# **Fifth Grade** ELA & Mathematics **Week 1 Packet**



First & Last Name: \_\_\_\_\_

Teacher:\_\_\_\_\_

Grade:\_\_\_\_\_

School:\_\_\_\_\_

# Darkness in the Desert

For desert animals, the day Is not a time for work or play. There's little shade; the world is dry. The clouds are absent from the sky.

5 Things sizzle in the searing heat,
5 The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.

10 The sun drops past the canyon rim.The stars peek through, and very soon The night replaces afternoon.

> Inside their dens the creatures stir— They like the cooler temperature.

15 By ones and twos, by fives and tens The animals creep from their dens.

On mountain, prairie, plain, and hill, The night is when the world is still. In deserts, though, the times reverse:

20 The dark is good, the light is worse. The daytime is the time to rest. For desert creatures, night is best.

The desert fox, the mouse, the hare,At night they scamper here and there.25 Their claws scratch softly in the sand.Their faint calls echo through the land

Their faint calls echo through the land. From dusk to dawn, all through the night They feed and play till morning light.

#### **Close Reader Habits**

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

Read

#### Explore

# What details in the poem "Darkness in the Desert" develop its theme?



#### Think

Look for evidence of what the speaker thinks about day and night in the desert.

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

#### Talk

Write

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

**Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

**HINT** Start your response by stating the theme in one sentence.



# NIGHT WAL

1 The sky above, the streets below, The stars reflecting off the snow— A lovely night for us to go Out for a walk, the puppy thinks.

Read

5 The moon's a brilliant shade of gold, And though she's just a few months old, The puppy knows the night is cold— She leans into the wind and blinks.

What's that thing moving in the tree?

10 The puppy dashes up to see. It's vanished! What a mystery! She sits beneath the tree to bark.

Her master guides her through the night First turning left, then turning right

15 The dark is deep, there is no light She yanks her leash: is this the park?

The night's a lovely time to roam But now it's time for heading home. She's only little, after all,

20 Can't run all night when she's so small.

Someday she'll grow a little more And when she's three, or maybe four She'll run all night, and she'll be tough-Tonight, though, she's gone far enough.

25 Her master strokes her furry head, And yawning, she goes off to bed. But as she sleeps, the moonlight beams Will dart and dance inside her dreams. by Amy Saito

**Close Reader Habits** 

What is the message of the poem? Reread the poem. Underline details showing what the puppy does. Use these details to identify the poem's theme. **Think** Use what you learned from reading the poem to answer the following questions.

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

#### Part A

How are the events in stanzas three and four important to the theme of the poem?

- **A** The events show it is a good night for a walk.
- **B** The events show that puppy is young and active.
- **C** The events show the speaker is the puppy's master.
- **D** The events show that the night is dark and dangerous.

#### Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "What's that thing moving in the tree?" (stanza three)
- **B** "The puppy dashes up to see." (stanza three)
- **C** "... sits beneath the tree...." (stanza three)
- **D** "Her master guides her...." (stanza four)
- **E** "... there is no light ...." (stanza four)
- **F** "She yanks her leash: . . ." (stanza four)

#### • Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.

## 🚺 Write

**3 Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.



A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

**HINT** Think about the speaker's reflections on how the puppy will change over time.

# NIGHT WALK

**2** Use the chart below to organize your ideas.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

- Write Use the space below to write your answer to the question on page 139.
- **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

## Understanding of Place Value

The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.





## Reading a Decimal in Word Form

#### What is the word form of each decimal?

1	0.2	2 0.02
3	0.002	4 0.12
5	0.012	6 0.102
7	1.002	8 9.4
9	90.04	<b>10</b> 0.94
11	500.2	12 8.008
13	700.06	14 6.335
15	3,000.001	

Name: \_\_\_\_

16 What strategies did you use to help you read the decimals? Explain.



<b>Comparing Decimals</b>		Name:	
Write the symbol <, =, or > in each comparison statement.			
1 0.02 0.002	2 0.05 0.5	3 0.74 0.84	
<b>4</b> 0.74 0.084	<b>5</b> 1.2 1.25	6 5.130 5.13	
7 3.201 3.099	8 0.159 1.590	9 8.269 8.268	
10 4.60 4.060	<b>11</b> 302.026 300.226	12 0.237 0.223	
<b>13</b> 3.033 3.303	14 9.074 9.47	<b>15</b> 6.1296.19	
<b>16</b> 567.45 564.75	<b>17</b> 78.967 78.957	18 5.346 5.4	
19 12.112 12.121	20 26.2 26.200	<b>21</b> 100.32 100.232	
22 What strategies did you us	e to solve the problems? Explain.		

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Rounding Decimals	Name:		
Round each decimal to the nearest tenth.			
1 0.32	2 3.87	3 0.709	
4 12.75	5 12.745	6 645.059	
Round each decimal to the n	earest hundredth.		
7 1.079	8 0.854	9 0.709	
10 12.745	11 645.059	<b>12</b> 50.501	
Round each decimal to the n	earest whole number.		
<b>13</b> 1.47	14 12.5	15 200.051	
Write two different decima Explain why the rounded v	lls that are the same valu values are the same.	e when rounded to the nearest tenth.	
<ul><li>Round 1.299 to the nearest values are equivalent.</li></ul>	t tenth and to the neares	t hundredth. Explain why the rounded	

### Multiplying Multi-Digit Whole Numbers

Name:

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.



#### Multiplying with the Standard Algorithm Name: \_ The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems. 2 1 580 3,104 3 1,482 $\times$ 30 18 38 Х Х 4 5 6 1,085 1,236 1,625 $\times$ 17 Х 55 $\times$ 18 7 2,105 8 1,788 9 2,500 13 19 $\times$ $\times$ 15 Х 10 648 11 2,409 12 306 × 32 $\times$ 23 × 62 13 2,417 14 650 15 962 × 24 $\times$ 35 $\times$ 44 Answers 20,736 17,400 27,365 47,500 55,872 18,972 18,445 26,820 67,980 56,316 22,750 29,250 55,407 42,328 58,008

Using Estimation and Area Models to Divide

Name: \_\_\_\_

# Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers	
516 ÷ 12	<b>48</b> 43	Check: 12 × 48 = 576
837 ÷ 31	27	
351 ÷ 13	57	
918 ÷ 54	22	
896 ÷ 32	23	
1,482 ÷ 78	14	
1,012 ÷ 11	82	
1,344 ÷ 56	24	

Explain how you could know that the answers to two of the problems are incorrect without multiplying.

#### Using Area Models and Partial Quotients to Divide

Name: \_\_\_\_\_

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

<b>1</b> 540 ÷ 12	<b>2</b> 798 ÷ 38	<b>3</b> 429 ÷ 11
<b>4</b> 931 ÷ 19	<b>5</b> 925 ÷ 25	6 390 ÷ 15
<b>7</b> 1,071 ÷ 51	8 1,326 ÷ 13	9 1,856 ÷ 32
<b>10</b> 2,952 ÷ 72	<b>11</b> 1,869 ÷ 89	<b>12</b> 1,798 ÷ 29

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.