

MR. FALCONER'S CLASS WEEK 3 REMOTE LEARNING

READING WEEK 3

WRITING/ELA WEEK 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I will use be able to write a narrative story about a Harris Burdick picture.</p> <p><b>Key Vocabulary</b> Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p><b>Directions:</b> If you have access to a laptop, please type your writing from the past 2 weeks in google classroom.  If you do not have access to a laptop, then write a final copy of your essay that is in your neatest and cleanest handwriting.</p>	<p><b>Learning Target:</b> I will use be able to write a narrative story about a Harris Burdick picture.</p> <p><b>Key Vocabulary</b> Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p><b>Directions:</b> Continue to type or write your final copy of your essay.  If finished, free write for 20 minutes</p>	<p><b>Learning Target:</b> I will use be able to write a narrative story about a Harris Burdick picture.</p> <p><b>Key Vocabulary</b> Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p><b>Directions:</b> Continue to type or write your final copy of your essay.  If finished, free write for 20 minutes</p>	<p><b>Learning Target:</b> I will use be able to write a narrative story about a Harris Burdick picture.</p> <p><b>Key Vocabulary</b> Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p><b>Directions:</b> Continue to type or write your final copy of your essay.  If finished, free write for 20 minutes</p>	<p><b>NO SCHOOL-SPRING BREAK</b></p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p><b>Key Vocab:</b> (definitions are on front page of each reading passage) Diagnosed, institution, speech therapy, humane</p> <p><b>Directions:</b> Pull out the story "Temple Grandin"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer the supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p>	<p><b>Learning Target:</b> I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p><b>Key Vocab:</b> (definitions are on front page of each reading passage) Diagnosed, institution, speech therapy, humane</p> <p><b>Directions:</b> Pull out the story "Things Could Be Worse"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer the supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p>	<p><b>Learning Target:</b> I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p><b>Key Vocab:</b> (definitions are on front page of each reading passage) Ecosystems, contaminated, incubation, restrictions</p> <p><b>Directions:</b> Pull out the story "Rachel Carson's Silent Spring"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer the supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p>	<p><b>Learning Target:</b> I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p><b>Key Vocab:</b> (definitions are on front page of each reading passage) Ecosystems, contaminated, incubation, restrictions</p> <p><b>Directions:</b> Pull out the story "Bee Honest"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer the supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p>	<p><b>NO SCHOOL-SPRING BREAK</b></p>

MATH WEEK 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Target:</b> I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of volume by practicing the skill on a worksheet.</p> <p><b>Directions:</b> Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p><b>Learning Target:</b> I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of volume by practicing the skill on a worksheet.</p> <p><b>Directions:</b> Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p><b>Learning Target:</b> I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of volume practicing the skill on a worksheet.</p> <p><b>Directions:</b> Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p><b>Learning Target:</b> I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of dividing by practicing the skill on a worksheet.</p> <p><b>Directions:</b> Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p><b>NO SCHOOL-SPRING BREAK</b></p>



# Temple Grandin

**diagnosed** – examined and determined to have a condition

**institution** – a place where people who need a great deal of help are kept and taken care of for a long time

**speech therapy** – treatment to help people with speech problems to talk

**humane** – kind or gentle; causing as little suffering as possible

Imagine having a condition that no one understands. Although you're bright, you're locked in your own world without any language. People say you have no hope of living a productive and satisfying life. Nevertheless, one person never gives up on you. She is devoted to helping you get the best instruction and care, and it works. Not only don't you end up living a limited life—you go far beyond what most people *without* your condition achieve.

This is the story of Temple Grandin, who has autism.



Temple Grandin

Grandin has achieved great success and made important contributions to science—not despite autism but because of it.

Autism is a condition that affects how some children's brains develop. People with autism have trouble making sense of the world in certain ways. They also often have a hard time connecting with other people. Autism can show up in different ways that together are called "autism spectrum disorders."

Temple was born in 1947. At around the age of six months, signs of autism began to show up. She didn't want to be touched and became angry if anyone tried to hug her. She preferred to be alone and often wouldn't respond when people tried to interact with her. In addition, she didn't speak at all for several years. Temple's hearing was so sensitive that regular sounds seemed far too loud. Her skin was sensitive, too, which made clothing feel like sandpaper. She also had a tough time being around other children because she was teased for being different.

Temple was **diagnosed** with autism at age two. When she was young, scientists didn't know much about this condition, and they mistakenly considered it a form of brain damage. Doctors told Temple's parents that she should be placed in an **institution**. Temple's mother instead worked hard to find people who could help her. **Speech therapy** helped Temple finally start speaking at age four. Over time, she also learned ways to cope with being so sensitive.

During her childhood, Temple often felt anxious. She found relief while working on her aunt's cattle ranch one summer during high school. The ranch had a "squeeze chute"—a cage that held farm animals while they received shots. Temple observed that the animals were calm while in the cage. She thought it might calm her, too. (Many people who don't have autism get the same kind



of calming effect from the pressure of hugs.) Temple tried using the squeeze chute, and it helped. She later invented a similar piece of equipment, called a "hug machine," for people. Today, children and adults who have autism use it to relieve stress.

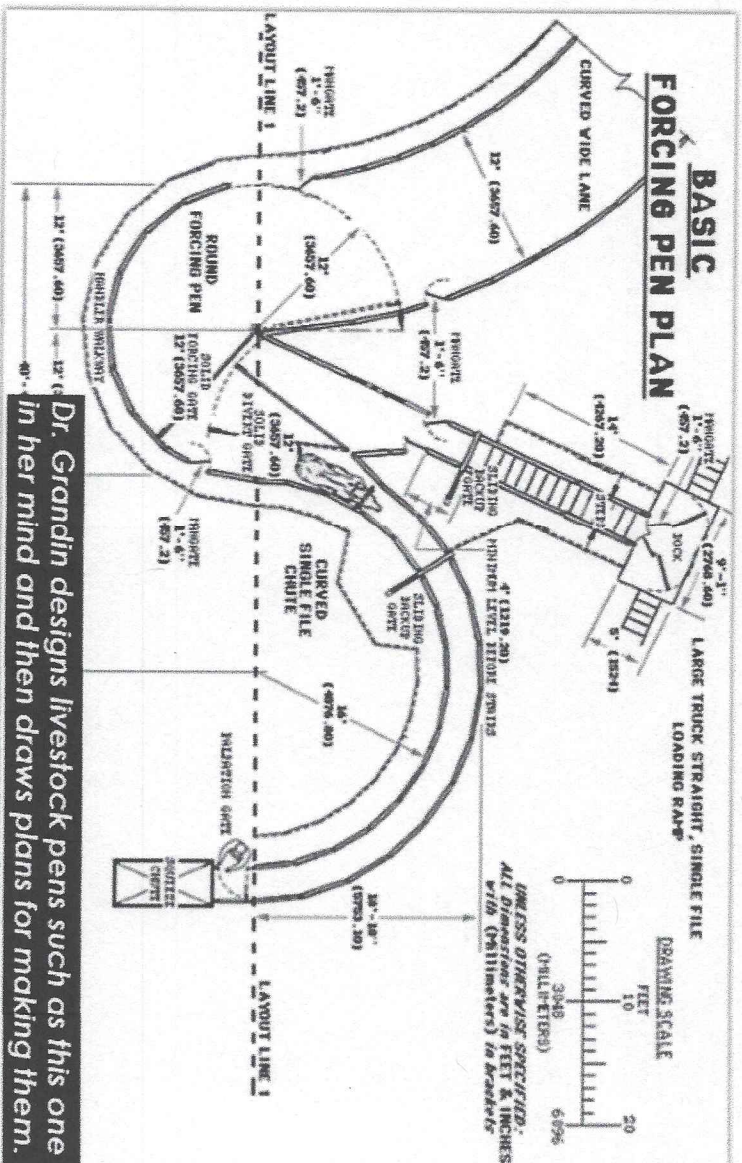
## "The world needs all types of minds."

-Dr. Temple Grandin

Despite her challenges, Grandin was highly intelligent. She graduated from college in 1970 and then earned two higher degrees in the field of animal science. She became interested in how cattle and other food animals are handled. Grandin and

many other people who have autism think in pictures rather than words, and scientists say the same is true of animals. Grandin visited many facilities where large animals were killed for food. She

observed that they were often fearful and anxious, and she thought it was important to ease their suffering. Using her ability to think in pictures, Grandin figured out that things like shadows and bright lights were upsetting the animals. She designed new types of ramps, pens, and buildings that helped livestock stay calm. It was a more humane way to treat the animals, and it also made them easier to handle. Today, nearly half of all North American facilities that handle cattle use Grandin's inventions.



Dr. Grandin designs livestock pens such as this one in her mind and then draws plans for making them.

Grandin is a professor of animal science at Colorado State University. She teaches classes on livestock behavior and facility design and also advises people in the livestock industry. She has written many books and scientific articles on livestock topics. Grandin also travels, speaks, and writes about autism. She shares information about how people living with autism can lead successful and satisfying lives. She has received many honors over the years and was the subject of a 2010 film.

Temple Grandin has had many challenges in her life, and those challenges have allowed her to make her greatest contributions. Among them is the reminder that being different can be a tremendous gift.



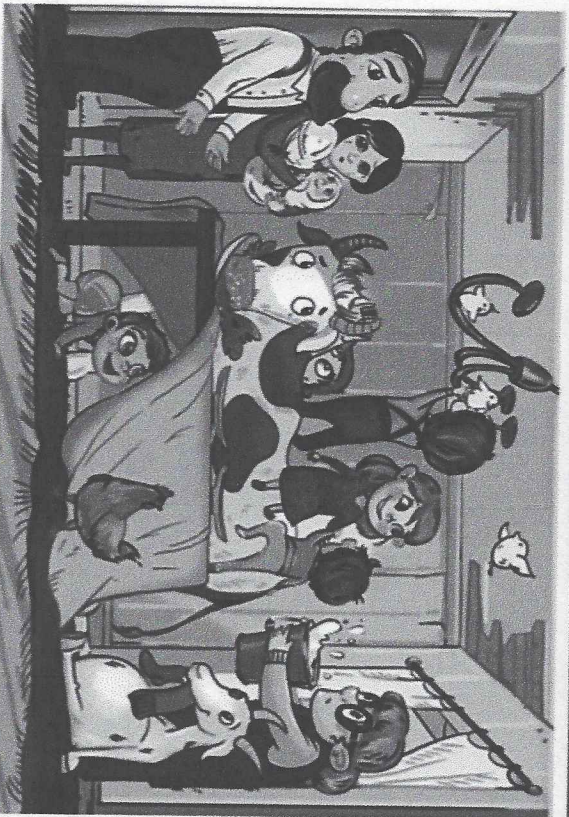
**Read the following questions? Choose 5 questions to answer in the space below. Make sure to write which question you are answering.**

- 1) What evidence in the text shows that Temple Grandin had a difficult childhood? RI.5.1**
- 2) How is the text arranged? Why did the author use this structure? RI.5.5**
- 3) How does Temple Grandin feel about having autism? RI.5.6**
- 4) How does the diagram contribute to your understanding of the article? RI.5.7**
- 5) The author claims that Temple Grandin's challenges have allowed her to make her greatest contributions. What evidence supports this claim? RI.5.8**
- 6) What evidence in the text shows that Temple Grandin is highly intelligent? RI.5.1**
- 7) What evidence in the text shows that Temple Grandin wanted livestock animals to be treated humanely? RI.5.1**
- 8) What does the word *sensitive* in paragraph 4 mean? What information in the article helps you understand this word? RI.5.4**

**Answer Questions here:**



## Things Could Be Worse



Izaak Berkowicz had almost everything he could wish for. Although his home was small, it was comfortable and tidy. He owned four chickens, two goats, and a cow that provided him with fresh milk and eggs. The only thing missing in Izaak's life was someone with whom to share this happiness.

Sure enough, he found a wonderful woman to marry. Mr. and Mrs. Berkowicz were happy in their little home with their few animals. There was always enough to eat and enough money for the few things they needed. They decided that they should share their happiness with some children.

Over the years, Mr. and Mrs. Berkowicz had seven children. It wasn't always easy to care for a newborn baby, another in diapers, and a few toddlers. Mr. Berkowicz barely had time to milk the cow and goats, and Mrs. Berkowicz could hardly clean up from one meal before she was busy cooking the next.

Izaak realized they might be happier if his mother came to live with them. She could help with the cooking and cleaning and children. So they gladly welcomed Bubbe Berkowicz into their home. Of course, the small home was quite crowded with three adults and seven children living there. And, of course, the children were sometimes fussy or mischievous. And, of course, Mrs. Berkowicz didn't like having her mother-in-law tell her how to season her knish or how long to cook her kugel.

Eventually, the crowded little home didn't feel very happy any longer. Izaak went to his rabbi to ask for advice.

"Rabbi, I love my family, but our house is too small, there are too many mouths to feed, and it seems that all we do is argue," Izaak complained.

The rabbi considered Izaak's predicament and then offered some unusual advice.

"Here you are grumbling about your home and what you eat while your poor cow stands out in the cold and eats only grass. From now on, you must bring the cow into your home to live, eat, and sleep with your family."

Izaak was stunned, but he could not disobey the rabbi. When he returned home, against the protests



of his wife and mother, he brought the cow into the already-crowded house. At first, the children thought this was great fun, but soon they found that the cow ate some of their meager dinner. It took up their sleeping space, and it even stunk up the house. After just two days, Izaak was back asking the rabbi for help.

"Rabbi, please," he began, "I've followed your advice, but things have only gotten worse! My home is even more crowded, my family has even less food, and my children fight even more."

To Izaak's surprise, the rabbi directed him to bring the two goats into his home. Again, Izaak was obligated to obey.

You can only imagine the chaos brought on by adding two goats to the Berkowicz home! They chewed the baby's socks. They crowded Bubbe out of her small bed, and they ate Mrs. Berkowicz's own supper right off her plate. Izaak could not go fast enough to the rabbi to seek a solution.

As you may have guessed, the rabbi sent Izaak home with instructions to bring the four chickens into his house. This was certainly the last straw, as no one in the Berkowicz home had any peace or happiness anymore. Why, any one of them was lucky to snatch even a bite of food or find a corner in which to curl up and sleep.

First thing in the morning, Izaak ran, still in his sleep clothes, to the rabbi to beg for help.

"We can no longer take it, I'm afraid. We have done everything you asked—put up with goats in the bed and feathers in our soup. My daughter has nowhere

to sleep but on the back of the cow. Please, Rabbi, we simply must find a bigger house and more food, or we are sure to go mad!"

"Izaak," the rabbi replied, "go home. Put the chickens out in the coop. Put the cow and the goats outside. Enjoy a quiet day with your family."

With a sigh of relief, Izaak did as he was told. After some hours of cleaning and reorganizing, the house felt less like a barn and more like a home. Bubbe and Mrs. Berkowicz cooked dinner together without arguing. The children left one another alone as they found small spaces in which to entertain themselves. Everyone enjoyed a simple but delicious meal without any feathers on their plate.

"My loved ones," Izaak said to his family, "we could use a bigger house. We could certainly enjoy more money. But at the same time, things could always be worse."



**Read the following questions? Choose 5 questions to answer in the space below. Make sure to write which question you are answering.**

- 1) Do you think the rabbi's advice was good or bad? Why? RL.5.1
- 2) Why do you think people have passed this folktale on through the years? RL.5.2
- 3) What details does the author provide to show how Izaak interacts with the rabbi? RL.5.3
- 4) What does the phrase "the last straw" mean as it is used in this story RL.5.4
- 5) How is the text organized? What main sections do you notice? RL.5.5
- 6) Is the narrator part of the story? How can you tell? RL.5.6
- 7) What part of the story does the illustration show? How can you tell? RL.5.7
- 8) If you could add a second illustration to the story, what would it show? Why? RL.5.7
- 9) What lesson from this story can also be seen "You Don't Know Tony" (Week 8)? RL.5.9
- 10) How can you tell that Izaak truly cares for his family? RL.5.1
- 11) How is the family's problem solved if, in the end, nothing really changed? RL.5.2
- 12) Why do you think Mrs. Berkowicz likes and dislikes having Bubbe around? RL.5.3

**Answer Questions here:**



# Rachel Carson's Silent Spring

**ecosystems** – communities of living things along with the natural environment where they live  
**contaminated** – covered, filled, or poisoned with harmful substances

**incubation** – the period of time when a parent bird is sitting on eggs to keep them warm so they will hatch  
**restrictions** – laws or rules that limit or control the use of something

It's no surprise

nowadays that certain chemicals are harmful to humans, other living things, and the environment. Most of us take it for granted that chemicals need to be carefully tested before they can be declared safe for use. Fifty years ago, however, that wasn't common knowledge. People didn't understand that synthetic chemicals—chemicals made by humans—can be highly toxic and can cause long-term damage. Thanks to the work of Rachel Carson, we know that now. Carson was a scientist who caused a permanent revolution in environmental awareness.



Rachel Carson

To understand the magnitude of Carson's contributions, we need to start with a brief history of a synthetic pesticide called DDT. Pesticides are chemicals used to kill pests, including insects that attack crops. A Swiss chemist named Paul Hermann Muller discovered DDT in 1939. When DDT was first introduced, people considered it miraculous for several reasons.

- It killed many different kinds of insect pests. However, it didn't seem to harm mammals.
- Once applied to crops, it didn't break down quickly. As a result, people didn't need to reapply it often.
- It didn't dissolve in water, so rain didn't wash it off plants.
- It was easy to apply and didn't cost much.

DDT quickly became popular around the world because it cost so little and was so good at killing pests and increasing crop yields. It also reduced outbreaks of several insect-borne diseases, including malaria. In fact, Muller's discovery was so notable that he was awarded a Nobel Prize in 1949.

DDT continued to be used throughout the 1950s, and most people were not concerned about possible harmful side effects. However, Rachel Carson wasn't most people. A trained biologist and nature writer who worked for the U.S. Fish and Wildlife Service for over twenty years, Carson carefully researched the effects of pesticides. She concluded that they were a danger to both humans and the natural world. In 1962, she published the book *Silent Spring*, which exposed the hazards of pesticides and stunned the world with its warnings.

Carson had previously written several books about all of nature being connected. In *Silent Spring*, she explained that pesticides were washing into waterways and being

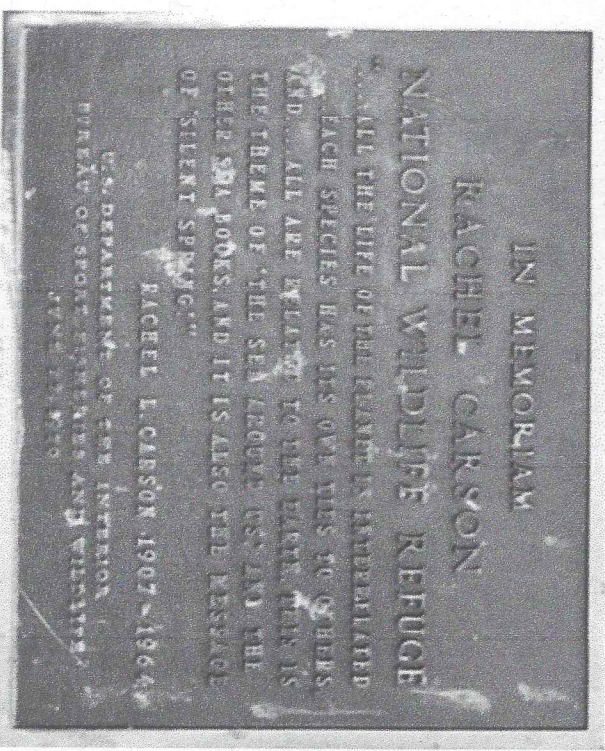


passed up food chains. The chemicals were poisoning **ecosystems** and would eventually poison humans. Carson raised the question, "How could intelligent beings seek to control a few unwanted species by a method that **contaminated** the entire environment and brought the threat of disease and death even to their own kind?"

Among the consequences of DDT use was its harmful effect on bald eagles, which fed on poisoned fish. The poison caused the birds' eggshells to become so thin that they broke during **incubation**. As a result, bald eagle numbers dropped dangerously low. By the time *Silent Spring* was published, bald eagles were in danger of becoming extinct, in large part because of DDT.

Pesticide companies were outraged by Carson's warnings. They criticized her scientific abilities and urged Americans to ignore her findings, claiming that pesticides were completely safe. Even so, citizens wrote to President John F. Kennedy and Congress with their concerns. Both the president and Congress formed committees of scientists to look into the pesticide issue further. Those scientists came to the same

conclusions as Carson: pesticides were a serious hazard. As a result of their findings, the US government established the Environmental Protection Agency (EPA) in 1970. The EPA's job is to monitor and limit air, water, and soil pollution. Carson didn't live to see her research supported by these scientists or **restrictions** on pesticides put in place. She died just two years after *Silent Spring* was published. No doubt she would have been pleased to learn that DDT was banned in the United States in 1972 and that bald eagles have recovered. However, Carson would also have urged continued caution. New pesticides and other synthetic chemicals are being developed and used today. Without extensive testing and careful use, we still run the risk of a "silent spring"—a planet on which all life has been silenced by dangerous chemicals.



The Rachel Carson National Wildlife Refuge in Wells, Maine, was established in 1966 to honor Carson's contributions to preserving the environment. This plaque honoring Carson is displayed there.



**Read the following questions? Choose 5 questions to answer in the space below. Make sure to write which question you are answering.**

- 1) What evidence in the text shows that DDT was harmful to bald eagles? RI.5.1
- 2) What is the main idea of the article? What details support that idea? RI.5.2
- 3) How did public attitudes about DDT and other synthetic pesticides change as a result of the publication of *Silent Spring*? RI.5.3
- 4) What does the word *contaminated* mean? Why is this word important to understanding the article? RI.5.4
- 5) How is the article organized? What other text structures could have been used? RI.5.5
- 6) Why do you think pesticide companies urged Americans to ignore Carson's findings? Why do you think Americans didn't ignore her findings? RI.5.6
- 7) How does the infographic contribute to your understanding of the article? RI.5.7
- 8) The author claims that Rachel Carson "caused a permanent revolution in environmental awareness." What evidence supports this claim? RI.5.8
- 9) What evidence in the text shows that Rachel Carson was qualified to do trustworthy scientific research? RI.5.1
- 10) What chain of events happened as a result of Americans taking Carson's warnings seriously? RI.5.3
- 11) Why do you think the author included the Rachel Carson quotation? RI.5.6

Answer Questions here:



# Bee Honest

Thursday, March 7, 1861

Today, Miss Pesch told us that George Washington School is going to have something called a spelling bee. Now, I've heard of a quilting bee and a husking bee before, but never a spelling bee.

What will happen is that all the older students will line up at the front of the classroom while the parents and the younger students sit at desks to watch. Miss Pesch will ask us each, one by one, to spell a word out loud, and if we spell it incorrectly we have to sit down. The words will increase in difficulty until there's just one winner left standing.

I don't much like the idea of standing in front of people and spelling out loud, but I am a pretty good speller.

Friday, March 8, 1861

Today was definitely the worst day of my life! When everyone was outside for lunch, I volunteered to bang erasers for Miss Pesch, so I went back into the schoolhouse. It took a moment for my eyes to adjust to the dim light after being outside in the sun, but there's no mistaking what I saw.

There was Ethan Knox in front of the classroom, leaning over Miss Pesch's desk. He was scribbling something quickly on a scrap of paper. I don't think he saw me until he'd shoved the paper into his pocket because he just gave me a sly smile and asked why I wasn't outside with the others. I didn't get to ask him the same question before he wandered out of the building.

I walked to the front of the room to get the erasers from behind Miss Pesch's desk. Sitting right there on top of her desk was a paper with the list of words for the spelling bee. Ethan had been copying them! What am I supposed to do?

Saturday, March 9, 1861

My stomach is in such knots, I could hardly eat anything today. I'm nervous about the spelling bee, but I'm even more upset about Ethan. I feel like I should tell Miss Pesch, but maybe I should just stay out of it.

Sunday, March 10, 1861

This morning at church, Pastor Long preached a sermon about honesty. I'm pretty sure I have to tell Miss Pesch about Ethan, even though he's my friend. The only problem is that the spelling bee is first thing tomorrow morning. How can I get a word alone with Miss Pesch before then?



Monday, March 11, 1861

I was too nervous to eat breakfast when I woke up today, so I just put on my Sunday best and tried to hurry to school so I could talk to Miss Pesch before anyone else got there. With Ma, Pa, and two little ones tagging along, it was a slow walk to the schoolhouse. By the time we arrived, lots of others were already milling about outside.

Inside the schoolroom, I tried to pull Miss Pesch aside, but she was busy lining us up at the front of the classroom, where her desk had been moved aside. Pastor Long was there to act as a judge, and he let the parents in. As they got seated, Ethan caught my eye and gave me a wink.

The spelling bee carried on just as Miss Pesch had described. One by one, students sat down as they spelled words wrong. I was doing just fine, but I was suspicious when Ethan spelled handkerchief and cemetery correctly.

Finally, Ethan and I stood as the final two contestants. I knew I had to do the right thing, and I could only figure out one way to do it.

"Island," Miss Pesch announced, reading the next spelling word from her list.

I stepped forward, knowing full well how to spell island. I swallowed hard and began...

"I - S - A - W - "

Miss Pesch looked quickly at Pastor Long, but he

waited patiently for me to finish.

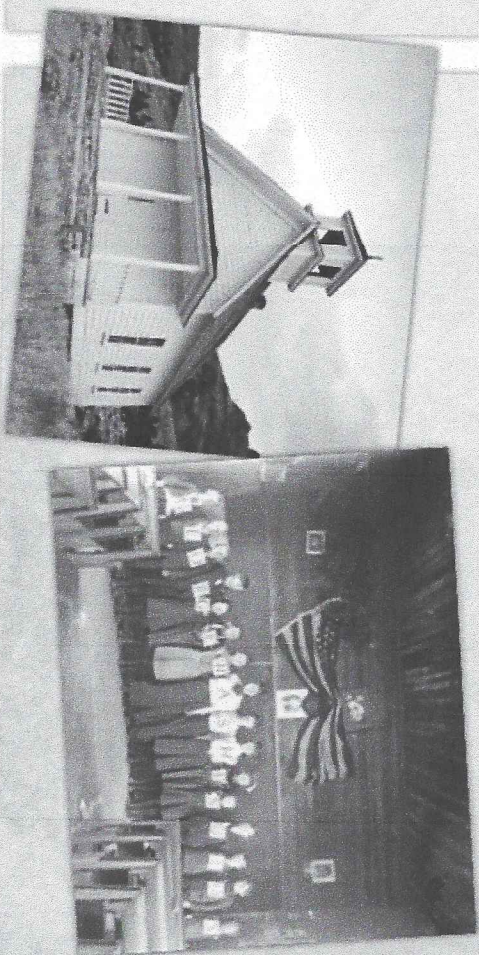
— "E - T - H - A - N - C - O - P - Y - "

The parents in the audience fidgeted, and Ethan gave me a strange look. I think he caught the letters of his name but couldn't work out the rest as quickly as I spelled it.

— "T - H - E - W - O - R - D - L - I - S - T,"  
I spelled.

Pastor Long announced a brief recess. He and Miss Pesch walked me outside, where I told them the truth about what I'd seen. They decided they would give Ethan a word that wasn't on the list and let me stay in the spelling bee, even though I'd thrown away my previous turn.

Sure enough, Ethan misspelled the word integrity. After I won the spelling bee, I saw Mrs. Knox leading Ethan out of the school by the ear. I suppose she's a better speller than her son.





**Read the following questions? Choose 5 questions to answer in the space below. Make sure to write which question you are answering.**

- 1) How does the speaker reveal the truth to his teacher? Why does he do this? RL.5.1
- 2) How do the speaker's feelings about telling on Ethan change? RL.5.2
- 3) How does the setting impact the story? RL.5.3
- 4) What does the word *integrity* mean? What is the significance of Ethan misspelling this word? RL.5.4
- 5) How do the events of Sunday affect the events of the text? RL.5.5
- 6) Why is the point of view of the story important to its structure as a diary? RL.5.6
- 7) What does the word *integrity* mean? What is the significance of Ethan misspelling this word? RL.5.4
- 8) How do the events of Sunday affect the events of the text? RL.5.5
- 9) Why is the point of view of the story important to its structure as a diary? RL.5.6
- 10) 1 What mood does the first photo convey? How does this relate to the text? RL.5.7
- 11) 1 How do the details of the second photo contribute to your understanding of the text? RL.5.7

Answer Questions here:



Name \_\_\_\_\_

*Mondays 4-6*

# Solving Problems Practice



<p>The number pattern is 22, 24, 27, 31, 36, and 42. What is the next number?</p>	<p>Long ago, a giant squid was found with a body 6 meters long and a tentacle that was 11 meters long. How many centimeters longer was the one tentacle?</p>	<p>Kathy and George picked tomatoes on the farm. They picked 756 tomatoes. They want to pack them in wooden baskets that each hold 3 dozen tomatoes. How many baskets will they need to pack the tomatoes they picked?</p>	<p>The regulation time for a quarter in the NBA is <math>\frac{1}{5}</math> of an hour. The regulation time for a quarter in the NFL is 15 minutes. How many minutes longer is the longest quarter?</p>	<p>John's high score on the Asteroid Game was 326,700. Mike's high score was 418,200. Rebecca just played the game. Her high score was 1,368 points lower than Mike's. How many points did she score?</p>





NAME

DATE

## Doubling the Number of Cubes

Answer these questions. Use grid paper, cubes, and anything else that helps you solve the problem.

1

You have a box that is 2 by 3 by 5. How many cubes does it hold? How do you know?

2

The factory wants you to build a box that will hold twice as many cubes. What are the dimensions of a box that contains two times as many cubes as a box that is 2 by 3 by 5? Write the dimensions and explain how you found the answer.

3

Draw the design for the new box below or on grid paper.

**Challenge:** See how many boxes you can find that will hold two times as many cubes as a 2 by 3 by 5 box. Record each of the dimensions.



Name \_\_\_\_\_

Tuesday 4-7

# Solving Problems Practice



<p>Some members of the high school student council voted to have a Read-a-Thon. The vote was 119 to 78. If there are 400 student council members, how many members did NOT vote?</p>	<p>The public library buys 345 new books each month. How many new books will the library buy in 1 year?</p>	<p>George scored 8,739 points on a video game. Becca scored 6,851 more points than George and 849 less than Samuel. What was Samuel's score?</p>	<p>Darin is 5 feet and 8 inches tall. His brother is 6 feet and 3 inches tall. How many more inches taller is Darin's brother than Darin?</p>	<p>Max mows lawns for \$12 an hour. Edging costs an extra \$15. If Max hauls off all the trash, it's another \$15. How much did Mr. Jones pay for Max to spend 2 hours mowing and edging his lawn?</p>





NAME \_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

## Finding Volume

Find the volume of each rectangular prism described below. Use the cluster. Circle the problem you want to solve. Show how you found the answer. Pick two of the prisms, and draw the design for the box on centimeter grid paper.

1 The prism is 6 units by 4 units by 5 units.

2 The prism is 3 units by 10 units by 3 units.

3 The prism is 5 units by 7 units by 4 units.

4 The prism is 10 units by 4 units by 6 units.

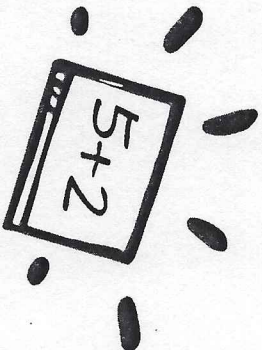
5 The prism is 8 units by 9 units by 4 units.



Name \_\_\_\_\_

Wednesday 4-8

# Solving Problems Practice



<p>Mr. Sullivan bought a dozen pizzas for the reading club. Five pizzas had 10 slices and seven pizzas had 12 slices. How many slices were there in all?</p>	<p>A plane carries 245 passengers. If the plane makes 2 dozen trips a week, how many passengers is that altogether?</p>	<p>Sam and Bo have a total of 32 toys. Sam has 6 more toys than Bo. How many toys does each boy have?</p>	<p>The world's largest bird egg is the ostrich egg. It weighs 56 ounces. How many pounds is that?</p>	<p>Mount Everest is 29,035 feet tall. From base camp at 17,600 feet, a climber hiked 2,300 feet. How many more feet does the climber have to hike to get to the mountain top?</p>



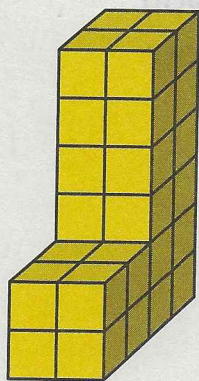
NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Volume Problems

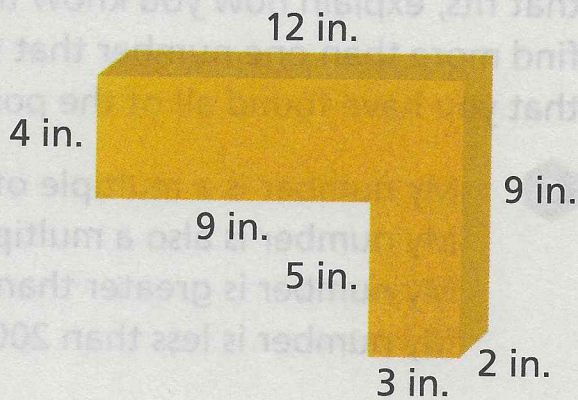
Find the volume of each solid. Show how you found the volume.

1



Volume: \_\_\_\_\_ cubic units

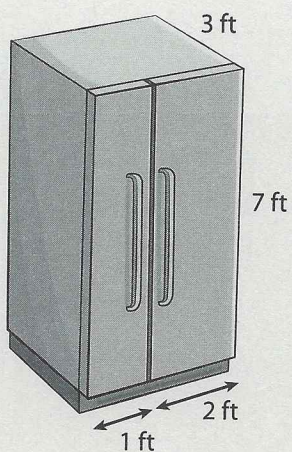
2



Volume: \_\_\_\_\_ cubic inches

3

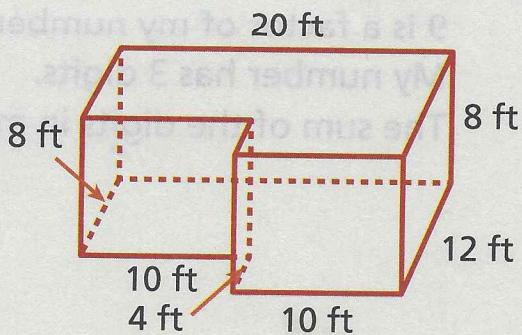
Side-by-side refrigerator



Volume: \_\_\_\_\_ cubic feet

4

Deon's L-shaped bedroom



Volume: \_\_\_\_\_ cubic feet

**NOTE**

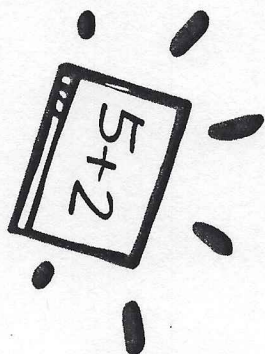
Students find the volume of solids that are made up of rectangular prisms.  
**MWI** Volume of Rectangular Prisms; Finding the Volume of Solids



Name \_\_\_\_\_

Thursday 4-9

# Solving Problems Practice



<p>Mrs. Wells donates \$500 to the local food bank. Before the donation, she had \$11,003 in her checking account. How much money will Mrs. Wells have in her account once the 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

DATE

(PAGE 1 OF 2)

## Solving More Division Problems

Write a story problem that represents each division expression.  
Then solve the problem.

**1**

a. Write a story problem that represents  $528 \div 24$ .

b. Solve  $528 \div 24$ . Show your solution clearly.

### NOTE

Students practice solving division problems.

**MWI** Division Strategies: 2-Digit Divisors