

Fifth Grade

ELA & Mathematics

Week 2 Packet



First & Last Name: _____

Teacher: _____

Grade: _____

School: _____

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **assured**
- **complained**

Anna's MONSTERS

by Justin Nuñez



- 1 I'm scared of the darkness, I don't care who knows it,
I don't like the darkness at all.
I sleep with the lights on—two lights in my room,
And a much brighter light in the hall.
5 I'm frightened of monsters that might come and get me,
Whenever I climb into bed.
My mother says, "Anna, you're just being silly,
The monsters are all in your head!"

But I don't think that's true, because of what happened

- 10 Last night, the first day of the week.
I put on my nightgown, got under the covers—
Rolled over, and heard a strange squeak.
It wasn't a mouse, and it wasn't a rabbit,
It wasn't a dog or a cat.
15 So I screamed out in terror. My mother came running!
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
I was almost too frightened to talk.

I *knew* it was monsters, some big hungry monsters,

- 20 It was all I could do not to squawk!
"I *don't* like the darkness," I said to my mother,
"I don't like the dark and the night.
Can't I get up and sit with you out on the couch,
In a room that's all cheery and bright?"

25 “Oh, *Anna*,” Mom said, and she looked at me sadly.

“Do we need to go through this once *more*?

Last night you assured me that you saw a monster—

It turned out to be socks on the floor.”

“But this one was real!” I complained to my mother.

30 “I heard it squeak loudly and clear!

I don’t like the darkness, the monsters will eat me—

Don’t let them come anywhere near!”

My mother explained that the noises weren’t monsters;

She showed me some interesting things.

35 For example, I learned that my bed makes a squeak

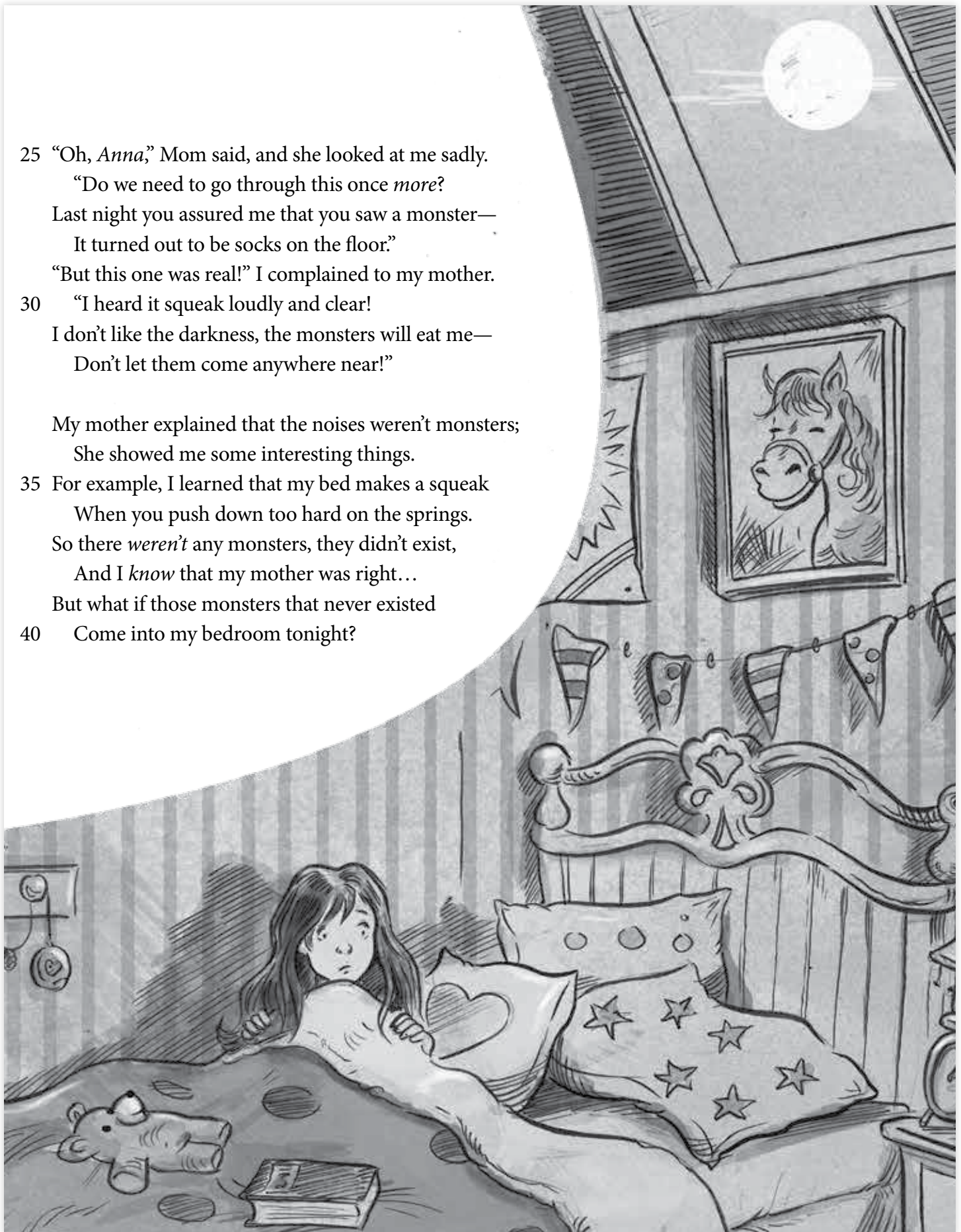
When you push down too hard on the springs.

So there *weren’t* any monsters, they didn’t exist,

And I *know* that my mother was right...

But what if those monsters that never existed

40 Come into my bedroom tonight?



 **Think** Use what you learned from reading the poem to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

- A** easy to see
- B** ready to attack you
- C** only imagined
- D** giving you a headache

Part B

Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

- A** "I'm scared of the darkness, . . ."
- B** "I sleep with the lights on, . . ."
- C** "Whenever I climb into bed."
- D** "'Anna, you're just being silly, . . .'"

- 2** Which statement **best** summarizes the speaker's message about fears?

- A** For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- B** Many people are much too fearful, and some are even afraid of their own surroundings.
- C** It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- D** It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

Part A

How are the events in stanzas two and three important to the poem's theme?

- A** These events show Anna doesn't like the dark of night because that is when she sees the monsters.
- B** These events show Anna remembers it was last night that she heard a squeak.
- C** These events show Anna's mother comes running in fear when Anna screams.
- D** These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

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

- A** "... because of what happened. ..." (stanza two)
- B** "... I screamed out in terror." (stanza two)
- C** "... 'Whatever,' she asked me, 'was that?'" (stanza two)
- D** "I *knew* it was monsters, ..." (stanza three)
- E** "It was all I could do. ..." (stanza three)
- F** "... a room that's all cheery and bright?" (stanza three)

- 4** Which line from the poem **best** summarizes a theme of the poem?

- A** "'The monsters are all in your head!'" (line 8)
- B** "Rolled over, and heard a strange squeak." (line 12)
- C** "So I screamed out in terror. My mother came running!" (line 15)
- D** "'I *don't* like the darkness,' I said to my mother," (line 21)

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **hovering**
- **vaster**

SUMMER NIGHT

by Bianca Cappeletta

- 1 The city is full of streetlights, stoplights, floodlights
making it hard to see the stars
But Ben and Louie are out this summer night at ten PM
in front of their apartment building, peering up at the sky anyway.
- 5 Ben asks if that's the constellation Orion hovering over there just
above that billboard
Louie shrugs because he doesn't know for sure
He asks how many light-years to the edge of the universe
and what's beyond the edge when you get there
- 10 *if you could get there (which you probably can't, but if you could)*
Ben says he doesn't know for sure either
It's a vast place, the universe, but what's beyond it must be vaster still
And they know they should go inside and get ready for bed
but it's too wonderful out here below the faint glow of the stars
- 15 and they just can't





Write Use what you learned from reading “Summer Night” to answer the following question.

- 5 Short Response** What is the theme of the poem “Summer Night”? Use details from the poem to support your answer.



Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, *Climbing Mount Whitney*. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On

Now that you're in shape and used to the height, rest. The day before your climb, take it *easy*. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

23 Read this sentence from the essay.

I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?

- A** 'Climbing Mount Whitney'
- B** "Climbing Mount Whitney"
- C** Climbing Mount Whitney
- D** "Climbing Mount Whitney"

24 Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

- A** Yes—you can also do it
- B** Yes, you can also do it,
- C** Yes you can also do it
- D** Yes! you can also do it,

25 Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

26 Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

- A** reached
- B** had been reaching
- C** have reached
- D** will have reached

Go On

Adding Decimals

Name: _____

**Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.**

1 $0.24 + 4.25$

2 $4.8 + 0.16$

3 $2.31 + 2.075$

4 $2.31 + 2.7$

5 $0.909 + 4.09$

6 $3.99 + 1.109$

7 $2.675 + 2.325$

8 $3.775 + 0.225$

9 $2.06 + 2.933$

10 $2.6 + 2.933$

11 $1.809 + 3.091$

12 $3.01 + 1.991$

13 $1.83 + 3.1 + 0.1$

14 $0.012 + 3.79 + 1.101$

15 $2.6 + 2.04 + 0.099$

16 What strategies did you use to solve the problems?

Subtracting Decimals to Hundredths

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $7.5 - 1.2$

2 $10.75 - 4.13$

3 $20.2 - 14.8$

4 $6.12 - 0.7$

5 $41.5 - 33.25$

6 $15.9 - 8.92$

7 $105.53 - 99.28$

8 $9.46 - 3.68$

9 $74 - 65.9$

10 $5.05 - 0.56$

11 $31.27 - 23.67$

12 $256.4 - 248.38$

13 $12 - 4.39$

14 $1,280.01 - 1,272.77$

15 $500.2 - 494.94$

Answers

6.25

5.26

6.62

8.1

7.6

4.49

8.25

7.61

6.98

5.42

7.24

5.4

8.02

5.78

6.3

- 4** Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.
- 5** For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.
- 6** Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

2 3×0.03

3 3×0.23

4 4×0.08

5 4×1.1

6 4×1.18

7 6×0.07

8 6×1.1

9 6×1.17

10 21×0.05

11 21×1.05

12 21×2.05

13 9×3.25

14 5×0.87

15 11×3.68

16 16×6.4

17 7×6.89

18 32×5.12

19 How did you know where to put the decimal point in problem 6?

Multiplying Decimals Less Than 1

Name: _____

Multiply.

1 0.5×3

2 0.5×0.3

3 0.5×0.03

4 6×0.2

5 0.6×0.2

6 0.06×0.2

7 0.8×0.1

8 0.8×0.2

9 0.8×0.3

10 0.4×0.02

11 0.4×0.04

12 0.4×0.12

13 0.3×0.4

14 0.6×0.4

15 0.6×0.8

16 0.01×0.5

17 0.05×0.5

18 0.25×0.5

19 Describe a pattern you noticed when you were completing the problem set.

Multiplying with Decimals Greater Than 1

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 0.3×1.2

2 1.2×0.4

3 1.2×1.1

4 0.3×12.1

5 4.4×1.1

6 0.02×1.8

7 7.1×5.1

8 6.6×0.02

9 2.4×4.8

10 9.2×5.24

11 1.2×1.24

12 8.4×6.2

13 4.2×3.21

14 4.25×8.5

15 1.9×2.78

Answers

0.132

1.32

13.482

1.488

48.208

4.84

0.48

52.08

11.52

5.282

36.125

0.036

0.36

3.63

36.21

Dividing a Decimal by a Whole Number

Name: _____

Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers
$0.88 \div 11$	0.8 0.08 Product: $11 \times 0.8 = 8.8$
$5.6 \div 8$	0.07
$7.2 \div 9$	0.8
$25.35 \div 5$	5.7
$21.7 \div 7$	3.1
$14.4 \div 12$	0.12
$96.16 \div 8$	12.2
$60.18 \div 2$	30.9

1 Can an answer be incorrect even if it looks reasonable? Explain.

Dividing by Hundredths

Name: _____

Divide.

1 $1 \div 0.25$

2 $4 \div 0.25$

3 $3.75 \div 0.25$

4 $6.5 \div 0.25$

5 $1.8 \div 9$

6 $1.8 \div 0.9$

7 $1.8 \div 0.09$

8 $225 \div 75$

9 $22.5 \div 7.5$

10 $2.25 \div 0.75$

11 $0.36 \div 0.06$

12 $6.36 \div 0.06$

13 $36.36 \div 0.06$

14 $9 \div 2.25$

15 $13.5 \div 2.25$

16 Describe a pattern you noticed when you were completing the problem set.

Adding Fractions with Unlike Denominators

Name: _____

Add.

1 $\frac{1}{2} + \frac{1}{4}$

2 $\frac{1}{2} + \frac{3}{8}$

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

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

5 $\frac{5}{6} + \frac{1}{12}$

6 $\frac{1}{3} + \frac{2}{5}$

7 $\frac{5}{6} + \frac{2}{3}$

8 $\frac{3}{4} + \frac{5}{6}$

9 $\frac{7}{9} + \frac{1}{6}$

10 $\frac{7}{8} + \frac{2}{3}$

11 $\frac{3}{2} + \frac{3}{5}$

12 $\frac{9}{8} + \frac{5}{6}$

- 13** What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?