Day 1

Directions: Complete the work in the packet each day we are out of school.
Circle the word to complete the sentence. Then, write the word on the line. Remember, the root will give you a clue about the meaning.

<table>
<thead>
<tr>
<th></th>
<th>The noisy teenagers were thrown out of the museum. They were ___________ the museum.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ejected</td>
<td>ejected</td>
</tr>
<tr>
<td>2</td>
<td>The boat will carry the shipment across the ocean. It will ______________ the goods.</td>
<td>disrupt</td>
</tr>
<tr>
<td>3</td>
<td>My brother likes to build with his blocks. He likes to ______________ tall towers.</td>
<td>construct</td>
</tr>
<tr>
<td>4</td>
<td>Did you see the lava break out of the volcano? I can’t believe it ______________.</td>
<td>erupted</td>
</tr>
<tr>
<td>5</td>
<td>For the test, our teacher will say our spelling words aloud. She will ______________ the words to us.</td>
<td>dictate</td>
</tr>
<tr>
<td>6</td>
<td>The plane will be driven forward by the engine. The blades on the ______________ spin quickly.</td>
<td>porter</td>
</tr>
<tr>
<td>7</td>
<td>Many fans came to watch the high school football game. The team is lucky to have many ______________.</td>
<td>scribes</td>
</tr>
<tr>
<td>8</td>
<td>Her words were easy to understand. She has very clear ______________.</td>
<td>vision</td>
</tr>
<tr>
<td>9</td>
<td>The famous author has written many books. I have seen some of her early ______________.</td>
<td>manuscripts</td>
</tr>
<tr>
<td>10</td>
<td>The man helped me carry my bags to my hotel room. He is a ______________ for the hotel.</td>
<td>dictator</td>
</tr>
<tr>
<td>11</td>
<td>It took many years to build that new hotel. It is one of the tallest ______________ in the city.</td>
<td>structures</td>
</tr>
<tr>
<td>12</td>
<td>The road became flooded when the underground pipe broke. They will now have to fix the ______________ pipe.</td>
<td>exported</td>
</tr>
<tr>
<td>13</td>
<td>Be sure to write neatly on your test. You are not supposed to ______________.</td>
<td>rupture</td>
</tr>
<tr>
<td>14</td>
<td>We watched the fireworks light up the night sky. It was a beautiful ______________.</td>
<td>spectacle</td>
</tr>
</tbody>
</table>

★ Choose three words you did not use and write a sentence for each. Then, read your sentences to a partner.
Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>tractor</td>
<td>a vehicle that pulls</td>
</tr>
<tr>
<td>dictate</td>
<td>a structure that brings water</td>
</tr>
<tr>
<td>distract</td>
<td>to throw back</td>
</tr>
<tr>
<td>inscribe</td>
<td>to tell before it happens</td>
</tr>
<tr>
<td>predict</td>
<td>to look before it happens</td>
</tr>
<tr>
<td>scribble</td>
<td>to break</td>
</tr>
<tr>
<td>audio</td>
<td>the study of hearing</td>
</tr>
<tr>
<td>audiology</td>
<td>to write carelessly</td>
</tr>
<tr>
<td>contract</td>
<td>to pull together</td>
</tr>
<tr>
<td>revise</td>
<td>to pull attention away</td>
</tr>
<tr>
<td>contradict</td>
<td>to speak against</td>
</tr>
<tr>
<td>rupture</td>
<td>related to sound</td>
</tr>
<tr>
<td>portable</td>
<td>to say aloud</td>
</tr>
<tr>
<td>instruct</td>
<td>a way to look at something</td>
</tr>
<tr>
<td>rupture</td>
<td>to look out for</td>
</tr>
</tbody>
</table>

Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.
Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

| 1  | to bring down or lessen                     | reduce |
| 2  | to pull out                                 |
| 3  | an object thrown forward                   |
| 4  | something that is built                     |
| 5  | to carry out of                             |
| 6  | writing by an author                        |
| 7  | someone who watches                         |
| 8  | the path of a thrown object                 |
| 9  | to drive or push forward                    |
| 10 | the act of seeing                           |
| 11 | a public show to watch                      |
| 12 | to drive to act                              |
| 13 | to break out                                |
| 14 | listeners at a performance                  |
| 15 | to go see a person                           |
| 16 | to oversee                                  |
| 17 | how words are said                          |
| 18 | collection of spoken words                  |
| 19 | cannot be heard                             |
| 20 | to throw or force into                      |

Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.
Read the list of words at the top of the page and think about the meaning of the root word in each. Then, use the clues to complete the crossword puzzle.

ACROSS
6. cannot be heard
7. to build knowledge
10. to write down
12. to carry into
14. to pull toward
15. to write on or in

DOWN
1. the study of hearing
2. to carry across
3. to pull out
4. to throw out
5. to oversee
8. to say aloud
9. someone who watches
11. broken
13. to build up or block

★ Choose three words you used in the puzzle and write a sentence for each. Then, read your sentences to a partner.
Lesson 6.1

Addition with Unlike Denominators

Use fraction strips to find the sum. Write your answer in simplest form.

1. \(\frac{1}{2} + \frac{3}{4} = \frac{2}{4} + \frac{3}{4} = \frac{5}{4} \) or \(1\frac{1}{4}\)

2. \(\frac{1}{3} + \frac{1}{4}

3. \(\frac{3}{5} + \frac{1}{2}

4. \(\frac{3}{8} + \frac{1}{2}

5. \(\frac{1}{4} + \frac{5}{8}

6. \(\frac{2}{3} + \frac{3}{4}

7. \(\frac{1}{2} + \frac{2}{5}

8. \(\frac{2}{3} + \frac{1}{2}

9. \(\frac{7}{8} + \frac{1}{2}

10. \(\frac{5}{6} + \frac{1}{3}

11. \(\frac{1}{5} + \frac{1}{2}

12. \(\frac{3}{4} + \frac{3}{8}

Common Core Standard CC.5.NF.2
Use equivalent fractions as a strategy to add and subtract fractions.

Problem Solving

13. Brandus bought \(\frac{1}{3}\) pound of ground turkey and \(\frac{3}{4}\) pound of ground beef to make sausages. How many pounds of meat did he buy?

14. To make a ribbon and bow for a hat, Stacey needs \(\frac{5}{6}\) yard of black ribbon and \(\frac{2}{3}\) yard of red ribbon. How much total ribbon does she need?
Lesson Check (CC.5.NF.2)

1. Hirva ate $\frac{5}{6}$ of a medium pizza. Elizabeth ate $\frac{1}{4}$ of the pizza. How much pizza did they eat altogether?
   A $\frac{2}{4}$
   B $\frac{6}{12}$
   C $\frac{5}{8}$
   D $\frac{7}{8}$

2. Bill ate $\frac{1}{4}$ pound of trail mix on his first break during a hiking trip. On his second break, he ate $\frac{1}{6}$ pound. How many pounds of trail mix did he eat during both breaks?
   A $\frac{5}{6}$ pound
   B $\frac{5}{12}$ pound
   C $\frac{1}{3}$ pound
   D $\frac{1}{5}$ pound

Spiral Review (CC.5.NBT.1, CC.5.NBT.2, CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7)

3. In 782,341,693, which digit is in the ten thousands place? (Lesson 1.1)
   A 2
   B 4
   C 8
   D 9

4. Matt ran 8 laps in 1,256 seconds. If he ran each lap in the same amount of time, how many seconds did it take him to run 1 lap? (Lesson 1.9)
   A 107 seconds
   B 132 seconds
   C 157 seconds
   D 170 seconds

5. Gilbert bought 3 shirts for $15.90 each, including tax. How much did he spend? (Lesson 4.3)
   A $5.30
   B $35.70
   C $37.70
   D $47.70

6. Julia has 14 pounds of nuts. There are 16 ounces in one pound. How many ounces of nuts does she have? (Lesson 1.7)
   A 224 ounces
   B 124 ounces
   C 98 ounces
   D 30 ounces
Essential Question

How Do People Conserve Resources?

Engage Your Brain!

As you read the lesson, look for the answer to the following question and record it here.

Which of the 3 Rs did the artist use when making this sculpture?

Lesson Vocabulary

List the term. As you learn about the term, make notes in the Interactive Glossary.

Main Idea and Details

The main idea of a paragraph is the most important idea. The main idea may be stated in the first sentence of a paragraph, or it may be stated somewhere else. Active readers look for main ideas by asking themselves, What is this paragraph mostly about?
People in the United States throw away millions of tons of trash every year. Landfills are overflowing. What can you do to help keep our Earth clean?

Active Reading As you read this page, draw a box around problems that are caused by too much trash. Underline the solutions.

These chairs were made from reused snow skis.

Using your own bag over and over saves resources and reduces trash.

You probably don’t think about where trash goes after it is picked up from the curb. The truth is that trash is a big problem in our country. There is too much trash, and not enough places to put it. Garbage that is not disposed of properly pollutes natural resources—especially soil and water. So conservation is more important than ever. Conservation is using resources carefully and not wasting them. The 3 Rs—reducing, reusing, and recycling—help conserve our natural resources.

All of these items can be recycled. Next time you want to throw something away, check to see if you can recycle it instead.
To reduce means to use less. When you reduce the amount of waste you make, less of it ends up buried in landfills or burned in incinerators. Try using the same cloth shopping bag instead of a new plastic or paper bag every time you go to the grocery store. Use washable rags instead of paper towels to mop up messes.

You can reuse an item by turning it into something else. That old tire? It would make a great tree swing! Your brother's old T-shirts? Tear them into strips and use them to wash the car. Reusing takes time and creativity.

A recycled product is one made from materials recovered from thrown-away items by reprocessing them. Your backpack could be made from recycled plastic bottles! Car bumpers, park benches, and carpeting are just a few other products that can be made from recycled materials.
Soil is one of the world’s most valuable natural resources. What can we do to protect it?

**Active Reading** As you read these two pages, draw one line under each main idea and two lines under each supporting detail.

**Dirt.** You track it in on your feet. You may have played in it as a child. Why is it important to conserve dirt? Dirt, or soil, contains nutrients that plants need in order to grow. Most of our food comes from crops that grow in soil. Animals also depend on soil to provide the food they eat. Many organisms, such as earthworms, live in soil.

Natural events can cause soil to dry out, strip it of nutrients, and carry it away. Pollution, deforestation, road construction, and land development are some ways that humans harm soil.

**Contour plowing follows the natural curves of the land, preventing soil from washing away in heavy rains.**

**Hydroponics**

**Intercropping**
Day 2

Directions: Complete the work in the packet each day we are out of school.
Read the words at the top of the page and think about the meaning of each. Then, choose a word to complete each sentence and write it on the line.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>opinion</th>
<th>usually</th>
<th>during</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>certain</td>
<td>together</td>
<td>danger</td>
<td>either</td>
<td>although</td>
</tr>
<tr>
<td>instead</td>
<td>caught</td>
<td>though</td>
<td>young</td>
<td>except</td>
</tr>
</tbody>
</table>

1. We enjoyed a **beautiful** day at the beach.
2. The class sat quietly ______ the school play.
3. The group of kids hiked together ______ the forest.
4. He was certain when he chose apple pie ______ of blueberry.
5. I ______ like to eat popcorn while I watch television.
6. The ______ boy caught a huge fish from the dock.
7. We had to write an answer to all of the questions, ______ for the last one.
8. Dad ate one more piece of cake even ______ he was full.
9. The report can be about ______ the earth or the ocean.
10. During the storm, the ocean waves became a ______.
11. I had a chance to share my ______ about the book.
12. She fished in the deep ocean and ______ many fish.
13. The class had to work ______ to answer the questions.
14. It was a beautiful day ______ it was chilly.
15. I am ________ that the answer is correct.

★ Read these sentences to a partner.
Use the words at the top of the page to create your own word search. Write the words in the grid. Then, then fill in the blanks with other letters.

young  usually  either  during  certain
ocean  danger  together  answer  earth
caught  whose  although  opinion  beautiful
except  though  separate  through  instead

★ Read the words at the top of the page to a partner. Then, ask your partner to find these words hidden in your puzzle.
Lesson 6.2

Subtraction with Unlike Denominators

Use fraction strips to find the difference. Write your answer in simplest form.

1. \( \frac{1}{2} - \frac{1}{3} \)
   \[ \frac{1}{2} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6} = \frac{1}{6} \]
   \[ \frac{1}{6} \]

2. \( \frac{3}{4} - \frac{3}{8} \)

3. \( \frac{7}{8} - \frac{1}{2} \)

4. \( \frac{1}{2} - \frac{1}{5} \)

5. \( \frac{2}{3} - \frac{1}{4} \)

6. \( \frac{4}{5} - \frac{1}{2} \)

7. \( \frac{3}{4} - \frac{1}{3} \)

8. \( \frac{5}{8} - \frac{1}{2} \)

9. \( \frac{7}{10} - \frac{1}{2} \)

10. \( \frac{9}{10} - \frac{2}{5} \)

11. \( \frac{5}{8} - \frac{1}{4} \)

12. \( \frac{2}{3} - \frac{1}{2} \)

Problem Solving

Amber had \( \frac{3}{8} \) of a cake left after her party. She wrapped a piece that was \( \frac{1}{3} \) of the original cake for her best friend. What fractional part did she have left for herself?

14. Wesley bought \( \frac{1}{2} \) pound of nails for a project. When he finished the project, he had \( \frac{1}{4} \) pound of the nails left. How many pounds of nails did he use?
Lesson Check (CC.5.NF.2)

1. A meatloaf recipe calls for \( \frac{7}{8} \) cup of bread crumbs for the loaf and the topping. If \( \frac{3}{4} \) cup is used for the loaf, what fraction of a cup is used for the topping?
   - A \( \frac{4}{4} \) cup
   - B \( \frac{4}{8} \) cup
   - C \( \frac{1}{4} \) cup
   - D \( \frac{1}{8} \) cup

2. Hannah bought \( \frac{3}{4} \) yard of felt for a project. She used \( \frac{1}{8} \) yard. What fraction of a yard of felt did she have left over?
   - A \( \frac{2}{8} \) yard
   - B \( \frac{4}{8} \) yard
   - C \( \frac{5}{8} \) yard
   - D \( \frac{5}{4} \) yards

Spiral Review (CC.5.NBT.2, CC.5.NBT.4, CC.5.NBT.7, CC.5.NF.3)

3. Jasmine’s race time was 34.287 minutes. Round her race time to the nearest tenth of a minute. (Lesson 3.4)
   - A 34.3 minutes
   - B 34.2 minutes
   - C 34.0 minutes
   - D 30.0 minutes

4. The Art Club is having a fund-raiser, and 198 people are attending. If 12 people can sit at each table, what is the least number of tables needed? (Lesson 2.7)
   - A 15
   - B 16
   - C 17
   - D 20

5. During the day, Sam spent $4.85 on lunch. He also bought 2 books for $7.95 each. At the end of the day, he had $8.20 left. How much money did he start with? (Lesson 4.5)
   - A $12.80
   - B $20.75
   - C $21.00
   - D $28.95

6. What is the product of 7.5 and 1,000? (Lesson 4.1)
   - A 0.0075
   - B 0.075
   - C 7,500
   - D 75,000
One method of gardening that helps conserve water in areas with little rainfall is xeric landscaping. Xeric landscaping is using native plants that match the natural growing conditions of an area. The result is—you guessed it!—less water is needed to keep plants alive. People who live in desert regions and plant desert plants in their yards do not have to waste water on thirsty lawns.

**Do the Math!**

Solve Real-World Problems

Items such as low-flow shower heads, low-flush toilets, and front-loading washing machines can help reduce water use. Use the data to complete the chart and find out just how much water can be saved.

<table>
<thead>
<tr>
<th></th>
<th>Traditional (water use in gal)</th>
<th>Water-Saving (water use in gal)</th>
<th>Water savings in one day</th>
<th>Water savings in one week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower head (assume 2 showers per day)</td>
<td>70 gal per shower (10-minute shower)</td>
<td>25 gal per shower (10-minute shower)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet (assume 10 flushes per day)</td>
<td>5 gal per flush</td>
<td>2 gal per flush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing machine (assume 1 load per day)</td>
<td>40 gal per full load</td>
<td>20 gal per full load</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Every time you ride in a car or bus, turn on a light, work on your computer, or turn on the heat on a cold day, natural resources go to work for you!

**Active Reading** As you read these pages, draw a box around the name of each natural resource that provides energy. Then underline the energy it provides.

Electricity and heat are forms of energy that you use in your home. Energy doesn’t just appear out of nowhere, though. Fossil fuels—coal, natural gas, and oil—help provide that energy. These resources are limited and burning them causes pollution, so using less both conserves them and helps clean the environment.

You have probably seen those new, bumpy light bulbs. They are called LEDs, or light-emitting diodes. LEDs use about a tenth of the electricity that regular bulbs use, and they last more than 40 times longer. Changing the bulbs in your home is an easy way to conserve energy. It can help your family save money, too!

**How Can We Help?**

Each picture on these pages shows a way to conserve energy. On the lines by the picture, tell how the item reduces energy use.

These turbines change the energy of moving air into electricity.
Another easy way to conserve energy in your home is to turn off lights and electronics when you are not using them. Also, keeping blinds and curtains closed helps your home stay at a comfortable temperature. This means less work for your air conditioner or furnace.

How can you conserve energy outside your home? You can start by riding your bike to school if possible! Bikes don’t use fuel as cars and buses do, and the exercise is good for you.

Alternative energy sources, such as wind and sunlight, can produce energy without the need for coal, oil, or gas. Not only do they conserve natural resources, they do not pollute either!
When you're done, use the answer key to check and revise your work.

Read the summary statements below. Each one is incorrect. Change the part of the summary in blue to make it correct.

1. When we conserve resources, we use more of them.

2. Turning a 2-liter bottle into a planter shows how waste can be recycled.

3. Xeric landscaping uses nonnative plants that require more water than other plants.

4. When farmers use contour farming, they plant a different crop in the same location every other year.

5. To conserve energy resources, put your computer to “sleep” when you are not using it.

6. Water is a renewable resource, so people can use as much as they want.
Day 3

Directions: Complete the work in the packet each day we are out of school.
Read each word and think of two different meanings. Then, write one sentence for each meaning.

<table>
<thead>
<tr>
<th></th>
<th>Duck to get out of the way!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The duck swam in the pond.</td>
</tr>
<tr>
<td>2</td>
<td>stick</td>
</tr>
<tr>
<td>3</td>
<td>trip</td>
</tr>
<tr>
<td>4</td>
<td>trunk</td>
</tr>
<tr>
<td>5</td>
<td>wave</td>
</tr>
<tr>
<td>6</td>
<td>foot</td>
</tr>
<tr>
<td>7</td>
<td>nail</td>
</tr>
<tr>
<td>8</td>
<td>seal</td>
</tr>
<tr>
<td>9</td>
<td>tie</td>
</tr>
<tr>
<td>10</td>
<td>plain</td>
</tr>
</tbody>
</table>

★ Read your sentences to a partner.
Read each word and think of two different meanings. Then, write one sentence for each meaning.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bulb</td>
</tr>
<tr>
<td></td>
<td>Plant the bulb in the garden.</td>
</tr>
<tr>
<td></td>
<td>Change the bulb in the lamp.</td>
</tr>
<tr>
<td>2</td>
<td>right</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>spring</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>bark</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>bug</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>pen</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ship</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>yard</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>letter</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>star</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

★ Choose one word from above to use in a funny short story about misunderstood word meanings.
Common Denominators and Equivalent Fractions

Use a common denominator to write an equivalent fraction for each fraction.

1. \( \frac{1}{5}, \frac{1}{2} \) common denominator: 10

Think: 10 is a multiple of 5 and 2. Find equivalent fractions with a denominator of 10.

2. \( \frac{1}{4}, \frac{2}{3} \) common denominator: ...

3. \( \frac{5}{6}, \frac{1}{3} \) common denominator: ...

4. \( \frac{3}{5}, \frac{1}{3} \) common denominator: ...

5. \( \frac{1}{2}, \frac{3}{8} \) common denominator: ...

6. \( \frac{1}{6}, \frac{1}{4} \) common denominator: ...

Use the least common denominator to write an equivalent fraction for each fraction.

7. \( \frac{5}{6}, \frac{2}{9} \)

8. \( \frac{1}{12}, \frac{3}{8} \)

9. \( \frac{5}{9}, \frac{2}{15} \)

Problem Solving REAL WORLD

10. Ella spends \( \frac{2}{3} \) hour practicing the piano each day. She also spends \( \frac{1}{2} \) hour jogging. What is the least common denominator of the fractions?

11. In a science experiment, a plant grew \( \frac{3}{4} \) inch one week and \( \frac{1}{2} \) inch the next week. Use a common denominator to write an equivalent fraction for each fraction.
**Lesson Check (CC.5.NF.1)**

1. Which fractions use the least common denominator and are equivalent to \(\frac{9}{10}\) and \(\frac{5}{6}\)?
   - A \(\frac{54}{60}\) and \(\frac{45}{60}\)
   - B \(\frac{27}{30}\) and \(\frac{25}{30}\)
   - C \(\frac{28}{30}\) and \(\frac{15}{30}\)
   - D \(\frac{9}{16}\) and \(\frac{5}{16}\)

2. Joseph says that there is \(\frac{5}{8}\) of a pumpkin pie left and \(\frac{1}{2}\) of a peach pie left. Which is NOT a pair of equivalent fractions for \(\frac{5}{8}\) and \(\frac{1}{2}\)?
   - A \(\frac{5}{8}\) and \(\frac{4}{8}\)
   - B \(\frac{10}{16}\) and \(\frac{8}{16}\)
   - C \(\frac{15}{24}\) and \(\frac{8}{24}\)
   - D \(\frac{50}{80}\) and \(\frac{40}{80}\)

**Spiral Review (CC.5.OA.1, CC.5.NBT.3b, CC.5.NBT.6, CC.5.NBT.7)**

3. Matthew had the following times in two races: 3.032 minutes and 3.023 minutes. Which sentence about these two numbers is true? (Lesson 3.3)
   - A 3.032 > 3.023
   - B 3.032 = 3.023
   - C 3.032 < 3.023
   - D 3.023 > 3.023

4. Olivia's class collected 3,591 bottle caps in 57 days. On average, how many bottle caps did the class collect per day? (Lesson 2.6)
   - A 57
   - B 62
   - C 63
   - D 64

5. Elizabeth multiplied 0.63 by 1.8. Which is the correct product? (Lesson 4.7)
   - A 0.567
   - B 0.654
   - C 1.114
   - D 1.134

6. What is the value of \((17 + 8) - 6 \times 2\)? (Lesson 1.11)
   - A 13
   - B 21
   - C 37
   - D 38
Essential Question

How Do People Use Resources?

Engage Your Brain!

As you read the lesson, look for the answer to the following question and record it here.

What types of resources do you see here?
Which type is more easily replaced?

Active Reading

Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

---

Compare and Contrast

In this lesson, you’ll read about renewable and nonrenewable resources. As you read about resources, ask yourself how they are alike and different. Active readers stay focused on comparisons and contrasts when they ask themselves, How are these things alike? How are they different?
Water, wind, sunshine, soil, coal—these may not seem to have much in common. However, they are all natural resources. Every living thing uses natural resources each day.

**Active Reading** As you read these two pages, draw boxes around the names of the two kinds of resources that are being compared.

---

**Did you use water this morning when you brushed your teeth?** Did you eat some fruit with your breakfast? If you did, then you used a natural resource! A **natural resource** is anything useful or necessary for living beings that occurs naturally on Earth. Human beings depend on natural resources all the time. You use many of them without even thinking about it.

**Scientists classify resources into two groups.** **Renewable resources** are resources that nature can replace when they are used. New trees grow to replace trees that get cut down. The water cycle constantly replaces water. Air, plants, animals, wind, and sunlight are other renewable resources.

**Farmers use natural resources such as soil, air, water, and sunlight to produce food.**
Nonrenewable resources are resources that nature cannot replace after they are used. Someday they may disappear completely. Minerals and soil are nonrenewable resources. If used carefully, soil can last a long time, but if it is destroyed, it cannot be replaced.

Fossil fuels are also nonrenewable resources. A fossil fuel is an energy source formed deep inside Earth from the remains of organisms that lived long ago. Coal, natural gas, and oil are fossil fuels. Most of the energy we use comes from fossil fuels. Fossil fuels not only power cars and trucks; they are burned in many energy stations to produce electricity.

Natural resources are used to make products of all sorts. Every product you use started out as a natural resource.
Resources on the Move

Where do natural resources come from? Some occur near where you live. Other resources occur in other parts of the world and are transported long distances to get to the places where they are used.

**Active Reading** As you read these pages, find and underline the definitions of *import* and *export*.

Wyoming is tops for coal production. Coal is mainly used to generate electricity. Iowa grows about 18 percent of the corn in the U.S. Corn is now used to make a fossil-fuel alternative.

Where's the beef? You can find a lot of it in Texas! 17 percent of beef cattle in the U.S. are raised there.

Next time you enjoy your favorite rice cereal, think of Arkansas. This is where nearly half of all rice is grown in the U.S.
Have you ever visited a farmers' market? Local farmers bring their goods to the market soon after crops are harvested or products are made. Customers come to the market to buy fresh goods that are produced nearby. Goods sold at a farmers' market only travel short distances between where they are produced and where they are sold.

Most natural resources travel long distances between the places where they occur and the places where they are needed. For example, the United States uses more oil than it produces. The United States must import oil. An import is something brought into a country to be sold or traded. Other countries produce more oil than they use. These countries can sell the extra oil they produce. They export some of it to the United States. An export is something sent out of a country to be sold or traded.

Most imported oil arrives in the United States on huge tanker ships. These ships can carry large quantities of the natural resource. When the oil arrives in the United States, it is converted into fuel and other products. These products are carried around the country in pipelines and on trains and tanker trucks.

This graph shows the amount of oil produced in different parts of the world. Each section shows production in one region. Label each section with the correct region and percentage.

- Middle East: 30%
- North America: 20%
- Eurasia (former Soviet Union): 15%
- Central and South America: 10%
- Asia and Oceania: 10%
- Africa: 10%
- Europe: 5%

Huge oil tankers move large amounts of oil across long distances.
Using Resources at Home

You use natural resources all day every day—without even realizing it!

When you wake up in the morning, what do you do? You may eat breakfast, brush your teeth, and listen to the radio.

Each of these activities uses natural resources. The food that you eat and the water you use are renewable resources. Your radio uses electricity that may have been generated from the nonrenewable resource coal. The metals, plastics, and other materials the radio is made of also come from nonrenewable resources.

People do not use most natural resources in their original form. Although you can eat some fruits and vegetables just as they are picked, most foods are cooked. Every product you use was made from one or more natural resources. For example, the paper you use to print your homework probably comes from trees. What about the plastic fork you used to eat lunch? Plastic can be made from oil. How many ways can you find resources being used in this home?
1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**climate** (noun) Climate is what the weather is usually like in a certain area.

2 Reread the informational text on the next page, "Tropical Snow." Informational texts give facts about a topic. Explore the diagram to help you understand the written information.

3 The main idea of this text is in bold print in Paragraph 3. Put a star (★) next to the main idea.

4 This text has key details that support the main idea. Four key details are underlined. Put a checkmark (✓) in the margin next to each key detail.

5 Complete the chart by rewriting the information in your own words. Use the markings you made on the text to help you paraphrase the text.

<table>
<thead>
<tr>
<th>main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>key detail 1</td>
</tr>
<tr>
<td>key detail 2</td>
</tr>
<tr>
<td>key detail 3</td>
</tr>
<tr>
<td>key detail 4</td>
</tr>
</tbody>
</table>

6 Underline the last sentence in Paragraph 8. Explain the comparison. Use quotation marks for any direct quotes from the text.

7 Write a summary of the text on another page. Use information from your chart and information from the diagram to help you.

★ Work with a partner to research a region in the world with an extreme or unusual climate. Create a poster that illustrates and explains what you learn.
Tropical Snow

1. An imaginary line divides planet Earth halfway between the North and South poles. The line is called the equator, and it passes through regions called the tropics. In the tropics, the sun rises high in the sky. Tropical lands generally have warm to hot temperatures all year. People who live in the tropics never see snow. Almost never, that is.

2. The country of Tanzania (TAN-zuh-NEEuh) lies in the tropics of eastern Africa. Along the coast of the Indian Ocean, the Tanzanian climate matches what the word tropical suggests: hot and humid. But in northern Tanzania, the land rises. There are mountains here, including Mount Kilimanjaro (kil-uh-mun-JAR-oh), a dormant volcano. Kilimanjaro is the tallest mountain in Africa. Its highest peak rises 19,340 feet (5,895 meters) above sea level.

3. Mountain climbers from all over the world come to tackle Kilimanjaro. It takes several days to reach the top. **On their way up the mountain, climbers encounter changing climates.**

4. The low hills at the base of Kilimanjaro receive the most rain, along with water that streams down the mountain. The rich volcanic soil is good for farming. Above these foothills, thick forests grow on the mountainside.

5. Higher up, wild grasses replace the forest trees. The wind becomes stronger, and **less rain falls at this height.** It can be very hot during the day, but **night temperatures may drop below freezing.**

6. At about 13,000 feet (4,000 meters), the mountainside becomes a desert. Little rain falls. The days are hot, the nights cold.

7. Higher than about 16,000 feet (5,000 meters), ice fields cover the slopes. **Snow falls here. Temperatures drop well below freezing.** At the summit are glaciers. The thick ice is massive, though the glaciers have been shrinking in recent decades.

8. Every year, thousands of people take guided hikes up Mount Kilimanjaro. This unique adventure has been compared to climbing from the equator to the North Pole.
Lesson 6.5

Add and Subtract Fractions

Find the sum or difference. Write your answer in simplest form.

1. $\frac{1}{2} - \frac{1}{7}$

\[
\begin{align*}
\frac{1}{2} & \rightarrow \frac{7}{14} \\
\frac{1}{7} & \rightarrow \frac{14}{14} \\
\hline
\frac{5}{14} &
\end{align*}
\]

2. $\frac{7}{10} - \frac{1}{2}$

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

4. $\frac{5}{8} + \frac{2}{5}$

5. $\frac{9}{10} - \frac{1}{3}$

6. $\frac{3}{4} - \frac{2}{5}$

7. $\frac{5}{7} - \frac{1}{4}$

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

9. $\frac{5}{6} + \frac{2}{5}$

10. $\frac{1}{6} - \frac{1}{10}$

11. $\frac{6}{11} - \frac{1}{2}$

12. $\frac{5}{6} + \frac{3}{7}$

Problem Solving

13. Kaylin mixed two liquids for a science experiment. One container held $\frac{7}{8}$ cup and the other held $\frac{9}{10}$ cup. What is the total amount of the mixture?

14. Henry bought $\frac{1}{4}$ pound of screws and $\frac{2}{5}$ pound of nails to build a skateboard ramp. What is the total weight of the screws and nails?
Lesson Check (CC.5.NF.1)

1. Lyle bought \( \frac{3}{8} \) pound of red grapes and \( \frac{5}{12} \) pound of green grapes. How many pounds of grapes did he buy?
   - A \( \frac{19}{24} \) pound
   - B \( \frac{2}{5} \) pound
   - C \( \frac{1}{3} \) pound
   - D \( \frac{1}{24} \) pound

2. Jennifer had a \( \frac{7}{8} \)-foot board. She cut off a \( \frac{1}{4} \)-foot piece that was for a project. In feet, how much of the board was left?
   - A \( \frac{12}{8} \) feet
   - B \( \frac{9}{8} \) feet
   - C \( \frac{6}{8} \) foot
   - D \( \frac{5}{8} \) foot

Spiral Review (CC.5.NBT.6, CC.5.NBT.7, CC.5.NF.3)

3. Ivan has 15 yards of green felt and 12 yards of blue felt to make 3 quilts. If Ivan uses the same total number of yards for each quilt, how many yards does he use for each quilt? (Lesson 1.9)
   - A 4 yards
   - B 5 yards
   - C 9 yards
   - D 27 yards

4. Eight identical shirts cost a total of $152. How much does one shirt cost? (Lesson 2.2)
   - A $2
   - B $8
   - C $19
   - D $24

5. Melissa bought a pencil for $0.34, an eraser for $0.22, and a notebook for $0.98. Which is the most reasonable estimate for the amount Melissa spent? (Lesson 3.7)
   - A $1.60
   - B $1.50
   - C $1.40
   - D $1.30

6. The 12 members in Dante’s hiking club shared 176 ounces of trail mix equally. How many ounces of trail mix did each member receive? (Lesson 2.7)
   - A 15 ounces
   - B \( 14 \frac{2}{3} \) ounces
   - C 14 ounces
   - D 12 ounces
Water-saving products such as a drip irrigation system can help your family use less water.

A computer runs on electricity. Electrical energy is often generated in energy stations by the burning of coal. The computer itself is made of minerals and plastic.

In the bathroom, you use water to keep clean. You also use electricity to run appliances.

Name That Resource

Pick a room in your home. Describe how natural resources are used in that room.
Smog, trash, and dirty water are ways our use of natural resources can harm the environment.

**Active Reading** As you read these pages, draw a circle around the definition of *pollution*.

Cities and homes often draw water from underground. Waste from human activities can pollute underground water sources.
Natural resources help people do and make many things, but the use of natural resources can also cause pollution. **Pollution** is the contamination of air, water, or soil by materials that are harmful to living things. Air, water, and soil are some of the most important natural resources.

Most air pollution comes from the burning of fossil fuels. Cars and trucks are the greatest source of air pollution, but many factories and energy stations also pollute. Air pollution can harm the health of people, plants, and animals.

Water can become polluted when trash, eroded soil, or chemicals from manufacturing, farming, and landfills get into rivers, lakes, and oceans. These pollutants can also enter groundwater. Water pollution harms organisms, including people, that need water to live.

Soil can be polluted, too. Chemicals leaking from storage sites or runoff from roads and parking lots can soak into soils, making them unusable for growing crops.

### Pollution Affects Earth

Write two types of pollution in the Effect box. In the Cause box, explain the cause of each.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Sum It Up!

When you're done, use the answer key to check and revise your work.

Read the summary statements. Then draw a line to match each statement with the appropriate picture.

1. Renewable resources are resources that nature can replace after they are used.

2. Some renewable resources can be used to generate electrical energy.

3. Natural resources can be imported and exported throughout the world.

4. Pollution occurs when waste and chemicals harm land, air, and water.

Summarize

Fill in the Venn diagram by writing the correct number of each item in the appropriate category.

5. Natural resources

6. Air

7. Water

8. Soil

9. Fossil fuels

10. Minerals

11. Plants

Renewable Resources

Nonrenewable Resources

Both

Answer Key: 1. Renewable Resources
2. Nonrenewable Resources
3. Agriculture
4. Factory
5. Both
6. 7, 11
7. 7, 11
8. Soil
9. Fossil fuels
10. Minerals
11. Plants

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Word Play

Use the words in the box to complete each sentence. Then unscramble the circled letters to solve the riddle at the bottom.

chemicals  food  landfills  nonrenewable
replaced  pollution*  resource  wind

*Key Lesson Vocabulary

1. Renewable resources include air, water, sunlight, and ☐ ☐ ☐ ☐.

2. Minerals are a ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ resource because minerals cannot be replaced after they are used.

3. ☐ ☐ ☐ ☐ ☐ ☐ used on farms can pollute lakes and rivers.

4. A natural ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ is something useful to living things that occurs naturally on Earth.

5. Some turbines use ☐ ☐ to generate electrical energy.

6. Renewable resources can be ☐ ☐ ☐ ☐ ☐ ☐ by nature.

7. Smog is a form of air ☐ ☐ ☐ ☐ ☐ caused by the burning of fossil fuels.

8. Much of the trash that humans generate ends up in ☐ ☐ ☐ ☐ ☐ ☐.

What do dinosaurs use to run their cars?
☐ ☐ ☐ ☐ ☐ ☐ ☐ !
Apply Concepts

2. Circle the renewable resource.

3. Draw an example of a resource you use every day. Then tell the kind of resource it is and how you use it.

4. Explain why people are researching ways to use fuels made from plants to power cars.

5. Draw a picture that shows land, air, or water pollution. Label the source of the pollution.

Even though renewable resources will not run out, they can run short. Make a list of all the ways you use water in one day. Think of three ways that you could use less water. Share your results with your family.
Day 4

Directions: Complete the work in the packet each day we are out of school.
Read each word and think of two different meanings. Then, write one sentence for each meaning.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>bed</strong></td>
</tr>
<tr>
<td></td>
<td><em>I made my bed this morning.</em></td>
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<tr>
<td></td>
<td><em>He plants seeds in the flower bed.</em></td>
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<tr>
<td><strong>2</strong></td>
<td><strong>bat</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>cap</strong></td>
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</tr>
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<td><strong>4</strong></td>
<td><strong>fan</strong></td>
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<td><strong>shed</strong></td>
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<td><strong>10</strong></td>
<td><strong>rock</strong></td>
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</table>

★ Choose two words from above. Draw pictures to show the two different meanings of each word.
Read the list of words at the top of the page and think of two different meanings for each. Then, use the clues to complete the crossword puzzle.

ACROSS
1. a group OR a place where students learn
2. a journey OR to stumble
4. to tilt OR thin
7. a small piece of metal that holds paper together OR a basic item
8. opposite of left OR correct
11. a sharp end OR to show with your finger
13. to move back and forth OR a stone
14. to lose OR a small building for storing things
15. amount of money left over OR to put on another piece of clothing
16. a thin stick used to make fire OR a game played between two teams

DOWN
1. the season between winter and summer OR to jump upward
3. no pattern OR a large area of flat land
4. a group of baby animals OR to throw trash in the streets
5. a measurement of time OR after the first
6. an elephant’s nose OR the main stem of a tree
7. a drink made with ice cream OR to move up and down and from side to side
9. a wooden cube OR a rectangular area surrounded by streets
10. a sound in music OR a short letter
12. a hard, clear material OR a container to drink from
14. to join together two things OR a small branch that has fallen from a tree

 Choose a word from the top of the page. Write a sentence for each meaning of the word. Then, read your sentences to a partner.
Lesson 6.6

Add and Subtract Mixed Numbers

Find the sum or difference. Write your answer in simplest form.

1. \( \frac{3}{2} - \frac{1}{5} \)  
2. \( \frac{2}{3} + \frac{3}{4} \)  
3. \( \frac{4}{8} + \frac{2}{3} \)  
4. \( \frac{5}{3} + \frac{6}{6} \)

\[ \frac{3}{2} \rightarrow \frac{3\cdot5}{2\cdot5} = \frac{15}{10} \]
\[ -\frac{1}{5} \rightarrow -\frac{2}{10} \]
\[ \frac{15}{10} - \frac{2}{10} = \frac{13}{10} = \frac{1}{2} \]

5. \( \frac{2}{4} + \frac{1}{5} \)  
6. \( \frac{5}{18} - \frac{2}{3} \)  
7. \( \frac{6}{4} - \frac{1}{8} \)  
8. \( \frac{5}{7} - \frac{2}{5} \)

9. \( \frac{4}{8} + \frac{2}{12} \)  
10. \( \frac{6}{7} - \frac{2}{4} \)  
11. \( \frac{5}{6} - \frac{2}{4} \)  
12. \( \frac{2}{25} - \frac{1}{10} \)

Problem Solving

13. Jacobi bought \( 7\frac{1}{2} \) pounds of meatballs. He decided to cook \( 1\frac{1}{4} \) pounds and freeze the rest. How many pounds did he freeze?

14. Jill walked \( 8\frac{1}{8} \) miles to a park and then \( 7\frac{2}{5} \) miles home. How many miles did she walk in all?
Lesson Check (CC.5.NF.1)

1. Ming has a goal to jog 4\(\frac{1}{2}\) miles each day. On Monday she jogged 5\(\frac{9}{16}\) miles. By how much did she exceed her goal for that day?
   - A \(1\frac{1}{16}\) miles
   - B \(1\frac{7}{16}\) miles
   - C \(1\frac{8}{16}\) miles
   - D \(1\frac{8}{14}\) miles

2. At the deli, Ricardo ordered 3\(\frac{1}{2}\) pounds of cheddar cheese and 2\(\frac{3}{4}\) pounds of mozzarella cheese. How many pounds of cheese did he order?
   - A \(\frac{5}{19}\) pounds
   - B \(\frac{27}{20}\) pounds
   - C \(\frac{4}{9}\) pounds
   - D \(\frac{4}{20}\) pounds

Spiral Review (CC.5.NBT.3a, CC.5.NBT.2, CC.5.NBT.6, CC.5.NBT.7)

3. The theater has 175 seats. There are 7 seats in each row. How many rows are there? (Lesson 2.2)
   - A 15
   - B 17
   - C 25
   - D 30

4. Over the first 14 days, 2,755 people visited a new store. About how many people visited the store each day? (Lesson 2.5)
   - A about 100
   - B about 150
   - C about 200
   - D about 700

5. Which number is 100 times as great as 0.3? (Lesson 3.2)
   - A 300
   - B 30
   - C 3
   - D 0.003

6. Mark said that the product of 0.02 and 0.7 is 14. Mark is wrong. Which product is correct? (Lesson 4.8)
   - A 0.014
   - B 0.14
   - C 1.4
   - D 14.0
Essential Question

How Does Energy Move Through Ecosystems?

Engage Your Brain!

Find the answer to the following question in the lesson and record it here.

There are many kinds of animals at this watering hole. Why aren’t they running away from each other?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Active Reading

Lesson Vocabulary
List the terms. As you learn about each one, make notes in the Interactive Glossary.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Using Diagrams
Diagrams add information to text that appears on the page with them. Active readers pause their reading to review diagrams and decide how the information in them adds to what is provided in the running text.
From producers to consumers to decomposers, the food chain never stops.

**Active Reading** As you read these two pages, underline all the important members of a food chain.

### Tundra Food Chain

The tundra is the coldest, driest ecosystem on Earth. Short summers mean little plant life grows here. Many animals either migrate or hibernate during the long, cold winters.

- **Reindeer moss** uses energy from the sun to make and store sugars. Producers, such as reindeer moss, form the base of tundra food chains.
- **Caribou** are first-level consumers. These herbivores eat reindeer moss and other producers to get energy for their life functions.
- **Wolves** are second-level consumers. They are predators. Animals, such as caribou, are their prey.
The transfer of food energy from one organism to the next in an ecological community is called a food chain. Almost every food chain begins when producers capture energy from the sun. Through photosynthesis, producers convert this light energy into chemical energy in sugars, which they use for food. Food not used for life processes is stored in the tissues of the producers and then passed on to herbivores that eat the producers. Herbivores are first-level consumers.

Next in the food chain are carnivores and omnivores, the second-level consumers. Second-level consumers eat herbivores and receive the food energy stored in their bodies. Third-level consumers eat second-level consumers. Scavengers may be second- or third-level consumers, as they eat organisms that have died.

Decomposers are the final link in any food chain. They get energy as they break down the remains of dead plants and animals and return nutrients to the soil.

Scavengers, such as this Arctic gull, feed on the dead bodies of caribou, wolves, and other animals. Fungi and bacteria do the final cleanup work as they decompose the final remains of tundra organisms.
You don’t eat just one kind of food, and neither do organisms in food chains. Each consumer has a variety of choices when it comes to its next meal. A food web shows how food chains overlap. In other words, it shows what eats what. Look at the forest food web on the next page. Both the mouse and the insect eat parts of the pine tree or its seeds. A snake can eat a mouse or a salamander. All of these living things eventually become food for decomposers. Decomposers return nutrients to soil. These nutrients, in turn, are used by producers to make food.

Arrows in the web point in the direction that energy moves. Find the acorns and the mouse. Which way does the arrow point?

It points from the acorns to the mouse. Energy moves from producer to consumer when the mouse eats the acorns.

Predators limit the number of animals below them in a food web. If snakes were removed from this forest food web, the number of mice would increase. More mice mean that more plants would be eaten. Eventually, the mice might run out of food and begin to die off. This would affect the hawks and other living things that eat mice. All of the organisms in a food web are interdependent.

In the forest food web, trace two overlapping food chains that include the snake. Make the path of each food chain a different color.
At the Top

It takes a lot of grass to support a hawk at the top of a food chain. Although hawks don’t eat grass, the energy they use comes from the grass at the bottom.

Active Reading  As you read, circle the lesson vocabulary each time it is used.

An energy pyramid shows how much energy passes from one organism to another up a food chain. The organisms in a layer of the pyramid feed on those in a lower layer. Because it takes many producers to support a smaller number of consumers, producers in the bottom layer are the most numerous group.

Third-level consumers like the leopard seal, a predator at the top of this energy pyramid, have the least amount of energy available to them. That is why their population is small.

Second-level consumers, such as octopuses and salmon, feed on first-level consumers below them in the pyramid. Because less energy is available to them, they are fewer.

Kril, clams, and herring are first-level consumers. They consume phytoplankton. Some first-level consumers eat millions of tiny phytoplankton every day.

Producers called phytoplankton are the base of this ocean energy pyramid.
Do the Math!

Calculate Units

At each level of an energy pyramid, 90% of the energy received from the lower level is used for life processes. Only 10% is available to be passed upward.

If the grasses have 100 units of energy, how much can be passed to the grasshoppers?

Why do the snakes only get 1 unit of energy?

BONUS How much energy is available to the owls that eat the snakes? Show your work.

Environmental changes can affect energy flow in an energy pyramid. Suppose the number of salmon is reduced because of overfishing. Seals that eat the salmon may go hungry. They may even starve. Without salmon to eat them, the krill population could increase at a rapid rate. Such a large number of krill could then eat up its own food source as well as that of other species. One change in the flow of energy through an ecosystem affects every species in the ecosystem. Whatever happens at one level affects the energy available in the rest of the pyramid.
**Sum It Up!**

When you're done, use the answer key to check and revise your work.

Fill in the missing words to summarize the main ideas of the lesson.

**Energy Moves Through Ecosystems**

**Food Chains**
The first organisms in a food chain are
1. _____________.
Herbivores are the
2. ____________-level consumers, and
3. ____________ and 4. __________ are the second- and third-level consumers.
5. ____________ are the final organisms in all food chains. They recycle materials by breaking down plant and animal remains, thereby returning nutrients to the environment.

**Food Webs**
A food web shows how food chains
6. _____________. Arrows show the direction of
7. ____________ transfer through the web.

**Energy Pyramids**
Most of the energy in an ecosystem is present in the
8. _____________.
At each level, organisms use
9. ____________ percent of the available energy for life processes. Only
10. ____________ percent of the energy is passed from one level to the next level above.
Day 5

Directions: Complete the work in the packet each day we are out of school.
Circle the one word that fits into both sentences. Then, write the word on the lines.

1. I will use the **ruler** to see how long the worm is. Do you think the queen is a fair **ruler**?

2. The team scored with one _______ left in the game. Jane is the _______ girl in line for the ride.

3. We did not have _______ on the snowy day. The shark chased after the _______ of fish.

4. There was a cold _______ from the cracked window. I worked hard on the final _______ of my report.

5. In the game, we had to _______ cards from the pile. I will use crayons to _______ a picture.

6. Take a _______ turn at the end of the road. Was that the _______ answer?

7. Can you _______ the rake against the tree? The fast dog was tall and _______.

8. Please _______ to the dessert you want. The _______ on the pencil broke.

9. I was still thirsty so I asked for another _______ of water. The baseball shattered the _______ window.

10. I had to _______ my shirt after I fell in the mud. She has a lot of _______ in her pocket.

11. The broken ladder was not _______ to use. Only one person knew the combination to open the _______.

12. The drama teacher chose the _______ for the school play. My arm will be in a _______ until the bone heals.

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★ The word set can be used as a noun or a verb. Write two sentences using these different meanings. You may need to use a dictionary.
Read the passages below with a partner. Take turns being the reader and the listener.

**THE READER SHOULD:**
- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**
- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1. Most races are held to see which runner is the fastest. But some races are silly and are just for fun. A three-legged race is one such race. Instead of having single runners, two people run as a team. The two runners stand next to each other. Their ankles are tied together. When the race begins, the pair tries to run as fast as they can. This isn’t as easy as it sounds because their ankles are tied together! The team who crosses the finish line first is the winners. Another fun race to try is called the penny spoon race. Each runner gets a large spoon. Each spoon is filled with the same number of pennies. At a signal, everyone starts running. If a penny falls out, the runner must stop and pick up the coin. It’s put back in the spoon. The runner continues running. The first to cross the finish line with a full spoon wins the race. The trick to keeping coins on the spoon is to run quickly and smoothly.

2. The whale shark is a shark that’s as big as a whale. The largest fish in the sea, it can be longer than a school bus. The shark’s back and sides are grayish-brown and speckled with white spots and its belly is white. Its head is flattened and it has very tiny eyes for its size. But its mouth is as wide as a teacher’s desk.

These giants like to swim in warm waters. They can dive down quite deep. But they usually swim near the surface.

Big sharks tend to be dangerous hunters. But the biggest sharks of all are easy-going and gentle. Whale sharks mainly eat tiny fish called plankton. When they feed, they open their huge mouths and swallow lots of water. The water and plankton passes through their gills. The plankton then remain inside the whale shark.

A whale shark lives by itself. But it doesn’t mind being around humans. It can even be playful with divers. This slow-moving shark sometimes lets a diver grab its fin and hitch a ride.

3. Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

⭐ Practice these skills using a paragraph from a book of your choice.
Day 6

Directions: Complete the work in the packet each day we are out of school.
Write an editorial that could have been printed in 1860. It should be written either for an abolitionist newspaper or for a Southern newspaper. In the editorial, present your view about slavery as seen by those living in 1860. Organize your work into a logical structure and link opinion and reasons using words, phrases, and clauses. Be sure to support your reasons with facts and details, and provide a concluding statement or section.