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.
Florida receives the most lightning strikes in North America. Scientists have recorded over 20 million lightning strikes in the continental United States, and Florida gets more than any other state. Florida is mostly surrounded by water, with the Gulf of Mexico to the west, the Straits of Florida to the south, and the Atlantic Ocean to the east. This water is warm, which means it can be very humid in Florida throughout the year. During the hot summer season, this mix of heat and humidity creates many thunderstorms. This pattern of storms and the lightning they often bring is predictable. It is so common that Florida has been called the Lightning Capital of the World!

FIRE IS NATURAL

Over billions of years, lightning and the fires lit by lightning on the ground have shaped our planet. Many plants and animals in Florida depend on fire, and they have adapted to the constant presence of fire. A plant called wiregrass is so used to fire that it germinates, or grows out of its seeds, after a fire. The bare soil that remains after a fire is a soft and fertile soil bed. The wiregrass plant uses this soil bed to put down its roots. Without regular fires, wiregrasses might be taken over by trees and other plants that grow faster and taller.

An animal in Florida that likes to eat wiregrass is the gopher tortoise. Wiregrass is a big part of a gopher tortoise's diet, so regular fires mean gopher tortoises have a regular food supply. The gopher tortoise has adapted to fire by living and digging their homes, or burrows, in the ground. They don't have to dig very deep to escape a fire's heat, but their burrows can be almost 10 feet deep. These
burrows provide great protection from fire, and other animals understand this, too. Mice, frogs, and snakes have been found in burrows with a gopher tortoise, during fires. Skunks, coyotes, and owls have often been found using burrows that gopher tortoises abandon.

**FIGHT FIRE WITH FIRE**

Before people built roads and cities, a fire could just burn and extinguish naturally. Today, when lightning hits the ground in and around people's homes, fires can cause a lot of damage to the houses or buildings, so firefighters work very hard to stop them. When they aren't fighting fires, some firefighters switch jobs and light fires on purpose! Don't worry, they are burning forests and grasslands, not where people live and work. To do this, they join something called a Prescribed Fire Crew.

Prescribed Fire Crews light fires for several reasons. One reason is to protect people from wildfires, and another is to maintain the ecosystems where species have adapted to the presence of fire. Although forest fires and grassfires can cause damage when they reach where people live and work, fire is necessary for many plants and animals around the world, not just for some of Florida's plants and animals.

The fires Prescribed Fire Crews set are carefully planned with clear start-and-end points. By regularly burning parts of a forest, they prevent larger wildfires. In some ways, they are fighting fire with fire because regular burning keeps the amount of fuel low. This fuel can be anything found in forests, like trees, leaves, and bushes. These fires are helpful for the people that live close-by and for the plants and animals that depend on fire.
1. Which state in the United States receives more lightning strikes than any other?
   
   A. Texas  
   B. Florida  
   C. New York  
   D. California

2. Fires are an effect. What is one cause?

   A. lightning  
   B. wiregrass  
   C. gopher tortoises  
   D. the Gulf of Mexico

3. Many plants and animals in Florida depend on fire.

   What evidence from the passage supports this statement?

   A. Forest fires and grassfires can cause a lot of damage when they reach where people live and work.  
   B. Prescribed Fire Crews set carefully planned fires with clear start-and-end points.  
   C. Florida is mostly surrounded by water, with the Gulf of Mexico to the west, the Straits of Florida to the south, and the Atlantic Ocean to the east.  
   D. A plant called wiregrass uses the bare soil that remains after a fire to put down its roots.

4. How do Prescribed Fire Crews fight fire with fire?

   A. They find homes for mice, frogs, and snakes during wildfires.  
   B. They find homes for skunks, coyotes, and owls during wildfires.  
   C. They live in a state with lots of lightning strikes.  
   D. They light carefully planned fires to prevent larger wildfires.
5. What is this passage mostly about?
   A. differences between the Gulf of Mexico and the Atlantic Ocean
   B. how thunderstorms are created from a mix of heat and humidity
   C. fires in Florida and how they affect life there
   D. why Florida is known as the Lightning Capital of the World

6. Read the following sentence: "Many plants and animals in Florida depend on fire, and they have **adapted** to the constant presence of fire."

   What does the word **adapted** mean in the sentence above?
   A. burned to the ground
   B. changed in order to live with
   C. set carefully planned fires
   D. surrounded by water on all sides

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

   Lightning often strikes Florida; ______, fires are sometimes started.
   A. consequently
   B. otherwise
   C. such as
   D. previously

8. What do gopher tortoises eat?
9. Why are regular fires important to gopher tortoises?

10. Are fires in Florida helpful or harmful? Explain your answer with evidence from the passage.
Wesley Harris: An Account of Escaping Slavery

Excerpt from *The Underground Railroad: A Record of Facts, Authentic Narratives, Letters, &C.* by William Still

A friend by the name of C. Matterson, told me that he was going off. Then I told him of my master's writing to Mrs. Carroll concerning selling, etc., and that I was going off too. We then concluded to go together. There were two others-brothers of Matterson-who were told of our plan to escape, and readily joined with us in the undertaking. So one Saturday night, at twelve o'clock, we set out for the North. After traveling upwards of two days and over sixty miles, we found ourselves unexpectedly in Terrytown [in the state of Maryland]. There we were informed by a friendly colored man of the danger we were in and of the bad character of the place towards colored people, especially those who were escaping to freedom; and he advised us to hide as quickly as we could. We at once went to the woods and hid. Soon after we had secreted ourselves a man came near by and commenced splitting wood, or rails, which alarmed us. We then moved to another hiding-place in a thicket near a farmer's barn, where we were soon startled again by a dog approaching and barking at us. The attention of the owner of the dog was drawn to his barking and to where we were. The owner of the dog was a farmer. He asked us where we were going. We replied to Gettysburg-to visit some relatives, etc. He told us that we were running off. He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we consented to go with him.

Soon after putting us in his barn, himself and daughter prepared us a nice breakfast, which cheered our spirits, as we were hungry. For this kindness we paid him one dollar. He next told us to hide on the mow till eve, when he would safely direct us on our road to Gettysburg. All, very much fatigued from traveling, fell asleep, excepting myself; I could not sleep; I felt as if all was not right.

About noon men were heard talking around the barn. I woke my companions up and told them that that man had betrayed us. At first they did not believe me. In a moment afterwards the barn door was opened, and in came the men, eight in number. One of the men asked the owner of the barn if he had any long straw. "Yes," was the answer. So up on the mow came three of the men, when, to their great surprise, as they pretended, we were discovered. The question was then asked the owner of the barn by one of the men, if he harbored runaway negroes in his barn? He answered, "No," and pretended to be entirely ignorant of their being in his
barn. One of the men replied that four negroes were on the mow, and he knew of it. The men then asked us where we were, going. We told them to Gettysburg, that we had aunts and a mother there. Also we spoke of a Mr. Houghman, a gentleman we happened to have some knowledge of, having seen him in Virginia. We were next asked for our passes. We told them that we hadn’t any, that we had not been required to carry them where we came from. They then said that we would have to go before a magistrate, and if he allowed us to go on, well and good. The men all being armed and furnished with ropes, we were ordered to be tied. I told them if they took me they would have to take me dead or crippled. At that instant one of my friends cried out—"Where is the man that betrayed us?" Spying him at the same moment, he shot him (badly wounding him). Then the conflict fairly began.

The constable seized me by the collar, or rather behind my shoulder. I at once shot him with my pistol, but in consequence of his throwing up his arm, which hit mine as I fired, the effect of the load of my pistol was much turned aside; his face, however, was badly burned, besides his shoulder being wounded. I again fired on the pursuers, but do not know whether I hit anybody or not. I then drew a sword, I had brought with me, and was about cutting my way to the door, when I was shot by one of the men, receiving the entire contents of one load of a double barreled gun in my left arm, that being the arm with which I was defending myself. The load brought me to the ground, and I was unable to make further struggle for myself. I was then badly beaten with guns. . . In the meantime, my friend Craven, who was defending himself, was shot badly in the face, and most violently beaten until he was conquered and tied. The two young brothers of Craven stood still, without making the least resistance.

After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed. By this time I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further; so I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm. For three days I was crazy, and they thought I would die. During the first two weeks, while I was a prisoner at the tavern, I raised a great deal of blood, and was considered in a very dangerous condition—so much so that persons desiring to see me were not permitted. Afterwards I began to get better, and was then kept privately—was strictly watched day and night. Occasionally, however, the cook, a colored woman (Mrs. Smith), would manage to get to see me. Also James Matthews succeeded in getting to see me; consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape. I asked one of the friends . . . to get me a rope. He got it. I kept it about me four days in my pocket; in the meantime I procured three nails.

On Friday night, October 14th, I fastened my nails in under the window sill; tied my rope to the nails, threw my shoes out of the window, put the rope in my mouth, then took hold of it with my well hand, clambered into the window, very weak, but I managed to let myself down to the ground. I was so weak, that I could scarcely walk, but I managed to hobble off to a place three quarters of a mile from the tavern, where a friend had fixed upon for me to go, if I succeeded in making my escape. There I was found by my friend, who kept me secure till Saturday eve, when a swift horse was furnished by James Rogers, and a colored man found to conduct me to Gettysburg. Instead of going direct to Gettysburg, we took a different road, in order to shun our pursuers, as the news of my escape had created general excitement. My three other companions, who were captured, were sent to Westminster jail, where they were kept three weeks, and afterwards sent to Baltimore and sold for twelve hundred dollars a piece, as I was informed while at the tavern in Terrytown.
1. What do Wesley Harris and C. Matterson decide to do?
   A. run away to Terrytown
   B. fight against each other
   C. escape from slavery
   D. rebel against their masters

2. The cause of the slaves' discovery by the farmer is the dog barking at them. What is an effect of the slaves' discovery?
   A. The farmer tells the slaves to hide in his barn.
   B. Wesley Harris is mistrustful of the farmer.
   C. The slaves are captured and arrested.
   D. The slaves run away to the woods and hide.

3. Harris was not sent directly to Westminster jail because he was seriously injured. What evidence from the passage best supports this conclusion?
   A. "After we were fairly captured, we were taken to Terrytown, which was in sight of where we were betrayed."
   B. "I had lost so much blood from my wounds, that they concluded my situation was too dangerous to admit of being taken further."
   C. "I was made a prisoner at a tavern, kept by a man named Fisher. There my wounds were dressed, and thirty-two shot were taken from my arm."
   D. "Consequently, as my wounds healed, and my senses came to me, I began to plan how to make another effort to escape."

4. Why does the black man in Terrytown warn Harris and his companions about the danger of the town?
   A. He thinks they don't know how to hide.
   B. He wants to scare Harris and his companions.
   C. He wants Harris's company to take him with them.
   D. He doesn't want them to be caught.
5. What is this passage mostly about?
   A. how one man tries to escape from slavery
   B. the history of Terrytown, Maryland
   C. how four slaves successfully escaped slavery
   D. the Underground Railroad in Maryland

6. Read the following sentences: "He then offered friendly advice, talked like a Quaker, and urged us to go with him to his barn for protection. After much persuasion, we **consented** to go with him. Soon after putting us in his barn, himself and daughter prepared us a nice breakfast."

   As used in this sentence, what does "**consented**" mean?
   A. argued
   B. declined
   C. agreed
   D. shouted

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

Harris did not trust the farmer and felt that something was not right. ________, he could not fall asleep.
   A. On the other hand
   B. As a result
   C. Finally
   D. In particular

8. What happened to Harris's three companions who tried to escape with him?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
9. Explain what the farmer did after telling Harris and his companions to sleep in his barn. What is a likely reason why he did this?

__________________________________________________________________________

__________________________________________________________________________

10. When Harris and his companions arrive in Terrytown, a black man warns them of the "bad character of the place towards colored people, especially those who were escaping to freedom." Explain what this means and how Harris's account demonstrates the town's bad character.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
The air breathes frost. A thin wind beats
Old dust and papers down gray streets
And blows brown leaves with curledup edges
At frightened sparrows on window ledges.

A snowflake falls like an errant feather:
A vagabond draws his cloak together,
And an old man totters past with a cane
Wondering if he'll see spring again.
City Autumn - Comprehension Questions

Name: ___________________________________ Date: _______________

1. What does the old man in this poem wonder?
   A. whether the streets need to be cleaned
   B. whether the sparrows are frightened
   C. whether he'll see spring again
   D. whether he should help the vagabond

2. In which part of the year is the scene in this poem set?
   A. late autumn
   B. early spring
   C. late summer
   D. early winter

3. Read these lines from the poem:
   And an old man totters past with a cane
   Wondering if he'll see spring again.

   Based on these lines, what can you conclude about how the old man feels about autumn and winter?
   A. He probably likes autumn and winter better than he likes spring.
   B. He probably feels equally as positive about autumn and winter as he does about spring.
   C. He probably feels uncertain that he will live through the autumn and winter.
   D. He probably feels excited about the autumn and winter.

4. Where does this poem take place?
   A. on a farm
   B. in a small town
   C. inside a house
   D. in a city
5. What is this poem mainly about?
   A. a cold autumn day in a city
   B. an old man who lives in a city
   C. a vagabond who lives on a city street
   D. the way dry, fallen leaves look

6. The poem begins with the sentence "The air breathes frost." Why might the poet have begun the poem with this sentence?
   A. to introduce the reader to a human character with the name "Air"
   B. to establish the importance of the cold temperature in the scene
   C. to help the reader ease into the poem with an unimportant detail
   D. to set up a contrast between the weather at the start of the poem and at the end of the poem

7. Read these lines from the poem:
   A snowflake falls like an errant feather:
   A vagabond draws his cloak together,

   Why might the poet have used a colon (:) at the end of the first line?
   A. to show that there is a connection between the snowflake falling and the vagabond drawing his cloak together
   B. to show that the vagabond drawing his cloak together caused the snowflake to fall like an errant feather
   C. to make clear that the snowflake falling and the vagabond drawing his cloak together are events happening at different times
   D. to contrast the falling snowflake and the vagabond drawing his cloak together
8. Describe the way the city in this poem looks, using details from the text.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

9. What is the overall mood of the poem? Use evidence from the text to support your answer.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

10. How does the city setting of this poem contribute to the mood of the poem? Use evidence from the text to support your answer.

__________________________________________________________________________

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__________________________________________________________________________
Climbing Space

(Excerpt from President John F. Kennedy's Speech Given at Rice University in Houston, Texas on the United States Space Effort)

There is no strife, no prejudice, no national conflict in outer space as yet. Its hazards are hostile to us all. Its conquest deserves the best of all mankind, and its opportunity for peaceful cooperation many never come again. But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? . . .

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.

[. . .]

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

[. . .]
To be sure, all this costs us all a good deal of money. This year’s space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. . . . But if I were to say, my fellow citizens, that we shall send to the moon, 240,000 miles away from the control station in Houston, a giant rocket more than 300 feet tall, the length of this football field, made of new metal alloys, some of which have not yet been invented, capable of standing heat and stresses several times more than have ever been experienced, fitted together with a precision better than the finest watch, carrying all the equipment needed for propulsion, guidance, control, communications, food and survival, on an untried mission, to an unknown celestial body, and then return it safely to earth, re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun . . . and do all this, and do it right, and do it first before this decade is out-then we must be bold.

[. . .]

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there. And, therefore, as we set sail we ask God's blessing on the most hazardous and dangerous and greatest adventure on which man has ever embarked.

Thank you.
1. Where does John F. Kennedy want America to go?
   A. Mars
   B. the moon
   C. Mount Everest
   D. Venus

2. What does John F. Kennedy try to persuade the listener of?
   A. the necessity of increasing the space budget next year
   B. the necessity of cooperating with other nations
   C. the importance of sending astronauts to the moon
   D. going to the moon is as important as climbing Mount Everest

3. At the time of this speech, the United States placed great importance on the space program. What evidence from the speech supports this conclusion?
   A. "Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there."
   B. "But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic?"
   C. "We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard.
   D. "This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. . ."

4. What is a reason why John F. Kennedy may have given this speech?
   A. to get students at Rice University excited about the space program
   B. to convince members of Congress to increase the space budget
   C. to tell scientists about the exciting new technology they will soon have
   D. to explain the goals of the space program and the plan to achieve them
5. What is the main message of this speech?
   A. Going to the moon is difficult and expensive.
   B. America needs to beat Russia to the moon.
   C. Going to the moon is a worthy and important pursuit.
   D. Rice University can help America land on the moon.

6. Read the following sentence: "The growth of our science and education will be **enriched** by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school."

As used in this sentence, what does the word "**enriched**" mean?
   A. made better
   B. made worse
   C. repelled by
   D. taken from

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

   __________ going to the moon will be difficult and dangerous, it is still a worthy pursuit, says Kennedy.
   A. As a result
   B. Initially
   C. Above all
   D. Even though

8. Why did explorer George Mallory say he wanted to climb Mount Everest?

   ____________________________
9. According to Kennedy, how will going to the moon help science?


10. What is Kennedy's answer to the question, "Why the moon?" Support your answer using information from the speech.


But now, finally, Dana was going away to college, and the room would be Isabel's alone. She had waited forever for this moment.

As Dana dragged her duffle bags into the hallway, Isabel lay on the bed. She imagined what it would be like to hang up her own posters on the spaces vacated by Dana's art. She would have the whole closet and would even get to keep some of Dana's high school clothes. Dana hadn't actually said, "Isabel, dear sister, you may now have all my old clothes." But she was leaving them behind, which, to Isabel, seemed as close to a gift as she would get.

Isabel looked at the dresser top. Dana had packed up the radio and iPod. She left the plug-in phone. The room was quiet. Isabel wondered if her dad would mind giving up the radio he had in his workshop. Her room needed something for listening to music—her own music, not just what Dana liked.

She heard Dana haul her bags towards the front door. She was driving with a friend's family to college. When the door opened, Isabel could feel the fresh breeze gust into her room. She pulled herself off the bed and went to the door to say good-bye. Her mother was crying. Her father slipped Dana fifty dollars and hugged her. Dana managed to hug her, too, and then, without warning, Isabel began to cry. She ran back into her room and shut the door. Then she sat on her sister's bed. She could hear Dana get into the car. The last thing she heard was Dana yelling out, "I'll see you at Thanksgiving."

Isabel felt better then. Thanksgiving was just three months away. She went to the window and watched the car drive out of sight.
1. Who are Dana and Isabel?
   A. brother and sister
   B. college roommates
   C. friends
   D. sisters

2. Isabel is about to get her own room. What is the cause?
   A. Dana will be moving into a room down the hall.
   B. Isabel is moving into her own apartment.
   C. Her parents are remodeling the house.
   D. Dana is going away to college.

3. Which of the following conclusions about Isabel is supported by the passage?
   A. She had been secretly crying all morning in her room.
   B. She did not expect to be upset when Dana left.
   C. She is overly sensitive and cries for no apparent reason.
   D. She is jealous that Dana gets to go to college first.

4. Read this sentence from the passage:

   "She imagined what it would be like to hang up her own posters on the spaces vacated by Dana's art."

   In this sentence, the word **vacated** means
   A. destroyed
   B. left empty
   C. arranged
   D. watched over
5. Which statement best describes the main idea of this passage?

   A. Isabel is jealous of Dana because she gets to do everything first.
   B. Isabel didn't realize how much she would miss her sister.
   C. Dana is lucky to get a ride with a friend's family to college.
   D. Isabel is excited to have a whole closet full of hand-me-downs.

6. When will Isabel see Dana again?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Why does Isabel run back into her room and sit on Dana's bed? How do you know?
   Give examples from the text to support your answer.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

   Isabel wondered ______ she would be able to use her dad's radio in her new room.

   A. and  
   B. yet  
   C. if  
   D. for  

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Name:

Your school is having a writing contest to decide on the best use of the fundraiser money from the parent group. What do you think would be the best project and why? How will it help your school and fellow students? Give several sound reasons why your idea is the best. Convince your principal.

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Name:

Everyone loves surprises. Write about the best surprise you have ever received. Tell your audience why.
What are examples of things you want versus things you need? Convince your parent or guardian you need a pet, new shoes, a bed or something you think you need versus something you really want.
You can invite any famous person to come speak to your school. Who will you invite? Tell why.

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We celebrate many holidays in the United States. Think of someone you know that you think needs a special day for others to celebrate his or her life.

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Chapter 2 Extra Practice

Lessons 2.1 and 2.2
Write as a decimal. Tell whether the decimal terminates or repeats.

1. \(\frac{3}{8}\)  
2. \(\frac{5}{6}\)  
3. \(\frac{13}{20}\)  
4. \(\frac{5}{9}\)

Order from least to greatest.

5. \(\frac{2}{3}, \frac{7}{10}, \frac{3}{5}\)  
6. \(\frac{5}{12}, \frac{1}{3}, \frac{1}{4}\)  
7. \(1\frac{1}{5}, 1.15, \frac{3}{25}\)

Lessons 2.3 and 2.4
Find the product. Simplify before multiplying.

8. \(6 \times \frac{2}{3}\)  
9. \(\frac{5}{6} \times \frac{3}{5}\)  
10. \(\frac{8}{9} \times \frac{3}{10}\)  
11. \(3\frac{2}{5} \times 1\frac{2}{3}\)

Evaluate using the order of operations.

12. \(\left(\frac{8}{9} - \frac{1}{3}\right) \times \frac{2}{3}\)  
13. \(\left(\frac{1}{4} + \frac{2}{7}\right) \times \frac{4}{5}\)  
14. \(\frac{5}{6} \times \left(\frac{3}{10} + \frac{1}{2}\right) - \frac{2}{5}\)

Lesson 2.5
Use the model to find the quotient.

15. \(\frac{3}{4} \div 6 = \)

\[
\begin{array}{ccc}
\frac{1}{4} & \frac{1}{4} & \frac{1}{4}
\end{array}
\]

16. \(\frac{9}{10} + \frac{2}{5} = \)

\[
\begin{array}{cccccc}
\frac{1}{5} & \frac{2}{5} & \frac{3}{5} & \frac{3}{5} & \frac{4}{5}
\end{array}
\]
Lessons 2.6 and 2.7

Estimate. Then write the quotient in simplest form.

17. \(1 \div \frac{1}{5}\)  
18. \(\frac{5}{9} \div \frac{5}{7}\)  
19. \(\frac{2}{5} \div \frac{7}{10}\)  
20. \(\frac{13}{16} + \frac{3}{8}\)

Lessons 2.8 and 2.9

Use the model to find the quotient.

21. \(\frac{2}{3} + \frac{1}{3}\)  
22. \(3\frac{1}{2} + \frac{1}{6}\)

Estimate. Then write the quotient in simplest form.

23. \(\frac{5}{8} + 2\frac{1}{2}\)  
24. \(3\frac{3}{5} + 2\frac{1}{4}\)  
25. \(8 + 5\frac{1}{3}\)  
26. \(\frac{5}{9} + 3\frac{1}{2}\)

Lesson 2.10

Solve.

27. Tom ate \(\frac{1}{4}\) of a pizza. He divided the leftover pizza into pieces each equal to \(\frac{1}{12}\) of the original pizza. After he gave some friends one piece each, \(\frac{1}{3}\) of the original pizza remained. How many friends got pizza?

28. Bobcat Park is a rectangular park with an area of \(5\frac{1}{2}\) square miles. Its width is \(1\frac{19}{20}\) miles. How long is the park?
Model Ratios

Write the ratio of gray counters to white counters.

1. [Diagram of gray and white counters]
   
   **gray:white**
   
   **3:4**

2. [Diagram of gray and white counters]

3. [Diagram of gray and white counters]

Draw a model of the ratio.

4. 5:1

5. 6:3

Use the ratio to complete the table.

6. Marc is assembling gift bags. For every 2 pencils he places in the bag, he uses 3 stickers. Complete the table to show the ratio of pencils to stickers.

<table>
<thead>
<tr>
<th>Pencils</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stickers</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Singh is making a bracelet. She uses 5 blue beads for every 1 silver bead. Complete the table to show the ratio of blue beads to silver beads.

<table>
<thead>
<tr>
<th>Blue</th>
<th>5</th>
<th>10</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Problem Solving

8. There are 4 quarts in 1 gallon. How many quarts are in 3 gallons?

9. Martin mixes 1 cup lemonade with 4 cups cranberry juice to make his favorite drink. How much cranberry juice does he need if he uses 5 cups of lemonade?
Lesson Check (CC.6.RP.1)

1. Francine is making a necklace that has 1 blue bead for every 6 white beads. How many white beads will she use if she uses 11 blue beads?
   - A 16
   - B 17
   - C 60
   - D 66

2. There are 7 days in a week. How many days are in 4 weeks?
   - A 28
   - B 14
   - C 11
   - D 3


3. Of the 24 students in Greg's class, \(\frac{3}{8}\) ride the bus to school. How many students ride the bus? (Lesson 2.3)
   - A 6
   - B 8
   - C 9
   - D 12

4. Which of the following shows a pair of opposites? (Lesson 3.1)
   - A 5 and \(-5\)
   - B 8 and \(\frac{1}{8}\)
   - C 0.3 and 3.0
   - D 6 and \(-\frac{1}{6}\)

5. Which of the following statements is true? (Lesson 3.6)
   - A \(9 > |9|\)
   - B \(|-10| > |11|\)
   - C \(3 > |-2|\)
   - D \(|-6| > 8\)

6. On a coordinate plane, the vertices of a rectangle are \((-1, 1), (3, 1), (-1, -4),\) and \((3, -4)\). What is the perimeter of the rectangle? (Lesson 3.10)
   - A 9 units
   - B 14 units
   - C 18 units
   - D 20 units
Ratios and Rates

Write the ratio in two different ways.

1. \( \frac{4}{5} \)  
   2. 16 to 3  
   3. 9:13  

4. \( \frac{2}{11} \)  

4 to 5  
4:5

5. 7:10  
6. \( \frac{1}{6} \)  
7. 22 to 4  
8. \( \frac{15}{8} \)

9. There are 20 light bulbs in 5 packages. Complete the table to find the rate that gives the number of light bulbs in 3 packages. Write this rate in three different ways.

<table>
<thead>
<tr>
<th>Light Bulbs</th>
<th>8</th>
<th>16</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packages</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

| Packages | 4 | 5 |

Problem Solving

10. Gemma spends 4 hours each week playing soccer and 3 hours each week practicing her clarinet. Write the ratio of hours spent practicing clarinet to hours spent playing soccer three different ways.

11. Randall bought 2 game controllers at Electronics Plus for $36. What is the unit rate for a game controller at Electronics Plus?
Lesson Check (CC.6.RP.1)

1. At the grocery store, Luis bought 10 bananas and 4 apples. Which of the following shows two different ways to write the ratio of apples to bananas?
   A 4 to 10 and 4:10
   B 10 to 4 and 10:4
   C 10:4 and 4
   D 4:10 and

2. A zoo spends $50 every 2 weeks on each animal it takes care of. What is the unit rate for the money spent each week for an animal?
   A $50
   B $25
   C $20
   D $50

Spiral Review (CC.6.RP.1, CC.6.NS.4, CC.6.NS.8c, CC.6.NS.7a)

3. Pedro has a bag of flour that weighs \( \frac{9}{10} \) pound. He uses \( \frac{2}{3} \) of the bag to make gravy. How many pounds of flour does Pedro use to make gravy? (Lesson 2.4)
   A \( \frac{3}{5} \) pound
   B \( \frac{1}{15} \) pound
   C \( \frac{7}{30} \) pound
   D 15 pounds

4. Which of the following shows integers in order from greatest to least? (Lesson 3.2)
   A \(-8, 0, 7\)
   B \(-10, -9, -8\)
   C \(0, -5, -4\)
   D \(-4, -5, -6\)

5. Gina draws a map of her town on a coordinate plane. The point that represents the town's civic center has a negative x-value and a positive y-value. Which of these could be the ordered pair for the civic center? (Lesson 3.7)
   A \((1, 4)\)
   B \((-1, 4)\)
   C \((1, -4)\)
   D \((-1, -4)\)

6. Stefan draws these shapes. What is the ratio of triangles to stars? (Lesson 4.1)
   A 5:2
   B 2:5
   C 2:7
   D 7:2
Lesson 4.3

Equivalent Ratios and Multiplication Tables

Write two equivalent ratios.

1. Use a multiplication table to write two ratios that are equivalent to $\frac{5}{3}$.

$$\frac{5}{3} = \frac{10}{6}, \frac{15}{9}$$

2. \[
\begin{array}{c}
6 \\
7
\end{array}
\]

3. \[
\begin{array}{c}
3 \\
2
\end{array}
\]

4. \[
\begin{array}{c}
9 \\
2
\end{array}
\]

5. \[
\begin{array}{c}
7 \\
10
\end{array}
\]

6. $\frac{4}{5}$

7. $\frac{1}{9}$

8. $\frac{6}{8}$

9. $\frac{11}{1}$

Determine whether the ratios are equivalent.

10. $\frac{2}{3}$ and $\frac{5}{6}$

11. $\frac{5}{10}$ and $\frac{1}{6}$

12. $\frac{8}{3}$ and $\frac{32}{12}$

13. $\frac{9}{12}$ and $\frac{3}{4}$

Problem Solving

14. Tristan uses 7 stars and 9 diamonds to make a design. Write two ratios that are equivalent to $\frac{7}{9}$.

15. There are 12 girls and 16 boys in Javier’s math class. There are 26 girls and 14 boys in Javier’s choir class. Is the ratio of girls to boys in the two classes equivalent? Explain.
Lesson Check (CC.6.RP.3a)

1. Which two ratios are equivalent to \( \frac{11}{12} \)?
   - A \( \frac{4}{5} \) and \( \frac{12}{13} \)
   - B \( \frac{22}{24} \) and \( \frac{33}{36} \)
   - C \( \frac{22}{23} \) and \( \frac{33}{34} \)
   - D \( \frac{23}{24} \) and \( \frac{35}{36} \)

2. A pancake recipe calls for 4 cups of flour and 3 cups of milk. Which recipe calls for flour and milk in the same ratio?
   - A A biscuit recipe that calls for 2 cups of flour and 1 cup of milk
   - B A scone recipe that calls for 3 cups of flour and 1 cup of milk
   - C A muffin recipe that calls for 2 cups of flour and 1.5 cups of milk
   - D A waffle recipe that calls for 1 cup of flour and 1 cup of milk

Spiral Review (CC.6.RP.1, CC.6.NS.1, CC.6.NS.6b, CC.6.NS.6c)

3. Della has \( \frac{35}{8} \) yards of ribbon. About how many \( \frac{1}{4} \)-yard-long pieces can she cut? (Lesson 2.6)
   - A 9 pieces
   - B 12 pieces
   - C 14 pieces
   - D 17 pieces

4. Which point is located at \(-1.1\)? (Lesson 3.3)
   - A A
   - B B
   - C C
   - D D

5. In which quadrant is the point (1, \(-7\)) located? (Lesson 3.8)
   - A Quadrant I
   - B Quadrant II
   - C Quadrant III
   - D Quadrant IV

6. There are 20 bandages in one box. How many bandages are in 5 boxes? (Lesson 4.2)
   - A 4
   - B 40
   - C 10
   - D 100
Problem Solving • Use Tables to Compare Ratios

Read each problem and solve.

1. Sarah asked some friends about their favorite colors. She found that 4 out of 6 people prefer blue, and 8 out of 12 people prefer green. Is the ratio of friends who chose blue to the total asked equivalent to the ratio of friends who chose green to the total asked?

<table>
<thead>
<tr>
<th></th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends who chose blue</td>
<td>4  8  12  16</td>
</tr>
<tr>
<td>Total asked</td>
<td>6  12 18  24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends who chose green</td>
<td>8  16  24  32</td>
</tr>
<tr>
<td>Total asked</td>
<td>12  24 36  48</td>
</tr>
</tbody>
</table>

Yes, $\frac{4}{6}$ is equivalent to $\frac{8}{12}$.

2. Lisa and Tim make necklaces. Lisa uses 5 red beads for every 3 yellow beads. Tim uses 9 red beads for every 6 yellow beads. Is the ratio of red beads to yellow beads in Lisa’s necklace equivalent to the ratio in Tim’s necklace?

3. Mitch scored 4 out of 5 on a quiz. Demetri scored 8 out of 10 on a quiz. Did Mitch and Demetri get equivalent scores?

4. Chandra ordered 10 chicken nuggets and ate 7 of them. Raul ordered 15 chicken nuggets and ate 12 of them. Is Chandra’s ratio of nuggets ordered to nuggets eaten equivalent to Raul’s ratio of nuggets ordered to nuggets eaten?
Lesson Check (CC.6.RP.3a)

1. Each ratio represents the number of books to the number of pencils. Which ratio is NOT equivalent to \( \frac{2}{5} \)?
   - A \( \frac{1}{5} \)
   - B \( \frac{7}{15} \)
   - C \( \frac{4}{20} \)
   - D \( \frac{6}{40} \)

2. Keith uses 18 cherries and 3 peaches to make a pie filling. Lena uses an equivalent ratio of cherries to peaches when she makes pie filling. Which ratio could she use?
   - A 21 cherries to 6 peaches
   - B 36 cherries to 21 peaches
   - C 26 cherries to 6 peaches
   - D 36 cherries to 6 peaches

Spiral Review (CC.6.RP.1, CC.6.NS.1, CC.6.NS.7a, CC.6.NS.8)

3. What is the quotient \( \frac{3}{20} \div \frac{7}{10} \)? (Lesson 2.7)
   - A \( \frac{3}{14} \)
   - B \( \frac{30}{14} \)
   - C \( \frac{1}{20} \)
   - D \( \frac{20}{200} \)

4. Which number is greater than \(-2.25\) but less than \(-1\)? (Lesson 3.4)
   - A 1
   - B \(-1.5\)
   - C 0
   - D \(-2.5\)

5. Alicia plots a point at \((0, 5)\) and \((0, -2)\). What is the distance between the points? (Lesson 3.9)

   A 7 units
   - B 3 units
   - C \(-3\) units
   - D \(-7\) units

6. Morton sees these stickers at a craft store. What is the ratio of clouds to suns? (Lesson 4.1)

   A 2:3
   - B 2:5
   - C 3:2
   - D 3:5