## Fifth Grade

# ELA \& Mathematics Week 1 Packet 



First \& Last Name:
Teacher:
Grade: $\qquad$
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, The burning sands hurt creatures' feetAnd 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 stirThey 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.
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.

## Explore

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

## Think

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.

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

| What Is the <br> Topic of the Poem? | What Are the Details <br> About the Topic? | What Are the <br> Speaker's Reflections <br> on the Topic? | What Is the <br> Theme of the Poem? |
| :--- | :--- | :--- | :--- |
|  |  |  |  |

## Talk

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.

Write
3 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.

# Darkness in the Deserk 

3 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.

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


Don't forget to check your writing.

## Check Your Writing

Did you read the prompt carefully?
$\square$ Did you put the prompt in your own words?Did you use the best evidence from the text to support your ideas?
$\square$ Are your ideas clearly organized?
$\square$ Did you write in clear and complete sentences?
$\square$ Did you check your spelling and punctuation?

## NIGHT WALK

1 The sky above, the streets below, The stars reflecting off the snowA lovely night for us to go

Out for a walk, the puppy thinks.
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.


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.


2 Use the chart below to organize your ideas.

| What Is the <br> Topic of the Poem? | What Are the Details <br> About the Topic? | What Are the <br> Speaker's Reflections <br> on the Topic? | What Is the <br> Theme of the Poem? |
| :--- | :--- | ---: | :--- |
|  |  |  |  |

## Write Use the space below to write your answer to the question on page 139.

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.

## Understanding of Place Value

$\qquad$

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


Complete the comparison statements.
0.05 is $\qquad$ of 0.5 .
0.5 is $\qquad$ times the value of 0.05 .

Complete the equations.

$$
0.5 \div \square=0.05
$$ $0.05 \times$ $\qquad$ $=0.5$

2 Draw a number line from 0 to 2 . Then draw and label points at 2 and 0.2.


Use the number line to explain why 2 is 10 times the value of 0.2 .

Complete the equations to show the relationship between 2 and 0.2 .
$\qquad$
$2 \div$ $\qquad$ $=0.2$

3 Which type of model do you like best? Explain why.

## Understanding Powers of 10

$\qquad$

## Multiply or divide.

$16 \div 10$
2] $0.6 \div 10$
[3] $6 \div 10^{2}$
$\qquad$
$\qquad$
$\qquad$
(4) $0.6 \div 10^{2}$
$56 \div 10^{3}$
$660 \div 10^{3}$
$\qquad$
$\qquad$
$\qquad$
(7) $0.3 \times 10$
$80.3 \times 10^{2}$
$90.3 \times 10^{3}$
$\qquad$
$\qquad$
$\qquad$
$100.03 \times 10^{2}$
$110.003 \times 10^{2}$
$\qquad$
$\qquad$
$1372 \div 10$
$140.72 \times 10^{2}$
$\qquad$
$157,200 \div 10^{3}$
$\qquad$
$\qquad$
$1620 \div 10^{2}$
$170.9 \times 10^{3}$
$\qquad$
$180.001 \times 10^{2}$
$\qquad$
$1954 \div 10$
$20150 \div 10^{3}$
$210.46 \times 10^{3}$
$\qquad$
$\qquad$
$\qquad$

22 What strategies did you use to solve the problems? Explain.
$\qquad$

What is the word form of each decimal?
10.2
$\qquad$
(3) 0.002
$\qquad$
50.012
$\qquad$
71.002
$\qquad$
990.04
$\qquad$
11500.2
$\qquad$
13700.06
$\qquad$

15 3,000.001
$\qquad$

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

## Writing a Decimal in Standard Form

$\qquad$

## What decimal represents each number?

1 one and six tenths
$\qquad$
(3) $6 \times 1+5 \times \frac{1}{10}$
$\qquad$
$52 \times 10+7 \times \frac{1}{10}+3 \times \frac{1}{100}$
$\qquad$

7 five hundred twelve thousandths
$\qquad$
$92 \times 1+4 \times \frac{1}{100}$
$\qquad$
$117 \times 100+2 \times 10+3 \times 1+6 \times \frac{1}{10}$
$\qquad$

2 eight and eleven hundredths
$\qquad$

4 thirteen and thirteen thousandths
$\qquad$
(6) $4 \times 1+1 \times \frac{1}{100}+9 \times \frac{1}{1,000}$
$\qquad$
$88 \times 100+2 \times \frac{1}{10}+8 \times \frac{1}{1,000}$
$\qquad$

10 forty-two and forty-one hundredths
$\qquad$

12 twelve and sixty-eight thousandths
$\qquad$

133
$3 \times 1,000+6 \times 100+3 \times 10+7 \times \frac{1}{10}+2 \times \frac{1}{100}+8 \times \frac{1}{1,000}$
$\qquad$

14 nine hundred fifty-six and four hundred twenty-seven thousandths
$\qquad$

15 How was writing decimals for numbers in word form different from numbers in expanded form?

## Comparing Decimals

$\qquad$

Write the symbol $<,=$, or $>$ in each comparison statement.
10.02 $\qquad$ 0.002
(2) 0.05 $\qquad$ 0.5
(3) 0.74 $\qquad$ 0.84
40.74 $\qquad$ 0.084
51.2 $\qquad$ 1.25
65.130 5.13
73.201 $\qquad$ 3.099
80.159 $\qquad$ 1.590
98.269 $\qquad$ 8.268
104.60 $\qquad$ 4.060
11302.026 $\qquad$ 300.226
120.237 $\qquad$ 0.223
133.033 $\qquad$ 3.303
149.074 $\qquad$ 9.47
156.129 $\qquad$ 6.19
16567.45 $\qquad$ 564.75
1778.967 $\qquad$ 78.957
185.346 $\qquad$ 5.4
1912.112 $\qquad$ 12.121
2026.2 $\qquad$ 26.200
21100.32 $\qquad$ 100.232

22 What strategies did you use to solve the problems? Explain.
$\qquad$

Round each decimal to the nearest tenth.
10.32
2. 3.87
30.709
$\qquad$
$\qquad$
$\qquad$
412.75
(5) 12.745
$\qquad$
6645.059
$\qquad$

Round each decimal to the nearest hundredth.

## (7) 1.079

$\qquad$
80.854
$\qquad$
11645.059
$\qquad$

Round each decimal to the nearest whole number.
131.47
1412.5
$\qquad$
90.709
$\qquad$
1250.501
$\qquad$
15200.051
$\qquad$

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.
$\qquad$

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.
1132
$\begin{array}{r}\times \quad 34 \\ \hline\end{array}$
2247
$\begin{array}{r}\times \quad 15 \\ \hline\end{array}$
$3 \begin{array}{r}145 \\ \times \quad 23 \\ \hline\end{array}$
$4 \begin{array}{r}308 \\ \times \quad 12 \\ \hline\end{array}$
$5 \begin{array}{r}158 \\ \times \quad 41 \\ \hline\end{array}$
6
$\begin{array}{r}364 \\ \times \quad 32 \\ \hline\end{array}$
$7 \begin{array}{r}400 \\ \times \quad 29\end{array}$
$8 \begin{array}{r}254 \\ \times \quad 17 \\ \hline\end{array}$
$9 \begin{array}{r}187 \\ \times \quad 42\end{array}$
$10 \begin{array}{r}216 \\ \times \quad 12 \\ \hline\end{array}$
$11 \begin{array}{r}323 \\ \times \quad 18 \\ \hline\end{array}$
$12 \begin{array}{r}194 \\ \times \quad 26 \\ \hline\end{array}$
$13 \begin{array}{r}317 \\ \times \quad 14 \\ \hline\end{array}$
$14 \begin{array}{r}385 \\ \times \quad 31 \\ \hline\end{array}$
$15 \begin{array}{r}285 \\ \times \quad 27\end{array}$
$\qquad$

$\begin{array}{r} \\ \times \quad 27 \\ \hline\end{array}$

16 What strategies did you use to solve the problems? Explain.
$\qquad$

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.
1
$\begin{array}{r}580 \\ \times \quad 30 \\ \hline\end{array}$
$2 \begin{array}{r}3,104 \\ \times \quad 18 \\ \hline\end{array}$
$3 \begin{array}{r}1,482 \\ \times \quad 38 \\ \hline\end{array}$
$5 \begin{array}{r}1,236 \\ \times \quad 55 \\ \hline\end{array}$
$6 \begin{array}{r}1,625 \\ \times \quad 18\end{array}$
$9 \begin{array}{r}2,500 \\ \times \quad 19 \\ \hline\end{array}$
$11 \begin{array}{r}2,409 \\ \times \quad 23 \\ \hline\end{array}$
$12 \begin{array}{r}306 \\ \times \quad 62 \\ \hline\end{array}$
$\begin{array}{r}648 \\ \times \quad 32 \\ \hline\end{array}$
$8 \begin{array}{r}1,788 \\ \times \quad 15 \\ \hline\end{array}$

$13 \begin{array}{r}2,417 \\ \times \quad 24 \\ \hline\end{array}$
$14 \begin{array}{r}650 \\ \times \quad 35 \\ \hline\end{array}$
$15 \begin{array}{r}962 \\ \times \quad 44 \\ \hline\end{array}$

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 |

Name: $\qquad$

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


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

## Estimate. Circle all the problems that will have quotients greater than 30.

 Then find the exact quotients of only the problems you circled.$1540 \div 12$
$2798 \div 38$
(3) $429 \div 11$
$\qquad$
$4931 \div 19$
5. $925 \div 25$
$\qquad$
(7) $1,071 \div 51$
$\qquad$
$81,326 \div 13$
$91,856 \div 32$
(6) $390 \div 15$
$\qquad$

$102,952 \div 72$
$111,869 \div 89$
$121,798 \div 29$
$\qquad$
$\qquad$


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.

