

Hello!

05/01/2020

I hope you are doing well, and I miss you very much! In this packet are the assignments for the next two weeks of our Virtual Learning. Please work on the assignments according the schedule and take a picture of the indicated pages with your name on it by the due date and send it back to me so I can grade your responses. Of course, we will be flexible during this time, so just reach out to me if there is a problem with returning the pages by the due date, and I will work it out with you :)

I am available to help you and answer any questions you have, just as if we were in the classroom. We will just use phone, email and/or Webex!

Weeks of 05/11/2020 and 05/18/2020 **DUE ON FRIDAY, 05/22/2020**

Assignment	Pages to Send to Me
Multiply Fractions and Whole Numbers Form A	Entire page
Multiply Fractions and Whole Numbers Form B	Entire page
Multiply Fractions by Fractions Form A	Entire page
Multiply Fractions by Fractions Form B	Entire page
"Treasures in a Pinecone"	Quiz page
"The plant life cycle"	Quiz page
Multiplying Unit Fractions to Find Area	Entire page
Tiling a Rectangle to Find Area	Entire page
Fraction Division- Skill Practice Form A	Entire page
Fraction Division- Skill Practice Form B	Entire page
"Lewis and Clark: American Explorers"	Quiz page
"Tea Overboard"	Quiz page
iReady Section 1 Activities	pgs. 11, 13, 14, 18, 19, 20, 21, 25, 26, 27

Please email the pictures back to me.

kathywills@semtribe.com

I will talk to you soon!

Ms. Wills

WEEK OF: MAY 11 – MAY 15, 2020

NAME: Ms. Wills' 5th Grade Class



	MON <u>5/11</u>	TUES <u>5/12</u>	WED <u>5/13</u>	THURS <u>5/14</u>	FRI <u>5/15</u>
READING	iReady Section 1 Work on assignment Pgs. 10-11 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pgs. 12-13 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pg. 14 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pgs. 17-18 (Skip pages 15-16) DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pg. 19 DUE FRIDAY, 05/22
MATH	Multiply Fractions and Whole Numbers Form A #1-12 Work on Assignment DUE FRIDAY, 5/22	Multiply Fractions and Whole Numbers Form B #1-12 Work on Assignment DUE FRIDAY, 5/22	Multiply Fractions by Fractions Form A #1-12 Work on Assignment DUE FRIDAY, 5/22	Multiply Fractions by Fractions Form B #1-12 Work on Assignment DUE FRIDAY, 5/22	Complete all assignments for the week. DUE FRIDAY, 05/22
SCIENCE	“Treasures in a Pinecone” Work on Assignment DUE FRIDAY, 05/22	“Treasures in a Pinecone” Work on Assignment DUE FRIDAY, 05/22	“Treasures in a Pinecone” Work on Assignment DUE FRIDAY, 05/22	“Treasures in a Pinecone” Work on Assignment DUE FRIDAY, 05/22	“Treasures in a Pinecone” Work on Assignment DUE FRIDAY, 05/22
SOCIAL STUDIES	“Tea Overboard” Work on Assignment DUE FRIDAY, 05/22	“Tea Overboard” Work on Assignment DUE FRIDAY, 05/22	“Tea Overboard” Work on Assignment DUE FRIDAY, 05/22	“Tea Overboard” Work on Assignment DUE FRIDAY, 05/22	“Tea Overboard” Work on Assignment DUE FRIDAY, 05/22
INDEPENDENT READING	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.
SPECIALS	10:45-11:15 PE Click on WebEx link	10:45-11:15 Art Click on WebEx link	10:45-11:15 Music Click on WebEx link 2:00-2:30 AWARE Click on WebEx link	10:45-11:15 STEM Click on WebEx link	10:45-11:15 Media Click on WebEx link

WEEK OF: MAY 18 – MAY 22, 2020

NAME: Ms. Wills' 5th Grade Class



	MON <u>5/18</u>	TUES <u>5/19</u>	WED <u>5/20</u>	THURS <u>5/21</u>	FRI <u>5/22</u>
READING	iReady Section 1 Work on assignment Pgs. 20-21 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pgs. 22-27 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pgs. 22-27 DUE FRIDAY, 05/22	iReady Section 1 Work on assignment Pgs. 22-27 DUE FRIDAY, 05/22	Complete all assignments for the wees. DUE TODAY, 05/22
MATH	Multiplying Unit Fractions to Find Are #1-9 DUE FRIDAY, 5/22	Tiling a Rectangle to Find Area #1-9 DUE FRIDAY, 5/22	Fraction Division Form A #1-12 Work on Assignment DUE FRIDAY, 5/22	Fraction Division Form B #1-12 Work on Assignment DUE FRIDAY, 5/22	Complete all assignments for the week. DUE TODAY, 05/22
SCIENCE	“The Plant Life Cycle” Work on Assignment DUE FRIDAY, 05/22	“The Plant Life Cycle” Work on Assignment DUE FRIDAY, 05/22	“The Plant Life Cycle” Work on Assignment DUE FRIDAY, 05/22	“The Plant Life Cycle” Work on Assignment DUE FRIDAY, 05/22	“The Plant Life Cycle” Work on Assignment DUE TODAY, 05/22
SOCIAL STUDIES	“Lewis and Clark: American Explorers” Work on Assignment DUE FRIDAY, 05/22	“Lewis and Clark: American Explorers” Work on Assignment DUE FRIDAY, 05/22	“Lewis and Clark: American Explorers” Work on Assignment DUE FRIDAY, 05/22	“Lewis and Clark: American Explorers” Work on Assignment DUE FRIDAY, 05/22	“Lewis and Clark: American Explorers” Work on Assignment DUE TODAY, 05/22
INDEPENDENT READING	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.	Read/Journal for <u>60</u> minutes Read a book/story of your choice and write in a journal of your choice.
SPECIALS	10:45-11:15 PE Click on WebEx link	10:45-11:15 Art Click on WebEx link	10:45-11:15 Music Click on WebEx link 2:00-2:30 AWARE Click on WebEx link	10:45-11:15 STEM Click on WebEx link	10:45-11:15 Media Click on WebEx link

Lesson 8

Determining the Central Message



Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.


Look at the cartoon. Think about a lesson the boy learns by the end.



► **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail
↓	↓	↓
What Is the Central Message?		

► **Talk** Using the key details in the chart, talk about the central message of the cartoon.

 **Academic Talk**
Use these phrases to talk about the text.

- **central message**
- **key details**

The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, “Quick, tell me how long you think it will take me to get back home.”
- 3 The farmer thought carefully. Then he said, “Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It’s your choice.”
- 4 The girl thought, “How can that be? How can it take so long if I go fast?”
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



Close Reader Habits

Underline key details that help you figure out the central message.

Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

Talk

- 2 Think about the message of the story. Talk about what the girl learned.



Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?



Write Use the space below to write your answer to the question on page 13.

The Girl and the Apples

- 3 Short Response** What is another lesson the girl might learn from what happened?

HINT What might the girl think about the farmer's advice by the end of the story?



Don't forget to check your writing.

Tools for Instruction

From Retelling to Summarizing

To retell a story, students recall details or events in order. Summarizing also requires students to recall, but it involves greater understanding of the importance of particular events or details. To summarize, students tie together key events and details to form concise statements. Provide practice with this skill by modeling how to consolidate and categorize—for example, replacing *pencils, paper, notebooks, folders* with the general term *school supplies*. This skill is central to summarizing, and helps students learn how to eliminate unimportant information and capture the main idea from what remains.

Step by Step 30–45 minutes

1 Introduce and explain summarizing.

- Introduce summarizing by connecting it to retelling, a skill students have already learned to do. Say, *When you retell a story, you tell details and events in the order they happened.*
- Demonstrate a retelling by recounting the details from a classroom activity that took place earlier in the day.

This morning I had you all sit on the rug for our morning meeting. We sat in a circle, and we talked about today's weather, and Josh asked a question about snowflakes. Then we talked about the book that we were going to read during story time, and Marissa and Evan shared stories that were related to the topic of the book.

- Then say, *You can use what you know about retelling to summarize. When you summarize, you tell about the details, just like with retelling. But you make it much shorter by only telling the most important details.*
- Use the same information from the retelling to summarize.

This morning we gathered for our morning meeting. We talked about today's weather and about the book that we were going to read later on at story time.

2 Model summarizing text.

- Say, *Summarizing is a good way to remember what you read. Let's summarize a story together.* Then read aloud a story, such as *A Bargain for Frances*, by Russell Hoban.
- As you read, pause occasionally to model how you summarize.

Frances is on her way to Thelma's, and she is taking her dolls. She sings a silly song along the way. These are interesting details, but I'm not sure I need to remember them all. Since they're all about Frances going to Thelma's, I can summarize these two pages like this: Frances is going to play at Thelma's.

- Record and display summary statements as you generate them.

Support English Learners Summarizing requires that students understand how ideas and details are connected, which requires some background knowledge. Try to select texts that match students' background knowledge, and fill in gaps as needed.

3 Provide guided practice with summarizing text.

- Continue reading, and pause to engage students in summarizing with you. Focus attention on specific summarizing skills, such as combining related information.

Thelma offers to sell Frances her cups and saucers, sugar bowl, cream pitcher, and teapot. This is a long list to remember! When readers summarize, they think about how lists like this are related. Think about how these things Thelma is selling are alike. What is a name we can give them? (tea set) So how can we summarize this page? (Thelma offers to sell Frances her tea set.)

- Continue to record summary statements.
- When you have finished reading, read the summary statements in order for a summary of the entire story.

4 Provide repeated practice with summarizing text.

- Use additional read alouds to provide frequent practice with summarizing.
- Provide these question prompts to help students transfer summarizing to independent reading.

- What are the most important things about _____?
- What's interesting about _____ but not so important?
- Can you think of one word to describe _____, _____, and _____?
- What is a shorter way to tell what happened when _____?

Connect to Writing Have students divide a sheet of paper into as many boxes as chapters in the book, or into three sections for beginning, middle, and end. As they read independently or listen to read alouds, have students draw and/or write the most important ideas, one per box.

Check for Understanding

If you observe...	Then try...
difficulty distinguishing important ideas and details	using stories from the day to provide practice. Revisit a recent class activity. Provide two details, and have students think about which is more important. As the student demonstrates understanding, transfer the process to practicing with a story or poem.
difficulty determining how ideas or events in a story can be condensed	using relatable examples. You might say, <i>What's another way to tell what's happening when students tidy up their desks, put on their jackets, and line up by the door? (It's time to go home.)</i> Relate this to combining events in a story.

Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.





To find the central message of a story, think about which character learns a lesson.

Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.



Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 19 to write your answer.

HINT Reread to look for the character who learns a lesson.



Write Use the space below to write your answer to the question on page 18.

Sharing the Crops

3 Short Response Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.

HINT Reread to look for the character who learns a lesson.


Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Lesson 31

Real-Life Connections

 **Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

A friendly lady in town gives neighbors vegetables from her garden.

Friendly dogs wag their tails and want to be patted.

Guided Practice

Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

HINT To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1 A helpful person might _____ .

do chores **break a glass** **trip and fall**

2 If a person is curious, she might _____ .

go to sleep **read a book** **wrap a gift**

3 It would be selfish to _____ .

take all the toys **give presents** **help others**

4 A student could interrupt a class by _____ .

writing a story **doing math** **talking loudly**

 **Independent Practice**

For numbers 1–5, choose the correct answer to each question.

- 1** How might a **patient** person act?
- A** tell a friend to hurry up
 - B** run to be first in line
 - C** refuse to wait for someone
 - D** teach a baby something new
- 2** What might a **stubborn** person say?
- A** "I like this new food after all."
 - B** "I won't eat that even if it's good for me."
 - C** "I agree with you about that."
 - D** "I'll stay home because you need my help."
- 3** What might a **generous** person do?
- A** help a friend with homework
 - B** eat candy without sharing
 - C** disobey his parents
 - D** scare a friend's dog
- 4** How might someone cause **confusion**?
- A** by solving a problem
 - B** by telling the truth
 - C** by giving poor directions
 - D** by speaking clearly
- 5** What is a **rude** thing to do?
- A** invite a friend to a party
 - B** talk while others are talking
 - C** offer to wash the dishes
 - D** help a neighbor plant a garden

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- trotted/trotting
- stall

ZEL

the Gentle Donkey

A FOLKTALE FROM HAITI

- 1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.
- 2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.
- 3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.



4 One day, Zel’s friend Touloulou the crab visited. “Did you have a good day at the market?” asked Touloulou.

5 “Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me.”

6 “Madame Charity is always late. She won’t blame herself, so she blames you,” said Touloulou.

7 “Yes,” said Zel. “And because everyone is afraid of her angry tongue, she never sells much at the market.”

8 “I will help you,” said Touloulou.

9 The next Saturday, Madame Charity woke up at 9 a.m. “Oh, no! I’m late again!” she yelled. As she tossed her heavy bags onto Zel’s back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel’s back. Touloulou held tightly to her skirt.

10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 “Ouch!” Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. “Faster, Zel! Faster!” she yelled.

12 Again Touloulou pinched Madame Charity’s ankle.

13 “Ouch!” shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 “What’s wrong?” people asked.

16 “Hurrying to get to market, I must have hurt my ankle. It’s very painful. Ouch! Ouch! Ouch!”

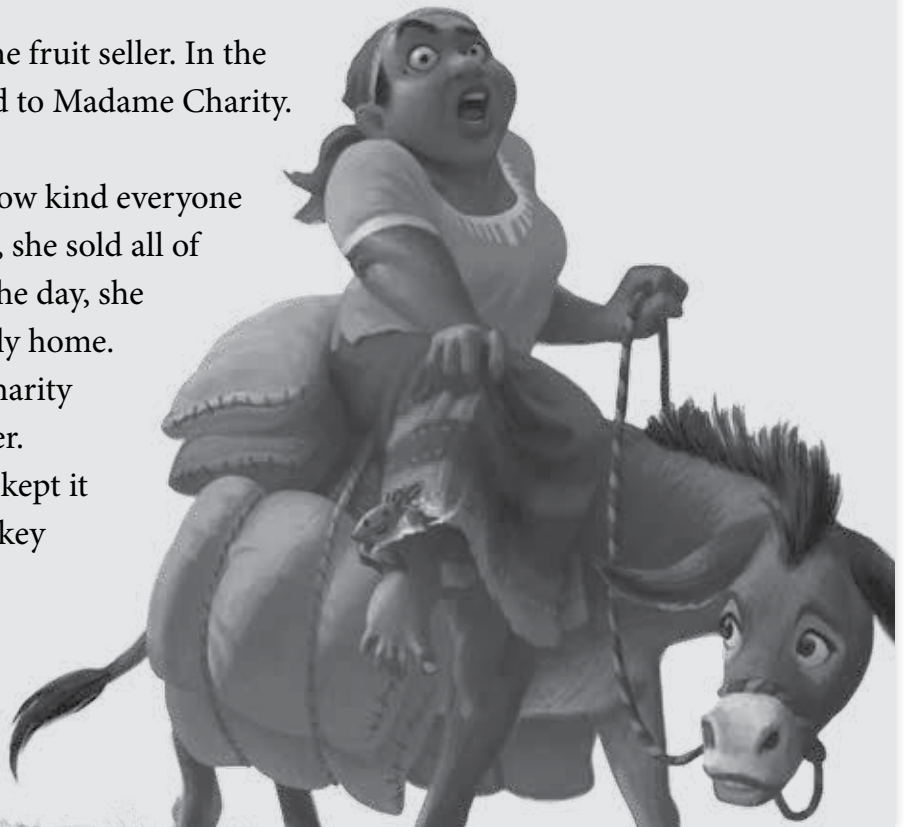
17 The fish seller said, “Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m.”

18 “Thank you,” said Madame Charity. She was surprised at the man’s kindness.

19 “Let me fix your ankle,” said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.



Think Use what you learned from reading the selection to respond to these questions.

- 1** Which detail in the first part of the story explains why Madame Charity is cruel to Zel?
- A** Zel does not walk to the market as fast as she is able to.
 - B** Madame Charity is always angry and mean.
 - C** Madame Charity does not have enough sugar and rice to sell.
 - D** Everyone in town loves Zel because she is pleasant and kind.

- 2** Describe how Touloulou helps Zel.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

- A** Honesty is the best policy.
- B** Kindness gets better results than anger.
- C** Things are not always as they appear.
- D** Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

- A** "Madame Charity, you should get up earlier."
- B** "Then she got angry and yelled at Zel. . . ."
- C** "From that day on, Madame Charity tried not to raise her voice in anger."
- D** "Today he felt sorry for her."

- 4** What is the meaning of the word *market* as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.

- A** a store where food and spices are bought
- B** a place where people buy and sell things
- C** a street fair where people gather
- D** a bank where money is exchanged



Write A central message of “Zel, the Gentle Donkey” is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

- 5 Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

- 6 Write an Extended Response** Review the central message of “Zel, the Gentle Donkey.” Explain how the characters in the story help deliver this message. Use details from the story to support your answer.



Learning Target

Explain why understanding the central message of a story will help you understand the text you read.

Fraction Multiplication—Skills Practice

Name: _____

Follow the steps in my example.

Form A

Multiply fractions and whole numbers.

EXAMPLE

1 $2 \times \frac{3}{8} =$ _____



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

3 $\frac{1}{2} \times 5 =$ _____

2

1 $\frac{2}{1} \times \frac{3}{8} =$ _____

$= \frac{6}{8} \div 2 =$ _____



3 simplify

Multiply numerators AND denominators.

4 $\frac{2}{5} \times 6 =$ _____

5 $7 \times \frac{3}{10} =$ _____

6 $3 \times \frac{1}{5} =$ _____

1 Rewrite as a fraction (1 as the denominator)

7 $3 \times \frac{5}{8} =$ _____

8 $\frac{3}{4} \times 2 =$ _____

9 $\frac{2}{3} \times 2 =$ _____

10 $6 \times \frac{3}{5} =$ _____

11 $\frac{1}{6} \times 3 =$ _____

12 $4 \times \frac{4}{5} =$ _____

13 $\frac{7}{8} \times 5 =$ _____

14 $9 \times \frac{1}{3} =$ _____

15 $\frac{1}{20} \times 10 =$ _____

16 $8 \times \frac{1}{8} =$ _____

17 $\frac{5}{12} \times 4 =$ _____

18 $12 \times \frac{3}{4} =$ _____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions and whole numbers.

Form B

1 $\frac{3}{8} \times 3 =$ _____

EXAMPLE

$$\frac{3}{8} \times 3 = \frac{9}{8} = 1\frac{1}{8}$$

Handwritten work for example: $\frac{3}{8} \times 3 = \frac{9}{8}$ with a box around $\frac{9}{8}$ and an arrow pointing to $1\frac{1}{8}$. Below it, $\frac{3}{8} \times 1 = \frac{3}{8}$ and $\frac{9}{8} - \frac{8}{8} = \frac{1}{8}$ are shown.

2 $\frac{2}{3} \times 6 =$ _____

3 $9 \times \frac{1}{2} =$ _____

4 $\frac{2}{5} \times 5 =$ _____

5 $\frac{3}{10} \times 3 =$ _____

6 $2 \times \frac{1}{5} =$ _____

7 $2 \times \frac{5}{8} =$ _____

8 $\frac{3}{4} \times 3 =$ _____

9 $4 \times \frac{2}{3} =$ _____

10 $\frac{3}{5} \times 8 =$ _____

11 $4 \times \frac{1}{6} =$ _____

12 $\frac{4}{5} \times 5 =$ _____

13 $\frac{7}{8} \times 2 =$ _____

14 $6 \times \frac{1}{3} =$ _____

15 $\frac{1}{20} \times 5 =$ _____

16 $6 \times \frac{1}{6} =$ _____

17 $\frac{5}{12} \times 3 =$ _____

18 $8 \times \frac{3}{4} =$ _____



Fraction Multiplication—Skills Practice

Name: _____

Follow the steps in my example.

Form A

Multiply fractions by fractions.

EXAMPLE

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

$\frac{3}{16}$

2 $\frac{1}{5} \times \frac{1}{2} =$ _____

3 $\frac{2}{3} \times \frac{2}{5} =$ _____

$\frac{3}{4} \times \frac{1}{4} = \frac{3}{16}$

1 Multiply numerator by numerator. 2 Multiply denominator by denominator. 3 Simplify if needed.

4 $\frac{5}{12} \times \frac{1}{2} =$ _____

5 $\frac{3}{4} \times \frac{3}{8} =$ _____

6 $\frac{4}{5} \times \frac{5}{6} =$ _____

7 $\frac{7}{10} \times \frac{7}{10} =$ _____

8 $\frac{2}{3} \times \frac{2}{3} =$ _____

9 $\frac{9}{10} \times \frac{1}{2} =$ _____

10 $\frac{1}{3} \times \frac{1}{6} =$ _____

11 $\frac{5}{8} \times \frac{8}{5} =$ _____

12 $\frac{3}{10} \times \frac{3}{5} =$ _____

13 $\frac{3}{8} \times \frac{5}{8} =$ _____

14 $\frac{2}{5} \times \frac{4}{3} =$ _____

15 $\frac{1}{4} \times \frac{4}{1} =$ _____

16 $\frac{9}{10} \times \frac{3}{4} =$ _____

17 $\frac{1}{3} \times \frac{7}{10} =$ _____

18 $\frac{7}{8} \times \frac{2}{3} =$ _____

Fraction Multiplication—Skills Practice

Name: _____

Multiply fractions by fractions.

Form B

1 $\frac{2}{5} \times \frac{1}{5} =$ _____

EXAMPLE
 $\frac{2}{5} \times \frac{1}{5} = \frac{2}{25}$

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

3 $\frac{3}{5} \times \frac{3}{8} =$ _____

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

5 $\frac{2}{3} \times \frac{2}{8} =$ _____

6 $\frac{3}{4} \times \frac{4}{5} =$ _____

7 $\frac{3}{10} \times \frac{3}{10} =$ _____

8 $\frac{5}{8} \times \frac{5}{8} =$ _____

9 $\frac{9}{12} \times \frac{1}{2} =$ _____

10 $\frac{1}{4} \times \frac{1}{2} =$ _____

11 $\frac{4}{5} \times \frac{5}{4} =$ _____

12 $\frac{2}{5} \times \frac{2}{3} =$ _____

13 $\frac{3}{10} \times \frac{7}{10} =$ _____

14 $\frac{5}{6} \times \frac{10}{8} =$ _____

15 $\frac{1}{6} \times \frac{6}{1} =$ _____

16 $\frac{7}{8} \times \frac{5}{6} =$ _____

17 $\frac{1}{12} \times \frac{2}{3} =$ _____

18 $\frac{3}{4} \times \frac{5}{8} =$ _____



Multiplying Unit Fractions to Find Area

Name: _____

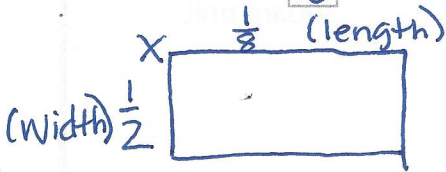
Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

EXAMPLE

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{8}$ unit

$$\frac{1}{2} \times \frac{1}{8} = \frac{\boxed{1}}{\boxed{16}} \text{ square unit}$$



2 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$$\frac{1}{3} \times \frac{1}{4} = \frac{\boxed{}}{\boxed{}} \text{ square unit}$$

3 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$$\frac{1}{2} \times \frac{1}{3} = \frac{\boxed{}}{\boxed{}} \text{ square unit}$$

4 length: $\frac{1}{2}$ unit

width: $\frac{1}{5}$ unit

$$\frac{1}{2} \times \frac{1}{5} = \frac{\boxed{}}{\boxed{}} \text{ square unit}$$

5 length: $\frac{1}{4}$ unit

width: $\frac{1}{4}$ unit

$$\frac{1}{4} \times \frac{1}{4} = \frac{\boxed{}}{\boxed{}}$$

6 length: $\frac{1}{3}$ unit

width: $\frac{1}{8}$ unit

$$\frac{1}{3} \times \frac{1}{8} = \frac{\boxed{}}{\boxed{}}$$

7 length: $\frac{1}{2}$ unit

width: $\frac{1}{7}$ unit

$$\frac{1}{2} \times \frac{1}{7} = \frac{\boxed{}}{\boxed{}}$$

8 length: $\frac{1}{3}$ unit

width: $\frac{1}{10}$ unit

$$\frac{1}{3} \times \frac{1}{10} = \frac{\boxed{}}{\boxed{}} \text{ square unit}$$

9 length: $\frac{1}{5}$ unit

width: $\frac{1}{6}$ unit

$$\frac{1}{6} \times \frac{1}{5} = \frac{\boxed{}}{\boxed{}} \text{ square unit}$$

10 Write missing digits in the boxes to make two different multiplication problems that are both true.

$$\frac{1}{\boxed{}} \times \frac{1}{4} = \frac{1}{\boxed{}}$$

$$\frac{1}{\boxed{}} \times \frac{1}{4} = \frac{1}{\boxed{}}$$

Tiling a Rectangle to Find Area

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write each product.

1 length: $\frac{1}{2}$ unit
width: $\frac{1}{3}$ unit

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

_____ square unit

2 length: $\frac{2}{3}$ unit
width: $\frac{1}{2}$ unit

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

_____ square unit

3 length: $\frac{3}{2}$ unit
width: $\frac{2}{3}$ unit

$$\frac{3}{2} \times \frac{2}{3}$$

_____ square unit

4 length: $\frac{1}{3}$ unit
width: $\frac{1}{4}$ unit

$$\frac{1}{3} \times \frac{1}{4}$$

_____ square unit

5 length: $\frac{3}{4}$ unit
width: $\frac{1}{3}$ unit

$$\frac{3}{4} \times \frac{1}{3}$$

_____ square unit

6 length: $\frac{5}{3}$ unit
width: $\frac{3}{4}$ unit

$$\frac{5}{3} \times \frac{3}{4}$$

_____ square unit

7 length: $\frac{3}{5}$ unit
width: $\frac{1}{2}$ unit

$$\frac{3}{5} \times \frac{1}{2}$$

_____ square unit

8 length: $\frac{3}{2}$ unit
width: $\frac{3}{5}$ unit

$$\frac{3}{2} \times \frac{3}{5}$$

_____ square unit

9 length: $\frac{3}{2}$ unit
width: $\frac{6}{5}$ unit

$$\frac{3}{2} \times \frac{6}{5}$$

_____ square unit

10 Describe how you could modify one tiling diagram to solve problems 1 through 3.

Fraction Division—Skills Practice

Name: _____

Follow the steps in my example.
Form A

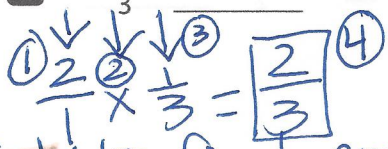
- ① keep
- ② switch
- ③ flip
- ④ multiply to find answer and simplify if needed.

Divide a fraction by a whole number and divide a whole number by a fraction.

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

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

3 $5 \div \frac{1}{5} =$ _____



4 $\frac{1}{3} \div 3 =$ _____

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

6 $\frac{1}{5} \div 4 =$ _____

7 $3 \div \frac{1}{4} =$ _____

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

9 $6 \div \frac{1}{5} =$ _____

10 $\frac{1}{5} \div 2 =$ _____

11 $\frac{1}{3} \div 6 =$ _____

12 $\frac{1}{6} \div 3 =$ _____

13 $2 \div \frac{1}{6} =$ _____

14 $5 \div \frac{1}{4} =$ _____

15 $4 \div \frac{1}{5} =$ _____

16 $\frac{1}{5} \div 2 =$ _____

17 $\frac{1}{2} \div 5 =$ _____

18 $\frac{1}{3} \div 2 =$ _____

Fraction Division—Skills Practice

Name: _____

Divide a fraction by a whole number and divide a whole number by a fraction.

Form B

EXAMPLE

Keep the first factor the same. Switch \div to \times .

Flip the second factor.

Multiply to find the answer.

$$5 \div \frac{1}{3} = 5 \times \frac{3}{1} = \frac{15}{1} = 15$$

1 $5 \div \frac{1}{3} =$ _____

2 $3 \div \frac{1}{5} =$ _____

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

4 $\frac{1}{2} \div 2 =$ _____

5 $\frac{1}{4} \div 2 =$ _____

6 $\frac{1}{2} \div 4 =$ _____

7 $2 \div \frac{1}{5} =$ _____

8 $5 \div \frac{1}{2} =$ _____

9 $4 \div \frac{1}{6} =$ _____

10 $\frac{1}{5} \div 5 =$ _____

11 $\frac{1}{6} \div 4 =$ _____

12 $\frac{1}{4} \div 6 =$ _____

13 $6 \div \frac{1}{3} =$ _____

14 $10 \div \frac{1}{2} =$ _____

15 $2 \div \frac{1}{10} =$ _____

16 $\frac{1}{2} \div 6 =$ _____

17 $\frac{1}{6} \div 2 =$ _____

18 $\frac{1}{8} \div 5 =$ _____

Name: _____ Class: _____

Treasures in a Pinecone

By Jan Black
2016

Jan Black has written for Highlights. In this informational text, Black explores what causes pinecones to open and close. As you read, take notes on how pinecones benefit the forest.

[1] One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it. Those seeds would be a tasty treat for a squirrel, I thought. Would a squirrel find the seeds in time for dinner?



"A pinecone is sometimes closed. It is sometimes open." by David Liebman is used with permission.

I realized that pinecones were not always open like this one. Sometimes cones were tightly closed. I decided to find out why.

I read about pinecones in books and on the Internet. I interviewed a pinecone expert. I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned.

Pinecones open and close slowly as the weather changes. When it's cold or wet, cones are tightly closed. This protects the seeds inside from rain and snow.

[5] When the weather becomes warm and dry, pinecones open. In a forest of pine trees on a hot day, you might even hear the crackling sound of cones popping open. The seeds inside may then fall to the ground. The wind may blow the seeds to places where they can grow into new pine trees. A seed has a better chance of taking root and growing when the weather is warm.

Seeds Are Food, Too

"Pine seeds are an important source of food for many animals," says Monty Maldonado. He is a pinecone expert with the United States Forest Service. He says squirrels depend on pinecone seeds for most of their meals. They spend lots of time gathering and storing the cones. Maldonado says some animals eat only the seeds from a pinecone. But red squirrels and gray squirrels will eat the whole thing.

Small animals aren't the only creatures who eat pine seeds. Maldonado says big grizzly bears and people eat them, too.

You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts. They are used in salads, puddings, cakes, candy, cookies, and pesto sauce.

Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them. So take note of the pinecones you see on the ground. They hold treasures inside.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
 - A. The seeds guarded in pinecones grow the forest and provide food for animals.
 - B. Humans often don't appreciate the importance of pinecones.
 - C. It's important to be curious when presented with a mystery in nature.
 - D. Pine seeds are tasty to humans and animals but not necessary to the forest.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it." (Paragraph 1)
 - B. "I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned." (Paragraph 3)
 - C. "You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts." (Paragraph 7)
 - D. "Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them." (Paragraph 8)

3. Which of the following best describes the author's point of view?
 - A. Pinecones are very important part of nature for many different reasons.
 - B. The United States Forest Service should protect pinecones.
 - C. Readers should do their own research when they're curious about something.
 - D. There are many different ways one can explore nature and learn about pinecones.

4. What is the relationship between the weather and the appearance of pinecones?

The plant life cycle

By ThoughtCo.com, adapted by Newsela staff on 02.11.20

Word Count **453**

Level **560L**



Sunflower, *Helianthus annuus*, with a seedling in a ceramic pot. A seedling is a small, young plant. It grows out of the ground and toward the sunlight. Photo: Martin Shields/Science Source

If you garden, you've watched a plant's life cycle. You have seen the steps a plant goes through. You have seen it grow from seeds to flowers.

Seeds

The life cycle of flowering plants begins with a seed. The outside of a seed is called a shell. It protects the embryo. That is the part that grows into a new plant. The endosperm is also inside.. It has nutrients that the seed uses to start growing.

Seeds can grow in different places. They even grow in places that are far away from the plant that made them. How do they get there? The wind blows some, and others float on water. Sometimes animals carry seeds away. The next phase starts when a seed gets someplace it can start growing.

Germination

Seeds grow when it has the right things. It needs oxygen from the air and water and sunlight. It also cannot be too hot or too cold. The time seeds start growing is called germination. Roots push

their way through the seed coating and grow into the soil.

Seedlings

A small plant called a seedling grows during germination. It grows out of the ground and toward the sunlight. The chlorophyll that makes leaves green traps the sun's energy. Then, the plant makes food from water and carbon dioxide. This process is called photosynthesis. It gives plants the energy to grow.

Adult Plant

Seedlings grow into adult plants with leaves, roots and a stem. The roots take in nutrients and water from the soil. The stem supports the entire plant. It also carries nutrients from the roots to the rest of the plant.

The flower helps continue the life cycle. It make seeds before they spread to grow in their own. The stamen and the pistil are the parts needed to form a seed.

The stamen are long stalks that hold pollen. It is a yellow powder. It holds half of the genes needed to create a new plant. The genes are why plants have different characteristics.

The pistil is usually in the center of a stamen. The stigma is the top part of the pistil that collects pollen. Ovules are stored inside the pistil. These become the seeds that grow into new plants.

Pollination

Pollination starts the steps to make a new seed. It is when pollen goes into the stigma.

How does pollen get to the stigma? Insects pick up pollen from flowers. They bring the pollen to new plants.

Pollen has half of the genes a new plant needs. The ovule has the other half. Fertilization is when pollen and the ovule combine. These become seeds, which can grow into a new plant. The cycle continues.

Quiz

- 1 Read the section "Seeds."
- Which sentence from the section states the main idea about seeds?
- (A) The life cycle of flowering plants begins with a seed.
 - (B) The outside of a seed is called a shell.
 - (C) The wind blows some, and others float on water.
 - (D) The next phase starts when a seed gets someplace it can start growing.
- 2 What is one main idea of the article?
- (A) Germination is the time seeds start growing.
 - (B) The life cycle of a plant starts with a seed.
 - (C) Plants go through five stages of a life cycle.
 - (D) Pollination begins the steps of making a new seed.
- 3 Why do plants need chlorophyll?
- (A) because it collects the pollen
 - (B) because it traps the sun's energy
 - (C) because it carries nutrients from the roots to the rest of the plant
 - (D) because it holds the ovules
- 4 How do insects affect pollination?
- (A) by eating the pollen
 - (B) by bringing pollen to new plants
 - (C) by combining the pollen and the ovule
 - (D) by fertilizing seedlings so they can germinate

Name: _____ Class: _____

Lewis and Clark: American Explorers

By Barbara Radner
2005

The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.

[1] More than 200 years ago, in 1804, two explorers made an important journey. They were named Meriwether Lewis and William Clark.¹ Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to trace where a great river went. The river they were mapping is a very big one called the Missouri River.² They wanted to find out where it went. They hoped it would take them to the ocean.



"3113 Lewis and Clark with Sacagawea" by Bill McChesney is licensed under CC BY 2.0

They took many people with them to help with the exploration. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the territory would be like. The explorers had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their destination. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The explorers had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

-
1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
 2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.

- [5] A Native American woman named Sacajawea³ helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The explorers needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the explorers came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great journey again. They had done their job.

Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult journey it was.

"Lewis and Clark: American Explorers", © 2005, Barbara Radner. Reprinted with permission, all rights reserved.

3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native populations, and explaining the environments they traveled through.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the central idea of this article?
 - A. Lewis and Clark set out on their journey with hopes of becoming famous.
 - B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.
 - C. The only goal of Lewis and Clark's journey was to discover the location of the Missouri River and where the river ended.
 - D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.

2. PART B: Which phrase from the text best supports the answer to Part A?
 - A. "They wanted to find out where it went. They hoped it would take them to the ocean." (Paragraph 1)
 - B. "They traveled slowly, each day traveling a short distance because they had to row their boats on the river." (Paragraph 3)
 - C. "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter." (Paragraph 4)
 - D. "It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people." (Paragraph 7)

3. How does the following phrase contribute to the development of a main idea in the passage: "200 years ago there were no maps of that part of the United States" (Paragraph 1)?
 - A. It shows that Lewis and Clark's journey would not have been possible without maps.
 - B. It shows that nobody in the entire country knew where the Missouri River ended.
 - C. It shows that Lewis and Clark were the first people to live in western America.
 - D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.

4. What is the author's main purpose in writing the article?
 - A. to show readers that Native Americans were not very involved in making Lewis and Clark's journey successful
 - B. to teach readers the importance of Lewis and Clark's difficult journey
 - C. to show readers that very little has changed in America over time
 - D. to help readers think about how America would be different if Lewis and Clark had not completed their journey

Name: _____ Class: _____

TEA OVERBOARD!

By Mike Weinstein
2001

Before America gained independence from Great Britain in the American Revolution, there were thirteen colonies. The colonies often felt that the British treated them unfairly, especially when the British made tea and other goods more expensive. One night in December of 1773, a group of angry colonists dumped tea into the Boston Harbor. As you read, take notes on how the colonies protested British rule.

- [1] A strange-looking group of people gathered on a Boston wharf¹ one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot.² They were about to push the American Colonies much closer to war with England.



"Boston Tea Party" by Cornischong is in the public domain.

The crowd on the wharf boarded three English ships. Once on board, they began dumping heavy chests of tea into the harbor. They poured so much tea into the water that the tea leaves began piling up and spilling back into the boats. Thousands of pounds of valuable tea were ruined.

This destructive act of defiance³ is known as the Boston Tea Party. The disguised mob was made up of angry patriots⁴-laborers, merchants, and even a 14-year-old apprentice.⁵ Many say that Paul Revere⁶ was part of the group.

The tea belonged to an English company. England required the colonists to pay special taxes⁷ on the tea. The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it.

- [5] The Tea Party was a result of the beliefs of many people in Boston. These patriots protested British actions in the colonies. Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street.

Revere mingled in all these places. He was a frequent visitor to the taverns. He was an active member in the clubs, including the Sons of Liberty. This was a secret society, with special passwords, that organized opposition⁸ to England.

1. a structure built on a shore
2. marked with a black substance
3. **Defiance (noun):** bold resistance to someone in charge
4. someone who strongly supports their country
5. a person who is learning about a certain type of work from an employer
6. a man known for alerting colonial troops when the British were coming
7. an extra charge on goods that is paid to the government
8. **Opposition (noun):** strong disagreement

With his many contacts, Revere was widely known in Boston's patriotic circles. He was also well suited to spread the word about colonial plans to oppose England.

After the Tea Party, England used harsh⁹ measures to punish Boston. Tensions¹⁰ between colonists and the mother country worsened. Soon, war was inevitable.

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9. **Harsh** (*adjective*): unpleasant and stern
10. stress

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
 - A. Colonists had to disguise themselves when they openly protested the British government because it was dangerous.
 - B. The colonists' decision to dump tea into the harbor had little impact on England and didn't get them to change their taxes.
 - C. By dumping British tea into the harbor, the colonies declared war on England and started the American Revolution.
 - D. Colonists were unhappy with British rule and dumped taxed tea into the harbor as one of their acts of protest.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "A strange-looking group of people gathered on a Boston wharf one dark night in December 1773. Some were dressed as American Indians. Others had their faces smeared with soot." (Paragraph 1)
 - B. "The mob believed that it was unfair for England to tax the Colonies, so they dumped the tea rather than pay taxes on it." (Paragraph 4)
 - C. "Boston patriots shared opinions in secret clubs, in meetings at taverns, and by word of mouth on the street." (Paragraph 5)
 - D. "After the Tea Party, England used harsh measures to punish Boston. Tensions between colonists and the mother country worsened. Soon, war was inevitable." (Paragraph 8)

3. Which of the following describes how the text is organized?
 - A. The author gives details about the Boston Tea Party, and then discusses other forms of protest against the British.
 - B. The author discusses the dangers of protesting the British government, and then why colonists decided to protest anyway.
 - C. The author describes different ways that the colonists protested the British government, and then focuses on the Boston Tea Party.
 - D. The author describes how the British government taxed the colonies, and then provides an explanation for why they had to.

4. What was the cause of the colonists' resistance to the British rule?
 - A. They weren't allowed to sell their own goods.
 - B. They didn't receive quality goods from the British.
 - C. They were taxed unfairly by the British.
 - D. They didn't have any rights under British rule.

5. How does the text help readers understand how the Boston Tea Party caused additional problems between the colonies and England?
