PLACE VALUE : ROUNDING

NAME: _____
DATE: _____

Rounding

Rounding is taking a number and give its closest approximate value. "About" how much it represents. Let's look at a number line to see this. Let's round 468.48 to the nearest tenth. 8 tells the 4 to go up to a 5, and we get 468.5. We can see it is the closest to 468.5 on the number line, so this makes sense.

When rounding a certain place, look to the right of that place. If the number to the right is a 0, 1, 2, 3, or 4, you **STAY**. If the number to the right is a 5, 6, 7, 8, or 9, you **GO UP**. Then, you need to change that number **keeping everything to the left** of the place you rounded, and everything to the **right becomes zeros.** If you have a 9 that goes up, drop a 0 in that place, and carry over a one to the place to the left. Example: 304.955 rounded to the tenths. The number to the right is 5, so the 9 goes up to a ten.

Drop the 0 and carry the 1 to the ones place: 305.0 is the answer.

1. When rounding, what numbers to the right of a number tell you to keep that number? (stay)

2. When rounding, what numbers to the right of a number tell you to round up?

3. When rounded, 489.3_5 rounds to 489.4. What are all of the possible digits that could fill the blank and make this true?

Round the underlined number.

4. 462.803 _____
5. 1,293.478 _____
6. 290.447 _____
7. 398.39 _____
8. 882.308 _____
9. 935.93 _____
10. 706.508 _____
11. 934.234 _____
12. 1,028.394 _____

13. What is a real-life example of when you might need to round, or estimate decimals?

14. The number 88_.64 rounded to the ones place is 890. What number has to go in the blank to make this true? Explain.

CC.5.NBT.A.4

©Carrie Whitlock, 2014

MULTIPLICATION: 3 OR 4 DIGITS BY 2 DIGITS

NAME: _____

DATE: _____

Multiplication with 3 or 4 Digits by 2 Digits

Don't forget these steps when multiplying by two digits!

Step 1: Multiply by the ones (bottom), moving right to left with the digits on the top number.
6 x 8 = 48, drop the 8, carry the 4. Then, 6 x 7 = 42, 42 + 4 = 46. Drop the 6, carry the 4 6 x 2 = 12, 12 + 4 = 16

Step 2: Place a zero in the ones under the product you have.

Step 3: Multiply by the tens (bottom), moving right to left with the digits on the top number.
3 x 8 = 24, drop the 4, carry the 2. Then do 3 x 7 = 21, 21 + 2 = 23, drop the 3, carry the 2.
3 x 2 = 6, 6 + 2 = 8

Step 4: Add the two products to get the final product.

```
  2 2
  4 4
  278
x  36
-----
1,668
8,340
-----
10,008
```

Find the product.

1. 376 x 13
2. 2,354 x 27
3. 675 x 82
4. 3,437 x 78
5. 2,798 x 92
6. 5,405 x 48
7. 482 x 60
8. 938 x 63
9. 3,425 x 79
10. 2,337 x 82
11. 3,927 x 54 =
12. 896 x 74 =
13. 384 x 27 =
14. 7,038 x 95 =

C.5.NBT.B.5

© Carrie Whitlock, 2014

MULTIPLICATION OF DECIMALS

NAME: _____

DATE: _____

Multiplication of Decimals (by Decimals)

When multiplying two decimals, there is no need to line up the decimal points. You ignore the decimals to start and just multiply the numbers as you normally would with whole numbers. Then, once you have the product from that, count how many total digits are to the right of any decimals. Look at your product and move the decimal that many spaces to the left.

Remember, whole numbers actually have a decimal just to the right of the ones place: 4,068 = 4,068.0

```
      3
      ~~4~~
   2.09
x    4.5
   ----
   1,045
  +8,360
  -----
   9,405
```

There is a total of 3 digits to the right of both decimals.

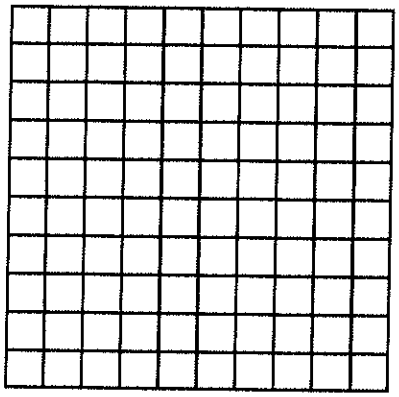
9,405.0

So, 9.405 is the answer

Find the product.

1. 0.3 x 0.9
2. 5.1 x 3.7
3. 4.4 x 8.9
4. 3.12 x 3.6
5. 7.65 x 9.3
6. 4.09 x 8.8
7. 5.91 x 8.0
8. 9.82 x 1.9
9. 3.5 x 7.9
10. 2.03 x 8.9
11. 7.6 x 2.9 =
12. 4.5 x 9.03 =

13. Use the provided hundredths model (and two colors) to demonstrate how to model your answer on #1. Be sure to explain which color represents each factor! Be sure to write the product!



:C.5.NBT.B.7

© Carrie Whitlock, 2014

Order of Operations

Name: _____
Date: _____

Order of Operations

When evaluating the value of an expression or equation, we need to be sure to use the ***order of operations****! This is the order in which each operation should be resolved to get the correct value. You can remember the order by the saying, "Please Excuse My Dear Aunt Sallie!"*

Parentheses, Exponents, (Multiplication, Division), (Addition, & Subtraction)

Anything in parentheses goes first, then exponents (like powers of ten) need to be resolved. Then, any multiplication and division (left to right) and addition and subtraction (left to right). If there are more than one of the same operation, just solve them from left to right.

Look at each expression and write the operations (i.e. multiplication, addition, then subtraction) you would do in order.

1. $2 + (5 - 2)$ _____

2. $3(8+2) + 10^2$ _____

3. $4 \times (5+2) \div 2$ _____

4. $4 + 10^2 - 8$ _____

Answer the question about the order of operations:

5. What do parentheses look like? Draw them around this number: 34

6. What is an exponent? Where have you seen them before? Write an example.

7. If there is multiplication in an expression, but also addition in parentheses, which do you do first? Why?

8. If there are three plus signs, which order should you do the addition when you get to it?

9. - 10. What is the difference between an expression and an equation? Label the examples below after you answer.

$34 - 5(4-2) = 24$ $\qquad$ $4 + 9(5 + 2)$

_____ $\qquad$ _____

CC.5.OA.A.1

© Carrie Whitlock, 2014

Adding Fractions with Unlike Denominators

Name: _____
Date: _____

Adding Fractions with Unlike Denominators

When adding fractions with unlike denominators, we need to make the denominators the same. We do this by multiplying each fraction (numerator & denominator) by the denominator of the opposite fraction.

We then add as normal, and simplify the answer if needed by dividing both the numerator and denominator by the same number if possible.

Sometimes your answer may be over a whole, in this case you will turn the **improper fraction** into a **mixed number** by dividing the numerator by the denominator.

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

$$\frac{5}{8} \times \frac{6}{6} \quad \frac{4}{6} \times \frac{8}{8}$$

$$\frac{30}{48} + \frac{32}{48} = \frac{62}{48} = 1\frac{14}{48} = 1\frac{7}{24}$$

Simplified

Solve.

1. $\frac{3}{5} + \frac{1}{6} =$

2. $\frac{2}{7} + \frac{2}{5} =$

3. $\frac{2}{8} + \frac{4}{9} =$

4. $\frac{4}{8} + \frac{3}{5} =$

5. $\frac{3}{7} + \frac{5}{10} =$

6. $\frac{3}{12} + \frac{5}{9} =$

7. $\frac{3}{5} + \frac{4}{6} =$

8. $\frac{5}{12} + \frac{4}{8} =$

9. Would it be possible to multiply these fractions by something other than the opposite denominator and still get the same answer? Try $\frac{2}{3} + \frac{1}{4}$ for example. Instead of 12, what other denominator could you create? Think: What other number does a 3 and 4 go into?

CC.5.NF.A.1

© Carrie Whitlock, 2014

Multiplying Fractions

Name: _____
Date: _____

Multiplying Fractions

When multiplying a **fraction** by a **fraction**, you simply:
1) multiply the numerators, use the product as your new numerator
2) multiply the denominators, use the product as your new denominator
3) simplify if possible

Example:

$\frac{5}{8} \times \frac{3}{5} = \frac{15}{40}$ $\quad \frac{15}{40} = \frac{3}{8}$

Multiply. Simplify your answers if possible!

1. $\frac{2}{3} \times \frac{3}{5} =$

2. $\frac{2}{5} \times \frac{6}{8} =$

3. $\frac{4}{5} \times \frac{1}{3} =$

4. $\frac{6}{7} \times \frac{1}{5} =$

5. $\frac{5}{8} \times \frac{1}{9} =$

6. $\frac{4}{6} \times \frac{1}{2} =$

7. $\frac{3}{4} \times \frac{2}{7} =$

8. $\frac{6}{7} \times \frac{3}{4} =$

9. $\frac{8}{10} \times \frac{2}{3} =$

10. $\frac{5}{12} \times \frac{2}{5} =$

Model the multiplication using our area model method:

11. $\frac{1}{4} \times \frac{2}{3} =$

12. $\frac{1}{2} \times \frac{4}{6} =$

CC.5.NF.B.4.A

© Carrie Whitlock, 2014

What Is A Personal Narrative?

Anchor Chart

A personal narrative is all **about you.**

It's a story about **something** that **happened** to you and how you feel about it.

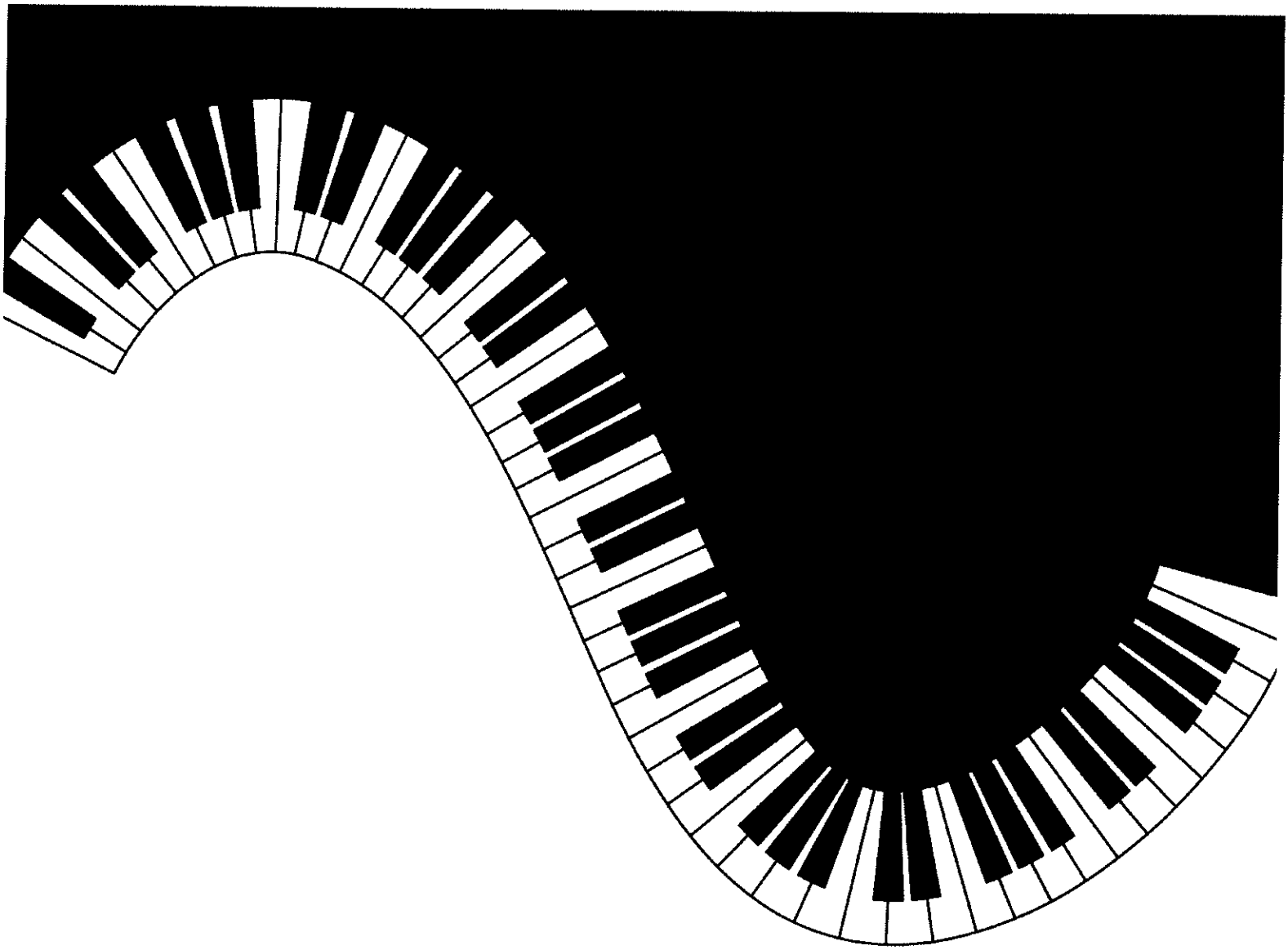
The main **character is you.**

It is written in the first person. First person is writing from the **"I" point of view.**

It describes an **event or an experience.**

It includes personal **reaction, comments, and observations.**

©Smarter Teaching K-8



Memorable Events

"Little moments make BIG memories."

Name: _____ Date: _____

Cover For Student Materials Pages 4-10

©Smarter Teaching K-8

Name: _____ Date: _____

Memorable Events: A Personal Narrative

What is a personal narrative? A personal narrative tells the true story of something that happened to you. To write a personal narrative, choose a story from your life. It could be a special memory with someone you care about or an experience you will never forget.

Topic: Write about a memorable event. "Memorable" could be good or bad, happy or sad, even surprising, FUN, or scary.

Brainstorm a list of your most memorable events. Examples: *Field Trip To The Zoo, Halloween Party 2014, Lost At Silver Lake, Home Alone, The Flu, The BEST Birthday EVER, An Unexpected Visitor,* ***My Piano Recital***

Brainstorm a list. _____

_____

_____

_____

_____

_____

_____

What memorable event is MOST memorable? Choose the story you're excited to tell.

Event: _____

_____

_____

Write the story first, and THEN give it a title.
The title should "hook" or "grab" the reader.
The title should give some prediction of content and tone.
You might choose an important phrase from the story. Example: *"88 Keys"*
You could use alliteration - beginning each word with the same letter. *"Playing Piano Perfectly"*

Title: _____

_____

_____

©Smarter Teaching K-8

Name: _____ Date: _____

Memorable Events: Story Elements

You will need to consider the following story elements while writing your personal narrative.

Setting: The setting is when and where the story takes place. The setting could include past, present, or future, time of day, season, and year. Is there a particular tone to the setting? Examples: *scary, happy, sinister, depressing, joyful...* Additionally, there may be more than a single setting in a story.

Characters: Characters are the people in a story. There is usually a main character and one or more supporting characters. Supporting characters interact with the main character. The main character is faced with a problem that needs to be solved. Characters can be described externally (appearance) and internally (personality and heart).

Problem: Every story has a problem, also called the conflict. The main character usually struggles with nature, a person, society, or himself.

Events: Events are the things that happen in the story that lead to solving the problem. Events are also referred to as the plot.

Solution: The solution (also called resolution) is how the problem was solved. It is now clear what happens to the main character. It is up to the author to provide a sense of closure or justice so the reader feels satisfied at the end of the story.

Theme: The theme is what the story means. How does the story relate to life in general? The events themselves may be interesting or exciting but it is the human connection that will engage the reader's attention. Your choice of theme is important. Not only must it appeal to the reader, but it must also appeal to you.

Here are a few examples of themes frequently used in stories.

- *Courage*
- *Fear*
- *Justice (fairness)*
- *Honesty*
- *Love*
- *Loss*
- *Perseverance*
- *Power*
- *Survival*

Point of View: Point of view refers to who is narrating or telling the story.

©Smarter Teaching K-8

Name: _____ Date: _____

Memorable Events: Planning

BOLD beginning (introduction):

Write a bold beginning. Some possible choices include...

State a belief: *I think everyone should learn to play a musical instrument.*
Repeat a single word: *Keys, keys, keys. So many keys on just one piano.*
Share an interesting fact: *Playing a musical instrument will likely improve your math skills.*
Capture a memorable moment: *My palms still sweat when I remember my first piano recital.*
Describe a sound: *"Ping, ping, ping."*
Ask the reader an interesting question: *Do you know how to read sheet music?*
Begin the story with dialogue: *"Have you practiced the piano today?" nagged my mother for the umpteenth time.*

Write the beginning: _____

_____

_____

_____

Magnificent middle (body):

This is the story told in a sequentially correct way - like a time line. Tell the story bit-by-bit. You may not need all the key word spaces provided. That's okay. Or, you may need more. That's okay too. (Just add paper.) Write the key words with relevant details. Save sentences and paragraphs for the draft writing.

Key word: *lessons* Details: *30 minutes weekly, boring, ugh*

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

©Smarter Teaching K-8

Name: _____ Date: _____

Magnificent middle, continued...

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

Key word: _____ Details: _____

When it's time to draft the story, write using YOUR voice.
Imagine you're telling the story to a close friend. You DO NOT want your story to be b-o-r-i-n-g.
Look carefully at your sequenced key words. Use them in retelling the story.
Use good transition words to show the passage of time: *first, second, next, later, then, after, last*
Use dialogue: *"I think I'm going to throw up," I whispered.*
Add specific relevant details: *My piano has 88 keys. I actually counted them. "One, two...eighty-eight."*
Use adjectives to describe: *I love my black, shiny, GRAND piano.*
Choose interesting "said" words: *"I. DON'T. WANT. TO. PRACTICE!" I screamed at my piano.*
Use strong action verbs: *My fingers danced their way across the piano's ivory keys.*
Share your internal thoughts and feelings: *I thought to myself "God. Please help me play this piece of music perfectly, and I promise... I will be good and kind for the rest of my entire life."*

Exciting ending (conclusion):

Write an exciting ending. Some possible choices include...

Share a lesson: *The more I practice the better I play.*
Show action: *I stood and took a bow. I had WOWED the audience, and my playing earned me a standing ovation.*
Surprise the audience: *At first I was nervous, playing in front of such a BIG audience. But, then something strange and unexpected happened...*
Ask a question: *Have you ever tried to memorize three pages of sheet music in one week?*
Share a laugh: *There were days I (in frustration) wanted to kick the legs off that blasted piano.*
Hint about the future: *I knew I'd never become a concert pianist...*
Bring it together: *...but I still love to play.*

Write the ending: _____

_____

_____

_____

©Smarter Teaching K-8

Name: _____ Date: _____

Memorable Events: Draft, Revise, & Edit

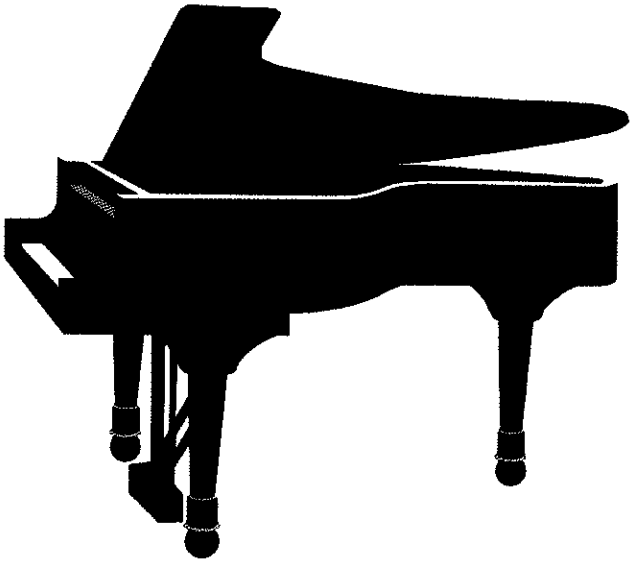
Check ☑ each item to show completion.

- Use notebook paper. Draw an X on every other writing line. Write only on the lines with an X. This action allows you lots and lots of space for revision. ☺ ____
- Use your bold beginning, key words and details, and exciting ending to draft the story. Remember to write as though you are telling the story to a friend.

When you've completed the draft writing, reread it several times.

- Revise it for content. Do you want to add words, remove words, move words, or substitute words? ____
- Edit the writing for the correct use of capital letters, punctuation, and spelling. ____
- Ask a friend to read the writing. Encourage the friend to tell you what he or she liked about the writing. ____
- Ask the friend if he/she has questions about the writing. Does the friend have suggestions for improving the writing? Allow the friend to be honest. No. Hurt. Feelings. ____
- Are you completely satisfied with your draft writing? Do you need to continue to revise or edit? ____
- Number the pages. ____
- Do you want to publish this piece? Publishing means rewriting the draft to showcase your best handwriting. It needs to be *perfect.* ____
- Complete the cover sheet. Give the writing a WOW title. "Hook" the reader. ____

Congratulations. You've written a personal narrative and you're a growing writer.



P.S. The more you "practice" the better you get.

P.P.S. This personal narrative is a true story from the author's real life. How can you tell?

©Smarter Teaching K-8

A title's purpose is to predict content, reflect tone, and capture the reader's interest. Give the personal narrative an appropriate title. Design a signature (original) font to reflect the personality of the writing.

Use pencil, crayons, or colored pencils.
Draw a character or characters and a very detailed setting.
Add an important event.
Fill the entire space.
Write a caption to share your thinking.

Caption: _____

_____

_____

Author's name and the publication date:

©Smarter Teaching K-8

Name: _____ Date: _____

Personal Narrative: Word Search

When you find a word ~~draw a line through it~~ and ~~cross it off~~ the list below. Words are hidden forwards, backwards, horizontally, vertically, and diagonally. Work with a classmate. Use the list to tell how each word is important to writing a great personal narrative.

- audience
- author
- bold beginning
- character
- comments
- details
- draft
- editing
- ending
- event
- exciting
- experience
- happened
- hook
- I
- key words
- magnificent
- memories
- middle
- moments
- narrative
- observation
- personal
- phrases
- point of view
- problem
- reaction
- resolution
- revision
- sequence
- setting
- theme
- title
- transition words
- true
- you

V R Z S S P A Q Y C N G W C Z P U G U B Y L O J
M Y G D T P H V J R N B N A R R A T I V E A O N
E E X R N T A U A N R V W Y T E M H S P B Y T O
M L E O E Z H Y D E G H E V A A V D P A J D I I
O D C W M W R U V G G T I Z M E O I R V X S R T
R D N N O Z R Z Y N Q T V N D C G I S S X C C A
I I E O M G N B I J F X F I Q N W G A I E H O V
E M I I U T N D T A Q R O R N E D F V Z O H M R
S E R T G H N I R N H D T H Z U S U L U E N M E
I V E I A E A D T I O R N F T Q U F O E J L E S
E J P S P V W P P I N G I O B E E X F V N A N B
E A X N D Y Z T P L C L O R I S I F V B Y N T O
U E E A B M N R T E M X P Q Y T Q G O M O O S D
R S X R G E O E O B N K E N Q A U L P I T S N H
T E O T V B I H Y H Q E F W G S D L A Q K R S D
C S W E L S H B O M T G D N D B M N O U A E F A
H A I E Q D V K U B D U I E E K J L M S G P R V
A R M G Y R L T O O Q T A G T I T L E J E G P G
R H D I Q O Y A T O T O I Y Z X I A N M D R B N
A P K Q H W D E B E H N S L I A T E D P K Z S I
C F Y Z H Y M P S S N Y I R E A C T I O N N E T
T A U D I E N C E I T V F P C W C E I O Y Y X I
E A D C H K U A N N S H F V X R J A H M O X J D
R F X T Z I F G O T N E C I F I N G A M T M K E

©Smarter Teaching K-8

Water Cycle

(Print 2-sided)

The **WATER CYCLE** is the way that water moves all around the earth. It doesn't have a beginning and it never really stops. It keeps going like a big circle!

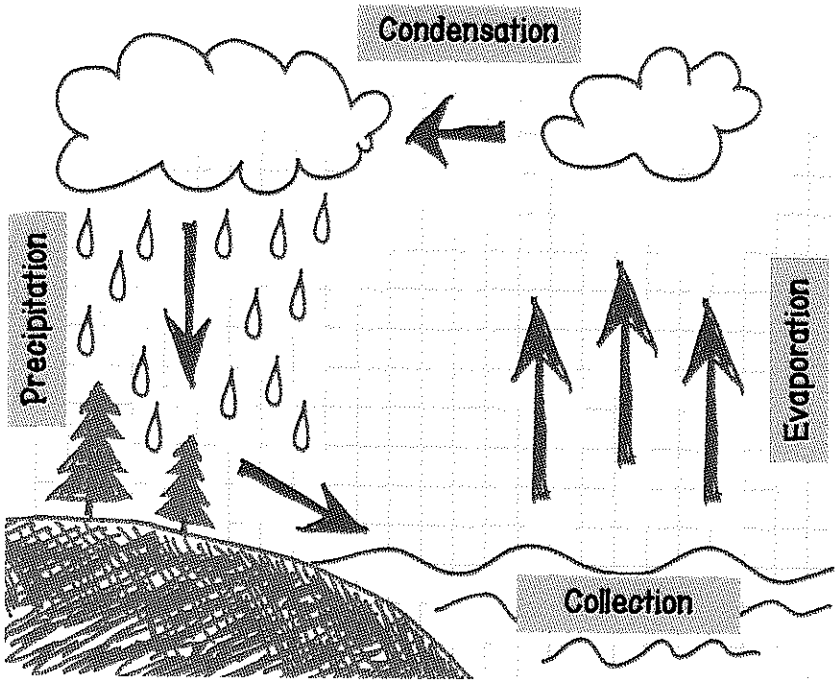
WATER CYCLE

"Little School on the Range" © 2017

Water Cycle
(Print 2-sided)

Condensation is when water vapor in the air gets cold and changes back into liquid, forming clouds.

Precipitation is when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow.



Collection is when precipitation collects on earth. It may collect in oceans, rivers, lakes, or rivers. It may soak into the earth and become a part of the ground water.

Evaporation is when the sun heats up water in rivers, lakes, or oceans and turns it into vapor or steam. The water vapor or steam leaves and goes into the air.

"Little School on the Range" © 2017

Name _____

The Water Cycle

Read the passage to answer the questions.

The **water cycle** is the way that water moves all around the earth. It doesn't have a beginning and it never really stops. It keeps going like a big circle. New water is not created. It just takes different forms as it moves through the water cycle.

Water on the surface of the ocean, lakes, or rivers will **evaporate** due to the heat from the sun. When this evaporation occurs, the water turns into water vapor. When this vapor water joins together with a lot of other water vapor, clouds are formed. Clouds are caused by **condensation**, or water vapor turning back into a liquid. These clouds move around the earth with the weather. When the clouds become so full of water, the water drops back to the earth as **precipitation**. This precipitation can be in the form of rain, sleet, snow, hail, and freezing rain. When the water falls back to earth it may flow back into the ocean, feed a garden, or be snow on a mountain. After this **collection**, the water will evaporate and the whole cycle will begin again.

1. Why doesn't the water cycle stop? _____

_____

2. What makes water evaporate? _____

3. What happens when water vapor joins together with a lot of other water vapor? _____

4. What is condensation? _____

_____

"Little School on the Range" © 2017

5. Clouds move around the earth with the _____

6. What happens when clouds become full of water? _____

_____

7. What are the different forms of precipitation? _____

_____

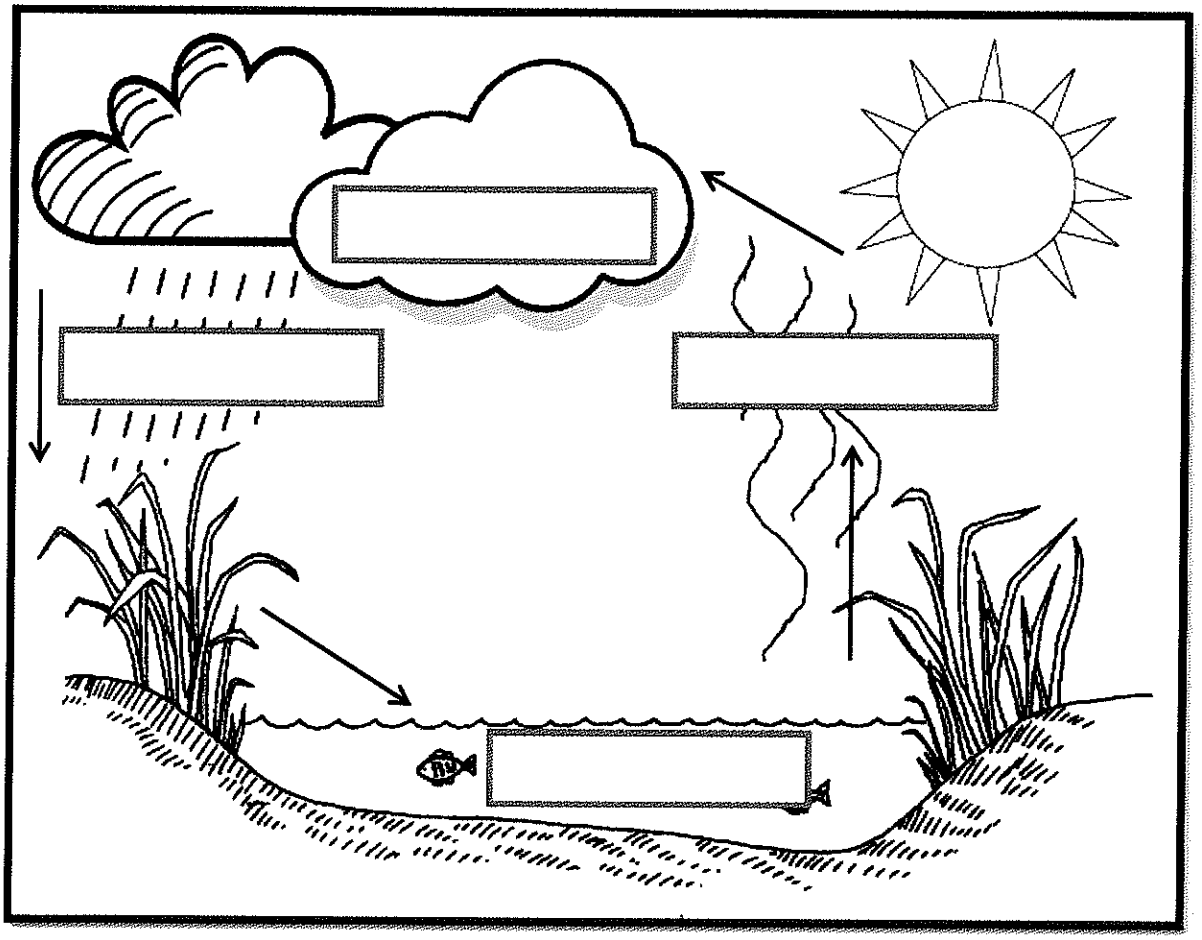
_____

8. Where might water go when it lands on earth? _____

_____

Label the water cycle:

Evaporation Condensation Precipitation Collection



"Little School on the Range" © 2017