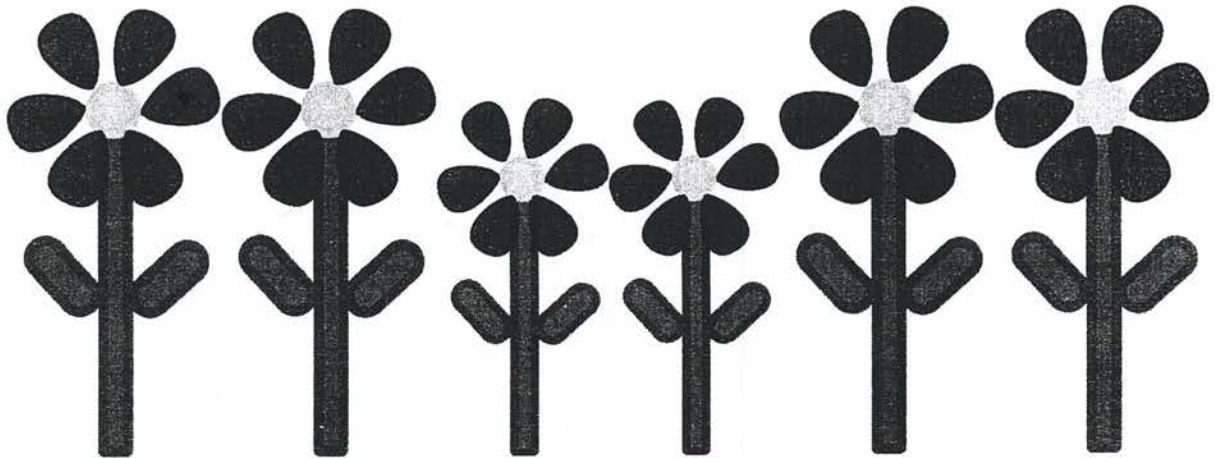# Silver Bluff Elementary

SPRING BREAK PACKET

2024

5th Grade

Name: _____

Dear Parents,

Research has shown that students can experience learning loss during extended breaks from school, such as over spring break. Providing learning materials and activities can help prevent this loss by keeping students engaged and mentally active during the break. Please use this home learning packet as an opportunity to reinforce what your child has learned and solidify their understanding of key concepts. Parents can support their child's learning by supervising activities, providing assistance when needed, and engaging in discussions about the material.

Reading Activity #1

Students are to read the texts and use text evidence to answer the questions.

Reading Activity #2

Students are to complete i-Ready Reading Student Pathway Lessons: 45 minutes in total for the week and read a book on myON (see Spring Break challenge flyer attached).

Math Activity #1

Students are to complete the unit assessments attached.

Math Activity #2

Students are to complete i-Ready Math Student Pathway Lessons: 45 minutes in total for the week and earn 5 green lights on Reflex Math (see Spring Break challenge flyer attached).

Completed packets are due to your child's teacher when we return on Monday, April 1, 2024. We wish you all a safe and enjoyable spring break recess.

Science Activity #1

Students are to read and answer the questions.

Spring Break Packets due to homeroom teachers on Monday, April 1st.

Read the passage "Amelia Earhart and the Huckleberry Milkshake" and then answer Numbers 1 through 5.

Amelia Earhart and the Huckleberry Milkshake

1   My name is Charlie McNamara, and I'm the luckiest eleven-year-old boy on this magnificent planet, in this magnificent year of 1934. You've probably started to wonder why I claim to be so incredibly lucky, so I'll tell you: I believe myself to be the only person who's ever shared a huckleberry milkshake with Ms. Amelia Earhart.

2   It's unbelievable that this happened to me, given my humble station in life. I'm just a junior ranch hand here at the Double D guest ranch near Meeteetse, Wyoming. But I've got witnesses to prove that I did indeed split a shake with our nation's famous pilot.

3   It happened like this: one afternoon about three weeks ago, I went around back of the Double D owner's house for a little shut-eye, and I was amazed to find the most luxurious automobile I'd ever seen roll up the owner's driveway. Out of that automobile stepped a woman wearing boots, pants, a leather jacket, a scarf, and a short haircut.

4   Could it be?! My mind zipped back to the moment I'd first heard about this very woman.

5   *It's May 1932. Waving a newspaper in his hand, Jody comes zooming into the barn. "Did you see this, boys?" he marvels breathlessly, pointing to a photograph on the front page. "A woman named Amelia Earhart just flew by herself across the Atlantic Ocean! She's only the second person to cross the Atlantic solo in an airplane!"*

6   *We approach Jody slowly—it's a cowpoke's job to appear unimpressed— and take a gander at the photograph. It's Ms. Earhart, looking chipper and confident, standing on her Lockheed 5B Vega in Ireland, where she'd landed after a fifteen-hour flight. I just know she and her plane are laughing, thinking, "You thought we couldn't do it, world? Well, the joke's on you!"*

7   And two years later, not 100 feet away from me, here was that same woman. That aviator jacket, that hair, those sparkling eyes, that adventurous expression . . . it was undeniably Ms. Amelia Earhart!

Page 1

Go On

8   "Welcome to the Double D, ma'am, and sir," I heard the ranch owner say. "We're honored you've chosen to stay with us—"

9   That was all I needed to hear. I ran to tell all the boys, who forgot to act unimpressed, and then I did what any ranch hand would do if the most famous woman in the world was staying at his ranch: I high-tailed it to the general store to buy a new shirt. It cost me four weeks of wages, but I didn't care; I even bought myself a huckleberry milkshake to sweeten the moment.

10   I rushed back, and just as I opened the front gate, who did I see touring the ranch but Ms. Earhart, her husband, and the owner. Star-struck, I froze in place; my jaw dropped so low I had to push it back up with my hand.

11   That's when Ms. Earhart walked right up to me, shook my hand, and said, "My name is Amelia. I've heard this town has got some fantastic huckleberry milkshakes. Would you happen to be drinking one of them right now?"

12   "Why, y-y-yes, ma'am," I stammered.

13   "May I trouble you to give it a try?" asked America's hero.

14   "C-c-certainly, ma'am," I heard myself say, handing over the cup of purple frosty goodness with the same hand that shook hers a moment earlier.

15   Ms. Earhart took a long sip and let out a contented sigh. "Whoever told me about these shakes had their reputation right," she affirmed. "Thank you for sharing some with me."

16   I barely saw Ms. Earhart during the rest of her stay at the Double D. But, I tell you the truth, I could do no wrong among all the cowpokes after that day. For weeks I felt like I was flying in one of Ms. Earhart's planes—I still do today. And I still chuckle to know that my encounter with a hero never would have happened if I hadn't gone out for that silly huckleberry milkshake.

HAMMOND·Y

DEPARTMENT OF COMMERCE

BUREAU OF AIR COMMERCE

Amelia Earhart, 1936

Library of Congress, Prints & Photographs Division, photograph by Harris & Ewing (LC-DIG-hec-407471)

Copyright © McGraw Hill

Now answer Numbers 1 through 5. Base your answers on the passage "Amelia Earhart and the Huckleberry Milkshake."

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

   Part A

   Read these sentences from the passage.

   "It's unbelievable that this happened to me, given my <u>humble</u> station in life. I'm just a junior ranch hand at the Double D guest ranch near Meeteetse, Wyoming. But I've got witnesses to prove that I did indeed split a shake with our nation's famous pilot." (paragraph 2)

   What does the word <u>humble</u> mean as it is used in the sentences?

   Ⓐ lowly

   Ⓑ tough

   Ⓒ unique

   Ⓓ unlucky

   Part B

   Which phrase from the sentences supports the answer in Part A?

   Ⓐ "unbelievable that this happened"

   Ⓑ "just a junior ranch hand"

   Ⓒ "witnesses to prove"

   Ⓓ "split a shake"

Page 3

Go On

2. Read these sentences from the passage.

"I just know she and her plane are laughing, thinking, 'You thought we couldn't do it, world? Well, the joke's on you!'" (paragraph 6)

Why does the author use personification in the sentence?

- (A) to foreshadow later events
- (B) to show Charlie's imagination
- (C) to give readers a glimpse into Earhart's mind
- (D) to make a comparison between Charlie and Earhart

3. Fill in the bubbles to show whether each piece of information is revealed to the reader during the regular action of the text or during Charlie's flashback.

	Revealed During Regular Action	Revealed During Flashback
Amelia Earhart crosses the Atlantic Ocean in an airplane.	(A)	(B)
Charlie shares a milkshake.	(C)	(D)
The ranch owner gives tours at the Double D.	(E)	(F)

4. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement describes the narrator's perspective about Amelia Earhart?

Ⓐ She has a positive outlook on life.

Ⓑ She looks a lot different in in real life.

Ⓒ She is a very rich and powerful woman.

Ⓓ She is an amazing person who awes people.

Part B

Which detail from the passage supports the answer in Part A?

Ⓐ ". . . I was amazed to find the most luxurious automobile I'd ever seen roll up the owner's driveway." (paragraph 3)

Ⓑ *"It's Ms. Earhart, looking chipper and confident, standing on her Lockheed 5B Vega in Ireland . . ."* (paragraph 6)

Ⓒ "That aviator jacket, that hair, those sparkling eyes, that adventurous expression . . ." (paragraph 7)

Ⓓ "Star-struck, I froze in place; my jaw dropped so low I had to push it back up with my hand." (paragraph 10)

5. Which theme is developed in the passage?

Ⓐ Chance encounters can change a person's life.

Ⓑ Pride gets in the way of fully enjoying moments.

Ⓒ Young people tend to exaggerate important events.

Ⓓ One should avoid showing too much emotion in public.

Read the passage "Breaking Barriers" and then answer Numbers 6 through 10.

Breaking Barriers

1   Elizabeth Blackwell listened to her friend's unusual advice. He said that she should disguise herself as a man if she wanted to study and become a doctor! It was 1845, and only men attended medical school. However, Blackwell absolutely refused to participate in the dishonest scheme. She wanted the world to know that a woman could be a capable doctor, too.

Childhood Lessons

2   Blackwell was born near Bristol, England, in 1821. At that time, few women focused on school studies. Fortunately, Blackwell's father believed that women should have a wide education. He hired tutors to teach all his children challenging subjects like mathematics and Latin. Blackwell loved learning, and she developed a passion for reading.

3   When Blackwell was eleven years old, her family moved to New York City in the United States. She continued her education, attending an excellent school. Following the death of her father years later, Blackwell's family moved to Cincinnati, Ohio. When she was just seventeen she became a teacher, which at the time was one of the few acceptable careers for a woman. Blackwell was skilled at her job, but she felt restless. One day, a sick woman inspired Blackwell to pursue a new goal. She suggested that Blackwell use her sharp mind to become a doctor.

Battling for a Chance

4   Blackwell's close friends gently told her that her new dream was impossible for a woman, but Blackwell was not discouraged. She began reading and studying medical textbooks. One doctor, persuaded by her dedication, allowed Blackwell to attend his medical lectures in Philadelphia and use his library. At the same time, Blackwell sent in applications to medical schools around the country.

5   Sadly, Blackwell received sixteen letters of rejection. Finally, the Geneva Medical College in New York accepted her as a student. Blackwell did not know it, but the male students at the school thought her letter was a silly joke. When asked by teachers to vote on the issue, they laughed and shouted, "Yes."

Go On

Classroom Struggles

6   At the college, Blackwell concentrated on her studies. If paper airplanes winged her way, she brushed them aside, or when professors told her a woman should not witness certain operations, she wrote letters to convince them otherwise. When people in town ignored the woman with the strange ambition, Blackwell treated them in a polite, quiet manner.

7   As the weeks passed, Blackwell's fellow students grew to respect and admire their hardworking classmate. Two years later, Blackwell graduated at the top of her class. She became the first woman in the country to obtain a medical degree. She went on to continue her training in a hospital in Paris.

Changing Views

8   The newspapers wrote favorably about Blackwell's achievement, and the public was impressed. Like a small crack in a dike, Blackwell's success opened the way for others, and in the next few years, several more medical schools accepted women students. The views of a woman's abilities began to shift.

9   Throughout her life, Blackwell continued to be a pioneer in the medical field. She championed the education of women and their care, and she also directed attention at preventing disease by teaching others about washing hands. Blackwell always faced any challenges with determination. She once wrote that if an idea was valuable, "there must be some way of realizing it!"

10   Blackwell lectured at the London School of Medicine for Women and eventually moved to Hastings, England, where she died at her home on May 31, 1910.

Excerpt from Elizabeth Blackwell's obituary:

"It was, indeed, her womanly character, coupled with her intense earnestness, which mainly enabled her to overcome the difficulties in her path, and won for her personally, if not for her ambitions in respect of women as a whole, the esteem and good wishes of all possible opponents. [S]he . . . acquired a belief that she had a definite 'call,' and retained this belief to the end."

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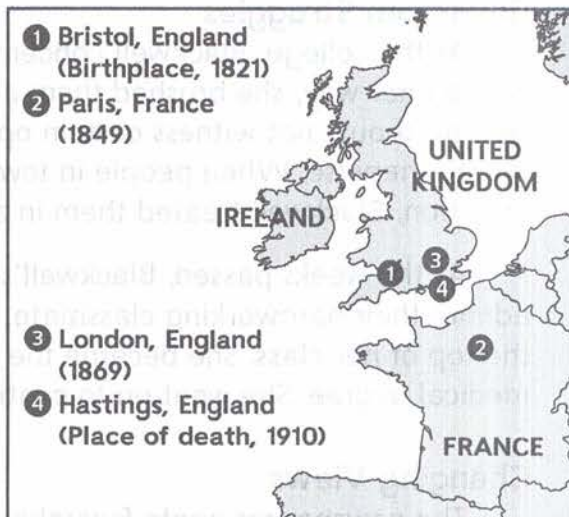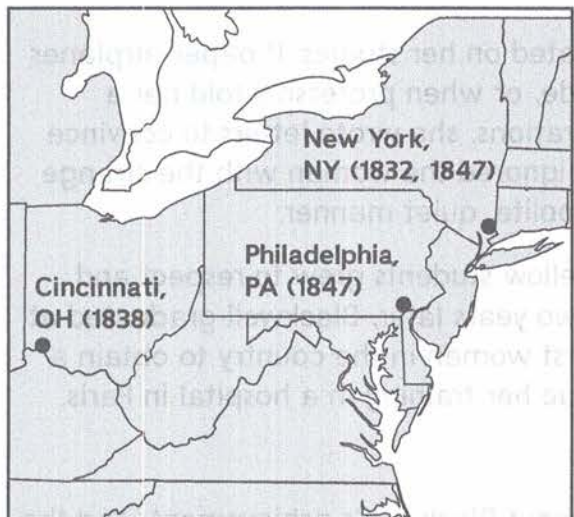
Places Elizabeth Blackwell Lived

- ① Bristol, England (Birthplace, 1821)
- ② Paris, France (1849)
- ③ London, England (1869)
- ④ Hastings, England (Place of death, 1910)

New York, NY (1832, 1847)

Philadelphia, PA (1847)

Cincinnati, OH (1838)

UNITED KINGDOM

IRELAND

FRANCE

Go On

Student Name _____
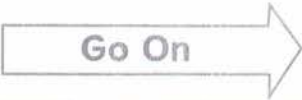
Now answer Numbers 6 through 10. Base your answers on the passage "Breaking Barriers."

6. Select **two** sentences that show how Blackwell's father influenced her future career as a doctor.

    Ⓐ He made sure that she had tutors in math and Latin.

    Ⓑ He let her attend medical lectures and use his library.

    Ⓒ He told her to dress up like a man to become a doctor.

    Ⓓ He believed that women should have a wide education.

    Ⓔ He wrote to newspapers about her achievements in college.

7. Read this sentence from the passage.

    "One doctor, persuaded by her dedication, allowed Blackwell to attend his medical lectures and use his library." (paragraph 4)

    Which word from the sentence is a homophone of a word that means "in a voice that can be heard" or "loudly"?

    Ⓐ "persuaded"

    Ⓑ "allowed"

    Ⓒ "attend"

    Ⓓ "lectures"

8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What role does paragraph 8 have in the passage?

Ⓐ It describes how Blackwell's achievements made her famous.

Ⓑ It shows that Blackwell faced more struggles than most people did.

Ⓒ It explains how Blackwell proved to people that women were fine teachers.

Ⓓ It demonstrates that Blackwell helped people accept the idea of women doctors.

Part B

Fill in the bubbles **before two** sentences from the passage that support the answer in Part A.

    Ⓐ "The newspapers wrote favorably about Blackwell's achievement, and the public was impressed. Ⓑ Like a small crack in a dike, Blackwell's success opened the way for others, and in the next few years, several more medical schools accepted women students. Ⓒ The views of a woman's abilities began to shift.

    Ⓓ Throughout her life, Blackwell continued to be a pioneer in the medical field. Ⓔ She championed the education of women and their care, and she also directed attention at preventing disease by teaching others about washing hands. Ⓕ Blackwell always faced any challenges with determination. Ⓖ She once wrote that if an idea was valuable, 'there must be some way of realizing it!'" (paragraphs 8–9)

9.   How does the obituary support the author's claim that "Blackwell's success opened the way for others"?

_____

_____

_____

_____

_____

_____

10.   Which **two** statements from the passage does the map help clarify?

Ⓐ   "It was 1845, and only men attended medical school." (paragraph 1)

Ⓑ   "Following the death of her father years later, Blackwell's family moved to Cincinnati, Ohio." (paragraph 3)

Ⓒ   "Sadly, Blackwell received sixteen letters of rejection." (paragraph 5)

Ⓓ   "Throughout her life, Blackwell continued to be a pioneer in the medical field." (paragraph 9)

Ⓔ   "Blackwell lectured at the London School of Medicine for Women and eventually moved to Hastings, England, where she died at her home on May 31, 1910." (paragraph 10)

Read the passage "Vacation Time" and then answer Numbers 11 through 16.

from "Vacation Time"

by Edgar Guest

Vacation time! How glad it seemed
When as a boy I sat and dreamed
Above my school books, of the fun
That I should claim when toil was done;
5 And, how oft my youthful eye
Went wandering with the patch of sky
That drifted by the window panes
O'er pleasant fields and dusty lanes
Where I would race and romp and shout
10 The very moment school was out.
My artful little fingers then
Feigned[1] labor with the ink and pen,
But heart and mind were far away,
Engaged in some glad bit of play.
15 The last two weeks dragged slowly by;
Time hadn't then learned how to fly.
It seemed the clock upon the wall
From hour to hour could only crawl,
And when the teacher called my name,
20 Unto my cheeks the crimson came,
For I could give no answer clear
To questions that I didn't hear.
"Wool gathering, were you?" oft she said
And smiled to see me blushing red.
25 Her voice had roused me from a dream
Where I was fishing in a stream,
And, if I now recall it right,
Just at the time I had a bite.

"Vacation Time" from *Just Folks* by Edgar A. Guest. Reilly & Lee Co., Chicago, 1917.

---

[1]faked

Now answer Numbers 11 through 16. Base your answers on the passage "Vacation Time."

11.   This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is one theme in the poem?

Ⓐ   Growing up can be painful.

Ⓑ   Anticipation can lead to daydreams.

Ⓒ   Familiar surroundings bring comfort.

Ⓓ   Learning new things can be exciting.

Part B

Which excerpt helps develop the theme in Part A?

Ⓐ   "When as a boy I sat and dreamed
Above my school books, of the fun
That I should claim when toil was done;" (lines 2–4)

Ⓑ   "The last two weeks dragged slowly by;
Time hadn't then learned how to fly." (lines 15–16)

Ⓒ   "And when the teacher called my name,
Unto my cheeks the crimson came,
For I could give no answer clear" (lines 19–21)

Ⓓ   "'Wool gathering, were you?' oft she said
And smiled to see me blushing red." (lines 23–24)
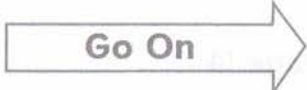
12. Read these lines from the poem.

And, how oft my youthful eye
Went wandering with the patch of sky
That drifted by the window panes
O'er pleasant fields and dusty lanes
Where I would race and romp and shout (lines 5–9)

What does the imagery in the lines help readers visualize?

Ⓐ the speaker's school

Ⓑ the speaker's creativity

Ⓒ the speaker's vacation plans

Ⓓ the speaker's embarrassment

13. Fill in the bubbles to show what is being personified in each excerpt from the poem. Not all excerpts contain personification, and some excerpts may personify more than one thing.

	Fields	Lanes	Heart	Mind	Clock	Wall
"O'er pleasant fields and dusty lanes / Where I would race and romp and shout" (lines 8–9)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
"But heart and mind were far away, / Engaged in some glad bit of play." (lines 13–14)	Ⓖ	Ⓗ	Ⓘ	Ⓙ	Ⓚ	Ⓛ
"It seemed the clock upon the wall / From hour to hour could only crawl," (lines 17–18)	Ⓜ	Ⓝ	Ⓞ	Ⓟ	Ⓠ	Ⓡ

Page 14

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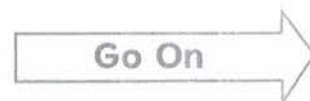
14. Which **two** lines show the speaker's perspective about the way time moves in school?

   Ⓐ "The very moment school was out." (line 10)

   Ⓑ "The last two weeks dragged slowly by" (line 15)

   Ⓒ "From hour to hour could only crawl," (line 18)

   Ⓓ "For I could give no answer clear" (line 21)

   Ⓔ "Just at the time I had a bite." (line 28)

15. Explain how the poet uses point of view to develop the speaker's perspective about going on vacation. Support your answer with details from the poem.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

16. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these lines from the poem.

"Unto my cheeks the crimson came,
For I could give no answer clear
To questions that I didn't hear." (lines 20–22)

What does the word crimson mean as it is used in the poem?

(A) fever

(B) nervousness

(C) purplish-red

(D) thought

Part B

Which word from the poem supports the answer in Part A?

(A) "mind" (line 13)

(B) "wool" (line 23)

(C) "blushing" (line 24)

(D) "dream" (line 25)

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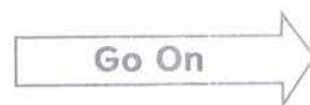
Renaissance

Renaissance myON

Spring Into Reading
2024 Spring myON Challenge

March 22 – March 31, 2024

Instructional Technology and the English Language Arts/Reading Department,
in collaboration with Renaissance myON, are encouraging
all students in grades K through 8
to participate in the **2024 myON Spring Reading Challenge**
to promote the continued development of critical reading skills
and a love for reading.

No Registration is Required

myON by Renaissance is accessible to students year-round via *Schoology* or *Clever!*

The Challenge:

The **top reader** from each grade level (K through 8)
will be recognized who excels in <u>all four</u> of the following categories:

- ➤ Most Time Spent Reading
- ➤ Most Lexile Level Growth
- ➤ Completed 80% of books read
- ➤ Score 80% or higher on Book Quizzes

The Prize:
$25 gift card

MIAMI-DADE COUNTY · giving our students the world · PUBLIC SCHOOLS

Supporting At-Home Reading with Families

Parental involvement in a child's literacy practices is a more powerful force than other family background variables, such as social class, family size, and level of parental education.

"Children are made readers on the laps of their parents."
Emily Buchwald (Author)

Here five things families should know about their child's reading practice:
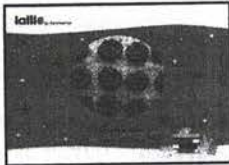
1. **Read Every Day:** Time spent reading directly impacts student achievement.

2. **Let Kids Choose Books:** Kids read more when they get to pick out their own books.

3. **Read Together:** Reading TO and WITH your child is a powerful motivator.

4. **Listen To Read-Alouds:** Using audio texts can improve comprehension, build vocabulary, and much more.

5. **Talk About Reading Growth:** Ask your child how their reading level is improving.

Want to learn more? <u>Download</u> our Family Tip handout in Arabic, Bangla, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu.

STEAM Books on myON

Reading books with **S**cience, **T**echnology, **E**ngineering, **A**rts, and **M**ath (**STEAM**) is a great way to keep readers engaged and curioius about the world around them. Here are some great STEAM books on myON:

Camila the Invention Star	The Shocking Journey from Comets to Oceans	Read All About the Human Body	Math Munchies	El viaje de un germen (A Germ's Journey)
Football Stats and the Stories Behind Them	La tripulación del Capitán Kidd Experimentos con hundirse y flotar	3D Pen Projects	Science of Machu Picchu	Astonishin Robot Competitions

Name _____ Date _____

Ready® Mathematics

Unit 3 Unit Assessment Form A

Solve the problems.

1 Select all the expressions that represent the pattern below.

6, 11, 16, 21, . . .

Ⓐ $5x - 1$, where $x = 1, 2, 3, 4, . . .$

Ⓑ $5x + 1$, where $x = 1, 2, 3, 4, . . .$

Ⓒ $x + 4$, where $x = 2, 3, 4, 5, . . .$

Ⓓ $5x - 9$, where $x = 3, 4, 5, 6, . . .$

Ⓔ $4x - 14$, where $x = 5, 6, 7, 8, . . .$

2 Is the equation $(227 - 43) \div 4 = 3 \times 8$ true?

Complete the sentence to determine if the equation is true and explain your reasoning. For each box, fill in the bubble before the word or phrase that is correct.

The equation is
| Ⓐ true |
| Ⓑ false |
 because the expressions on both sides of the

equation are
| Ⓐ equal to 24 |
| Ⓑ equal to 46 |
| Ⓒ not equal |
 .

3 Write a numerical expression to represent "4 times the difference of 7 and 0.5."

_____

4 Tell whether each equation is true or false.

	True	False
$(20 - 7) - 3 + 5 = 45 \div 3$	Ⓐ	Ⓑ
$36 - 10 + 2 = 0.5 \times (8 \times 7)$	Ⓒ	Ⓓ
$2.9 + 7 \times 3 = 24 - 1.1$	Ⓔ	Ⓕ
$60 - 0.1 \times 5 = 36 + 23.5$	Ⓖ	Ⓗ

5 Tyrone says the expressions $20 - 4 \times 3$ and $20 - (4 \times 3)$ have the same value. Is Tyrone correct? Explain your answer and evaluate each expression.

_____

_____

_____

_____

_____

_____

6 Write a mathematical description to represent $27 + 6 \div 2$.

_____

7 Mrs. Lane has 100 pencils. She gives away 8 pencils each week for *w* weeks. There are 28 pencils left over. Write an equation you can use to find the number of weeks, *w*, Mrs. Lane gives away pencils. Then find the number of weeks.

Show your work.

_____
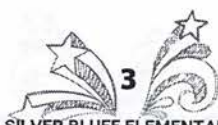
8 Ummi jogs 8 miles each day for 6 days in a row. On the seventh day, Ummi jogs $1\frac{1}{4}$ miles. Which expression represents how many miles Ummi jogs altogether?

Ⓐ $8 + 6 + 1\frac{1}{4}$

Ⓑ $8 \times 6 + 1\frac{1}{4}$

Ⓒ $8 \times 6 - 1\frac{1}{4}$

Ⓓ $\left(8 + 1\frac{1}{4}\right) \times 6$

9 The table represents the pattern described by the expression $9x + 5$, where $x = 3, 4, 5, 6, \ldots$. What is the missing value in the table?

Input (x)	3	4	5	6
Output	32	?	50	59

10 Write an equation to represent "90 divided by a number, x, is 15."
Then find the unknown number.

_____

11 Look at the following pattern.

36, 48, 60, 72, . . .

Write an expression to represent the pattern.

Show your work.

_____

Name _____   Date _____

Ready® Mathematics

Unit 4   Unit Assessment   **Form A**

Solve the problems.

1 Look at the coordinate plane shown.
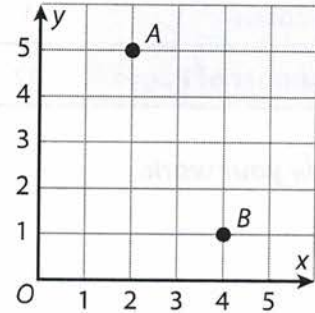
Part A

What is the ordered pair for point *B*?

Ⓐ (1, 4)

Ⓑ (2, 5)

Ⓒ (4, 1)

Ⓓ (5, 2)

Part B

Tell whether each statement is true or false.

	True	False
The ordered pair (0, 0) represents the origin.	Ⓐ	Ⓑ
Point *C* has coordinates (4, 5). To plot the point, the 5 tells you to move 5 units up from the origin.	Ⓒ	Ⓓ
The *y*-axis is the horizontal number line in the coordinate plane.	Ⓔ	Ⓕ

2 Maria makes and sells hair bows. She uses 2.5 feet of ribbon for each hair bow. She wants to make 24 hair bows. She says that she needs 20 yards of ribbon to make the hair bows. Do you agree? Explain. (1 yard = 3 feet)

_____

_____

_____

Name _____ Date _____

Form A

3 Six students are reading the same book. The table shows the number of pages
each student has read. What is the mean number of pages a student has read?

Student	1	2	3	4	5	6
Number of Pages	12	22	20	44	15	31

Show your work.

The mean number of pages is _____.

4 Badru has to load 5 pickup trucks with mulch for his job. He plans to load
800 pounds of mulch into each truck. (1 ton = 2,000 pounds)

Complete the sentences to explain how to find the number of tons of mulch
Badru needs in all. For each box, fill the bubble before the phrase that is correct.

First, find the total number of pounds of mulch Badru needs by

Ⓐ adding 5 and 800
Ⓑ subtracting 5 from 800
Ⓒ multiplying 5 and 800
Ⓓ dividing 800 by 5

.

Then, find the number of tons of mulch Badru needs by

Ⓐ multiplying the result by 2,000
Ⓑ dividing the result by 2,000

.

Badru needs
Ⓐ 40 tons
Ⓑ 20 tons
Ⓒ 2 tons
of mulch.

5 Jasmine can make 4 necklaces in 1 hour. The table shows the number of necklaces Jasmine can make in different numbers of hours.

Time In Hours (x)	Number of Necklaces (y)
1	4
2	8
3	12
4	16

Part A

Plot the points to represent the data.
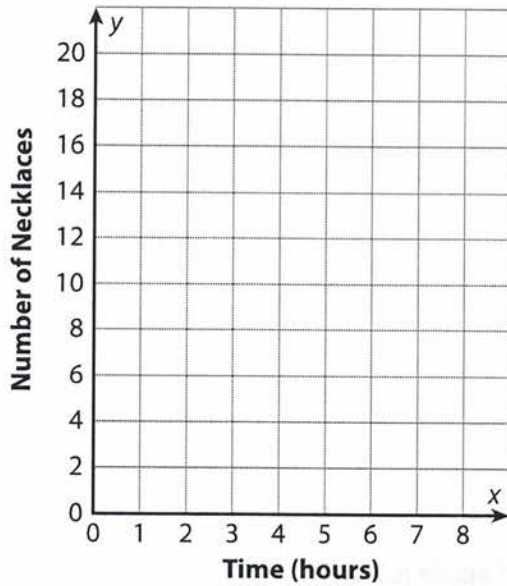
Part B

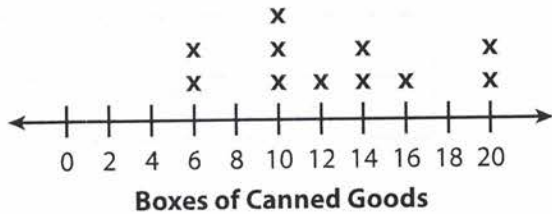Jasmine makes more necklaces. She needs to add the point (6, 24) to the graph. Explain the meaning of the point.

_____

_____

_____

6 The line plot shows the number of boxes of canned goods collected at 11 schools during a food drive. Select all the true statements about the line plot.

Canned Goods Collected at Schools

```
                        X
            X       X       X           X
            X       X   X   X   X       X
  <----+---+---+---+---+---+---+---+---+---+---+---->
        0   2   4   6   8  10  12  14  16  18  20
```
Boxes of Canned Goods

Ⓐ There is no mode.

Ⓑ The mode is 10.

Ⓒ The median is 12.

Ⓓ The mean is 10.

Ⓔ The range is 20.

7 Carlota has $3\frac{1}{2}$ gallons of orange juice and 2 gallons of apple juice.

How many cups of juice does she have? (1 gallon = 16 cups)

4

Name _____ Date _____
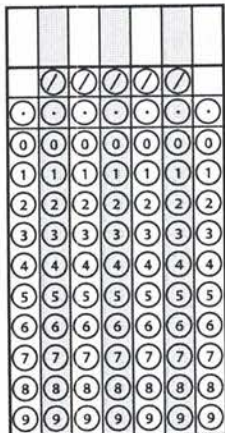
Form A

8 The amounts of money, in dollars, 10 students spend in a museum gift shop are listed below.

4.50, 6.00, 2.50, 5.00, 3.50, 5.00, 4.00, 5.00, 3.50, 3.00

Make a line plot of this data.

_____

```
←—+——+——+——+——+——+——+——+——+——→
  2.50 3.00 3.50 4.00 4.50 5.00 5.50 6.00 6.50
```
_____
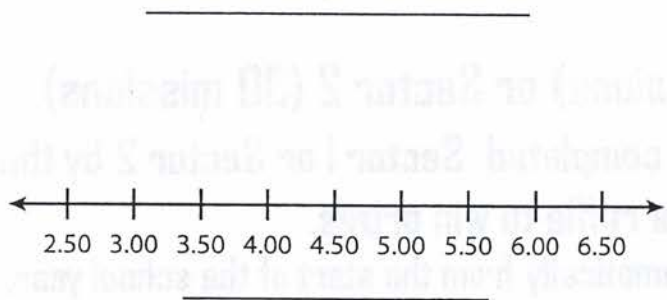
9 Deyvi measures the weight of his puppy, in pounds, for 5 months. The table below shows his data. Make a line graph of this data.

Month	1	2	3	4	5
Puppy Weight (lb)	4	12	24	32	36

5
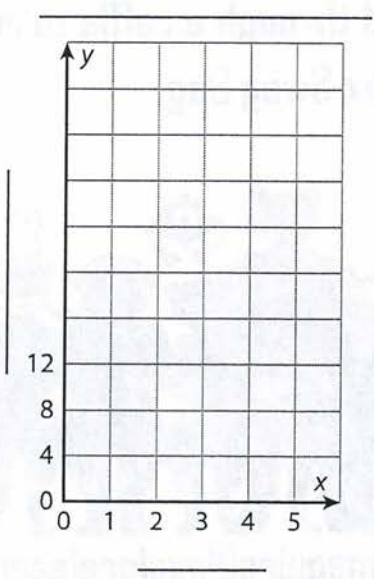
Calling all M-DCPS Fraxionauts!

Announcing the M-DCPS Frax Spring Sector Challenge

Open to all M-DCPS students in grades 3-6.
(Elementary & K-8 Schools Only)

No Special Registration is required to participate.

The Mission Deadline- March 31, 2024!

Mission- Complete Sector 1 (27 missions) or Sector 2 (30 missions)

Mission Details- Any student who has completed Sector 1 or Sector 2 by the deadline (3-31-24) will be entered into a raffle to win prizes.

*Student data will be collected automatically from the start of the school year, 8.17.23, until the deadline, 3.31.24.

The Federated Ship Sable Prizes

- 3 Region Fraxionauts - (1 North, 1 Central, and 1 South) will be randomly selected through a raffle to receive:

  The Big Dipper Prize Package: An Amazon Fire Tablet and a Frax Swag Bag

- 3 Runner-up Fraxionauts - will be randomly selected through a raffle to receive:

  The Little Dipper Prize Package: A Frax Swag Bag
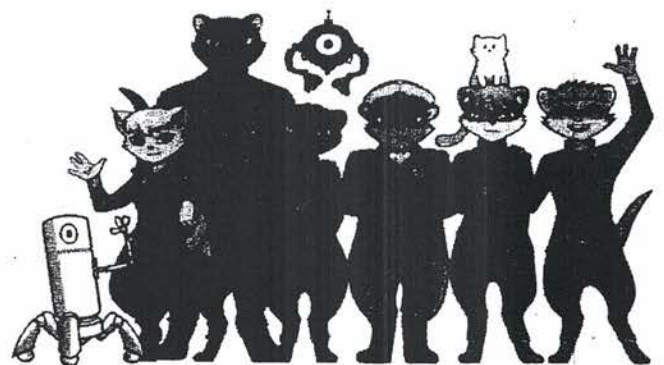
Questions? Email Maira Maguire mmaguire@explorelearning.com

Follow Us: ✆@inst_technology ✆@MDCPSMath ✆@ELMaguireReflex

F Frax   Make fractions finally make sense.

Kick Off Spring Break with a Reflex Math G⚽AL

Join the **Reflex** Spring Break Math Challenge
Open to all M-DCPS Students in Grades 1-8.
No Special Registration is Required.

Starts:
March 22, 2024

Ends:
March 31, 2024

---

4 District-Wide Math Superstars will each receive a 2024 Spring Break Goal Prize Package that includes...
An Amazon Fire Tablet - A Reflex Goal Swag Bag – Trophy

---

2 Ways to Score Prizes ⚽

WAY #1

2 Math Superstars will be selected based on all 3 categories below:

- Greatest Green Light Days
- Greatest Facts Gained
- Greatest Facts Solved

WAY #2

Any student with <u>8 or more</u> **Green Light Days** will be placed in a raffle & 2 Math Superstars will be selected at random.

Questions? Email Maira Maguire mmaguire@explorelearning.com
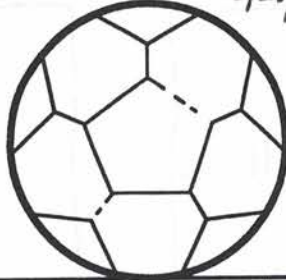
Follow Us: 🐦@inst_technology 🐦@MDCPSMath 🐦@ELMaguireReflex
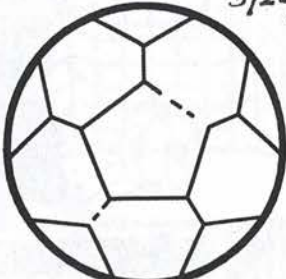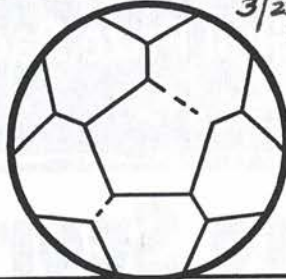
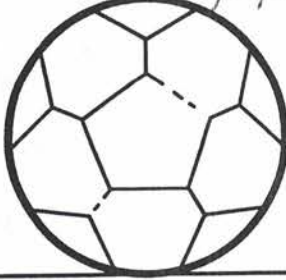**R** **Reflex** Math fact fluency- problem solved!

Name_____

Student Directions: Using the green light goal tracker below, color in a soccer ball for each green light you receive while completing the challenge.

KICK OFF SPRING BREAK WITH A REFLEX GOAL MATH CHALLENGE
MARCH 22, 2024 - MARCH 31, 2024

R Reflex Math fact fluency- problem solved!

Scientific Investigations

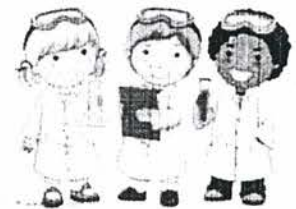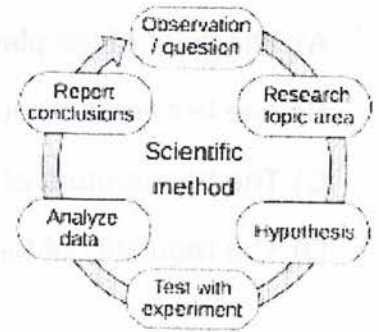## Essential Question: How do scientists investigate scientifically?

Scientists define problems to better understand the world around them. They often word these problems as **questions**, then they try to find answers to these questions.

Scientists usually begin their **investigations** with **research**. Research can include reading appropriate books and scientific journals. It can also include talking with other scientists who have worked on similar problems. Once research is done, scientists plan and carry out one or more investigations.

Planning and carrying out a scientific investigation include many steps. Scientists make and record **observations** which are made by using the senses. Scientists also identify **variables**, which are things that can change during the test. Variables should be tested one at a time. For instance, in an investigation about how light affects plant growth, two of the variables would be the type of plant used and the strength of the light. All scientific investigations involve making predictions. Predictions are reasonable guesses about what might happen in an investigation. Scientists also make **inferences**. Inferences are made when scientists think about what they already know and put it together with what they are observing during an investigation to draw **conclusions**.

Another important part of any scientific investigation is collecting **data**. Data are information from which a conclusion can be drawn, or a prediction can be made. Data are organized in different ways. Some data are plotted on graphs. Data can also be recorded in charts and tables.

After data are collected and recorded, they are **analyzed** and interpreted. Once this is done, scientists draw conclusions, which must be supported by data. In other words, their conclusions must be defended with appropriate scientific evidence.

Scientists record or write down their observations during an investigation.

Essential Question Response: _____

_____

_____

Scientific Investigations

1 What might be a variable in an investigation about how much water to feed a houseplant?

A) The color of the plant

B) The temperature outside

C) The temperature of the water

D) The regularity of the feeding

2 A student will measure and record the growth of two flowering plants every other day for ten days.
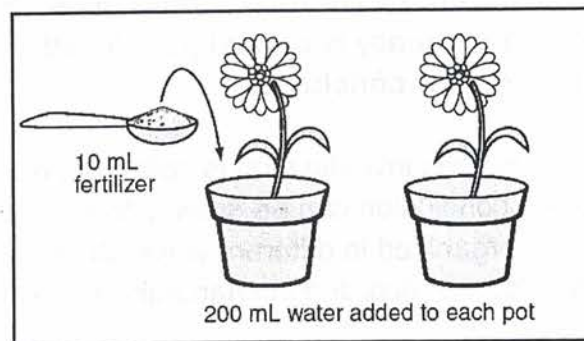
According to the diagram, which question is being tested?

A) Do flowering plants grow better when being watered with salt water?

B) How much fertilizer do flowering plants need?

C) Does fertilizer added to the soil lead to taller flowering plants?

D) How tall do flowering plants grow?

Methods in Scientific Investigations

**Essential Question: Explain why scientists do not always use the same steps (as in the scientific method) when they are doing investigations.**

All scientific investigations use the same steps and processes. These steps and processes, however, may be performed separately or in a different order. For example, if two different groups of scientists are studying the same problem or are trying to answer a question, one group of scientists might use a different set of steps and processes than the other group of scientists. Both groups might also perform the same steps and processes, but in a different order. In other words, there is no single "scientific method."

Suppose two biologists observe that there are more light brown crabs than dark brown crabs on a beach. Both biologists will ask questions about the differences in color. One scientist might hypothesize that color is related to size. The other scientist might hypothesize that crab color is related to the distance a crab lives from the water.
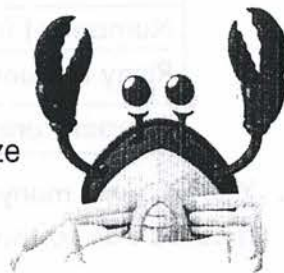
Both scientists will use metric rulers or meter sticks to try and answer their questions. One scientist might study the crabs during the day. The other might study the animals at dusk. As they both investigate, the biologists may develop more questions about crab color.

Both scientists will record their data. One might record the measurements in a table. The other might graph the data collected. Both scientists will eventually draw conclusions. These conclusions may or may not support the biologists' original hypotheses. This could lead one or both of the biologists to form a new hypothesis. New hypotheses might lead to new investigations about the crabs' colors.

Essential Question Response: _____

_____

_____.

1 Which is true of scientific investigation?

    A) All scientists use the same tools to solve problems.

    B) All scientists use different methods to study hypotheses.

    C) All scientists always use the same steps in the same order to solve problems.

    D) All scientists use different methods to answer questions and solve problems.

1

Methods in Scientific Investigations

2 Frogs play an important role in the environment, because they eat many insects and are also eaten by many animals. Populations of frogs have been in decline for the past decade. A scientist wants to study what is causing the decline of frogs at the town's pond and makes the following chart. Which statement **best** explains if this is a scientific investigation?

	Day 1	Day 5	Day 10	Day 15
Number of frogs	5	7	11	9
Rainy or Sunny	sunny	rainy	rainy	sunny
Temperature (°C)	22	20	18	19

A. Yes, because many scientific investigations cannot follow the scientific method due to the subjects being studied.

B. No, because only scientific investigations that follow the scientific method precisely can be considered authentic.

C. No, because scientific investigations are never authentic, only scientific experiments are.

D. Yes, because all scientific investigations and experiments are always considered authentic.

Importance of Repeated Experimental Results

Essential Question: Why is it important for other scientists to be able to replicate previous scientific investigations?

Once scientists perform at least three **trials** of an experiment or **investigation** to confirm their results and **evidence** are consistent in each trial, they are ready for a very important step which is sharing their **results** and evidence. Evidence is any observation that either supports or does not support an idea. By sharing results and evidence, scientists can agree with or disagree with the results of an investigation.

Sharing information about investigations also allows scientists to repeat the tests or studies. Repeating tests and getting similar results ensures that the **conclusions** of an investigation are valid. Suppose a scientist does an investigation to determine the ages of layers of ice in Antarctica. The scientist must describe exactly what he did in the investigation and how he did it. He must describe the methods and tools he used to collect the data. He must also make his data available for others to see. He must show that his conclusions are supported by evidence. Sharing all of this information then allows others to repeat the investigation to see if they get the same results and are able to draw the same conclusions. If the results from different scientists do not agree, then the original investigation was not valid.

Scientists share their procedures, data collected and results from their investigations with others.

---

1 Suppose different teams of scientists did three tests to determine the age of one layer of the Antarctic ice sheet. Which set of data are likely not valid?

A) Set 1: 700,000 years, 710,000 years, 715,000 years

B) Set 2: 712,000 years, 713,000 years, 715,000 years

C) Set 3: 630,000 years, 600,000 years, 700,000 years

D) Set 4: 699,000 years, 700,000 years, 701,000 years

2 Devon is conducting an experiment to see if honey or brown sugar will attract the most ants. Which statement best describes why Devon should write down his experimental procedure?

A) So that the exact experiment can be repeated by others and the results compared

B) So that the experiment can be changed by others to get different results.

C) The data will be used to determine which one to buy.

D) The data will show which ants are more common.