

Week 10 Vocabulary – sight words and hidden sounds

1. July — The month that comes in the middle of the year, often very hot outside.
2. Gopher — A little animal that digs tunnels underground.
3. Practice — Doing something many times to get better at it.
4. Archery — A sport where you shoot arrows with a bow.
5. Straight — A line or path that does not bend or curve.
6. Comet — A ball of ice and dust in space that has a bright tail when it gets close to the sun.
7. Statement — A sentence that tells information or an idea.
8. Secretary — A person who helps with office work like answering phones and organizing papers.
9. Galaxy — A huge group of stars, planets, and dust all held together in space.
10. Universe — Everything that exists, including all space, stars, and planets.
11. Commercial — A short video or message that tells people to buy something.
12. Financial — About money or how money is managed.
13. Racial — Related to groups of people based on their skin color or background.
14. Sacrificial — Giving up something important to help others or for a good cause.
15. Circumstantial — Based on clues or facts that are around an event but don't directly prove it.
16. Process — A series of steps to do or make something.
17. Rely — To trust or count on someone or something.
18. Exchange — To give something and get something back.
19. Oxygen — The gas we breathe in to stay alive.
20. Respiratory — Related to breathing and lungs.

Remember, write each word 3 times to practice spelling. Then write each word into your own sentence. Study the words and be ready for the test on Friday!

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Solve Problems Involving Area

Name _____

Review

We can determine the area of a rectangle by finding the number of whole units and then finding the number of fractional units.

Consider a rectangle that is 6 units by $5\frac{1}{2}$ units.

There are 6 rows of 5 square units:

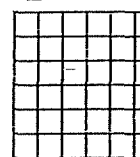
$$6 \times 5 = 30 \text{ units}$$

There are 6 half-square units:

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

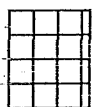
Altogether, there are $30 + 3 = 33$ square units

$\frac{1}{2}$ a square unit

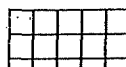


What is the area of the rectangle with the given dimensions?

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



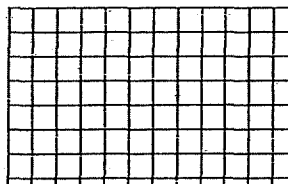
4. $5 \times 2\frac{1}{2} =$



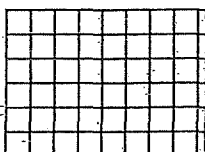
2. $7\frac{1}{2} \times 3 =$



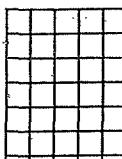
5. $12 \times 7\frac{1}{3} =$



3. $8\frac{1}{3} \times 6 =$



6. $5 \times 6\frac{1}{4} =$



Additional Practice

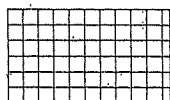
Name _____

Review

You can find the area of a rectangle with fractional side lengths by tiling the rectangle with unit squares and multiplying the length and width.

A rectangular garden is $10\frac{1}{2}$ feet long and 6 feet wide. What is the area of the garden?

Find the area of the rectangle.



Count the length: $10\frac{1}{2}$ units.

Count the width: 6 units.

Multiply the length and the width to find the area.

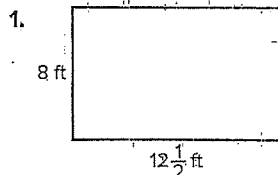
Number of whole square units: $6 \times 10 = 60$

Number of half-square units: $6 \times \frac{1}{2} = 3$

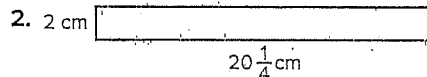
Total number of square units: $60 + 3 = 63$

The area of the garden is 63 square units.

What is the area of the rectangle?



_____ square feet



_____ square centimeters

What is the area of a rectangle with the given dimensions?

3. 5 inches by $3\frac{1}{2}$ inches

_____ square inches

4. 8 feet by $4\frac{2}{3}$ feet

_____ square feet

5. 10 yards by $2\frac{1}{5}$ yards

_____ square yards

6. 5 meters by $2\frac{3}{4}$ meters

_____ square meters

7. A ceramic tile is $\frac{3}{4}$ foot wide and $\frac{3}{4}$ foot long. What is the area of the tile?

_____ square foot

8. Jill's rectangular bedroom is 11 feet long and $9\frac{1}{2}$ feet wide. What is the area of the floor in Jill's bedroom?

_____ square feet

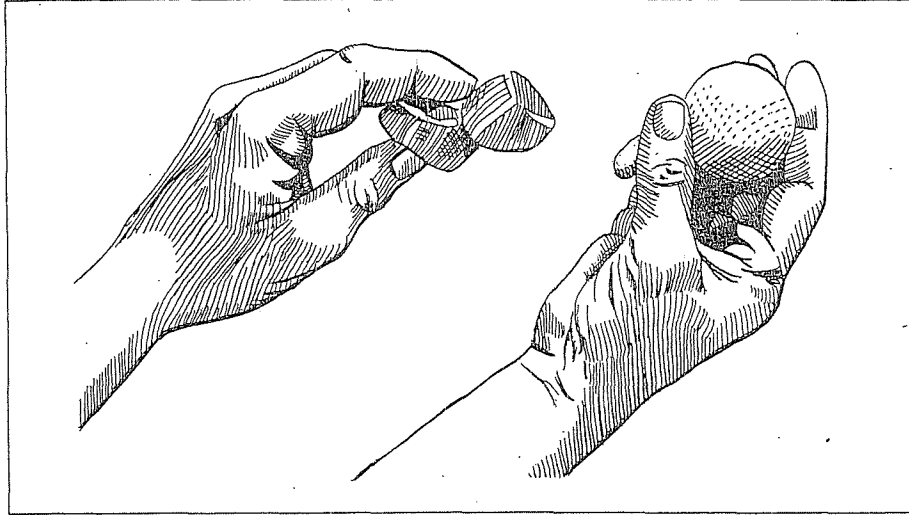
9. Jake's vegetable garden is in the shape of a rectangle. The garden is 24 feet long and $5\frac{5}{6}$ feet wide. What is the area of Jake's vegetable garden?

_____ square feet



With your child, look for some rectangles or rectangular objects around your home. Use a ruler or tape measure to measure the dimensions, using fractions of a foot instead of inches. If neither dimension is a whole number, round one of the dimensions to the nearest whole foot. Have your child find the area of the object.

The Ice of Summer



A hailstorm can be a terrible sight to see. So many hailstones may fall that the ground becomes as white as snow. As they fall, hailstones may break windows and flatten plants. They may even kill animals. They sound like thunder as they beat on the roofs of houses. Hailstones are balls of ice. But since hailstorms happen in the summer, where does the ice come from?

A hailstorm starts out as a rainstorm, and a hailstone starts out as a raindrop. Sometimes in the summer there is a layer of cold air just above the earth. When a raindrop falls through this cold air, it freezes. Before it can reach the ground, wind carries it up into warm air again. In the warm air, more raindrops stick to the frozen raindrop. When the frozen raindrop falls into the cold air again, the raindrops sticking to it freeze too. Now the frozen raindrop is bigger. If the wind carries the raindrop up again, it may collect more water in the warm air. Then it falls back into the cold air and freezes again. The raindrop may bounce back and forth between the warm air and the cold air many times. Each time it bounces, it gets bigger. Finally it is a ball of ice called a hailstone. When it is heavy enough, the hailstone falls to the ground. Some hailstones can weigh as much as a pound, and they do great damage. But most hailstones are much smaller and less harmful, although they can ruin your garden.

Hailstorms, with their winds and lightning, are exciting. But they can be dangerous too. So it's good that hailstorms only happen once in a while.

Think About It

Write about a time when you were in bed and there was a terrible storm going on outside. How did you feel? What did you do?

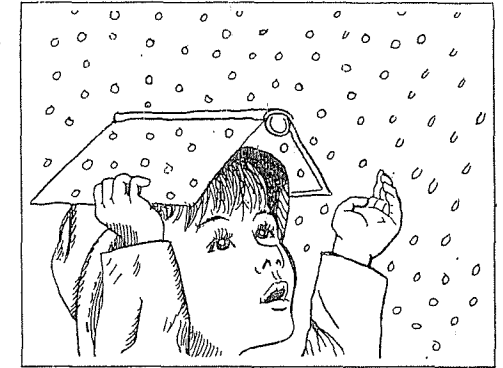
Name _____

The Ice of Summer

Main Idea

1. This story explains

- _____ rainstorms.
- _____ thunder and lightning.
- _____ hailstorms.



Sequencing

2. Number the events below in the order that they happen.

- _____ The hailstone becomes heavy and falls to the ground.
- _____ When more raindrops freeze on the frozen raindrop, it gets bigger.
- _____ A raindrop falls through cold air and freezes.
- _____ Wind carries the frozen raindrop back up to the warm air.

Reading for Details

3. Use the clues to answer these questions.

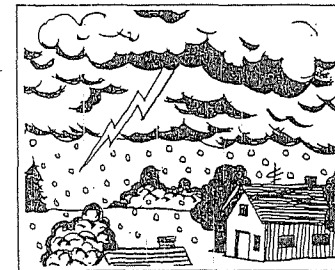
What are hailstones? (paragraph 1) _____

What does a hailstone start out as? (paragraph 2) _____

Where is the layer of cold air found in the summer? (paragraph 2) _____

When does the raindrop freeze? (paragraph 2) _____

Why can hailstones do great damage? (paragraph 2) _____



Reading for Understanding

4. Write yes or no in the blank.

A hailstorm can be described as

- | | |
|----------------|-----------------|
| _____ deadly | _____ beautiful |
| _____ damaging | _____ terrible |
| _____ scary | _____ exciting |
| _____ harmful | _____ dangerous |

Multiplying Unit Fractions to Find Area

20

Name: _____

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

1 $\frac{1}{2} \times \frac{1}{8} = \frac{\square}{\square}$

2 $\frac{1}{3} \times \frac{1}{4} = \frac{\square}{\square}$

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

4 $\frac{1}{5} \times \frac{1}{2} = \frac{\square}{\square}$

5 $\frac{1}{4} \times \frac{1}{4} = \frac{\square}{\square}$

6 $\frac{1}{8} \times \frac{1}{3} = \frac{\square}{\square}$

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

8 $\frac{1}{3} \times \frac{1}{10} = \frac{\square}{\square}$

9 $\frac{1}{6} \times \frac{1}{5} = \frac{\square}{\square}$

10 $\frac{1}{3} \times \frac{1}{\square} = \frac{1}{9}$

11 $\frac{1}{\square} \times \frac{1}{2} = \frac{1}{12}$

12 $\frac{1}{4} \times \frac{1}{\square} = \frac{1}{24}$

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

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

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

Tiling a Rectangle to Find Area

20

Name: _____

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

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

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

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

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

5 $\frac{1}{3} \times \frac{3}{4}$

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

7 $\frac{3}{5} \times \frac{1}{2}$

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

9 $\frac{6}{5} \times \frac{3}{2}$

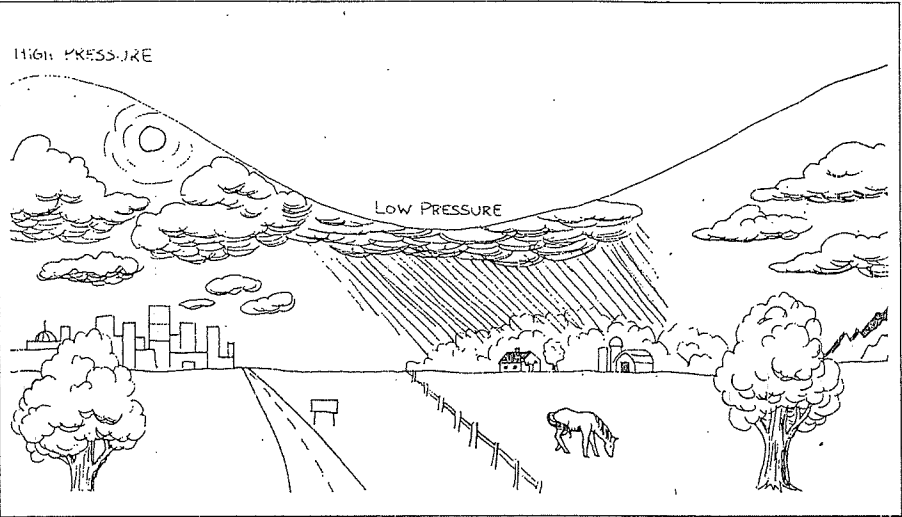
10 $\frac{3}{4} \times \frac{5}{6}$

11 $\frac{5}{2} \times \frac{3}{8}$

12 $\frac{7}{5} \times \frac{5}{4}$

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

The Ups and Downs of the Barometer



Every day on the radio or television, you can hear the weather forecaster say, "The barometer is thirty inches and falling," or "The barometer is twenty-nine inches and rising." Barometers must have something to do with the weather. But what really rises and falls? And what do the inches measure?

A barometer measures air pressure. The air around us, has weight, and this weight is called air pressure. But the air doesn't always have the same weight. Sometimes the air is light, and we say the air pressure is low. When the air is heavy, we say the air pressure is high. Barometers tell just how high or low the air pressure is.

A barometer is made of a long tube with a heavy silver liquid called mercury. The tube is closed at the top, and the bottom of the tube stands in a dish of mercury. When the air presses on the mercury, it pushes some of the mercury into the tube. The higher the air pressure is, the more mercury it pushes up into the tube. When the air pressure becomes lower, the air doesn't press as hard on the dish of mercury. So some of it comes out of the tube and back into the dish. The height of the mercury in the tube is measured in inches.

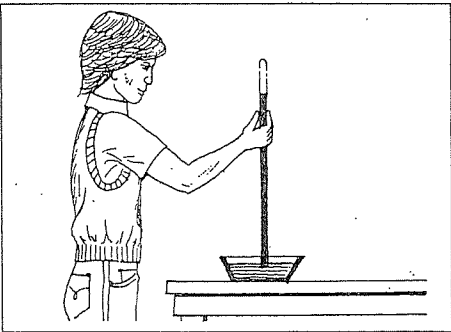
Warm, moist air is usually light, and has low pressure. So a falling barometer can forecast a warm, rainy day. On the other hand, cool, dry air is heavy and has high pressure. When the barometer rises, look for a dry, sunny day. As you can see, the barometer's ups and downs are the weather forecaster's best friend.

Think About It
Think of some other ways of forecasting weather changes.

Name _____

The Ups and Downs of the Barometer

- Main Idea**
- Choose another title for this story.
 - _____ The Weather Forecaster's Best Friend
 - _____ Light Air and Heavy Air
 - _____ Weather Reports



- Sequencing**
- Number the events below in the order that they happen.
 - _____ Some of the mercury comes out of the tube and goes back into the dish.
 - _____ The air pressure gets lower.
 - _____ Some of the mercury pushes into the tube.
 - _____ Air presses on the mercury at the bottom of the tube.

- Reading for Details**
- Use the clues to answer these questions.

Who reports the barometer readings on radio and television? (paragraph 1) _____

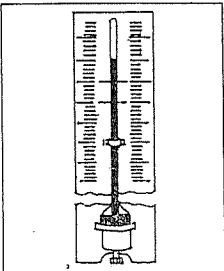
Why is the barometer an important tool? (paragraph 4) _____

What makes the mercury rise and fall in the barometer? (paragraph 3) _____

When is the air pressure high? (paragraph 2) _____

What happens to the mercury in the barometer when the air pressure is high?

(paragraph 3) _____



- Reading for Understanding**
- Place the correct letter in the blank.

_____ barometer	a. forecasts a warm, rainy day
_____ mercury	b. a heavy, silver liquid
_____ falling barometer	c. forecasts a dry, sunny day
_____ rising barometer	d. means air is light
_____ low air pressure	e. instrument which measures air pressure by inches
_____ high air pressure	f. means air is heavy

Solve Problems Involving Perimeter

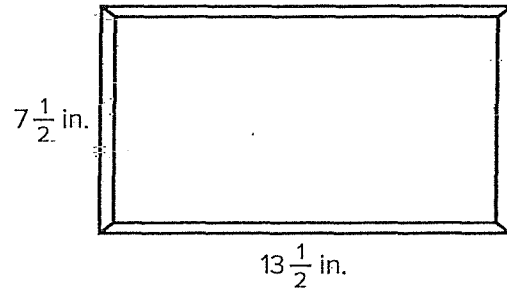
Name _____

Review

You can use the perimeter formula to solve problems involving the distance around a rectangle.

Example:

Ellen is replacing the frame around a rectangular painting. How much framing material does Ellen need?



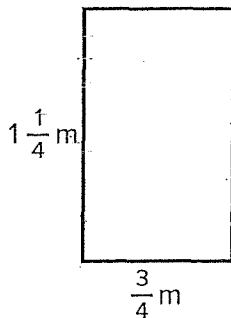
Use the perimeter formula $P = 2 \times l + 2 \times w$:

$$\begin{aligned} P &= (2 \times 13\frac{1}{2}) + (2 \times 7\frac{1}{2}) \\ &= (2 \times \frac{27}{2}) + (2 \times \frac{15}{2}) \\ &= 27 + 15 \\ &= 42 \end{aligned}$$

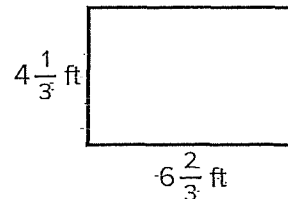
Ellen needs 42 inches of framing material to replace the frame.

What is the perimeter of the rectangle?

1.



2.



3. Length = $41\frac{1}{2}$ cm

Width = $30\frac{1}{4}$ cm

4. Width = $2\frac{3}{5}$ yd

Length = $2\frac{2}{5}$ yd

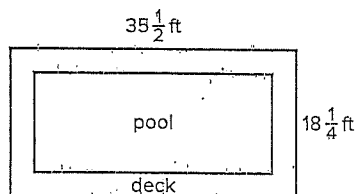
Additional Practice

Name _____

Review

You can use the perimeter formula to solve problems involving the perimeter of a rectangle with fractional side lengths.

How much fencing is needed to go around the pool and deck?

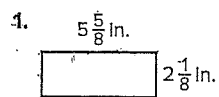


Use the perimeter formula, $P = (2 \times l) + (2 \times w)$.

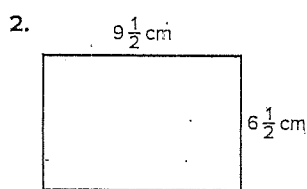
$$\begin{aligned} P &= (2 \times 35\frac{1}{2}) + (2 \times 18\frac{1}{4}) \\ &= \frac{142}{2} + \frac{146}{4} \\ &= 71 + 36\frac{1}{2} \\ &= 107\frac{1}{2} \end{aligned}$$

107 $\frac{1}{2}$ feet of fencing is needed.

What is the perimeter of the rectangle?

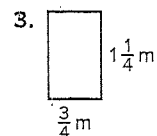


$P = \underline{\hspace{2cm}}$ in.

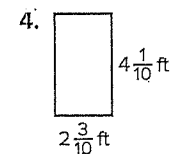


$P = \underline{\hspace{2cm}}$ cm

What is the perimeter of the rectangle?



$P = \underline{\hspace{2cm}}$



$P = \underline{\hspace{2cm}}$

5. Length = $15\frac{1}{12}$ in.

Width = $9\frac{1}{2}$ in.

$P = \underline{\hspace{2cm}}$

6. Width = $52\frac{2}{3}$ cm

Length = $48\frac{1}{6}$ cm

$P = \underline{\hspace{2cm}}$

7. Nola cut a piece of poster board for an art project. The poster board has a length of $18\frac{1}{2}$ inches and a width of $16\frac{1}{4}$ inches. What is the perimeter of the poster board?

8. A practice soccer field has a length of $98\frac{1}{2}$ meters and a width of $78\frac{5}{12}$ meters. Is the perimeter of the field greater than 350 meters? Explain your thinking.



Have your child measure the length and width of a rectangular object in your home. Measure to the nearest half, fourth, or eighth inch. Then have your child find the perimeter of the rectangular object. Repeat as time permits.

Multiplying with Mixed Numbers
in Word Problems

22

Name: _____

Solve each problem.

- 1 Neil has $2\frac{1}{4}$ pounds of apples. He uses $\frac{2}{3}$ of the apples to make pies. How many pounds of apples does Neil use to make pies?
- 2 Kathy is riding her bike $1\frac{3}{5}$ miles to her friend's house. She has already traveled $\frac{7}{8}$ of the distance. How far has Kathy already traveled?
- 3 Keisha spent $3\frac{1}{3}$ hours at the science museum. She spent $\frac{2}{5}$ of that time in the planetarium. How much time did Keisha spend in the planetarium?
- 4 Javier is planting a vegetable garden that will be $7\frac{1}{2}$ meters long and 1 meter wide. He will plant $\frac{1}{5}$ of the garden with tomatoes. How many square meters of the garden will be planted with tomatoes?
- 5 Ed has two dogs. The smaller dog weighs $8\frac{1}{3}$ pounds. The larger dog weighs $1\frac{1}{2}$ times as much as the smaller dog. How much does the larger dog weigh?
- 6 Shane designed a mural that is $2\frac{3}{4}$ yards long and $1\frac{1}{3}$ yards high. What is the area in square yards of the mural?
- 7 How could you use an area model to solve problem 4?

Multiplying Fractions in Word Problems

22

Name: _____

Solve each problem.

- 1 Blanca has $\frac{3}{4}$ pound of tuna salad. She uses $\frac{1}{3}$ of the tuna salad to make sandwiches. How much of the tuna salad did Blanca use?
- 2 Frank has a board that is $\frac{5}{8}$ meter long. He cuts off a piece that is $\frac{3}{5}$ the length of the board. How long is the piece of the board Frank cut off?
- 3 Sharon drinks $\frac{2}{3}$ of $\frac{1}{2}$ pint of lemonade. How much lemonade did Sharon drink?
- 4 James lives $\frac{4}{5}$ mile from the library. He has already walked $\frac{3}{4}$ of the way. How far has James walked?
- 5 Ali worked on his math homework for $\frac{2}{3}$ hour. He spent $\frac{3}{4}$ of the time solving multiplication problems. How much time did Ali spend solving multiplication problems?
- 6 Madison has $\frac{5}{6}$ yard of fabric. She uses $\frac{2}{5}$ of the fabric to make a pillow cover. How much fabric did Madison use for the pillow cover?
- 7 How could you draw a picture to solve problem 2?

Name _____

Date _____

Fractions: Multiplication Practice

Multiply. Connect the answers from START to FINISH. Circle the correct FINISH.

1. $\frac{4}{9} \times \frac{3}{8}$

2. $7 \times \frac{5}{7}$

3. $\frac{3}{12} \times \frac{3}{5}$

4. $2\frac{1}{2} \times \frac{1}{5}$

5. $\frac{2}{3} \times \frac{5}{10}$

6. $\frac{5}{6} \times 8\frac{1}{5}$

7. $\frac{1}{3} \times 8$

8. $\frac{2}{3} \times 6$

9. $3\frac{2}{4} \times 1\frac{2}{7}$

10. $4\frac{1}{8} \times 2\frac{4}{5}$

11. $2\frac{2}{7} \times 3$

12. $4 \times 2\frac{4}{5}$

13. $\frac{2}{9} \times 1\frac{3}{4}$

14. $\frac{2}{12} \times \frac{1}{10}$

15. $2\frac{1}{3} \times 3\frac{5}{6}$

16. $\frac{2}{7} \times \frac{4}{3}$

17. $\frac{1}{4} \times \frac{1}{5}$

18. $2\frac{4}{5} \times \frac{3}{7}$

19. $\frac{5}{8} \times \frac{3}{4}$

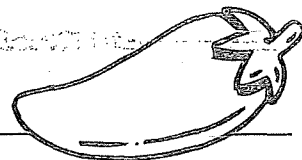
20. $2\frac{2}{3} \times 1\frac{3}{5}$

$8\frac{11}{18}$	$\frac{4}{11}$	$2\frac{2}{3}$	4	$4\frac{1}{2}$	$5\frac{9}{10}$	$\frac{7}{24}$	FINISH
$2\frac{14}{15}$	$\frac{1}{3}$	$6\frac{5}{6}$	$\frac{2}{9}$	$11\frac{11}{20}$	$\frac{15}{32}$	$4\frac{4}{15}$	FINISH
$\frac{7}{15}$	$\frac{1}{2}$	$\frac{6}{21}$	$11\frac{1}{5}$	$6\frac{6}{7}$	$1\frac{1}{5}$	$9\frac{1}{2}$	FINISH
5	$\frac{3}{20}$	$8\frac{1}{3}$	$\frac{7}{18}$	7	$\frac{1}{20}$	$\frac{2}{3}$	FINISH
START $\frac{1}{6}$	$\frac{19}{20}$	$4\frac{1}{4}$	$\frac{1}{60}$	$8\frac{17}{18}$	$\frac{8}{21}$	$12\frac{5}{8}$	FINISH



Multiplying Fractions: Problem Solving

Solve each problem.



1. Carl is making dinner for a group of his friends. He is making a recipe for stuffed chilies that uses $1\frac{3}{4}$ cups of cream cheese. Carl will only need to make $\frac{2}{3}$ of the recipe. How much cream cheese should he use?
2. A 2-serving recipe for chicken mole calls for $3\frac{1}{2}$ teaspoons of chili powder and $1\frac{1}{2}$ tablespoons of olive oil. How much of each ingredient is needed to make 3 servings?
Think: How much of each ingredient is needed for 1 serving?
3. Carl has $\frac{7}{8}$ pounds of cheese. He uses $\frac{1}{7}$ of this in his quesadillas. Since there are 16 ounces in 1 pound, how many ounces of cheese does Carl use in his quesadillas?
Think: What is $\frac{7}{8}$ of 16 ounces? _____ What is $\frac{1}{7}$ of that? _____

In problems 4–6, solve using this recipe.

Chillaquillas (Serves 6)

1 dozen tortillas	$\frac{2}{3}$ cup chopped green onions
$2\frac{1}{2}$ cups grated jack cheese	$2\frac{1}{4}$ teaspoons chili powder
$1\frac{1}{3}$ cups tomato sauce	$\frac{1}{2}$ teaspoon crushed oregano
$1\frac{1}{4}$ cups low fat cottage cheese	$\frac{1}{4}$ cup oil

Clue:
Use logical reasoning.



4. Carl will need enough chillaquillas to serve 8 people. What number should the recipe be multiplied by to make enough for all 8 people?
5. How much tomato sauce is required if the recipe is multiplied by $1\frac{1}{3}$?
6. How many cups of chopped green onions will be needed if the recipe is tripled?
7. Challenge: Carl's recipe instructs him to bake at 205°C (degrees Celsius). He can convert this temperature to degrees Fahrenheit ($^{\circ}\text{F}$) using this formula:

$$^{\circ}\text{F} = \frac{9}{5} \times ^{\circ}\text{C} + 32$$
 What cooking temperature should he use in degrees Fahrenheit?