Student Learning Extension Opportunities
Grade 3-Grade 5
Week Five

Directions: These learning activities are provided for practice opportunities. Refreshing your memory of the concepts learned and keeping your mind engaged will help you maintain the skills you have learned. These learning activities are designed to provide practice over the course of the week, so spread out the work.

Support for all Clark County School District students is available via telephone. Please call **702-799-6644** to access the **Learning Line**. Educators will be available **Monday through Friday from 8:00 a.m. until 4:00 p.m.** to assist students in both English and Spanish during scheduled school days.

WEEK FIVE	
Reading and Writing (Science and Social Studies Integration):	**Online Resources**
Week 5, Day 1 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "The Everglades." • Answer the comprehension questions. • Supplemental learning: Watch the video, "Using Textual Evidence" using the QR code or URL to support the understanding of textual evidence.	bit.ly/week5textualevidence Video: "Using Textual Evidence"
Week 5, Day 2 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Backyard Safari." • Write a friendly letter.	
Week 5, Day 3 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "The Layering Effect." • Answer the comprehension questions. • Supplemental learning: Watch the video, "Reading Informational Text Fluently, with an Eye towards Main Ideas and Key Details" using the QR code or URL to support the understanding of the main idea. You may also reread the passage titled, "The Layering Effect." This time, remember to use your "explaining voice" from the video.	bit.ly/week5mainidea Video: "Reading Informational Text Fluently, with an Eye towards Main Ideas and Key Details"
Week 5, Day 4 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Crater Lake." • Answer the comprehension questions.	
Week 5, Day 5 • Read a book at your reading level for twenty minutes. Keep track of your daily reading on the reading log below. • Read the passage, "Rocking It." • Answer the comprehension questions.	

CCSD
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SCHOOL DISTRICT

Student Learning Extension Opportunities
Grade 3-Grade 5
Week Five

Mathematics:	**Grade 3 Online Resources**	**Grade 4 Online Resources**	**Grade 5 Online Resources**
Week 5, Day 1 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/NVhA7avdTAw Video: "Introduction to multiplication"		bit.ly/g5w5d1 Video: "Line plots introduction" youtu.be/4smVBLi3DxU Video: "Read line plots with fractions"
Week 5, Day 2 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/zwD1A9159F4 Video: "Order when multiplying commutative property of multiplication"		
Week 5, Day 3 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).	youtu.be/qcMJ1pN36r4 Video: "Relating division to multiplication"	youtu.be/UKYjhM_c_7s Video: "Multiplication: ages and heights"	
Week 5, Day 4 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5.* • Supplemental learning: Watch the appropriate grade-level video(s).		youtu.be/eaGBLBB375U Video: "Compare with multiplication examples"	

Student Learning Extension Opportunities
Grade 3-Grade 5
Week Five

Mathematics:	**Grade 3 Online Resources**	**Grade 4 Online Resources**	**Grade 5 Online Resources**
Week 5, Day 5 • Complete the appropriate grade-level worksheet(s) labeled *Grade 3, 4, or 5*. • Supplemental learning: Watch the appropriate grade-level video(s).			youtu.be/6bQ6HJsAv4A VIdeo: "Unit conversion: cm to m" bit.ly/w5g5d5notes Notes: "Converting units of measure" youtu.be/jBN69fm8_T0 Video: "Multiplying and dividing by powers of 10"

Reading Log

Keep track of your daily reading.

Beginning Page	**Ending Page**	**Title**

Oportunidades de Continuación para Aprendizaje del Estudiante del 3er al 5º Grado Semana Cinco

Instrucciones: Estas actividades de aprendizaje se ofrecen como oportunidades de práctica. Refrescar tu memoria de los conceptos aprendidos y mantener tu mente ocupada te ayudará a mantener las habilidades que has aprendido. Estas actividades de aprendizaje están diseñadas para proporcionar práctica en el transcurso de la semana, así que distribuye el trabajo.

El apoyo a todos los estudiantes del Distrito Escolar del Condado de Clark está disponible por teléfono. Por favor llama al **702-799-6644** para acceder a la **Línea de Aprendizaje**. Los educadores estarán disponibles de **lunes a viernes de 8:00 a.m. a 4:00 p.m.** para ayudar a los estudiantes tanto en inglés como en español durante los días de clases.

SEMENA CINCO	
Lectura y Escritura (Integración de las Ciencias y Estudios Sociales):	**Recursos Suplementarios en Línea**
Semana 5, día 1 ● Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. ● Lee el texto, "The Everglades." ● Contesta las preguntas de comprensión. ● Aprendizaje suplementario: Ve el video, "Using Textual Evidence" usando el código QR o URL para apoyar la comprensión de la evidencia en el texto.	bit.ly/week5textualevidence Video: "Using Textual Evidence"
Semana 5, día 2 ● Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. ● Lee el texto, "Backyard Safari." ● Escribe una carta amistosa.	
Semana 5, día 3 ● Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. ● Lee el texto, "The Layering Effect." ● Contesta las preguntas de comprensión. ● Aprendizaje suplementario: Ve el video, "Reading Informational Text Fluently, with an Eye towards Main Ideas and Key Details" usando el código QR o URL para apoyar la comprensión de la idea principal. También podrías volver a leer el texto titulado, "The Layering Effect." Esta vez, recuerda usar tu "voz explicativa" del video.	bit.ly/week5mainidea Video: "Reading Informational Text Fluently, with an Eye towards Main Ideas and Key Details"
Semana 5, día 4 ● Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. ● Lee el texto, "Crater Lake." ● Contesta las preguntas de comprensión.	
Semana 5, día 5 ● Lee un libro a tu nivel de lectura durante veinte minutos. Lleva la cuenta de tu lectura diaria en el registro de la parte inferior. ● Lee el texto, "Rocking It." ● Contesta las preguntas de comprensión.	

Oportunidades de Continuación para Aprendizaje del Estudiante del 3er al 5º Grado Semana Cinco

Matemáticas:	**Recursos en Línea 3er Grado**	**Recursos en Línea 4º Grado**	**Recursos en Línea 5º Grado**
Semana 5, día 1 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3er, 4º, o 5º Grado*. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/NVhA7avdTAw Video: "Introduction to multiplication"		bit.ly/g5w5d1 Video: "Line plots introduction" youtu.be/4smVBLi3DxU Video: "Read line plots with fractions"
Semana 5, día 2 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3er, 4º, o 5º Grado*. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/zwD1A9159F4 Video: "Order when multiplying commutative property of multiplication"		
Semana 5, día 3 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3er, 4º, o 5º Grado*. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.	youtu.be/qcMJ1pN36r4 Video: "Relating division to multiplication"	youtu.be/UKYjhM_c_7s Video: "Multiplication: ages and heights"	
Semana 5, día 4 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3er, 4º, o 5º Grado*. • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.		youtu.be/eaGBLBB375U Video: "Compare with multiplication examples"	

Oportunidades de Continuación para Aprendizaje del Estudiante del 3er al 5º Grado Semana Cinco

Matemáticas:	**Recursos en Línea 3er Grado**	**Recursos en Línea 4º Grado**	**Recursos en Línea 5º Grado**
Semana 5, día 5 • Completa las hojas de trabajo correspondientes al nivel de grado, marcadas, *3er, 4º, o 5º Grado.* • Aprendizaje suplementario: Ve los videos correspondientes al nivel de grado.			youtu.be/6bQ6HJsAv4A Video: "Unit conversion: cm to m" bit.ly/w5g5d5notes Notas: "Converting units of measure" youtu.be/jBN69fm8_T0 Video: "Multiplying and dividing by powers of 10"

Registro de Lectura

Lleva un registro de tu lectura diaria.

Página inicial	**Página final**	**Título**

vital
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Name: _____
Date: _____

The Everglades

The Everglades is one of the richest ecosystems in the United States. The plants and animals, some which are unique to the Everglades, are dependent on the environment in which they live. Fresh water is essential for the survival of plants and animals in the Everglades. When few people lived in Florida, fresh water was plentiful. As Florida's population began to grow, people needed fresh water for everyday living and for farming. Over the years, canals and levees were built that controlled the amount of fresh water that could be moved from Lake Okeechobee to the Everglades. In addition, salt water from the Gulf of Mexico began to invade the Everglades. As fresh water decreases, the Everglades National Park gets closer to extinction.

How is the change in the Everglades affecting the animal life? Some animals, which lived in the Everglades in great numbers, are becoming endangered or threatened. Sixteen species are on the endangered species list. Five species are considered threatened. The number of birds has been greatly affected by the changes in the Everglades. Since the 1930's, wood storks and egrets have decreased from 265,000 to only 18,500. This is a 93 percent decrease. The number of roseate spoonbills has been cut in half since 1980. Even larger animals like alligators have decreased in number, and the Florida Panther is almost extinct. Animals like fish and pig frogs have also been affected.

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Name: _____
Date: _____

The amount of mercury found in fish and pig frogs has increased. It is unsafe for people to eat fish or frog legs that are contaminated with mercury.

Approximately 6.5 million people live in Florida. Fresh water is limited. Do we need to choose between protecting the plants and animals that live in the Everglades or supplying fresh water for the people who live in Florida? Marjory Stoneman Douglas, the "mother of the Everglades," did not think so. In her autobiography, she reminded us that the rainfall in South Florida depends on water that evaporates from the Everglades and later becomes rain. Like Ms. Douglas, many people believe that the Everglades and people can live together. Today, efforts are being made to repair the Everglades. The Army Corp of Engineers is tearing down some of the canals and levees so fresh water sources are more plentiful. The borders of the Everglades National Park have been expanded to protect areas where several species of birds nest. Ordinary people like you can help save the Everglades too. For example, when endangered or threatened animals and plants are being sold, don't buy them and report dealers to the authorities. You can also encourage adults to support legislation that is designed to protect the environment.

Written by: Jeanne Swafford

Sources used to create this text:
www.americanparknetwork.com
www.everglades.national-park.com

“The Everglades” Comprehension Questions

Answer the following questions.

1) How is the change in the Everglades affecting animal life?

2) What is the connection between the actions of humans and the Everglades?

Write a paragraph explaining if you think we are doing enough to protect the environment. Why or why not? Remember to cite evidence from the passage.

BACKYARD SAFARI

Because I live in the city, I rarely see animals that I read about in school. When Dad takes me to the park, I see pigeons and squirrels. Boring! I want to see snakes and rabbits.

Last weekend I stayed with Aunt Marie in the country. Instead of going to the park, I played in Aunt Marie's backyard.

When we arrived at Aunt Marie's, I found her fixing breakfast and wearing a strange hat. "What's that on your head?" I asked.

"It's my safari hat!" She held up a smaller one and tossed it to me. Aunt Marie explained that we were going on a backyard safari.

I inhaled my breakfast. Then we set out toward the yard with binoculars and a magnifying glass.

"Do you hear that?" Aunt Marie asked.

I heard what sounded like a tiny jackhammer. She handed me the binoculars and told me to look high up in the

tree. I soon found the source of the noise. It was a woodpecker with a red head.

Aunt Marie said that rabbits love to rest under her rose bushes. We lay in the grass and waited. As we waited, she told me all about the critters that call her backyard home—opossum, raccoons, chipmunks, and snakes. Some like to come out early in the morning, others at night.

Then something caught my eye. It was a ball of fur with a nose that was wiggling. "A rabbit," I whispered, even though I wanted to yell. Who knew I could see so much wildlife on a backyard safari!

SLEUTH WORK

Gather Evidence Write two clues that show the narrator was excited about the backyard safari.

Ask Questions After reading the text, write two questions you would ask an expert about animals that live near humans.

Make Your Case Use words from the text to compare and contrast where the narrator lived and where his aunt lived.

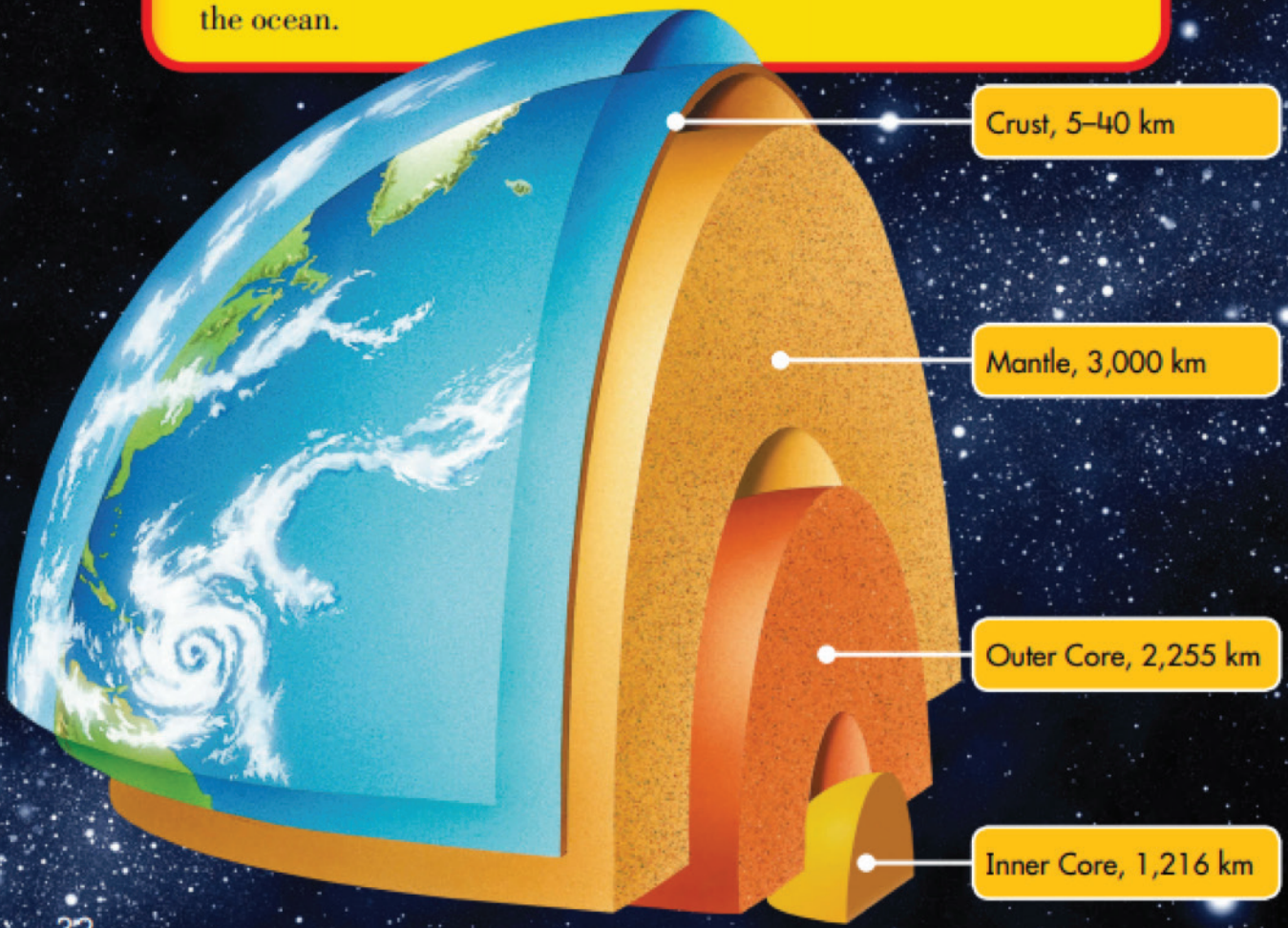
“Backyard Safari” Write a Friendly Letter

Write a thank you letter to Aunt Marie. In the letter, describe what you liked doing during the backyard safari. Include the following parts of a friendly letter: heading, greeting, body, closing, and signature. Also, remember to cite evidence from the passage.

The Layering Effect

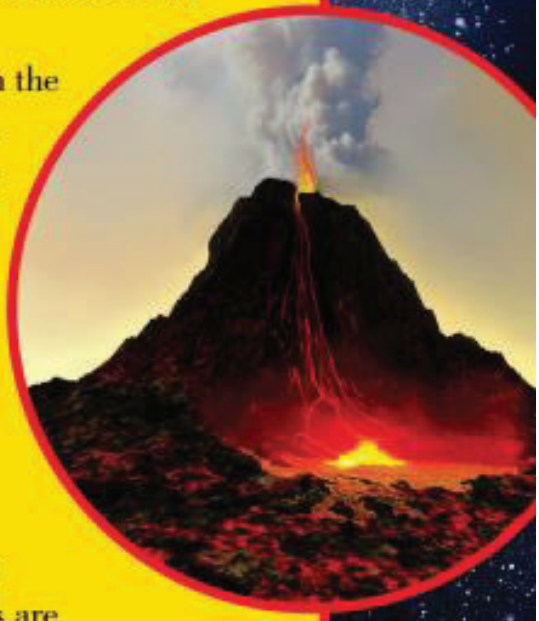
The surface of Earth is constantly being changed. Rocks are constantly being formed, destroyed, or changed. The changes to Earth's surface might be caused by erosion, weathering, volcanic eruptions, or the actions of humans. Do you think there is a lot of activity on Earth's surface? What happens deep inside the Earth can have an effect on what happens where we live.

The layer we walk and live on is called the crust. It is Earth's thinnest layer. There are two kinds of crust, continental crust and oceanic crust. Continental crust makes up all of Earth's land. Oceanic crust lies beneath most of the ocean floor. The thickest part of the crust is about 25 miles (40 km) deep. The thinnest part is about 3 miles (5 km) deep. This leaner layer is at the bottom of the ocean.



Below the crust is a layer called the mantle. It is the thickest layer—almost 1,864 miles (3,000 km) thick and made up of nearly solid rock. It is much hotter than the crust. In fact, it is so hot that rocks can move, bend, and even melt! Sometimes, the melted rock can flow onto the crust as lava and volcanoes form.

The top of the mantle and the crust above it form the lithosphere. Under the mantle, in Earth's center is a super-hot core. The core is made of iron and nickel: the outer part of the core is liquid and the inner part is solid. Scientists think that heat rising up from the core may be one cause of earthquakes. They also think the inner core spins in place. It creates an invisible magnetic shield that protects us from the sun.



The lithosphere covers Earth in a thin layer, which is split into sections called plates. The plates float on the molten rock of the mantle. Earth's plates are slowly moving. Sometimes the plates grind together, and sometimes they move apart. Some of the changes occur slowly, such as the formation of mountains. A change that happens quickly can cause an earthquake. The places where plates meet are often where earthquakes strike, mountains form, and volcanoes erupt.

Scientists keep digging to learn how Earth's lower layers affect our world and what they teach us about the past. They can use Earth's layers to learn about the ages of fossils by studying the layers in which they were found.

Sleuth Work

Gather Evidence What can be learned from the diagram that is not included in the text?

Ask Questions What is a question a scientist might ask about Earth's layers? What is a question a younger child might ask about Earth's layers?

Make Your Case Which layer mentioned in the text do you find most interesting? Cite information in the text to explain your answer.

"The Laying Effect" Comprehension Questions

Think about the Sleuth Work questions at the end of the passage.
Answer the following questions.

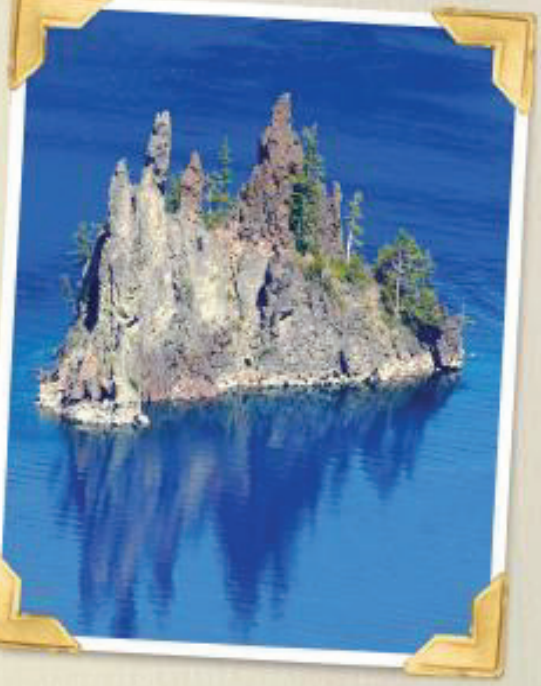
1) What is the main idea or big idea of the passage?

2) What are the four layers of the Earth? Briefly use details from the passage to describe each layer.

3) Focusing on the layers of the Earth you identified and described above, explain how one of these layers can change the Earth's surface. Remember to cite evidence from the passage.

Crater Lake

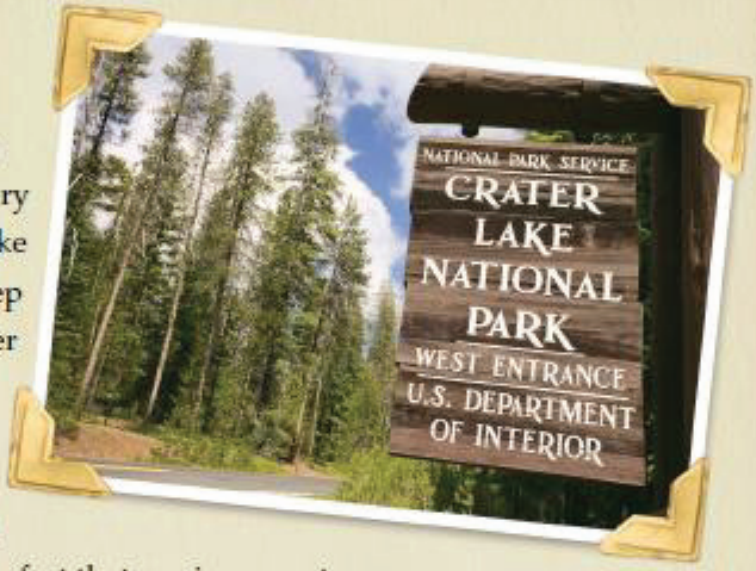
What images come to mind when you think of a volcano? Perhaps you think of molten lava spewing from one, or smoke pouring into the sky and covering the earth with ash. You probably wouldn't think of a fresh lake with the clearest and bluest water, would you?



Thousands of years ago the top of a volcano named Mount Mazama collapsed due to a powerful eruption. This resulted in a crater on top of the now inactive volcano. Lava sealed the bottom of the crater creating a basin. This basin gradually filled with water from rain and snowmelt. This crater is now called Crater Lake.

Nestled high in the Cascade Mountains of Oregon, Crater Lake is one of the deepest lakes in the world. The walls of old Mount Mazama tower above the lake, rising from 500 to 2,000 feet (152 to 610 meters). At its widest point, Crater Lake is about 6 miles (9 kilometers) across.

Crater Lake is known for its blue color. The lake is so blue because it is very deep. In fact, this lake was once called Deep Blue Lake. The water is also nearly pure, which is a reason why the water is clear. Its purity and clarity are due to the fact that no rivers or streams flow into the lake.



If you visit Crater Lake, you will notice two islands: Wizard Island and Phantom Ship. You may also see a mountain hemlock log floating upright in the lake. What's so special about this log? It's known as the "Old Man" of Crater Lake, and it has been floating around the lake for over 100 years!

Today Crater Lake sits in Crater Lake National Park. Thanks to William Gladstone Steel, the lake and the surrounding area have been protected and preserved as a national park since 1902. Tourists can enjoy camping, fishing, and hiking during the warm months. However, from October to June, the park is buried under snow. No matter the season, Crater Lake is considered a place of great beauty.

Sleuth Work

Gather Evidence How did Crater Lake form? Use evidence from the text to make a list of the events in the order in which they happened.

Ask Questions After reading the text, write three questions you would ask a park ranger at Crater Lake National Park.

Make Your Case What clues in the text help you know that this text is informational rather than fictional?

“Crater Lake” Comprehension Questions

Think about the Sleuth Work questions at the end of the passage.
Answer the following questions.

1) What event occurred to form Crater Lake?

2) How does water collect in Crater Lake?

3) What is the main idea or big idea of the passage?

4) Why is protecting and preserving Crater Lake a good idea? Remember to cite evidence from the passage.

Rocking It

"Patrick, your room looks like a rock quarry," Mom said as she stepped over a pile of rocks.

"I know," Patrick said. "It's awesome!"

"It's a neat collection, Patrick, but it's taking over your room. Maybe it's time to start weeding some out."

"I wouldn't know which ones to discard," Patrick complained.

That afternoon Patrick and his mom were gardening when their neighbor Mrs. Simpson stopped by. Mrs. Simpson worked at the nature center and always had interesting facts to share about plants.

"What are you planting today?" she asked.

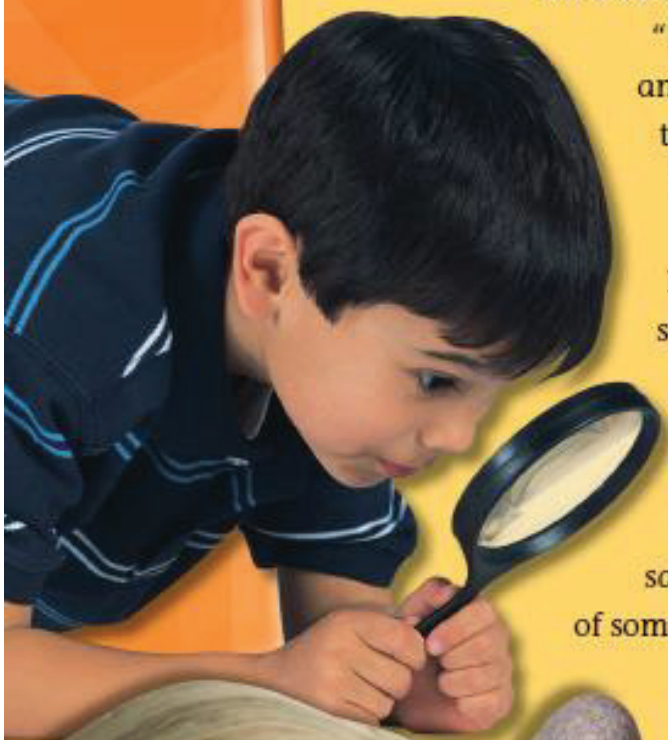
Patrick spoke up. "Mom's planting peppers and I'm digging for rocks."

"Patrick's rock collection keeps expanding, and he's running out of space to store them," Mom added. "Why don't you show Mrs. Simpson your collection, Patrick?"

Patrick led Mrs. Simpson to his room. Mrs. Simpson's eyes grew big when she saw all the rocks.

"Wow, Patrick, this is quite a collection!" she said. "Do you know what kind of rocks you have?"

"No, they're just rocks," Patrick said. "My mom just wants me to get rid of some of them."



"Well, it may be interesting to know which minerals are in those rocks. Minerals are the building blocks of rocks. Minerals can be identified by their physical properties, such as color, hardness, and luster."

"That sounds really cool, Mrs. Simpson. I'd love to learn how to identify minerals.

"Rocks also go through many changes. Over time, rocks can erode from storms and water currents. Look at this one that you have here. Did you get it by the shoreline? You can tell that it broke off from a larger rock during the process of wave erosion."

"How did you know that, Mrs. Simpson?" Patrick said.

"Patrick, come to the nature center. You can look through field guides to see what you have. You can learn about processes like erosion and weathering, as well as the three different types of rock: **igneous**, **sedimentary**, **metamorphic.** You can also learn about the rock cycle. Once you have learned more about the rocks, you may find some to get rid of. A good rock collector learns to be particular about his rocks."

"AWESOME," said Patrick, "I didn't realize there was so much to collecting rocks. I'll see you at the nature center!"

Properties of Minerals

Color	Minerals range from clear to pink, red, blue, green, and black.
Hardness	Hardness is measured on Mohs scale from one to ten.
Luster	Minerals can be dull or shiny.

Sleuth Work

Gather Evidence How does the writer draw attention to some words in the selection? Cite examples.

Ask Questions After reading the text, what are two questions you would ask when doing a close observation of a rock?

Make Your Case What information is provided in the chart that builds on information in the story?

“Rocking It” Comprehension Questions

Think about the Sleuth Work questions at the end of the passage.
Answer the following questions.

1) What is the main idea or big idea of the passage?

2) What are minerals?

3) What are different terms used to organize and classify rocks?

4) Write a paragraph describing the new information about rocks and minerals you learned from the passage. Remember to cite evident from the passage.

Multiplication Strategy Practice

Name: _____ Date: _____

Use this resource to practice these three multiplication strategies: Draw It, Repeated Addition, and Skip Counting. As an example, this first exercise has been done for you.

Drawing Pictures	Repeated Addition	Skip Counting
3 x 4 = 12	3 x 4 = 12	3 x 4 = 12
	4 + 4 + 4 = 12	4, 8, 12

Solve. For each multiplication problem below, use all 3 strategies shown in the example.

1. 4 x 8 =

Drawing Pictures	Repeated Addition	Skip Counting

2. 3 x 7 =

Drawing Pictures	Repeated Addition	Skip Counting

3. 6 x 2 =

Drawing Pictures	Repeated Addition	Skip Counting

4. 5 x 9 =

Drawing Pictures	Repeated Addition	Skip Counting

Math
Multiplication

Commutative

One of the multiplication properties is *commutative*, which means that you can multiply numbers in any order and get the same product.

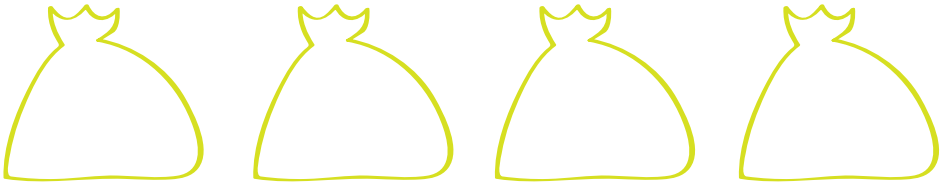
$$A \times B = B \times A$$

Find the missing number in the equations following the commutative property rule. Then answer the questions below.

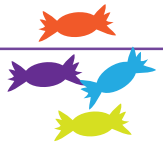
7 x 5 = 5 x ☐

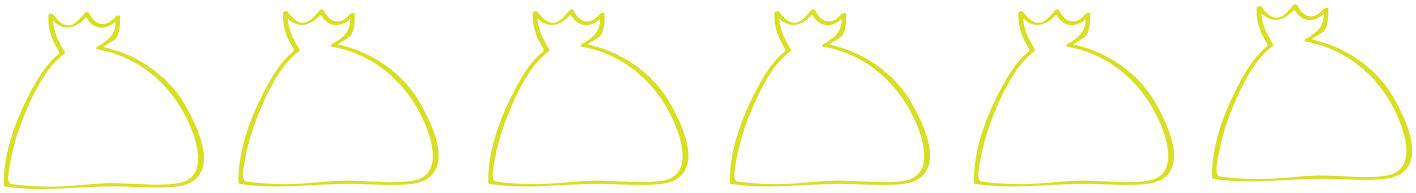
10 x 11 = 11 x ☐

Julia has four bags of candy. Each bag contains six pieces of candy. Draw the pieces in each bag. How many pieces does Julia have?



Tommy has six bags of candies. Each bag contains five pieces of candy. Draw the pieces in each bag. How many pieces does Tommy have?





Write the multiplication equations for Julia and Tommy's candy using the commutative property.

☐ x ☐ = ☐ x ☐

☐ x ☐ = ☐ x ☐

Picnicking Signs

The multiplication and division signs are having a picnic. While they're gone, it's up to you to fill in the missing **multiplication** or **division sign** in each equation.

8 ☐ 2 = 16	7 ☐ 9 = 63	40 ☐ 8 = 5
3 ☐ 7 = 21	64 ☐ 8 = 8	56 ☐ 7 = 8
24 ☐ 4 = 6	36 ☐ 4 = 9	30 ☐ 5 = 6
4 ☐ 4 = 16	4 ☐ 5 = 20	6 ☐ 3 = 18
54 ☐ 6 = 9	21 ☐ 7 = 3	5 ☐ 6 = 30
12 ☐ 3 = 4	2 ☐ 9 = 18	49 ☐ 7 = 7
9 ☐ 3 = 27	8 ☐ 4 = 32	2 ☐ 6 = 12

Math
Calculation

Find The Division Facts

Division is the reverse of multiplication.

Example: If the multiplication sentence is 3 x 4 = 12,
Then the related division facts are 12 ÷ 3 = 4 and 12 ÷ 4 = 3.

Look at these multiplication sentences, and write down the two related division facts.

8 x 4 = 32

9 x 5 = 45

7 x 6 = 42

12 x 5 = 60

10 x 11 = 110

13 x 2 = 26

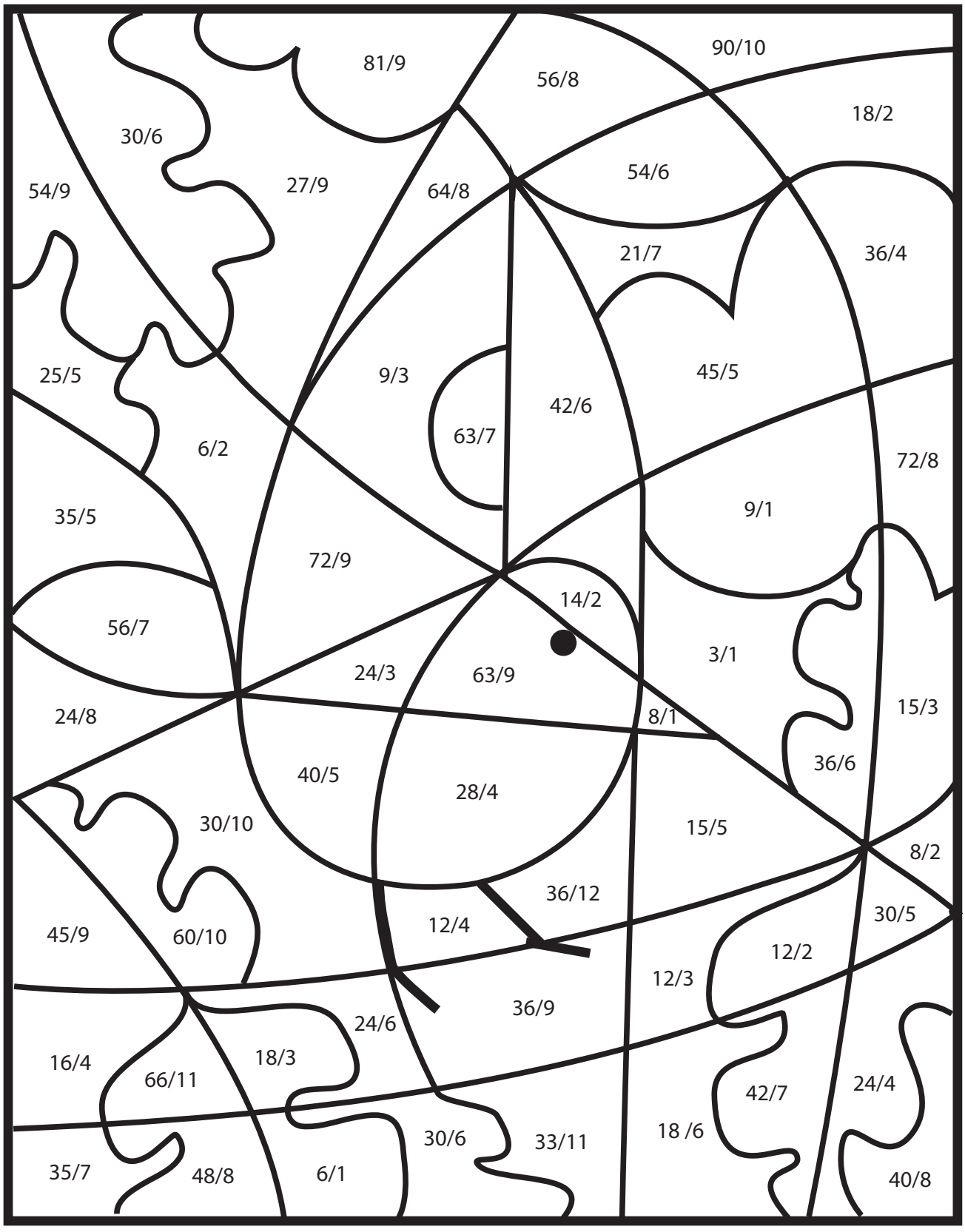
40 x 10 = 400

202 x 4 = 808

COLOR BY NUMBER

Solve the following division problems. Color based on the answers matching to the color key.

SKY BLUE : 3 BROWN : 4 DARK GREEN : 5 GREEN : 6 RED : 7 YELLOW : 8 WHITE: 9



Math Crossword Puzzle

Fill in the blanks of the crossword puzzle
to make the mathematical equations true.

12	+		=	36					
		÷		÷				+	
	-		=	4				23	
x		=		=		÷		=	
		6			x	5	=		
=						=			
56		20	-		=	11		3	
		+		x				x	
84	÷		=					13	
		=		=				=	
				63	-		=		

Name _____

Enrichment
6-3

Car Wash Day

Solve each problem. Show your work.

1. The school held a Car Wash Day. It ran from 10 A.M. to 4 P.M. Twelve different students worked each hour. How many students were needed for the whole day?

_____

_____

2. The students washed 12 cars in the first hour, 15 cars in the second hour, and 10 cars in each of the next 4 hours. How many cars did they wash in all?

_____

3. Look back at Exercise **2**. The students earned $60 in the first hour and $50 in the third hour. What do you think they earned in the fourth hour? Explain.

_____

_____

4. One group of 12 students worked in teams, with the same number of students on each team. List the different ways that the students could have formed the teams.

_____

_____

_____

5. If each car owner paid $5 per wash, about how much did the school earn during Car Wash Day? (Hint: Look back at Exercise **2** to see how many cars were washed.)

_____

Name _____

Enrichment
6-2

Calendars for Charity

Five students sold calendars for charity. Use the clues below to find how many calendars they sold in all.

- April sold 14 calendars.
- Isabel sold 12 times as many calendars as April.
- Isabel sold twice as many calendars as Juan.
- Sydney sold 35 more calendars than Juan.
- Sydney sold 43 more calendars than Yuri.

Answer the questions below. Write an equation to explain how you answer each.

1. How many calendars did Isabel sell?

_____

2. How many calendars did Juan sell?

_____

3. How many calendars did Sydney sell?

_____

4. How many calendars did Yuri sell?

_____

5. How many calendars did the five students sell in all?

_____

_____

Name _____ Date _____

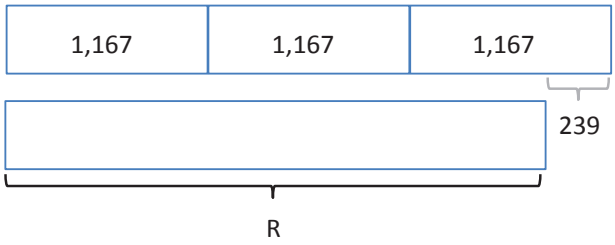
1. The table shows the cost of party favors. Each party guest receives a bag with 1 balloon, 1 lollipop, and 1 bracelet. What is the total cost for 9 guests?

Item	Cost
1 balloon	26¢
1 lollipop	14¢
1 bracelet	33¢

2. The Turner family uses 548 liters of water per day. The Hill family uses 3 times as much water per day. How much water does the Hill family use per week?

3. Jayden has 347 marbles. Elvis has 4 times as many as Jayden. Presley has 799 fewer than Elvis. How many marbles does Presley have?

4. a. Write an equation that would allow someone to find the value of R.



b. Write your own word problem to correspond to the tape diagram, and then solve.

Name _____ Date _____

Solve using the RDW process.

1. A pair of jeans costs $89. A jean jacket costs twice as much. What is the total cost of a jean jacket and 4 pairs of jeans?

2. Sarah bought a shirt on sale for $35. The original price of the shirt was 3 times that amount. Sarah also bought a pair of shoes on sale for $28. The original price of the shoes was 5 times that amount. Together, how much money did the shirt and shoes cost before they went on sale?

3. All 3,000 seats in a theater are being replaced. So far, 5 sections of 136 seats and a sixth section containing 348 seats have been replaced. How many more seats do they still need to replace?

4. Computer Depot sold 762 reams of paper. Paper Palace sold 3 times as much paper as Computer Depot and 143 reams more than Office Supply Central. How many reams of paper were sold by all three stores combined?

Name _____

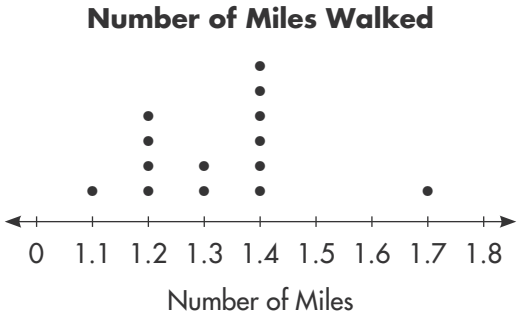
Reteach to Build Understanding
12-1

Vocabulary

1. A **line plot** shows data along a number line. Collected information is called **data**. Each dot in a line plot represents one value in a data set.

   Which numbers have dots plotted above them?

   _____

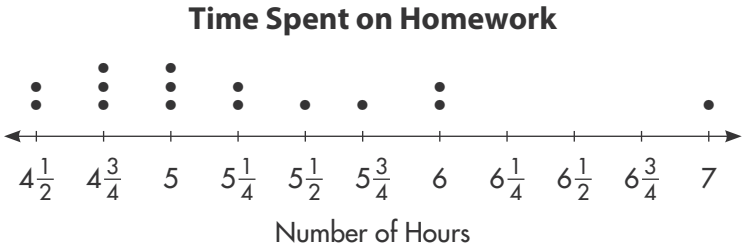


2. If a number is much greater or less than the rest of the numbers in the data set, that number is called an **outlier**.

   On the line plot above, which number could be an outlier? _____

The table and line plot show the time that students spent on homework last week.

Time Spent on Homework (in hours)				
$4\frac{1}{2}$	6	6	7	$4\frac{1}{2}$
$5\frac{1}{4}$	$5\frac{1}{2}$	5	$4\frac{3}{4}$	$5\frac{3}{4}$
$4\frac{3}{4}$	$5\frac{1}{4}$	5	$4\frac{3}{4}$	5



3. Use the table to find how many students spent exactly 5 hours on homework last week. Use the line plot to find the number of dots above 5.

   _____ students _____ dots

4. Count the dots above $4\frac{1}{2}$, $4\frac{3}{4}$, and 5 to find the number of students that spent 5 or fewer hours on homework last week. _____ students

5. Use the line plot to find the number of students that spent more than 5 hours on homework last week. _____ students

6. Is there an outlier in the data? _____ If so, what is it? _____

On the Back!

7. Use the Time Spent on Homework line plot to solve. Which two times spent on homework occurred most often?

Hiking the Valley

A group of people, called Nevada Trails Today, decided to hike the perimeter of the Las Vegas valley. There are currently 33 miles of trails that are marked. The members started out on a bright and sunny day each having a backpack water container that can hold 10 cups of water.

Below is a table containing the amount of water that each water container was holding.

Water Container	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Amount of Water in Cups	6 ½	6 ¾	7 ¼	7 ¾	6 ¾	6 ½	5 ¾	5 ¾	7	6	6 ½	5 ½

1. Create a line plot to represent the data.

2. If the hikers shared the water evenly amongst the 12 water containers, how much water would each hiker get for their hike? Explain your thinking.

Name _____

Reteach to Build Understanding
12-2

Vocabulary

1. A **frequency table** shows how many times a data value occurs in a set of data. This table shows the Miles Walked data for 14 students.

4, 1, 3, 2, 2, 4, 4, 2, 3, 4, 4, 7, 2, 4

A tally mark is made for each data value. The total number of tally marks is written in the Frequency column.

How many students walked 4 miles? _____

Miles Walked	Tally	Frequency
1	I	1
2	IIII	4
3	II	2
4	𝍸 I	6
7	I	1

2. The cats in Sandy's Pet Shop have the weights shown in the table.

Order the weights from least to greatest. Check to be sure you have listed each item in the table. The list should have 10 numbers in it.

Weights of Sandy's Cats (in lb)				
$6\frac{1}{2}$	5	6	$6\frac{1}{2}$	8
8	$6\frac{1}{2}$	5	8	9

_____

3. Make a frequency table to show the data in the list.

Make a tally mark for each weight in the list.

Count the tally marks to find each frequency. Write each number in the Frequency column.

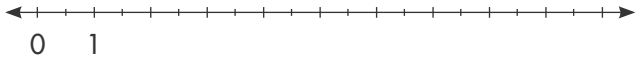
Cat Weight (pounds)	Tally	Frequency

4. Make a line plot.

First, label the number line. Since the data ranges from 5 through 9 pounds, a reasonable number line is from 0 to 10 pounds.

Next, make a dot for each value in the data set. Then write a title.

Title:



Pounds

On the Back!

5. Make a frequency table and line plot for the following data:

Quiz Scores: 9, 10, $8\frac{1}{2}$, 8, 8, 9, 10, $9\frac{1}{2}$, 9, 9, $8\frac{1}{2}$, $7\frac{1}{2}$, $8\frac{1}{2}$, 9, 9

Name _____ Date _____

A meteorologist set up rain gauges at various locations around a city and recorded the rainfall amounts in the table below. Use the data in the table to create a line plot using $\frac{1}{8}$ inches.

a. Which location received the most rainfall?

b. Which location received the least rainfall?

c. Which rainfall measurement was the most frequent?

d. What is the total rainfall in inches?

Location	Rainfall Amount (inches)
1	$\frac{1}{8}$
2	$\frac{3}{8}$
3	$\frac{3}{4}$
4	$\frac{3}{4}$
5	$\frac{1}{4}$
6	$1\frac{1}{4}$
7	$\frac{1}{8}$
8	$\frac{1}{4}$
9	1
10	$\frac{1}{8}$

Name _____ Date _____

1. Convert and write an equation with an exponent. Use your meter strip when it helps you.

a.	3 meters to centimeters	3 m = 300 cm	$3 \times 10^2 = 300$
b.	105 centimeters to meters	105 cm = _____ m	_____
c.	1.68 meters to centimeters	_____ m = _____ cm	_____
d.	80 centimeters to meters	_____ cm = _____ m	_____
e.	9.2 meters to centimeters	_____ m = _____ cm	_____
f.	4 centimeters to meters	_____ cm = _____ m	_____

g. In the space below, list the letters of the problems where larger units are converted to smaller units.

2. Convert using an equation with an exponent. Use your meter strip when it helps you.

a.	3 meters to millimeters	_____ m = _____ mm	_____
b.	1.2 meters to millimeters	_____ m = _____ mm	_____
c.	1,020 millimeters to meters	_____ mm = _____ m	_____
d.	97 millimeters to meters	_____ mm = _____ m	_____
e.	7.28 meters to millimeters	_____ m = _____ mm	_____
f.	4 millimeters to meters	_____ mm = _____ m	_____

g. In the space below, list the letters of the problems where smaller units are converted to larger units.

3. Read each aloud as you write the equivalent measures. Write an equation with an exponent you might use to convert.

   a. 3.512 m = _____ mm $3.512 \times 10^3 = 3{,}512$

   b. 8 cm = _____ m _____

   c. 42 mm = _____ m _____

   d. 0.05 m = _____ mm _____

   e. 0.002 m = _____ cm _____

4. The length of the bar for a high jump competition must always be 4.75 m. Express this measurement in millimeters. Explain your thinking. Include an equation with an exponent in your explanation.

5. A honey bee's length measures 1 cm. Express this measurement in meters. Explain your thinking. Include an equation with an exponent in your explanation.

6. Explain why converting from meters to centimeters uses a different exponent than converting from meters to millimeters.