5TH GRADE
Standards Practice Pack D

READING, WRITING, & MATH

Complete one assignment for reading, writing, and math each day.

Reading: Read the selection and answer the questions. When you are finished, be sure to read a great book!

Writing: Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

Math: Complete the standards practice page. Draw pictures or use objects to help you.
Jorges didn't like it when his reading time was disturbed-by anything: his wife, a neighbor dropping by, the postman with the mail, or the telephone. Especially the telephone. Didn't people know by now that he was not to be interrupted? Reading was a sacred activity to Jorges. When he sat with a book or a newspaper in his favorite chair, the rest of the world faded out of his mind. The only thing that mattered, the only reality he knew, was the world in front of him and in his hands: elections in the islands of Indonesia, a heat wave in Senegal, and factory workers protesting in Rio.

So when the phone rang, Jorges ignored it. *Luisa can get it,* he thought. Whoever it was couldn't have anything more exciting to say to him than what the newspaper in his hands was telling him. Brazil was going to host the World Cup! The best athletes in the world would all gather in his hometown for the biggest tournament, for the most respected sport in the world. Jorges was in his seventies and thought he had seen it all-war, peace, love, fear, family, and friends—but only now did he feel complete. To watch his beloved sport in his own city. The only thing more perfect than this would be-

"Jorges?"

Luisa cut into his train of thought, and Jorges cringed.

"Luisa! What is it? You know I'm reading!" he said.

"I know, I know, but guess who it is on the phone?" She smiled brightly at him.

"Guess? Guess! You know I don't guess who calls on the phone. It could be a hundred people! That's why we have a phone, Luisa. Please don't ask me to play games. I have very important news to digest. Did you know that-"

"Oh, Jorges. Always huffing and puffing. Don't tell me what's in the paper. I'll get to it after lunch, when you're busy snoring away. But now you're distracting me. You should take the
call. It's definitely more interesting than whatever you're reading about right now."

"What could be more interesting than soccer, darling? Do you know what they're saying in the paper? Do you know where the next World Cup is going to be? Do you-

"Oh hush, Jorges!" Luisa said, interrupting him again. "The person on the phone has called to discuss exactly that. Here, break your rule and speak to him!"

"Is it Benny?" Jorges asked, guessing that his best friend since childhood had called to celebrate the great news.

"No," Luisa said.

"Is it Florian?"

"No."

"Julio?"

"No! You need to stop guessing and just take the phone!"

Jorges finally obeyed his wife and took the phone from her. "What do you make of the news?" he said into the phone, without bothering to say hello or find out who it was.

"It's really exciting, Grandpa!" came the answer from the other end.

Jorges's eyes nearly filled with tears. How could he have forgotten about his beloved grandson with whom he had watched so much soccer? Ah, the dear boy had seen the news as well, and the first person he had thought to call was his grandfather. What a wonderful boy, Jorges thought. I must remember to tell his parents that they have raised him well.

"Emilio! My dear neto!" he shouted into the phone, using the Portuguese word for grandson.

"Avô! It's nice to hear your voice!" Emilio responded, using the Portuguese word for grandfather.

"So tell me then, Mister Soccer Expert. What's your take on the news?"

"It makes me really happy!" Emilio replied. "Brazil has the world's best soccer players, and now they can play at home, surrounded by all their fans, friends, and family. Brazil deserves this tournament."

"Well said, boy," Jorges said, feeling proud of his grandson, who was only in fifth grade but
already so intelligent.

"Do you think, when I come to visit, we can go see a few matches?" Emilio asked.

"But of course, Emilio! We have an obligation to watch history happen before our eyes! I will book tickets for the quarter-finals and the finals!"

"But won't I have to come back in time for school?" Emilio asked.

Jorges leaned back in his chair and answered proudly. "Absolutely not! Not if Brazil is playing! I will hold you hostage here until the tournament is over!"
1. What is Jorge doing at the beginning of the story?

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2. Where does the story take place?

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3. Read these sentences from the story.

"Jorges?"

"Luisa cut into his train of thought, and Jorges cringed.

"Luisa! What is it? You know I'm reading!' he said.

"I know, I know, but guess who it is on the phone?' She smiled brightly at him.

"Guess? Guess! You know I don't guess who calls on the phone. It could be a hundred people! That's why we have a phone, Luisa. Please don't ask me to play games. I have very important news to digest. Did you know that-"

What can be concluded about whether Grandpa wants to speak on the phone based on this evidence?

4. What can be inferred about Emilio and Grandpa's relationship based on the text?

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5. What is the main idea of this story?

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6. Read the sentences and answer the question.

"Jorges didn't like it when his reading time was disturbed-by anything: his wife, a neighbor dropping by, the postman with the mail, or the telephone. Especially the telephone. Didn't people know by now that he was not to be interrupted?"

What does the word "disturbed" mean as used in this text?

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7. What word or phrase best completes the sentence?

Jorges does not want to answer the phone, _______ Luisa makes him take the call.

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8. Who does Jorge talk to on the phone?

9. Why do Jorge's eyes nearly fill with tears?

10. Read these sentences from the beginning of the story.

"So when the phone rang, Jorge ignored it. Luisa can get it, he thought. Whoever it was couldn't have anything more exciting to say to him than what the newspaper in his hands was telling him."

Explain whether Jorge feels the same way about talking on the phone at the end of the story as he did at the beginning. Support your answer using evidence from the story.
Jazz is a famous and beloved style of music that rose with the Harlem Renaissance. It was a very innovative form of music. It was not quite like any music form that came before it. However, it did rely on earlier music styles. African American musicians mixed elements of European music and African music to create jazz.

One of the most famous characteristics of jazz music is improvisation. Improvisation is when musicians make up the music as they play it. Since improvisation is a characteristic of jazz music, jazz musicians often have the freedom to change up the music they are playing. In fact, jazz music is free to be changed in the middle of a performance! A strong jazz musician must, therefore, be able to think and create music quickly.
There were many jazz musicians during the 20th century. One of the most popular jazz artists was Louis Armstrong. Have you ever heard of the song "What a Wonderful World"? Well, that was once sung by Louis Armstrong! He is also famous for his ability to improvise on the trumpet. Another famous jazz performer was Billie Holiday. She was a singer who could improvise with her voice. She is remembered for singing with emotion and passion.
Photograph of Billie Holiday singing
1. According to the text, what is a famous style of music that rose with the Harlem Renaissance?
   A. Rock
   B. Jazz
   C. Hip-hop
   D. Salsa

2. What does the text describe?
   A. improvisation in jazz music
   B. different instruments used to make jazz music
   C. the career of Billy Holiday
   D. the history of the Harlem Renaissance

3. Read the following sentences from the text.

   "Improvisation is when musicians make up the music as they play it. Since improvisation is a characteristic of jazz music, jazz musicians often have the freedom to change up the music they are playing. In fact, jazz music is free to be changed in the middle of a performance!"

   Based on this information, what can be concluded about who would make a good jazz musician?
   A. someone who has a deep, passionate voice
   B. someone who is shy and loves writing music
   C. someone who prefers to perform alone
   D. someone who can think and create music quickly

4. Why does the author describe jazz as "innovative"?
   A. because jazz music can be made by musicians playing instruments and singing
   B. because it's not quite like any music form that came before it
   C. because it was inspired by earlier music styles
   D. because it can have slow and fast rhythms
5. What is the main idea of this text?

A. Jazz was an innovative music form that rose with the Harlem Renaissance and that features improvisation.

B. African American musicians mixed elements of European music and African music to create jazz.

C. Billy Holiday was a singer who could improvise with her voice and sing with emotion and passion.

D. Jazz musicians have the freedom to change up the music they are playing, so they must be able to think and create music quickly.
By the time they parked, paid the station meter, bought their train tickets, and stepped onto the long silver train, it was 10:24 a.m. Luckily the second car was almost empty. They plopped down into the cool maroon and navy leather seat, happy they had made it.

Just as Netty's mom let out a sigh of relief, a bell, sounding like an old telephone, rang for a few seconds solid. The train jerked backwards, then jolted forward towards New York City. In a few hours they would be home with Daddy and their pup!

The last three days had been filled from morning to night with people speaking about math. Her mom had taken Netty upstate to the Hudson Valley for a big meeting with math teachers from all over the country. The math teachers were meeting to share their teaching styles and learn from each other, like a huge, math-y show-and-tell.

Netty's mother was very popular at the meeting. People were very excited to meet her and seemed to know a lot about the beautiful shapes she made using a special kind of math called "geometry." Netty's mother made big, colorful stars with lots of points out of paper or metal. Some of her shapes even looked like gigantic snowflakes. Many of them were on
display at the meeting. Netty loved seeing the crowds of math teachers looking amazed and talking excitedly about her mother's stars.

The math meeting had been fun, but as the train rolled them smoothly towards home, Netty felt glad it was over. Also, the train ride was a great way to see the countryside. It had big windows and moved slow enough so that things weren't too blurry.

They had traveled to the meeting at night, so Netty hadn't noticed all the tree-covered mountains, little lakes with lily pads, and streams flowing with fresh water. It was so nice to look out at all the scenery passing by like a movie in the quiet train car and not hear anything about math. At least for a little while!

Then the train conductor made his entrance. He wore a sturdy, blue uniform, a punchy hip-pack around his waist, and the special black-brimmed hat with red stripes all conductors wear. He was definitely older than Netty's mom, but not yet an old man. Netty liked the way he smiled as he spoke. It felt like he was a stand-up comedian whose act was divided into personal one-minute episodes for each customer as he collected his or her tickets.

As he clicked the riders' tickets he made small talk with each of the passengers. Some of them must have known him, since he greeted them by name and asked them about their work or families. Every once in a while he sang out the snippet of a song as he clipped ticket after ticket.

He even quacked at one of the passengers.

"How are you?" she'd asked him.

"Quack, quack!" he'd replied. "Just okay, I'm not going to lie too much to you. Quack!"

"I feel about the same," she confessed.

"I have to watch out. As a duck I don't want to get cooked. Don't want to be somebody's Peking Duck, if you know what I mean. Quack! Don't want to end up roasted."

"I hear ya," the woman agreed.

Netty hoped the funny conductor didn't get roasted either. Netty's mother had a rule against eating duck anyhow. She always said they were such sweet animals that they didn't deserve to be eaten. Netty agreed with her mother.

When the conductor waddled over to take their tickets, though, he must have no longer felt like a duck. He didn't quack once at Netty or her mother.
Instead he took one look at Netty's widening eyes and asked, "Do you like big birds?"

Netty nodded yes.

"Well, have you ever seen a blue heron?"

Netty shook her head no.

"Oh, you're in for a treat, my friend," he sang.

Then he whistled, "They're kind of like a pelican or stork minus all the white."

Then he pointed out the window, his own eyes widening as he looked into the passing trees.

"Just keep looking out there about ten feet up into the trees. That's where they build their nests-up high where no one can touch them."

Netty and her mom looked out, almost expecting to see nests everywhere among the trees. After a few minutes of searching the branches together they still didn't see anything, though. All they saw were the trees themselves, growing higher than some city buildings out of a patch of swampy waters.

The conductor said, "Keep looking. They're out there."

That was the end of his routine with them, so he made his exit into the neighboring car to entertain more passengers.

While Netty kept searching the woods for a blue heron, her mother took out a camera in case they did actually see something. She had only just removed the lens cover when Netty saw it.

"Look!" Netty cried, pointing up at a large nest, high up on an approaching tree.

As it came closer, Netty saw the nest, and in it the largest, most beautiful bird she had ever seen. Its beak was slender and long, its body lean and covered in a shiny brown, grey, and blue coat of feathers.

It stared at them as the train passed by. Netty felt as if it was staring right at her. Maybe it was. Maybe it thought the train was some kind of nest on wheels and Netty some kind of freshly hatched chick whose mother fed her math instead of worms.

Netty's mother instantly flipped on her camera and started snapping. Click! Click! Click! went her shutter as the proud mama bird guarding her nest floated out of sight.
"I think I got one with you both!" Netty's mother crowed with her own pride.

"We'll see," she concluded, returning her camera to its bag.

Soon the green countryside gave way to more and more houses, followed by bigger and bigger buildings.

They briefly glimpsed Manhattan's mammoth skyline before the train dove underground towards its final stop. They reached Grand Central Station in New York and then transferred to a subway train that took them to their neighborhood in Brooklyn. When they climbed to street level at their stop, Netty's Dad and pup were both right there, waiting in their car to pick them up.

They all hugged, so happy to be together again. Then they went home for lunch, where Netty's mother made fresh lemonade and sandwiches for everyone.

The following week Netty came home from school one afternoon and found an envelope sitting next to her bed. She opened it to discover a stunning photograph of Netty and the blue heron. Her mother had gotten one!

In the picture you could see the amazement in Netty's profile looking out the train's window at the enormous mother bird sitting elegantly on her nest in the background.

Netty bolted to show her father.

Climbing up the stairs, she burst out with delight, "Daddy, have you ever seen a blue heron?!!"
1. What does Netty see from the train window?
   A. a pup  
   B. a pelican  
   C. a stork  
   D. a Blue Heron

2. Where does most of this story take place?
   A. at a meeting for math teachers  
   B. on a train  
   C. at Grand Central Station  
   D. in Brooklyn

3. Netty and her mother are hoping to see a Blue Heron from the train.

   What evidence from the passage supports this statement?
   A. "The train was leaving at 10:26 a.m., so Netty and her mother had to dash back out onto the platform into a less crowded car when they realized there were no seats in the first one."
   B. "When the conductor waddled over to take their tickets, though, he must have no longer felt like a duck. He didn't quack once at Netty or her mother."
   C. "While Netty kept searching the woods for a Blue Heron, her mother took out a camera in case they did actually see something."
   D. The following week Netty came home from school one afternoon and found an envelope sitting next to her bed. She opened it to discover a stunning photograph of Netty and the Blue Heron."

4. How does Netty feel when she sees the Blue Heron?
   A. excited and amazed  
   B. worried and scared  
   C. sad and disappointed  
   D. tired and bored
5. What is a theme of this story?
   A. the difficulty of geometry
   B. the importance of telling the truth
   C. the fear of death
   D. the excitement of discovery

6. Read the following sentence: "Netty's mother instantly flipped on her camera and started snapping. **Click! Click! Click!** went her shutter as the proud mama bird guarding her nest floated out of sight."

   Why does the author write **Click! Click! Click!** in the sentence above?
   A. to give readers a clear idea of what a Blue Heron sounds like when surprised by human beings
   B. to give readers a clear idea of what that moment in the story was like by recreating its sound
   C. to make readers think about buying a camera and taking pictures of birds themselves
   D. to make readers realize that taking pictures with a camera is more difficult than most people think

7. Choose the answer that best completes the sentence below.

   Netty keeps looking out the train window for a Blue Heron _______ all she sees at first are trees.
   A. for example
   B. finally
   C. never
   D. although
8. What does the Blue Heron look like when Netty sees it?

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9. What does Netty do after a few minutes of looking for a Blue Heron and not seeing one?

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10. Why might the author have chosen "Keep Looking" as the title of this story? Explain your answer using evidence from the passage.

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It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."
"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and -"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow—the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

***

Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon
of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I-"

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually-"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you
squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's...well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."
A Kid In A Candy Store - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What does Tommy think could change his life forever?
   A. a piece of chocolate
   B. a comic book store
   C. a skateboard
   D. a motorcycle

2. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?
   A. He tries to solve this problem by dreaming about a trip to Mars.
   B. He tries to solve this problem by getting a job.
   C. He tries to solve this problem by staring through the window of the skate shop.
   D. He tries to solve this problem by going to the mall.

3. Tommy stares at the skateboard through the window of the skate shop for weeks. After his dad refuses to buy the skateboard for him, Tommy gets a job so that he can buy it himself.

   What can be concluded from this information?
   A. Tommy is serious about getting the skateboard and will work hard to do it.
   B. Tommy is heartbroken and has given up all hope of getting the skateboard.
   C. If Tommy does not make enough money at his job to buy the skateboard, he will steal it.
   D. Tommy will lose interest in the skateboard a few weeks after starting his job.

4. What do Tommy and his dad have in common?
   A. Both Tommy and his dad think raspberry rope is the best candy in the world.
   B. As boys, both wanted a skateboard built for long rides on roads and down hills.
   C. As boys, both wanted a motorcycle known as a Vincent Black Shadow
   D. As boys, both wanted something that their fathers would not buy for them.
5. What is a theme of this story?
   A. friendship
   B. honesty
   C. determination
   D. giving up

6. Read the following sentences: "How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try."

What does the phrase "the skateboard demanded he try" mean?
   A. Tommy wanted the skateboard so much that he decided to try.
   B. The skateboard spoke to Tommy in a dream and told him to try.
   C. Tommy has spent so much time thinking about the skateboard that he is starting to imagine things.
   D. The skateboard has a recorder and speaker that can play voice messages.

7. Choose the answer that best completes the sentence below.

Tommy wants a skateboard; ________, he wants a longboard.
   A. specifically
   B. on the other hand
   C. before
   D. therefore

8. What kind of candy does Mr. Orson give Tommy to try?
9. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

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10. How could Mr. Orson tell that Tommy was looking for a job? Support your answer with evidence from the passage.

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What's the Big Idea about Marine Biology? Life in the Ocean

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

It All Started in the Ocean

Our planet is made up of five great oceans - the Atlantic, the Pacific, the Indian, the Arctic, and the Southern. They're all linked together, creating a huge body of salt water called the World Ocean that surrounds the continents and islands and covers about two-thirds of the earth's surface.

Scientists know - from studying tiny fossils - that life on Earth probably started in the oceans nearly 4 billion years ago. For most of Earth's history, life stayed and thrived in the oceans. About 500 million years ago, some living things, like our ancestors, moved out of the water and on to land, but most life stayed in the oceans.

Underwater Wonders

Life in the oceans is much more diverse than life on land; oceans have many more different kinds of organisms. They are full of the biggest, smallest, fastest, weirdest, coolest, and spookiest stuff: whales, phytoplankton, jellyfish, sponges, sea dragons, marlins, giant squid, hatchet fish, seaweed, starfish, sea cucumbers, manatees, coelacanths, and stingrays, to name a few.
Just How Do You Live in Water?

Sea organisms need special adaptations for life in water because:

There's a lot less dissolved oxygen in water.

Food gets scarce once you leave the continental shelves.

As you go deeper, pressure increases.

Water is denser and more viscous than air. It supports weight better, but it's more difficult to move through because it's stiffer.

As light travels downwards in water, different colors (wavelengths) are absorbed at different depths. Below 2,000 feet, the ocean is completely dark.
1. According to the text, where is life much more diverse than on land?

2. The text lists several reasons why sea organisms need special adaptations to live in water. What are two of these reasons?

3. What is the main idea of this text?
Think of an object that is important to you. Write to describe this object and explain why it is important.

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Imagine one day at school you are allowed to create a rule for students to follow. Explain the rule you create and why you choose to make that rule. Be sure to include details.
Think of your favorite place to eat. The location could be at home, school, a park, a restaurant, or another place. Write to explain why this is your favorite place to eat.

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Your teacher gives you a camera and asks you to take pictures of three things you like at school. Explain what you take pictures of and why you like these things.
There is a saying that time goes by quickly when you are having fun. Write about an exciting event in which the time seemed to go by faster than usual.
Grade 5 Mathematics Homework • Fractions as Division

Solve each problem. Use pictures and numbers to show your thinking.

Mrs. Jackson has 4 sub sandwiches to share with her 6 children. How much will each child get?

A painter has 8 gallons of paint in a large bucket. She needs the same amount of paint in each of the 10 small buckets. How much paint should she put in each small bucket?
Grade 5 Mathematics Homework • Fractions as Division

Solve each problem. Use pictures and numbers to show your thinking.

Jenna is sharing juice with friends. The bottle she pours from has 4 cups of juice. She’s pouring it into 5 glasses. How much juice will be in each glass?

Write a problem that could be represented with $3 \div 4 = \frac{3}{4}$
Grade 5 Mathematics Homework • Fractions as Division

Solve each problem. Use pictures and numbers to show your thinking.

After his birthday party, Karim had 3 cupcakes left. He wants to share the cupcakes with 5 friends. How much cake will each friend get?

Write a word problem that could be represented with $2 ÷ 6 = \frac{2}{6}$
Grade 5 Mathematics Homework • Create a Line Plot

Samantha cut strips of fabric with the following measurements $1 \frac{1}{2}, 2 \frac{1}{4}, 1 \frac{1}{4}, 1 \frac{1}{2}, 1 \frac{1}{2}, 1 \frac{3}{4}, 2 \frac{1}{4}$. Create a line plot that displays the data.

Write a question that could be answered using the data above.
Grade 5 Mathematics Homework • Solve Problems Using Data from Line Plots

Students measured the wingspan of some butterflies. They created the line plot below to represent the data.

Create a title for the line plot.

Write three questions that can be answered using this data.