# Super-Journal Week 3:8

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

| Day | Title | Start Pg. | End Pg. | Parent Sign. |
|---|---|---|---|---|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| Saturday | | | | |
| Sunday | | | | |

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. Summarize what has happened so far.
2. What was the author's purpose in writing this text?

NONFICTION

1. Did the author use any evidence to support his thinking? Give an example.
2. Identify at least two points the author is trying to make in the text.

RL.1.1/RI.3.8


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RL.1.1/RI.3.8

# Explore Division of Unit Fractions by Non-Zero Whole Numbers

Name _____

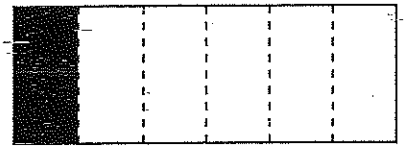
## Review

You can use a fraction model to help you solve a division equation.

Consider $\frac{1}{6} \div 7 =$ _____.

Step 1: Divide a whole into 6 parts.

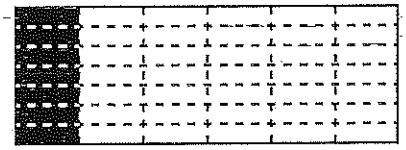
Use vertical lines to divide a rectangle into 6 parts.



The shaded region represents $\frac{1}{6}$ of the whole.

Step 2: Divide $\frac{1}{6}$ into 7 parts.

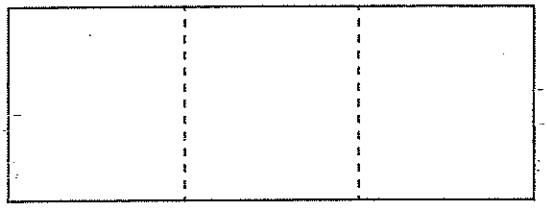
Use horizontal lines to divide the rectangle into 7 equal sections.



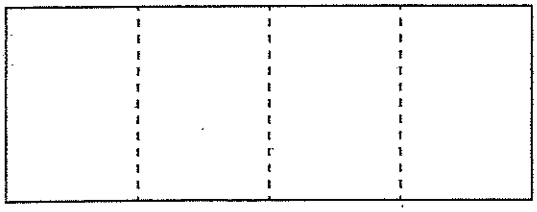
Each part of the shaded region represent $\frac{1}{42}$ of the whole.

**What is the quotient? Use the fraction model to solve.**

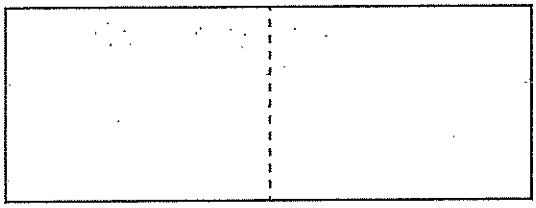
1. $\frac{1}{3} \div 6 =$ _____



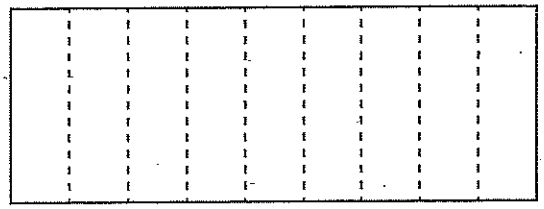
2. $\frac{1}{4} \div 5 =$ _____



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



4. $\frac{1}{9} \div 3 =$ _____



Lesson 11-5

# Additional Practice

Name _____

## Review

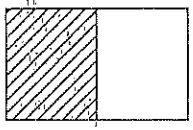
**You can use a representation to find the quotient of a unit fraction divided by a whole number.**

Belinda uses $\frac{1}{2}$ of her flower garden for roses. She plants 4 rosebushes, giving each an equal amount of the garden. What fraction of Belinda's flower garden will be used for each rosebush?

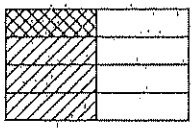
To solve, find $\frac{1}{2} \div 4$.

Use a representation to find the quotient.

Draw $\frac{1}{2}$ of one whole to show the part of the garden for the roses.



Divide the $\frac{1}{2}$ into 4 equal parts for each rosebush.



Each rosebush will use $\frac{1}{8}$ of the flower garden.

**What is the quotient? Use a representation to solve.**

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

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

3. $\frac{1}{9} \div 5 =$ _____

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





What is the quotient?

5. $\frac{1}{3} \div 8 =$ _____

6. $\frac{1}{7} \div 6 =$ _____

7. $\frac{1}{10} \div 2 =$ _____

8. $\frac{1}{9} \div 4 =$ _____

9. In 3 minutes, Javier can walk $\frac{1}{6}$ mile. How far does Javier walk in 1 minute?

_____ mile

10. A baker has $\frac{1}{2}$ pound of flour. From this amount, the baker can make 5 cakes. How much flour does the baker use to make each cake?

_____ pound

11. A swimmer swims 5 lengths of the pool to swim $\frac{1}{4}$ kilometer. What fraction of a kilometer is each length of the pool?

_____ kilometer

**Math @ Home Activity**

Set out measuring cups and measuring spoons that represent unit fractions, such as $\frac{1}{3}$ cup or $\frac{1}{4}$ teaspoon. Have your child practice dividing each unit fraction into 2, 3, or 4 smaller, equal amounts. Use other measuring cups or spoons to verify the results, if possible.

Storm Runners

1. (One Year Earlier) What happened to Chase's mom and sister? How did that affect his dad?
2. (One Year Earlier) What happened to Chase's dad? Whose, if anyone's, fault was it?
3. (1:58 p.m.) What types of "games" does Chase's father play with him? Choose one and describe it. Is it a normal game for a father to play with his 13 year old son? Explain.
4. (2:16 p.m.) What do you think Chase means by "his father had electricity in his veins instead of blood"?
5. (2:31 p.m.) What is one possible reason the fences at the Rossi property are electrified?
6. (3:10 p.m.) What surprises Chase the most about Nicole Rossi?
7. (4:12 p.m.) Nicole says that Momma Rossi "can see the future and sometimes even the past." What does she mean by this? Do you believe people can truly have this ability? Why or why not?
8. (5:02 p.m.) Chase tries to justify Momma Rossi's knowledge of his mom and sister's accident by thinking Arturo told her. Do you think that is how she knew? Explain.
9. (5:07 p.m.) Chase begins to wonder about his and his father's mementos from the past and asks himself "what's Dad done with our past." What do you think his dad has done with all of the memorabilia from his mom and sister?
10. (7:42 p.m.) Momma Rossi says that "there won't be school for a long time" after the hurricane. How does she know? Do you believe her? Why?
11. (5:46 a.m.) Chase's father tells him to stay alert when he calls him before school. What could this be foreshadowing?
12. (7:45 a.m.) Why does Chase think "not necessarily" when Dr. Krupp says his dad is busy or else he would be there with him? Do you think Chase's dad should be at school with him or where he currently is instead?
13. (8:20 a.m.) What do you think Chase's strange feeling or tingling sensation is trying to tell him? How does this differ from what his dad said?
14. (12:15 p.m.) In your opinion, should Chase's dad have headed back toward him from St. Pete? What would you have done in his position?
15. (3:33 p.m.) Chase gets on the bus even though it goes "against everything he knew" and "everything his father had taught him." Why? Do you think this is the right decision, or what should he have done?
16. (5:15 p.m.) Why does Chase think it is more dangerous for Nicole to sit by the window than on an aisle?
17. (7:10 p.m.) Why do you think Chase tells Rashawn it is warmer on the back of the bus instead of saying it is safer?
18. (7:20 p.m.) What does Chase mean when he tells Rashawn that the driver is not alive at the moment? What do you think Chase is about to do?
19. (7:56 p.m.) Nicole dove back under the water to get Chase's go pack. Would you have gone back for it? Why or why not?
20. (10:32 p.m.) What would you do about the gator blocking the road?
21. (11:02 p.m.) After Cindy described the plan to Mark to go with John Masters, he says it sounds good. Why is his decision ironic?
22. (11:09 p.m.) How did Chase get the gator out of the middle of the road? Do you think that was the smartest move he could make? Explain.
23. (1:15 a.m.) Rashawn is in the water. What do you think Chase and Nicole should do next?
24. (1:19 a.m.) What is Cindy's real reason for wanting to ride along with John?
25. (1:20 a.m.) Should both Chase and Nicole have jumped into the water after Rashawn? Explain. What was an alternative?

26. (1:23 a.m.) Should John, Tomãs, Cindy, and Mark have turned around and gone to the high school? What would you have done in their position and why?
27. (1:28 a.m.) How is Nicole's past coming in handy right now? What about Chase's past? Rashawn's?
28. (1:41 a.m.) What does it tell you about Richard as a person when he says "no sugar donuts"?
29. (1:53 a.m.) What is the story behind John's earring?
30. (1:54 a.m.) The kids are less than three miles from safety. Do you think they will make it? Why?
31. (2:08 a.m.) What is the significance behind St. Christopher on the dash?
32. (2:11 a.m.) What does Chase mean by "fear extinguishes thought"? Explain that quote in your own words.
33. (2:15 a.m.) Do you think John is pleased by the thought of The Man Who Got Struck by Lightning documentary? Explain.
34. (2:20 a.m.) If you were in their position, would you have waited on Nicole to walk like Rashawn and Chase did, or would you have left her there like she asked?
35. (2:35 a.m.) Explain the irony behind Cindy seeing the strange lights down the road when they stopped.
36. (3:00 a.m.) How do you think Dr. Krupp will feel when the hurricane and aftermath is over? Why?
37. (3:33 a.m.) Why is the Rossi farm "a very dangerous farm" right now?
38. (3:42 a.m.) The last sentence of the book says "the water was rising." What do you think that means? What problems could that cause?

## Dividing a Unit Fraction by a Whole Number

24

Name: _____

**1** Diane has $\frac{1}{2}$ gallon of frozen yogurt and some bowls. She puts an equal amount of frozen yogurt into each bowl. For each given number of bowls, how much frozen yogurt will she put in each bowl?

a. 2 bowls _____ gallon

b. 3 bowls _____ gallon

c. 4 bowls _____ gallon

d. 5 bowls _____ gallon

e. 6 bowls _____ gallon

**2** Eli uses $\frac{1}{4}$ pound of apples to make 4 servings of fruit salad. He uses the same amount of apples for each serving. What amount of apples does he use for each serving of fruit salad?

_____ pound

**3** Feng has a piece of wire that is $\frac{1}{6}$ yard long. He cuts the wire into 2 pieces so that each piece is the same length. How long is each piece of wire?

_____ yard

**4** Tia walked $\frac{1}{2}$ mile in 5 minutes. She walked at the same rate for the entire distance. How far did Tia walk in 1 minute?

_____ mile

**5** What is a pattern that you notice in problem 1?





## Dividing a Whole Number by a Unit Fraction

24.

Name: _____

**1** Eric has 4 pounds of blueberries to make into pies. How many pies can Eric make if each pie needs the given amount of blueberries?

a. $\frac{1}{2}$ pound _____ pies

b. $\frac{1}{3}$ pound _____ pies

c. $\frac{1}{4}$ pound _____ pies

d. $\frac{1}{5}$ pound _____ pies

e. $\frac{1}{6}$ pound _____ pies

**2** Sunita has 5 quarts of apple cider to fill some empty glasses. She fills each glass with $\frac{1}{4}$ quart of cider. How many glasses does she fill?

_____ glasses

**3** Lana has 6 yards of fringe to decorate banners identically. She uses $\frac{1}{3}$ yard of fringe for 1 banner. How many banners can she decorate if she uses all the fringe?

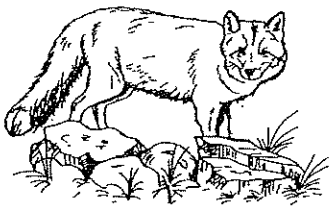
_____ banners

**4** Terrance has 2 empty pages in his stamp collection album. Each stamp uses $\frac{1}{8}$ of an album page. How many stamps can Terrance put on the empty pages?

_____ stamps

**5** Write a rule to help you divide a whole number by a unit fraction without drawing a model.

Name: _____



# Food Chains

## Activity 3

Fill in the blanks with these words:

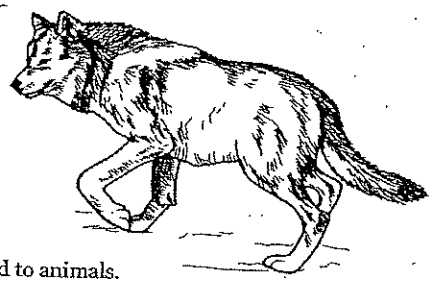
| | | | | |
|---|---|---|---|---|
| energy | producers | consumers | heat | light |
| sun | leaves | roots | food | |
| food chains | fruit | stems | seeds | |

## Producers and Consumers

At the beginning of every food chain is the _____. All living things need energy to survive. They obtain energy directly or indirectly from the sun. The sun provides energy in the form of _____ and _____. Without the sun, nothing could survive.

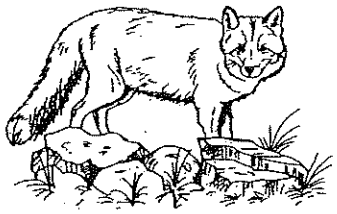
Plants need _____ from the sun to grow. Plants are called _____ because they produce materials that can be eaten by other living things. Some part of the plants that are consumed are: _____, _____, _____, _____ and _____.

All living things depend on other living things for _____. Animals and humans eat or consume plants to gain energy and are called _____. Plants, animals and humans are all part of _____ _____.



Skill: Understand that a food chain is a system in which energy from the sun is eventually transferred to animals.

Name: _____



# Food Chains

## Activity 2

1. Place the following living things in the correct place in the chart:

| | | | | |
|---|---|---|---|---|
| owl | hawk | human | robin | frog |
| deer | worm | rabbit | anteater | grasshopper |
| bear | seal | moose | skunk | baboon |

| Herbivore | Carnivore | Omnivore | Insectivore |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2. What is a 'predator?'

_____

_____

_____

3. What is 'prey?'

_____

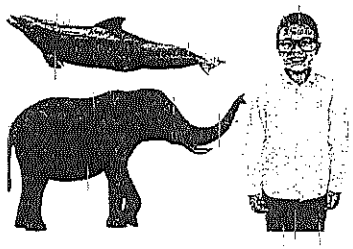
_____

_____

Skill: Classify animals according to their roles in the food chain; classify animals as herbivore, carnivore, omnivore.

# Animal Classification

Compare dolphins, humans, and elephants in terms of their physical appearance. Do they have any similarities? Differences?



You may have said dolphins have fins and live in water and humans and elephants have legs and live on land. Or maybe humans have two legs, while elephants have four. As different as they may seem, these animals all fall into the same classification called mammals. So, what determines how we classify animals? Scientists look at major physical characteristics of animals to classify, or group, them according to what they have in common. Some characteristics are body-coverings, how they get oxygen, whether they are cold- or warm-blooded, and whether they give birth to live young or lay eggs.

Snake Skeleton

Insect Exoskeleton

Animals are first divided into two categories: vertebrates and invertebrates. A **vertebrate** is an animal that has a backbone. Many animals have an internal skeleton that functions to provide structure and support. Even animals such as fish and snakes have skeletons and backbones. An **invertebrate** is an animal that does not have a backbone. These animals have an **exoskeleton** instead, such as beetles and lobsters.

Armadillo

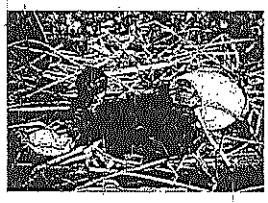
**Mammals** are vertebrates. All mammals have fur or hair somewhere on their bodies. Some mammals, like dogs, have fur covering almost their entire body. Other mammals, like manatees have sparse amounts of hair on their body. Most mammals give birth to live young that will receive nourishment from milk from their mothers during infancy. There are a couple exceptions to this rule as echidnas and platypuses lay eggs. Mammals are warm-blooded animals. This means they produce their own heat and regulate their body temperature. Mammals breathe using lungs. Some examples of mammals are bears, armadillos, monkeys, and tigers.

Platypus

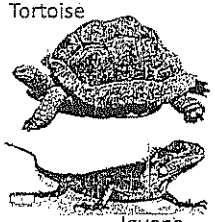
Echidna

Ostrich

**Birds** are vertebrates that have a backbone. All birds have wings, and most are capable of flight. Birds are the only other class of animals besides mammals that are warm-blooded. Like mammals, they have lungs for breathing oxygen. However, unlike mammals, birds' bodies are covered in feathers. They also lay eggs instead of giving birth to live young. Examples of birds include turkeys, parrots, ostriches, and ducks.



Tortoise





Iguana

**Reptiles** are another classification of animal that have a backbone and an internal skeleton. Reptiles breathe using lungs. Similar to birds, most reptiles lay eggs. Although reptile eggs are often softer, with a leather-like shell. Sea turtles will bury their eggs in the sand. This flexible shell allows the egg to withstand the weight of the sand without cracking. Reptiles have dry, scaly skin covering their bodies. They are cold-blooded animals. This means that they cannot regulate their own body temperature and rely on the temperature of the environment. This is why you will often see turtles sunning themselves on logs out of the water. Tortoises, alligators, iguanas, and brown anoles are all reptiles.

Newt

Salamander

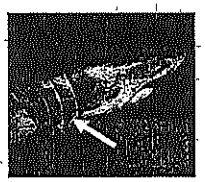
**Amphibians** are another classification of vertebrates. Amphibians have smooth, moist skin. Like reptiles, they are cold-blooded animals. They also lay eggs, but they will generally lay their eggs in water. The eggs do not have protective shells and need to be kept moist while the embryos develop. Amphibians are unique in that they begin their life with gills since they hatch in water, but as they undergo changes into an adult, they grow lungs so they can live on land. Common amphibians are newts, frogs, salamanders, and toads.

Frog Eggs

Sea Horse

**Fish** are the final classification of vertebrates. Fish have gills that allow them to filter oxygen out of the water. Most fish have fins and tails to help them move. Fish have scales that cover their bodies. Many fish lay eggs. Fish are cold-blooded animals. Not all fish look as you would expect though. Goldfish, eels, sharks, and sea horses are all examples of fish.

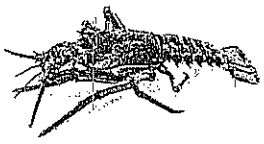
Eel



**Arthropods** are invertebrates, meaning they do not have a backbone. Instead, arthropods have an exoskeleton that provides structure, support, and protection. Arthropods have segmented bodies and jointed legs. Arthropods are cold-blooded animals, unable to regulate their own body temperature. Most arthropods lay eggs. Examples of arthropods include beetles, lobsters, spiders, and praying mantises.

Beetle

Spider



Lobster

Praying Mantis Exoskeleton

Name: _____ Date: _____

Day 6: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

**Daily Learning Target: Classify** animals into major groups according to their physical characteristics and behaviors.

**Directions:** Read the passage Animal Classifications from your teacher. In the table, fill in the physical characteristics for each animal group. (Page 2)

| | **Structure for Breathing (Lungs or Gills)** | **Other** | **Examples** |
|---|---|---|---|
| **Mammal** | | | |
| **Birds** | | | |
| **Reptile** | | | |
| **Amphibians** | | | |
| **Fish** | | | |
| **Arthropods** | | | |

Name: _____ Date: _____

Day 6: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

**Daily Learning Target: Classify** animals into major groups according to their physical characteristics and behaviors.

**Directions:** Read the passage Animal Classifications from your teacher. In the table, fill in the physical characteristics for each animal group. (Page 1)

| Animal Class | Vertebrate or Invertebrate | Body Covering | Cold-Blooded or Warm-Blooded | Live Birth or Lay Eggs |
|---|---|---|---|---|
| Mammal | | | | |
| Birds | | | | |
| Reptile | | | | |
| Amphibians | | | | |
| Fish | | | | |
| Arthropods | | | | |

Lesson 11-6 • Reinforce Understanding

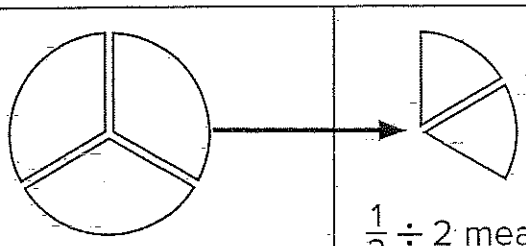
# Divide Unit Fractions by Non-Zero Whole Numbers

Name _____

## Review

You can rewrite division of a unit fraction by a non-zero whole number as multiplication by a unit fraction.

Consider $\frac{1}{3} \div 2$.



In the figure, each wedge is $\frac{1}{3}$.

$\frac{1}{3} \div 2$ means divide $\frac{1}{3}$ into 2 equal parts.

To calculate half of $\frac{1}{3}$, multiply $\frac{1}{3}$ by $\frac{1}{2}$.

$$\frac{1}{3} \times \frac{1}{2} = \frac{1}{3 \times 2}$$
$$= \frac{1}{6}$$

So, $\frac{1}{3} \div 2 = \frac{1}{6}$

**What is the quotient? Rewrite the division equation as a multiplication equation and then solve.**

1. $\frac{1}{8} \div 7 =$ _____

2. $\frac{1}{9} \div 11 =$ _____

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

4. $\frac{1}{3} \div 12 =$ _____

5. $\frac{1}{6} \div 10 =$ _____

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

7. $\frac{1}{6} \div 8 =$ _____

8. $\frac{1}{12} \div 12 =$ _____

Lesson 11-6

# Additional Practice

Name _____

## Review

**You can use multiplication to find the quotient of a unit fraction divided by a whole number.**

Mr. Torres has $\frac{1}{3}$ of a large container of glue to divide equally among 2 smaller containers. How much of the glue in the large container will be put into each small container?

To solve, find $\frac{1}{3} \div 2$.

Use multiplication to find the quotient.

Dividing by 2 is the same as multiplying by $\frac{1}{2}$.

$\frac{1}{3} \div 2 = \frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

Each small container can hold $\frac{1}{6}$ of the glue from the larger container.

**What is the quotient?**

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

2. $\frac{1}{8} \div 3 =$ _____

3. $\frac{1}{6} \div 9 =$ _____

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

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

6. $\frac{1}{9} \div 2 =$ _____





7. Greta draws a line that is $\frac{1}{2}$ foot long. She divides the line into 4 equal sections. What is the length of each section?

_____ foot

8. Joseph lives $\frac{1}{5}$ mile from school. He can walk to school in 5 minutes. How far does Joseph walk each minute?

_____ mile

9. Karlie still has $\frac{1}{3}$ of her book left to read. She plans to finish the book by reading the same amount each day for the next 5 days. How much of the book does Karlie plan to read each day?

_____ of the book

10. A pitcher of lemonade is $\frac{1}{4}$ full. Remy pours the lemonade equally into 3 cups. What fraction of a full pitcher of lemonade gets poured into each cup?

_____

**Math @ Home Activity**

With your child, look for situations around your home where fractional amounts are present. For example, if $\frac{1}{4}$ of a meal is left over, ask your child to determine how much of the original meal each person in your family will receive if the leftovers are shared equally. Use a unit fraction for the amount of leftovers. Look for and solve other examples.

## Fractions as Division 18

Name: _____

**Solve each problem.**

1. Roger has 4 liters of orange juice. He puts the same amount of juice into each of 5 pitchers. How many liters of orange juice are in 1 pitcher?

2. Marta has 8 cubic feet of potting soil and 3 flower pots. Suppose she puts the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3. Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4. Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5. Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6. DeShawn is using 7 meters of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7. What is a division word problem that can be represented by $\frac{4}{3}$?



Fluency and Skills Practice

Fractions as Division 18

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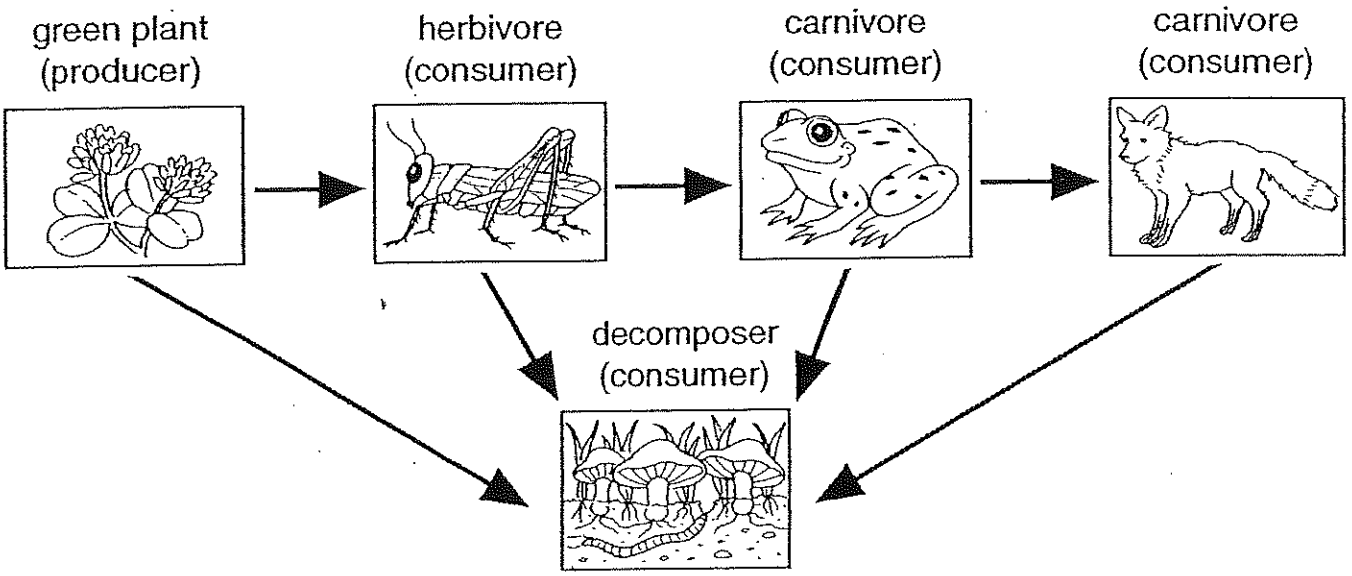
Name _____ Vocabulary development

# Who's Who in a Food Chain?




All living things need energy from food. Green plants are the only living things that can make their own food. For that reason, they are called **producers**. Animals are **consumers** because they eat plants or other animals to get their energy. **Decomposers** are consumers that break down dead plants and animals. They return materials stored in dead plants and animals to the soil, water, and air. Then green plants use the materials to make food.

A food chain always begins with a producer. The first consumer in a food chain is an **herbivore** (an animal that eats only plants). The next consumer is a **carnivore** (an animal that eats only other animals). A carnivore may be eaten by a larger carnivore. A food chain sometimes includes a consumer that is an **omnivore** (an animal that eats both plants and animals).

Answer each riddle below with one of the **boldfaced** words. Use each word once.

1. I am a fungus. I break down dead plants and animals.

   What am I? _____

2. I am a tree. I make my own food. What am I? _____

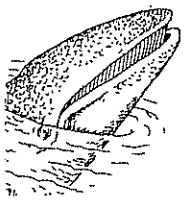
3. I am a living thing that cannot make food. What am I? _____

4. I am a bear. I eat berries and fish. What am I? _____

5. I am a moose. I eat grass, leaves, and twigs. What am I? _____

6. I am a wolf. I eat mice and rabbits. What am I? _____

NAME _____



# Mammal Match-Up

**Mammals, like dogs, cats, and people, are animals that have hair or fur. They live in different kinds of environments. All mammals are adapted to survive in their environment.**

## THINK & PREDICT

? What kinds of adaptations do you think an arctic mammal might have to survive the cold?

_____

_____

? What kinds of adaptations might a desert mammal have?

_____

_____

? How might an aquatic (water-living) mammal be adapted to its environment?

_____

_____

### POLAR BEAR

This arctic hunter swims after seals and other prey in icy water. Its young are born in a den dug in a snow bank.

_____

### KANGAROO RAT

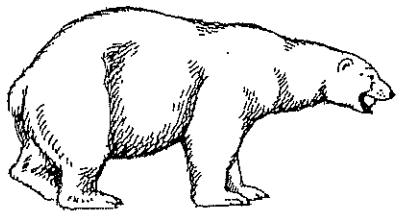
This jumping desert rodent gets all the water it needs from the seeds and plants it eats.

_____

### BLUE WHALE

This 100-foot-long whale can eat up to four tons of *krill* (small shrimp-like creatures) a day.

_____





## MAMMAL ADAPTATIONS

- **A.** Special water-conserving kidneys
- **B.** Black heat-soaking skin beneath its fur
- **C.** Thick layer of warming fat
- **D.** Giant air-storing lungs
- **E.** Powerful hind legs
- **F.** Flippers and fins, not arms and legs
- **G.** Grinding teeth that constantly grow
- **H.** Sharp prey-catching teeth and powerful claws
- **I.** Comb-like teeth that strain small creatures out of seawater

## OBSERVE & EXPERIMENT

1 Read about the polar bear, kangaroo rat, and blue whale. Then read the list of mammal adaptations above.

2 Match the mammal adaptation to the mammal it relates to. Write the correct letters on the blank line. (Note: Some adaptations may fit more than one mammal.)

## WHAT HAPPENED?

Read the answers at the bottom of the page. Then check your predictions. Were you correct?

_____

## THINK & WRITE

Choose one of the mammals at left. Describe what its environment is like, including what other animals and plants live there, and how the animal lives from day to day.

_____

_____

_____

_____

## THINK HARDER!

Why do you think an animal as large as the blue whale has evolved to feed on such tiny prey?

_____

_____

_____

Answers: Polar Bear – B, C, H, possibly E; Kangaroo Rat – A, E, G; and Blue Whale – D, F, I, possibly C.

# Solve Problems Involving Fractions

Name _____

| **Review** Be careful when solving problems involving division of unit fractions. | | |
|---|---|---|
| Dividing a Whole Number by a Whole Number | 6 foot of rope cut into 10 equal pieces. How long is each piece? | $6 \div 10 = \frac{6}{10}$ or $\frac{3}{5}$ |
| Dividing a Whole Number by a Unit Fraction | One dime is $\frac{1}{10}$ of a dollar. How many dimes in $6.00? | $6 \div \frac{1}{10} = 6 \times 10 = 60$ |
| Dividing a Unit Fraction by a Whole Number | A $\frac{1}{6}$ acre garden plot is divided into 10 equal size flower beds. How big is each flower bed? | $\frac{1}{6} \div 10 = \frac{1}{6} \times \frac{1}{10} = \frac{1}{60}$ |

**Solve each problem. Show your work.**

1. A chicken noodle soup recipe calls for $\frac{1}{4}$ cup of chopped parsley and makes 6 servings. How much chopped parsley is in each serving?

2. Walter is dividing 6 pounds of flour equally among 8 containers. How many pounds of flour will be in each container?

3. Mary has 4 pounds of pulled pork and 9 pounds of brisket to divide equally among five customers. How many total pounds of each type of meat will each customer get?

4. Soo has 5 cups of orange juice. She has a smoothie recipe which calls for $\frac{1}{3}$ cup of orange juice per smoothie. How many smoothies can Soo make?

Lesson 11-7

# Additional Practice

Name _____

## Review

**You can use strategies you know to help you solve problems involving division.**

A sandwich shop uses $\frac{1}{4}$ pound of lunch meat in each sandwich. Yesterday, the sandwich shop used 20 pounds of lunch meat. How many sandwiches were served yesterday?

To solve, find $20 \div \frac{1}{4}$.

There are four $\frac{1}{4}$s in each whole.

So, $20 \times 4 = 80$.

The sandwich shop served 80 sandwiches yesterday.

1. Deanne covers $\frac{1}{3}$ of her notebook cover with 5 stickers. Each sticker is the same size. What part of the entire notebook cover does each sticker cover?

   _____

2. Marvin uses a mix and some water to make 54 fluid ounces of fruit punch. He pours an equal amount into 8 glasses for himself and seven friends. How much fruit punch does each person get?

   _____ fluid ounces





3. A baker has 10 pounds of flour on hand. Each batch of cookies needs $\frac{1}{2}$ pound of flour. How many batches of cookies can the baker make using the available flour?

   _____ batches

4. Maxine has 2 pounds of raisins. She places an equal amount into each of 15 snack bags. How many pounds of raisins are in each snack bag?

   _____ pound

5. Andrea has 50 perennials to plant. She plants the flowers in 6 equal rows, using as many flowers as possible. How many perennials are in each row? How many are left unplanted?

   _____ perennials in each row;

   _____ perennials left unplanted

6. Matthew has $\frac{1}{3}$ pound of trail mix. He eats all of it in 4 equal servings during his hike. How much trail mix does Matthew eat in one serving?

   _____ pound


With your child, look for situations around your home where your child can practice solving problems involving division. For example, if there are 3 apples and 5 people each want some, how much does each person get if they share equally? Look for and solve other examples that have been studied in this unit.

## Fraction word problems (Unit fraction)

Grade 5 Word Problems Worksheets

*Read and answer each question:*

1. A baker is making croissants. He has 18 pounds of dough. Each croissant is made from $\frac{1}{8}$ pounds of dough. How many croissants can he make?

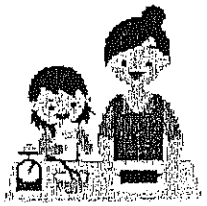
2. The kitchen assistant is helping the chef to serve soup. The chef made 3 pots of soup and the assistant is putting $\frac{1}{16}$ cups of cream on top of the soup in each bowl. There are 12 cups of cream. How many bowls of soup can the assistant help prepare?

3. According to the food label on a box cookies, each box has 16 servings and each serving contains 4 cookies. The weight of the box of cookies is $\frac{1}{2}$ kilograms. What is the weight of each cookie?

4. Grandma made an apple pie. Josh and his brother Joe finished $\frac{4}{5}$ of it. Then, three friends came over and shared the leftover pie. How much of the pie did each friend eat?

5. Each batch of cupcake mix requires $\frac{1}{3}$ of a cup of milk. According to the recipe, the batch can make 12 small cupcakes or 8 large cupcakes. If Emma makes a batch of large cupcakes, how much milk is used for each cupcake?

6. Olivia used $\frac{1}{2}$ pound of peppers and $\frac{1}{15}$ pound of cheese to make 3 pizzas. If she uses the same recipe to make 5 pizzas, how much cheese is needed?






K5 Learning

## Fraction word problems (Unit fraction)

Grade 5 Word Problems Worksheets

*Read and answer each question:*

1. The time to manufacture a pair of headphones on each assembly line is $\frac{1}{3}$ hour. If there are 24 assembly lines and they operate 8 hours a day, how many pairs of headphones can be manufactured in a day?

2. $\frac{1}{8}$ gram of copper and $\frac{1}{3}$ gram of silicone is used to manufacture 30 headphones. How much silicone is used in each pair of headphones?

3. To make sure the machines in the factory run smoothly, the mechanics need to add $\frac{1}{5}$ liter of oil to the machine every Monday. One Monday, a mechanic can only find 12 liters of oil in the storage. Is there enough oil for 65 machines?

4. A team of 6 workers at the factory is responsible to check the quality of the headphones manufactured. They have a $\frac{1}{2}$ hour to do quick tests on 15 randomly selected headphones. How many minutes do the workers have to test each pair of headphones?

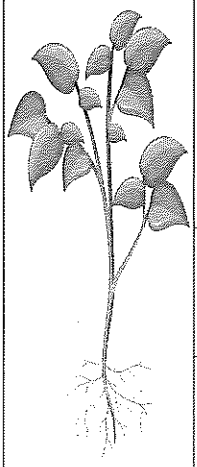
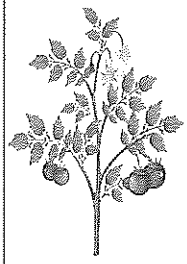
5. Usually, $\frac{1}{1000}$ of the headphones cannot pass the tests. If they found 5headphones failing, how many headphones did the workers test?

6. After the headphones are tested, each pair of headphones are packed in a small box. Each small box is $\frac{1}{4}$ cubic foot. How many boxes of headphones can fit into a truck with a cargo compartment of 60 cubic feet?

Name: _____ Date: _____

Day 8: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

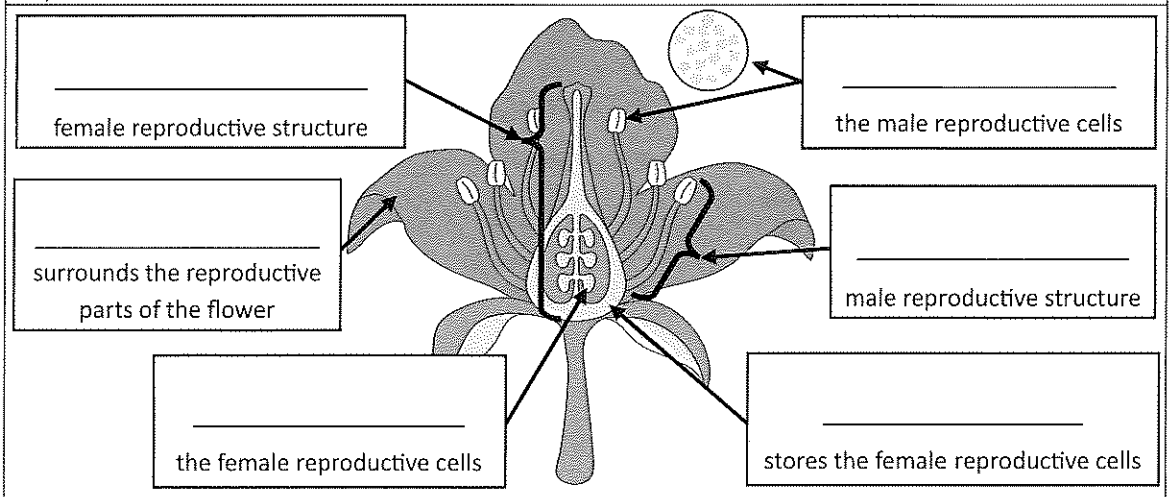
**Daily Learning Target: Identify** and **describe** parts of plants and each part's role in food production, support, water and nutrient transport, and reproduction.

| Picture | Part | Function |
|---|---|---|
|  | Leaf | • Makes food (glucose) for the plant using _____, _____, and _____ _____.<br>• Exchanges gases through openings; carbon dioxide is taken in and _____ is released. |
| | Stem | • Provides _____ & _____.<br>• _____ water & nutrients throughout the plant. |
| | Root | • _____ the plant in the ground.<br>• Absorbs _____ & _____ from the soil. |
|  | Flower | • Helps a plant _____ by producing seeds and attracting pollinators.<br>• Contains bright, colorful petals in unique shapes and scents.<br>• Contains male parts: stamen, pollen (sperm)<br>• Contains female parts: pistil, ovary, eggs |
|  | Fruit | • Contains and protects developing _____.<br>• Grows where the _____ is located. |
|  | Seed | • Will germinate, or start to _____, with the right amount of soil, water, temperature, and space.<br>• Usually located inside a _____, _____, or _____. |
|  | Needle | • Needles are found on _____.<br>• Needles provide the same functions as a _____. |
| | Cone | • _____ and _____ seeds.<br>• Opens to allow _____ to be dispersed to where they can become a new plant. |

Name: _____ Date: _____

Day 9: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

**Daily Learning Target: Identify** and **describe** the processes involved in flowering plant reproduction.




**Flowering Plant Reproduction:** Flowering plants reproduce in a series of steps. In the space below, take notes on each process involved in plant reproduction.

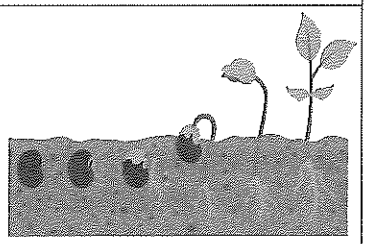
| | | |
|---|---|---|
| **Pollination** | | Factors that can cause pollination: |
| **Fertilization** | | |
| **Seed Dispersal** | | Factors that help seeds disperse: |
| **Germination** | | |

Name: _____ Date: _____

Day 10: Big Idea 14: *Organization and Development of Living Organisms* & 16: *Heredity and Reproduction*

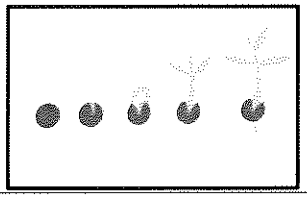
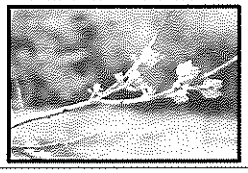
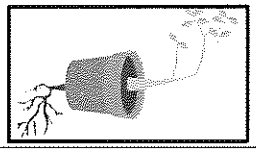
**Daily Learning Target: Investigate** and **describe** how plants respond to heat, light, and gravity.

**Directions:** Read the passage. Then look at the images and determine which environmental factors the plant is responding to. It may be more than one. Provide an explanation or evidence.



When a seed is produced by a plant, it needs warmth and water to begin growing. If a seed falls to the ground in the cool, dry season, it will not start growing until temperatures warm and rains start to fall. The seed responds to the heat and moisture of the rainy season by germinating, or beginning to grow. Established plants will also respond to temperatures by becoming dormant during cooler months and developing new growth during warmer months.

Inside every seed is a miniature plant ready to grow. The seed contains the parts to make a root and stem, and some seeds contain the plants first leaves. When the seed germinates, the roots respond to the pull of gravity by growing downward into the ground. The germinating plant responds to the light of the Sun by lifting the stem and leaves upward. The stem and leaves grow up in response to the Sun's light, and the roots grow down in response to gravity.

| Image | Describe how the plant is responding to factors in the environment. |
|---|---|
| A seed begins to germinate.  | |
| Sunflowers follow the Sun.  | |
| New growth appears on a bare tree branch.  | |
| The roots and stem grow in a new direction when knocked over.  | |