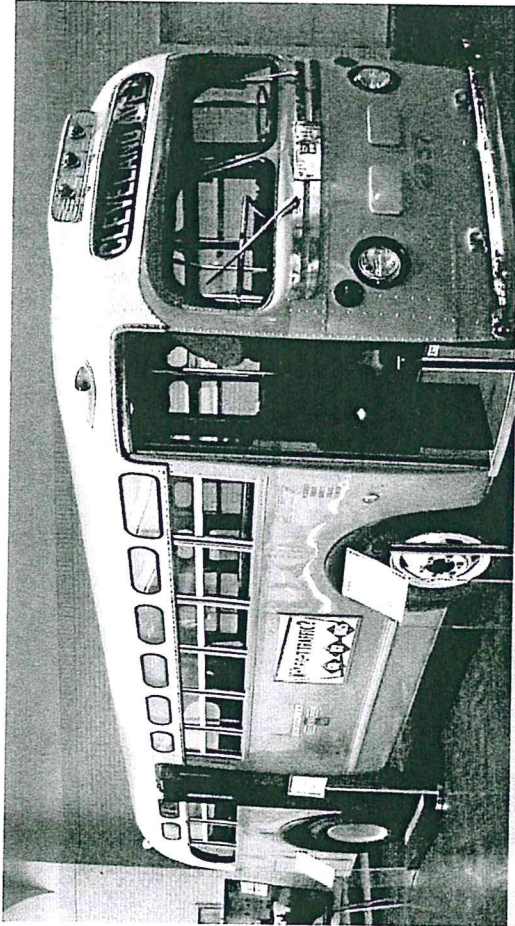
At the time, Montgomery law required African Americans to give up their seat if a white person wanted it. Many laws in the South called for black people to be treated unfairly. Laws also kept black and white people separate, a practice called segregation. Segregation was the law in housing, schools, jobs, transportation, and public places. Black people had poorer homes, schools, and jobs. On buses, the front seats were set aside for whites, and the back seats were for blacks.

That day, the bus driver ordered the seamstress to stand at the back of the bus so the white man could sit. She refused. She didn't argue with the bus driver or become angry—she just stayed seated. The bus driver called the police, who arrested her. Her name was Rosa Parks. Her courage helped launch the civil rights movement—the struggle for equal rights for Americans of every race.

Parks fully expected to be arrested for refusing to give up her seat on the bus as a protest against segregation. She was a member of the National Association for the Advancement of Colored People (NAACP), an organization that worked for equality for African Americans. The NAACP wanted to challenge Montgomery's unfair bus system, and Parks's arrest was the perfect opportunity. African American leaders called for a



Parks in 1955, at the beginning of the Montgomery bus boycott. Martin Luther King Jr. is in the background.



The bus on which Rosa Parks refused to give up her seat is in the Henry Ford Museum in Dearborn, Michigan.

The date was December 1, 1955. The place was Montgomery, Alabama. A forty-two-year-old African American seamstress boarded a public bus, weary from a long day of work. She took a seat behind the front rows, which were reserved for white people. After a few stops, the

boycott of the city's buses. They asked black people not to ride buses to protest Parks's arrest and trial. The boycott began on December 5, 1955—the same day as her trial.

The day the boycott began, African American leaders formed the Montgomery Improvement Association (MIA). They chose a young pastor named Martin Luther King Jr. as the organization's president. The MIA decided that the boycott would continue until the city agreed to certain demands. At first, there were three demands:

1. courtesy on the part of bus drivers toward all passengers;
2. hiring black bus drivers for mostly black routes; and
3. first-come, first-served seating for all passengers, with whites entering through the front door and blacks entering from the back door.

Later, the demands were expanded to include a complete end to segregation on public buses.

"At the time I was arrested I had no idea it would turn into this. It was just a day like any other day. The only thing that made it significant was that the masses of the people joined in." -Rosa Parks

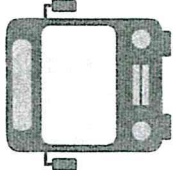
The boycott caused great hardship for African Americans, but they stayed strong and united. Many walked, while others shared rides, took taxis, or rode bicycles. Although they had just cause to be angry about Montgomery's unfair laws, King encouraged **nonviolence**. He also urged **compassion** toward those who defended segregation. In a speech during the boycott, he said, "Nonviolence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him."

The bus company lost a great deal of money as a result of the boycott since close to three-quarters of

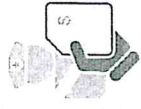
its riders were African American. Still, the city refused to give in to the demands. The city and many of its white citizens also tried to stop the boycott. More than eighty boycott leaders, including King, were arrested in early 1956. The homes of King and another leader were bombed. Still, the boycott continued through most of 1956. Finally, in November, the US Supreme Court ruled that segregation on public buses **violated** the Constitution. The boycott officially ended on December 20, 1956, more than a year after it began.

The bus boycott successfully ended segregation on public buses, and it also accomplished much more. It called national and international attention to the struggle for equality and justice in the United States. In addition, it set a powerful example of a successful nonviolent mass protest. That **strategy** was used again and again during the civil rights movement, and it helped bring about equality under the law for people of every race.

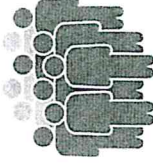
THE MONTGOMERY BUS BOYCOTT IN NUMBERS



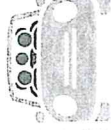
Rosa Parks was fined \$10 plus \$4 in court fees for refusing to give up her seat.



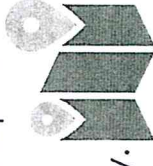
More than 70% of Montgomery's bus patrons were African American.



More than 200 people offered their car for a carpool.



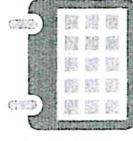
About 100 pickup stations operated within Montgomery.



Over 50,000 protest flyers were distributed to announce the first day of the boycott.



Montgomery City Lines lost between 30,000 and 40,000 bus fares each day during the boycott.



The boycott lasted for 381 days.

Week 1: The Montgomery Bus Boycott

MONDAY: KEY IDEAS AND DETAILS

1 What evidence in the text shows that Rosa Parks expected to get arrested? **RI.5.1**

2 What is the main idea of the entire article? What details tell more about that idea? **RI.5.2**

3 How did the Montgomery bus boycott change over time? What text evidence supports your answer? **RI.5.3**

TUESDAY: KEY CRAFT AND STRUCTURE

1 What does the phrase **equal rights** in paragraph 3 mean? How do you know? **RI.5.4**

2 How is the text arranged? Why did the author use this structure? **RI.5.5**

3 Identify the first-hand account included in the article. How does this add to or support the article? **RI.5.6**

Week 1: The Montgomery Bus Boycott

WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS

1 How does the infographic contribute to your understanding of the article? **RI.5.7**

2 The author claims that the city of Montgomery had unfair laws. What evidence supports this claim? **RI.5.8**

THURSDAY: MIXED SKILLS PRACTICE

1 What evidence in the text shows that the city of Montgomery and many of its white citizens tried to stop the bus boycott? **RI.5.1**

2 How did the Montgomery bus boycott help launch the civil rights movement? What evidence in the text supports your answer? **RI.5.3**

3 Why do you think the author included the Martin Luther King Jr. quotation? **RI.5.6**

A Long Road



Gloria missed the days when her mother would take her and Terrence on the bus. She would get off with them near their school and then walk the last few blocks to work. Rain wasn't such an inconvenience then, and Gloria was able to sleep in an extra hour.

Now, the buses that passed them on their long walk were practically empty. Gloria, Terrence, and their mother walked with several other black families, rain or shine, and had been doing so for almost a year now. It was hard to believe the boycott had lasted that long. Gloria wondered if it would go on forever.

Just a month or two into the boycott, Dr. King's house was bombed with his wife and baby right inside. Gloria often thought of Dr. King's words that night as he addressed all those who were angry on his behalf. *We must meet violence with nonviolence. Love your enemies. Remember this movement will not stop, because God is with it.* These words brought her strength and comfort when a passing driver hurled insults or she was tempted to beg her mother to take the bus on days she felt too tired to walk.

Gloria's mother looked up at the sound of coins jingling in a glass jar.

"What's that for, Alfred?" she asked, watching him fish out one of the last dimes.

"Carpool's full today because Emmett Brown twisted his ankle and needs to ride. I'll have to take a taxi to work."

"Taxis are getting pretty expensive for us. Isn't there some other way?" she asked gently.

The sudden brightness of the bedroom light caused Gloria to groan and pull the covers up over her head. Though it was difficult to get up so early when it was still dark outside, Gloria didn't prolong the inevitable. She knew her mother needed her help with breakfast and getting Terrence ready and that they had a long walk ahead of them.

As the family sat at the breakfast table, Gloria's father evaluated the weather.

"Y'all gonna have to carry umbrellas today. This rain won't hold off for long," he decided.

"No other way, and you know it," Gloria's father responded flatly. "Can't get a ride, can't take the bus, can't walk that far, and can't miss work. Taxi drivers are already taking a big risk by lowering the fare to ten cents. It's the best we can do."

There was nothing more to discuss, so Gloria's mother let it be. After boycotting segregation on Montgomery's buses for almost all of 1956, plus most of the December before, they weren't about to give up the fight. Maybe she could take in some sewing on the side to earn extra money. Of course, with all the walking each day, there wasn't much time left for extra work.

Toting school books, lunches, and umbrellas, Gloria, Terrence, and their mother set out for the hour-long walk to school and work. As soon as they met up with neighbors heading the same way, Gloria could tell something was different. Adults smiled and chatted in urgent tones, and Mrs. Williams shook a newspaper in her mother's face.

"We did it, Esther," she squealed with delight. "We stood up against segregation and we won! By God, it took a long time, but we did it!"

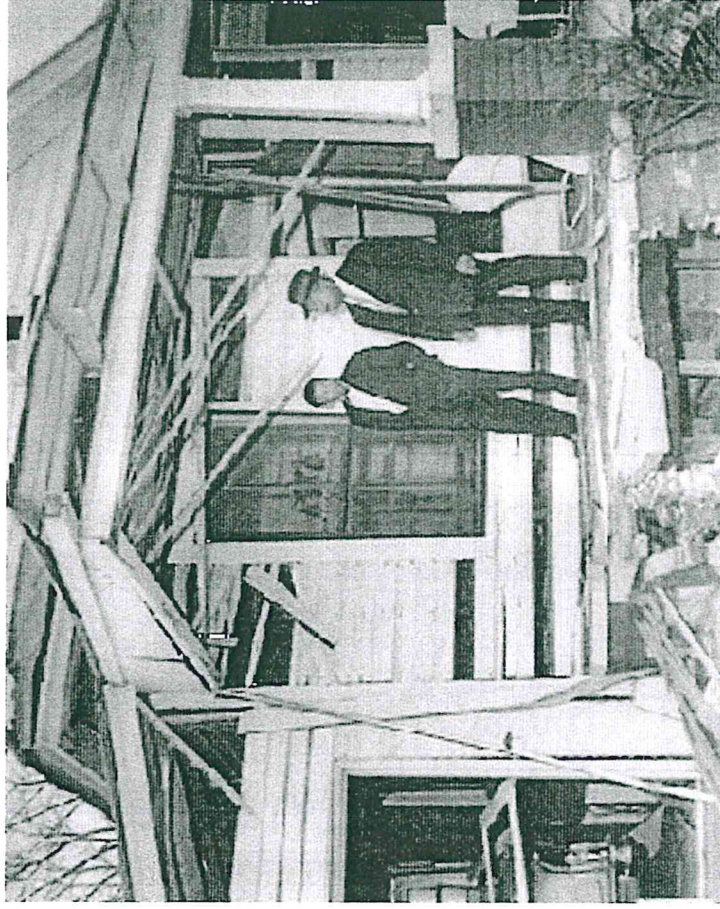
Gloria watched curiously as her mother scanned the newspaper and then relayed the news in terms she and her brother could understand. The Supreme Court had made its decision that segregation on buses was unconstitutional. The city of Montgomery, and all others, would have to desegregate their buses.

"So we don't have to walk to school anymore?" Gloria asked with glee. "We can finally get on the bus now?"

Her mother explained that it might take a few more weeks for the court order to get to Montgomery's courts, but then they would be able to ride the buses again and sit wherever they like.

Gloria squeezed her mother's hand and smiled. Even though they still had a long walk ahead of them, Gloria's feet felt lighter than they ever had. Of course she would make it a few more weeks. After all her family had been through, and her neighbors, and Dr. King and Rosa Parks and the other leaders, Gloria knew they would make it a few more weeks.

• • • • •



On September 30, 1956, Martin Luther King Jr.'s house was bombed by segregationists in retaliation for the success of the Montgomery Bus Boycott

Week 2: A Long Road

MONDAY: KEY IDEAS AND DETAILS

1 Why wouldn't Gloria's family and some of the neighbors ride the bus? **RL.5.1**

2 In what ways does avoiding the buses create challenges for Gloria's family? **RL.5.2**

3 Do you think Gloria's mother and father are more similar to one another or more different? Why? **RL.5.3**

TUESDAY: KEY CRAFT AND STRUCTURE

1 What does the author mean by *prolong the inevitable* in paragraph 1? How can you tell? **RL.5.4**

2 How does paragraph 4 fit the structure of the text? **RL.5.5**

3 Would you have preferred the story to be told from Gloria's point of view? Why or why not? **RL.5.6**

Week 2: A Long Road

WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS

1 How does the illustration represent details from the story? **RL.5.7**

2 Describe the mood of the illustration. What text evidence supports this mood? **RL.5.7**

THURSDAY: MIXED SKILLS PRACTICE

1 Why do you think the author includes information about Dr. King in this text? **RL.5.1**

2 What is the double meaning of the title "A Long Road"? **RL.5.2**

3 How is Gloria's family similar to Dr. King's family? How are they different? **RL.5.3**

Wild and Captive Orcas

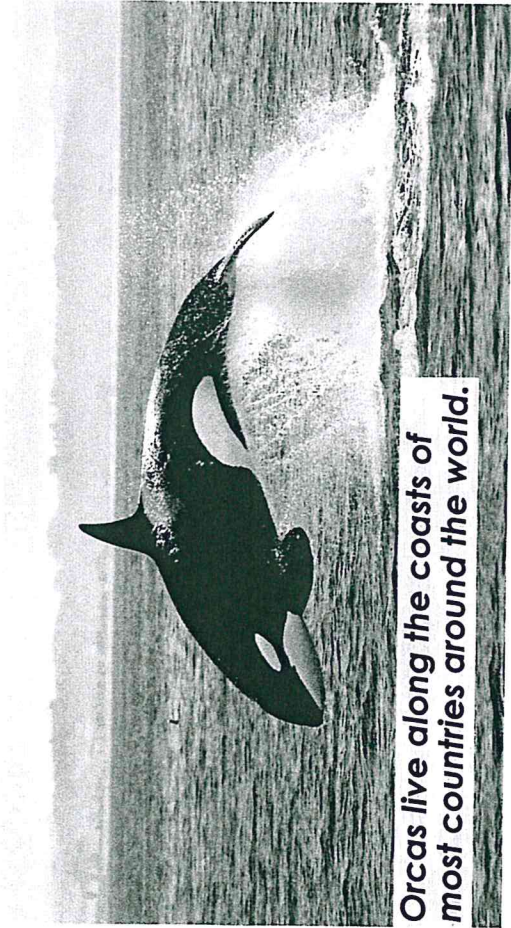
marine – of or relating to oceans

dorsal – related to or found on the back of an animal or a part of an animal

captivity – the state of being kept somewhere and unable to leave

skyrocketed – increased greatly and very quickly

tragic – very unfortunate; causing deep sadness



Orcas live along the coasts of most countries around the world.

If you've ever seen an orca—or even a photo of one—you'll probably agree that their appearance is unforgettable. These huge **marine** mammals are the largest dolphins. They're black on top with a white belly, white patches above and behind their eyes, and a gray patch behind their tall **dorsal** fin. Males can grow as long as 32 feet and weigh 6 tons, though most aren't that large. Males are longer and heavier than females.

Orcas are also known as killer whales. They are a species of toothed whale, a large group that makes up almost 90 percent of all whales. Dolphins, porpoises, belugas, and sperm whales are examples of toothed whales. The other 10 percent includes humpbacks and blue whales. Instead of teeth, they have stiff bristles called baleen inside their upper jaw.

Orcas are called killer whales because of their reputation as fierce predators. They eat a wide variety of prey, including fish, sea turtles, and octopuses as well as marine mammals such as seals, sea lions, and even other whales. Because orcas hunt using teamwork, they can bring down whales much larger than themselves.

Like other dolphins, orcas are extremely intelligent. They are highly social animals that live in family groups called pods, which can have as many as fifty members. Although orcas as a species eat many kinds of prey, each race concentrates on a narrower range of food. According to researchers, different races rarely interact where their ranges overlap, and they don't breed with each other. These races live in the North Pacific Ocean:

- **Resident** orcas mainly feed on fish. They tend to stay closer to shore and have smaller home ranges.
- **Transient** orcas feed on marine mammals. They travel over a much wider area than residents.
- **Offshore** orcas stay farther from shore and have large home ranges. Observations suggest that they often feed on sharks.

Orcas have been in the news in recent years because of problems related to keeping them in **captivity**. The first efforts to keep orcas in captivity took place in the 1960s. Because capturing and caring for wild orcas are both extremely difficult, many early attempts resulted in injuries and deaths. Over the years, marine parks have become more successful at capturing orcas. However, a growing

number of people are concerned that it may not be possible to care for orcas properly in captivity. Concern **skyrocketed** in 2010 after a captive orca named Tilikum killed a trainer at a marine park. He had previously caused the deaths of two other people. The 2013 movie *Blackfish* focused on Tilikum and raised questions about whether orcas belong in captivity. Among the main concerns are:

- Family groupings among wild orcas last for life and form the basis of social groups. Captured orcas are removed from their family and placed with unrelated orcas. They often fight because they are tense and anxious in these unnatural relationships.
- The average life span of wild orcas is thirty to fifty years. At least one female is over a hundred. In contrast, captive orcas in marine parks die at an average age of twelve.

FEMALE ORCAS CAN LIVE UP TO 90 YEARS IN THE WILD
 Half of the wild-caught orcas die after only 4 years in captivity.

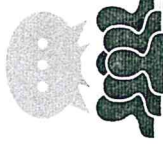


91% of orcas that have been taken into captivity since 1961 have died.

More than half of the world's captive orcas are in **US marine parks**.



71% of the public say the absence of orcas at a marine park would not affect their desire or decision to visit.



69% of the public would rather educate themselves about orcas outside of a marine park.



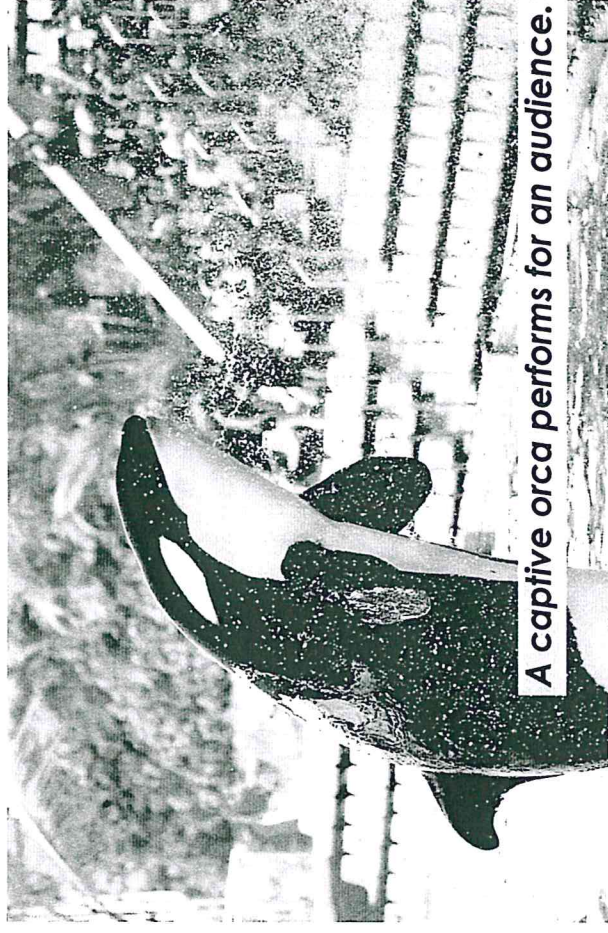
80% of the public agree that lifelong confinement to relatively small pools is reason enough to end orca captivity.



WHAT DO YOU THINK?

- Wild orcas swim 100 miles or more a day. In captivity, their only exercise is swimming around small tanks and performing tricks.
- Captive adult male orcas suffer from dorsal fin collapse, in which their dorsal fin flops over to one side. Experts think this condition is related to their limited exercise and the poor quality of their food.
- Captive orcas often bite on iron bars and concrete—signs of boredom, anxiety, and stress. They sometimes break teeth as a result of this activity.
- Experts say that harming humans is a sign that captivity causes unnatural behaviors in orcas. In the wild, only one orca has ever attacked a human.

As of February 2018, there were 60 orcas in captivity in eight countries. At least 165 had died in captivity. More than fifty years of capturing orcas has provided clear evidence of the **tragic** consequences for both orcas and humans. How much more suffering needs to happen before this practice ends?



A captive orca performs for an audience.

Week 3: Wild and Captive Orcas

MONDAY: KEY IDEAS AND DETAILS

1 What is dorsal fin collapse? What evidence in the text explains why captive adult male orcas suffer from this condition? **RI.5.1**

2 Summarize the information in the article in a few sentences. **RI.5.2**

3 List five effects of captivity on orcas that are discussed in the article. **RI.5.3**

TUESDAY: KEY CRAFT AND STRUCTURE

1 What does the word ***captivity*** mean? Why is this word important to understanding the article? **RI.5.4**

2 How is the text arranged? Why did the author use this structure? **RI.5.5**

3 Why did the author write this article? How do you know? **RI.5.6**

Week 3: Wild and Captive Orcas

WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS

1 What did you learn from the graphic that was not included in the text of the article? **RI.5.7**

2 The author claims that different races of orcas eat a narrower range of food than orcas as a species. What evidence supports this claim? **RI.5.8**

3 After learning about the Montgomery Bus Boycott (Week 1), how might a boycott apply to this article? **RI.5.9**

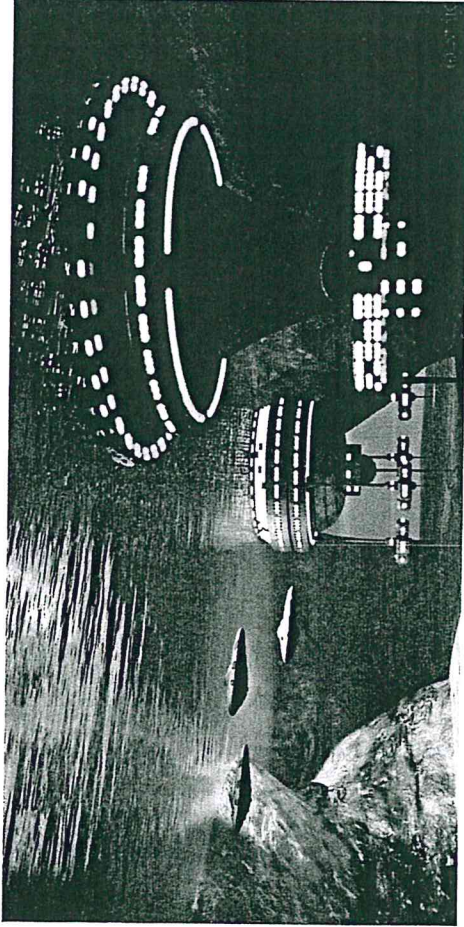
THURSDAY: MIXED SKILLS PRACTICE

1 How is Tilikum important to the content of the article? **RI.5.1**

2 What evidence in the text explains why orcas fight in captivity? **RI.5.1**

3 According to the article, how are toothed and baleen whales different? **RI.5.3**

Cry of the Ocean



"Before we show you the communication tanks, I'll answer any questions you have so far about our work here at Poseidon Labs," the tour guide said.

A small group of awestruck college students waved their hands in the air, hoping to learn more about the fields of oceanography and electronic communication, which they were beginning to study.

"How do you edit out signals from animals that have been eaten by other animals?" Brett wanted to know.

"Does technology exist to modify animals genetically instead of implanting beacons?" Kara asked.

"Are the animals aware that we can understand them?" Narhari inquired.

The tour guide held up his hand to halt the onslaught of questions.

"I see that a pod of orcas has come into the area. Let's get a quick look, and then I'll come back to your questions and the communication tanks."

The captain of their submarine maneuvered to another part of the open sea. There, the students observed several orca whales feeding on fish. As the students already knew, orcas often worked together to round up schools of fish and then took turns feeding. It was incredible to watch these intelligent mammals cooperate so flawlessly.

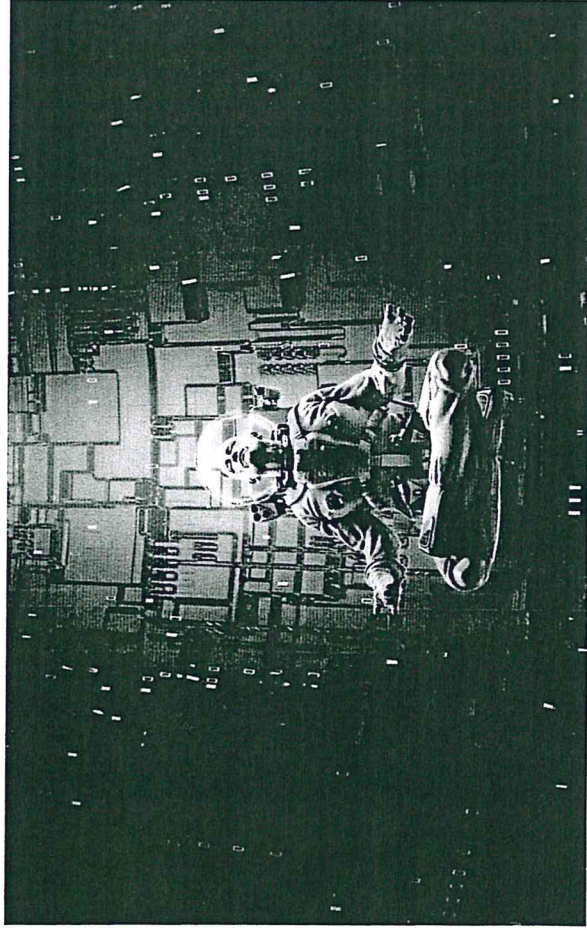
On the way back to the communication tanks, the tour guide answered many questions and explained the technology that was allowing humans to understand animal thoughts.

"For many decades, scientists have known that orcas use different sounds to communicate basic ideas to each other. Thanks to the latest technological breakthroughs, we can now translate their more nuanced thoughts. We've even begun to reverse the process to communicate back with the whales. Let's take a look."

The submarine pulled alongside a giant cone-shaped structure submerged in the ocean. It was one of several that formed a small city in the sea. Through large windows, the students could see a diver submerged in a water-filled section of the structure. He did not react at all to their presence, but continued with what appeared to be meditation.

"Dr. Karlissen has made the most amazing breakthroughs with the orcas. He is perfecting the

ability to transmit his thoughts to the whales. He's made a connection with a female we call Kimri. Let's listen in and learn what we can," the tour guide said, flipping a few switches on a computer panel.



The students fell silent as the submarine filled with the sounds of water and distant whale echoes. Then they heard Dr. Karlissen's voice, though he never moved his mouth.

"Kimri," he called gently, "come talk to me. I understand you, Kimri. What do you want to say to me?"

A few seconds of silence passed. A faint whistle of an orca was interrupted by a robotic voice from the computer.

"Land-dweller," the computer translated, "you ask, but you do not want to know. You hear, but you do not listen."

The students in the submarine looked at one another in confusion, but the tour guide reassured

them with a nod. It really was the whale speaking—through the translation of the computer, of course.

"Our ocean is dying," Kimri continued, "and we are dying with it. The animals are choked out by oil that land-dwellers spill here. Great, churning islands of plastic trash threaten our lives. Our children are stolen from us, taken by land-dwellers in ships, never to be seen again."

Despite the disturbing report from the orca, Dr. Karlissen kept his focus.

"Teach us, Kimri," he communicated. "Tell us how whales know when to migrate."

"You want more information, but you have no intelligence," Kimri answered. "If you land-dwellers do not change your ways, your information will be useless. There will be no ocean life left to study. Act now and learn later, if you truly care about the orcas."

The tour guide nervously flipped some switches, and the audio from the communication tank ended. The stunned students looked from one another to Dr. Karlissen to the tour guide.

"Uh, I think our time is up for today's tour," the guide said nervously. With a guilty shrug, he turned his attention to navigating the submarine back to the lab headquarters.

After a long and thoughtful silence, Kara leaned toward Narhari.

"They might not be listening, but we certainly can," she said. "If we want to have anything to study, we have to help protect ocean life."

Narhari nodded, already shifting his future plans from conversation to conservation.

Week 4: Cry of the Ocean

MONDAY: KEY IDEAS AND DETAILS

1 What is the purpose of the tour? How can you tell? **RL.5.1**

2 How does the phrase *from conversation to conservation* relate to the theme of the text? **RL.5.2**

3 How do the events of the story compare with real life? **RL.5.3**

TUESDAY: KEY CRAFT AND STRUCTURE

1 In the phrase "to halt the onslaught of questions," what does the word *onslaught* mean in paragraph 6? How can you tell? **RL.5.4**

2 How does the author help readers understand the setting without a typical introduction to the text? **RL.5.5**

3 Are the narrator and the author the same person? What makes you think that? **RL.5.6**

Week 4: Cry of the Ocean

WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS

1 What details from the text do you notice in the first image? **RL.5.7**

2 What mood is conveyed by the second image? How does it make you feel? **RL.5.7**

THURSDAY: MIXED SKILLS PRACTICE

1 What does Kimri mean when she says, "You hear but you do not listen"? **RL.5.1**

2 Write a summary of this story. **RL.5.2**

3 What does the word **nuanced** mean in paragraph 10? How can you tell? **RL.5.4**

0-5

Use the box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don't worry about using complete sentences, correct spelling or writing neatly.



OPINION



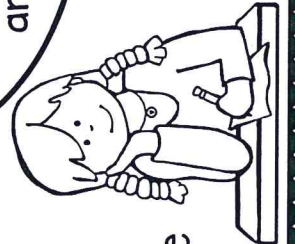
No Junk Food Allowed

Foods that are high in sugar like candy, cookies, and soda are not good for kids. Should schools ban all high-sugar foods and drinks from snacks and lunches? Write a paragraph explaining why this is a good or a bad idea.

Remember:
You will need to form a clear opinion about the topic and then support that opinion with facts, details, and examples.

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Put a star ★ next to ideas you think you will use.
Put an X next to ideas you probably will not use.

Name

Date



OPINION

First Draft

A large writing area with horizontal lines, framed by a decorative border. The lines are intended for writing the first draft of an opinion paragraph.



Tip: Use a different color pen or pencil to edit your draft.

Paragraph Title: _____

Use your brainstorming ideas to organize your thoughts.

Topic Sentence: _____

A rectangular box with a decorative border containing horizontal lines for writing the topic sentence.

Supporting Reason: _____

A rectangular box with a decorative border containing horizontal lines for writing a supporting reason.

Supporting Reason: _____

A rectangular box with a decorative border containing horizontal lines for writing a supporting reason.

Supporting Reason: _____

A rectangular box with a decorative border containing horizontal lines for writing a supporting reason.

Closing Sentence: _____

A rectangular box with a decorative border containing horizontal lines for writing the closing sentence.

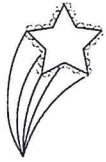
Use what you wrote in the organizing boxes to write your first draft. Then use the editing marks to note errors and ways you can make your paragraph better.

Name

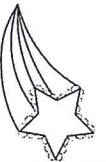
Date

I-5

Use the box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don't worry about using complete sentences, correct spelling or writing neatly.



INFORMATIVE



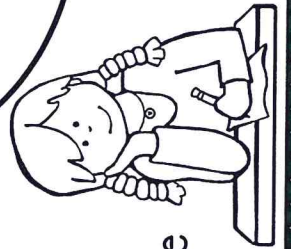
Kindness Counts

Write a paragraph about how students at your school could be more kind to each other.

Remember: You will need to give information about the topic using facts, examples, and definitions.

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Put a star ★ next to ideas you think you will use.
Put an X next to ideas you probably will not use.

Name

Date

INFORMATIVE



First Draft

Handwriting practice area with 12 horizontal lines and decorative borders.



Tip: Use a different color pen or pencil to edit your draft.

Paragraph Title: _____

Use your brainstorming ideas to organize your thoughts.

Topic Sentence: _____

Decorative box with floral corners and dotted lines.

Supporting Detail: _____

Decorative box with double borders.

Supporting Detail: _____

Decorative box with double borders.

Supporting Detail: _____

Decorative box with double borders.

Closing Sentence: _____

Decorative box with floral corners and dotted lines.

Use what you wrote in the organizing boxes to write your first draft. Then use the editing marks to note errors and ways you can make your paragraph better.

Name _____

Date _____

N-7

Use the box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don't worry about using complete sentences, correct spelling or writing neatly.



NARRATIVE



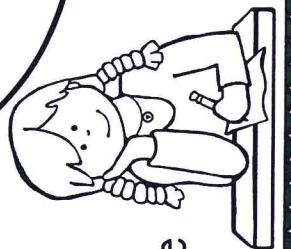
Invisible for a Day

Imagine that you could be invisible for one day. Write about what you would do on your invisible day.

Remember: You will need to narrate an event or experience using descriptions and details to tell the story.

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Put a star ★ next to ideas you think you will use.
Put an X next to ideas you probably will not use.

Name

Date

NARRATIVE



First Draft

Handwriting practice area with 15 horizontal lines and a decorative border.



Tip: Use a different color pen or pencil to edit your draft.

Paragraph Title: _____

Use your brainstorming ideas to organize your thoughts.

Topic Sentence: _____

Beginning: _____

Middle: _____

End: _____

Closing Sentence: _____

Use what you wrote in the organizing boxes to write your first draft. Then use the editing marks to note errors and ways you can make your paragraph better.

Name

Date

Name _____



Solving Problems Practice

<p>Jay is arranging rows of chairs in the gym. In the last row, there are 62 chairs. Each row has 6 fewer chairs than the previous row. If there are 5 rows, how many chairs will Jay have to arrange?</p>	<p>A three-point shot in basketball counts 3 points. A regular field goal is 2 points. Lina scored 29 points. If she made five 3-point shots, how many 2-point shots did she make?</p>	<p>Football World cost \$3.99 for a single copy of the magazine. It costs \$40 to pay for one year in advance. One year is 12 copies. How much do you save if you pay in advance?</p>	<p>A bakery needs 270 pounds of flour. How many 15-pound bags should the bakery buy?</p>	<p>A farmer harvested 930 apples. The apples are stored equally in 31 bushels. How many apples are there in each bushel?</p>

Name _____



Solving Problems Practice

<p>Juan measured the distance from the corner of his house to the corner of his friend's house. It was a distance of 384 feet. How many yards was Juan's house from his friend's house?</p>	<p>Olga bought 25 t-shirts for \$8 each, including tax. She sold them all for \$12 each, including tax. How much profit did Olga make?</p>	<p>A group of 10 people spent \$24 on tickets to a volleyball game. Tickets cost \$3 for the adults and \$2 for the children. How many adults and how many children were in the \$24 group?</p>	<p>A group of students made a total of \$672 washing cars on the weekend. It cost \$16 to wash each car. How many cars did they wash?</p>	<p>An auditorium has 25 rows of seats. Each row contains 15 seats. 233 seats were filled for a recent choir concert. How many seats were empty?</p>					
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

Name _____



Solving Problems Practice

<p>Charlene figured out the temperature by counting cricket chirps for 1 minute. There were 162 chirps. First, she subtracted 50 from that number and then divided the difference by 4. She added 50 to the quotient. What was the temperature?</p>	<p>The sporting goods factory puts 98 new footballs in each shipment. Each of the footballs cost \$2. If a school gets four shipments, about how much would it cost?</p>	<p>Henry made a long distance phone call that lasted 12 minutes. The call costs \$0.35 a minute, plus there was an extra charge of \$1.50. How much did Henry's phone call cost?</p>	<p>Lenny bought crickets to feed his pet lizard. He only had \$4.20 to spend. Crickets cost \$0.10 each or \$1.00 per dozen. How many crickets did Lenny buy if he got the best deal and used all of his money?</p>	<p>Kathy gave her friend number clues. When the number is doubled and added to 10, the result is 58. What is Kathy's number?</p>	

Name _____



Solving Problems Practice

<p>Jon is 8 years old. Tom is 2 years older than Jon, and their brother Henry is twice as old as Tom. How old is Henry?</p>	<p>Adriana can ride her bicycle 6 miles in one hour. In one month, she rode a total of 288 miles. How many hours did that take?</p>	<p>Roses cost \$1.00 each or \$10.00 per dozen. Sharla's mother needs to buy 3 dozen roses for her only daughter's wedding. How much will she save by buying the roses by the dozen instead of individually?</p>	<p>Clyde and Anita were making barbeque sauce. Clyde's recipe called for $1/2$ cup of honey and Anita's recipe called for $3/16$ cup of honey. Which recipe used the most honey?</p>	<p>Bart's drama club put on a play. 843 people were in the audience. Each ticket to the play cost \$8. The audience was seated in 3 areas. If each area had the same number of seats people in it, how many people were in each area?</p>					
-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

Name _____



Solving Problems Practice

<p>Mrs. Wells donates \$500 to the local food bank. Before the donation, she had \$1,003 in her checking account. How much money will Mrs. Wells have in her account once the donation is processed?</p>	<p>A cereal box has a height of 11 inches, a width of 2.5 inches, and a length of 9 inches. What is the volume of the cereal box?</p>	<p>A carpenter has some boards that are 12 feet long, 24 feet long, and 36 feet long. If all the boards must be cut into equal-sized pieces, what length can be used without having anywaste?</p>	<p>272 chairs and 34 tables are in a school cafeteria. If the same number of chairs is placed at each table, how many chairs will be at each table?</p>	<p>It takes Alondra 40 minutes to paint a bookshelf with one coat of paint. After one coat, she waits one hour for the paint to dry. How many minutes will it take Alondra to do 2 coats and wait for both to dry?</p>	

Name _____

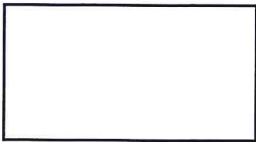
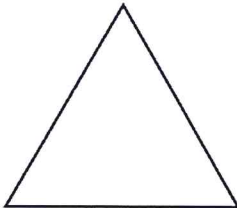
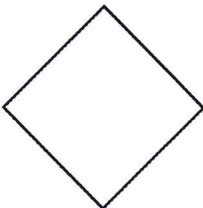
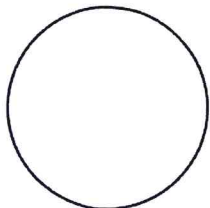


Solving Problems Practice

<p>Marisol bought 3 pairs of running shoes that cost \$85 each. She bought them from an internet store. Shipping costs an additional \$15. What is Marisol's total cost?</p>	<p>A box of cereal holds 348 grams. If there are 12 servings in a box, how many grams are there in one serving?</p>	<p>Rodolfo ate $\frac{1}{4}$ of a cantaloupe. Ada ate the same amount from another cantaloupe, cut into eighths. How many pieces did Ada eat?</p>	<p>For a special at the bakery, every fifth customer gets a free cookie and every twelfth customer gets a free glass of milk. Which customer will be the first to get both?</p>	<p>A sea otter remained underwater for $5\frac{1}{4}$ minutes. Then it came back to the surface for air. It dove under a second time and stayed for $3\frac{3}{4}$ minutes. How long was the sea otter underwater?</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

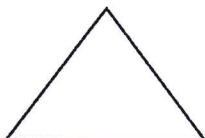

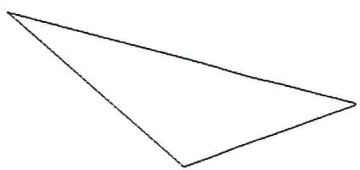
math REVIEW

Name: _____ Date: _____

Algebraic Thinking	Solve. $2 + (6 - 3) = \underline{\hspace{2cm}}$ $(10 \times 2) + 24 = \underline{\hspace{2cm}}$ $(7+2) \times (9-4) = \underline{\hspace{2cm}}$ $7 + 9 \times 10 = \underline{\hspace{2cm}}$
Base Ten Numbers	Mr. Fox purchased 76 bags of candy to make treat bags. Each bag contained 48 pieces of candy. How many pieces of candy did Mr. Fox purchase in all? Mr. Fox took the candy he purchased and divided it into treat bags of 14 pieces of candy each. How many treat bags was he able to make with the candy?
Fractions	Solve. $\frac{1}{2} + \frac{1}{4} = \underline{\hspace{2cm}}$ $\frac{3}{4} + \frac{1}{4} = \underline{\hspace{2cm}}$ What is the difference between the two above problems? _____ _____
Measurement and Data	Convert the measurements: 5 feet = _____ inches 2 yards = _____ inches 3 yards = _____ feet _____ inches = $\frac{1}{2}$ yard
Geometry	Circle the shapes that are quadrilaterals.    

math REVIEW

Name: _____ Date: _____

Algebraic Thinking	Write a numerical expression for the below problems. Simplify the expressions. Multiply six times three, then divide by two _____ The quotient of twelve and two subtracted from thirty-six _____
Base Ten Numbers	Solve. $2.3 \times 1 =$ _____ $2.3 \times 10^1 =$ _____ $2.3 \times 10^2 =$ _____ $2.3 \times 10^3 =$ _____ What's the pattern? _____ _____ _____
Fractions	James has 16 balloons. $\frac{1}{4}$ of his balloons are red. How many red balloons does he have? One-half of his red balloons pop after 10 minutes of playing with them. How many of his red balloons popped?
Measurement and Data	1.) Jamal has 24 inches of yarn. How many feet of yarn does he have? 2.) Ricardo has $\frac{1}{2}$ foot of yarn. How many inches does he have?
Geometry	Label the types of triangles by their angles.  _____  _____  _____

math REVIEW

Name: _____ Date: _____

Algebraic Thinking	Complete the patterns: 2, 4, 6, _____, _____, _____, _____, _____ 80, 70, 60, _____, _____, _____, _____, _____ 5, 10, 20, _____, _____, _____, _____, _____
Base Ten Numbers	Round each decimal to the nearest tenth. 3.785 _____ 0.12 _____ 1.93 _____
Fractions	T.V. Emporium had a huge sale. In the morning, $\frac{5}{12}$ of the flat screen televisions were sold. In the afternoon, $\frac{1}{3}$ of the flat screen televisions were sold. How many flat screen televisions were sold altogether?
Measurement and Data	Convert the measurements. 1 pint = _____ cups 1 pint = _____ fluid ounces 1 quart = _____ cups 1 quart = _____ pints 1 gallon = _____ quarts 1 gallon = _____ cups
Geometry	Name four quadrilaterals. _____ _____

math REVIEW

Name: _____ Date: _____

Algebraic Thinking	Write numerical expressions for the below problems and simplify the expressions. Find the quotient of 144 and 12 _____ Find the product of 7 by 10 _____ Find the difference between 20 and 10 _____
Base Ten Numbers	Compare the decimals using $>$, $<$, or $=$ 2.95 _____ 2.949 0.86 _____ 0.861 3.75 _____ 3.8 1.76 _____ 2 0.98 _____ 0.980 3.15 _____ 3.2
Fractions	Name two equivalent fractions for each fraction listed below. $\frac{2}{4}$ _____ $\frac{1}{3}$ _____ $\frac{1}{10}$ _____
Measurement and Data	If there are 16 cups in one gallon, how many cups are there in 3 gallons? How many cups are in 5 gallons?
Geometry	Compare and contrast squares and rectangles.

math REVIEW

Name: _____ Date: _____

Algebraic Thinking	Write numerical expressions for the problems. Add 12 and 6, then divide by 2 _____ Subtract 30 from 40, then multiply by 3 _____
Base Ten Numbers	437.683 Write a number with a 6 in it that is 10 times larger than the 6 in the number above. Write a number with a 7 in it that is $\frac{1}{10}$ the size of the 7 in the number above.
Fractions	Jessica earned some money for completing chores. She spent $\frac{1}{6}$ of it on snacks and $\frac{1}{3}$ of it on a new book. She saved the rest. What fraction of the money did she save?
Measurement and Data	At a doctor's appointment, a baby weighed 10 pounds. How many ounces did the baby weigh? At the baby's next checkup, the baby weighed 11 pounds and 4 ounces. How many ounces did the baby gain since the appointment mentioned in the first problem?
Geometry	Name the characteristics a shape has to have to be defined as the following: quadrilateral _____ triangle _____ square _____

Name: _____ Date: _____

Base Ten Numbers

1.) Which statement is true about the 6 in the following numbers?

A) 6,159 B) 7,658

A. The 6 in the number labeled A is $\frac{1}{10}$ the amount of the 6 in the number labeled B.

B. The 6 in the number labeled A is 10 times the amount of the 6 in the number labeled B.

2.) Solve each equation.

$1.5 \overline{) 4.50}$

$1.2 \overline{) 12.24}$

3.) Round each decimal to the nearest tenth.

0.365 _____

0.98 _____

1.75 _____

Fractions

1.) Find the area of the rectangles below.

 $3 \frac{1}{2}$ cm. $6 \frac{3}{4}$ cm. $\frac{3}{4}$ in. $2 \frac{1}{5}$ in.

2.) Solve each equation.

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

$\frac{4}{5} \times \frac{1}{4} =$ _____

3. Mr. Thomas is making rice. One cup of rice requires $\frac{1}{3}$ of a cup of water. He is making $2 \frac{1}{2}$ cups of rice. How much water will he need?

Name: _____ Date: _____

Base Ten Numbers

1.) Write each decimal in expanded notation.

3.73 _____

2.89 _____

0.754 _____

2.) Solve. Show your work.

3.23	1.89	2.75
$- 1.98$	$+ 4.62$	$- 1.86$
_____	_____	_____

3.) Solve. Show your work on the back or on another piece of paper.

$265 \div 50 =$

$310 \div 20 =$

Fractions

1.) Solve each equation.

$1 \frac{3}{6} + 2 \frac{1}{6} =$ _____

$5 \frac{1}{8} + \frac{2}{4} =$ _____

$8 \frac{3}{4} - 4 \frac{1}{8} =$ _____

$10 \frac{4}{5} - 6 \frac{1}{10} =$ _____

2.) Solve each equation.

$3 \times \frac{1}{2} =$ _____

$4 \times \frac{3}{4} =$ _____

$\frac{1}{5} \times 5 =$ _____

$\frac{1}{8} \times 6 =$ _____

3.) Without solving, circle the problem from each set that will have a greater product.
Tell how you know.Set A: 12×16 or 12×17 Set B: 15×2 or $15 \times \frac{1}{2}$