Marysville School District

Lets Learn Grade 5

Marysville School District

Families:
Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?
Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

What if the work is too difficult for my student to do independently?
In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.
In the meantime, families may adjust the workload as it fits your student's best interest.

What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?
Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.

Reading & Writing

Name _____

Complex Spelling Patterns

DIRECTIONS Use the ending *-ous*, *-eous*, or *-ious* to change the underlined noun in each sentence to an adjective. On the line, write a new sentence with the new adjective. The new sentence may, but does not have to, say the same thing as the original sentence.

1. Drake experienced an attack of nerves.

_____

2. Marla's behavior toward the queen was a model of courtesy.

_____

3. The virus is quite likely to cause an infection.

_____

4. That question always gets a variety of answers.

_____

5. Leon's new bedroom has an incredible amount of space.

_____

6. Have you ever known a person who is full of ambition?

_____

7. Randy was full of fury when he got the letter with his score.

_____

8. Please exercise caution when you climb down the ladder.

_____

9. Neptune, Jupiter, Saturn, and Uranus are made mostly of gas.

_____

10. The baby birds whose mother flew away cause me to feel pity.

_____

Students apply grade-level phonics and word analysis skills.

Name _____

Morphemes

DIRECTIONS Use the given base word and one or more word parts from the Morpheme Bank to create a new word that matches each definition. Write the new word on the line.

Morpheme Bank

im-	bi-	un-	pro-	-ed
-ly	-ize	-ous	-tion	-able

1. comfort: not able to experience comfort _____
2. annual: two times a year _____
3. introduce: the act of introducing _____
4. maximum: make the largest it can be _____
5. poison: causing illness or death _____
6. expect: with a surprising effect _____
7. theory: what people who develop theories do _____
8. motion: advancement to the next level _____
9. polite: with a lack of politeness _____
10. deny: must be acknowledged _____

DIRECTIONS Identify the morphemes in each word. On the line, show the morphemes by writing the letters that represent each one, leaving a space between each set. For example: **im person al.**

_____ **11.** forgetful

_____ **12.** remarkable

_____ **13.** semiconductor

_____ **14.** resettlement

_____ **15.** preapproval

Name _____

Sleuth Work

A Man of Persistence

Explorer Sir Ernest Shackleton might be the most persistent man who ever lived. On December 5, 1914, he and twenty-seven men set out on a ship called *Endurance*. They hoped to reach the Antarctic continent and become the first people to cross the land on foot.

Despite the predictions of a terrible winter, *Endurance* left South Georgia Island, a remote island in the southern Atlantic Ocean. It headed for Vahsel Bay on Antarctica. Just two days later, the vessel ran into pack ice. For the next six weeks, the ship wove through ice floes.

On January 18, 1915, one day short of landing, the ship hit another thick pack ice. By the next morning, ice had enclosed the ship. Shackleton soon realized the ship was securely stuck in the ice and would remain stuck through many long winter months. During this time, Shackleton had his crew stick to their routines and exercise the sled dogs they had brought with them.

Ten months later, the crew still remained on board. In October 1915, pressure from the ice began to damage the ship, and it began slowly sinking. Shackleton and his crew abandoned the ship and made camp on the surrounding ice. On November 21, 1915, *Endurance* sank completely.

The crew camped on the ice for several months, and in April 1916, the ice floe broke in half, causing the crew to flee in lifeboats. Days later, they landed on Elephant Island, about 350 miles from where the *Endurance* sank.

Shackleton knew he had to take a drastic step if they were ever to be rescued. Elephant Island was too remote for a rescue attempt. So a group of six men set off in a lifeboat for South Georgia Island, where their journey had begun.

The lifeboat landed on the west side of South Georgia Island in May 1916. The whaling stations—the only source of rescue—were on the east side. Shackleton and two others left on foot to travel the twenty-two miles to the nearest stations.

Within thirty-six hours, the men had made it to a whaling station and began planning the crew's rescue. Finally, on August 30, 1916, the crew was rescued from Elephant Island. After almost two years, the ordeal was over, and not one crew member had died. It was an amazing expedition with a happy ending because of one man's persistence to bring everyone home.

Students read text closely to determine what the text says.

Sleuth Work

Name _____

Gather Evidence Underline events that highlight Shackleton's persistence.

Gather Evidence: Extend Your Ideas Add brackets around the events that caused Shackleton to draw on his personal resolve and determination.

Ask Questions Write two questions you would ask a crew member about Shackleton's leadership skills.

`

_____

_____

Ask Questions: Extend Your Ideas Write an additional question about Shackleton's leadership skills that is answered in the text. Circle the answer in the text.

_____

_____

Make Your Case How important was Shackleton's persistence to himself and the crew of the *Endurance*?

_____

_____

Make Your Case: Extend Your Ideas Use evidence from the text to support your opinion about which act of Shackleton's was the bravest. Discuss your results with a partner.

_____

_____

Students read text closely to determine what the text says.

Name _____

Prefixes *over-, in-*

DIRECTIONS Read the paragraph. Identify each word that contains either the prefix ***over-*** or the prefix ***in-***. Write those words to the left of the numbers below, and write a definition for the word on the right. Feel free to consult a dictionary for help.

The insufferable heat beat down on the overheated engine. Big birds circled overhead. Sally and Patrick rested in the inadequate shade of a cactus. Soon, the noon sun would overtake the shadow. Sally's inefficient phone searched for a signal; the emergency number she tried had been inactivated. Patrick was incapable of overcoming his regret. He had overlooked the jugs of water when they left.

_____ **1.** _____

_____ **2.** _____

_____ **3.** _____

_____ **4.** _____

_____ **5.** _____

_____ **6.** _____

_____ **7.** _____

_____ **8.** _____

_____ **9.** _____

_____ **10.** _____

DIRECTIONS Add the prefix ***over-*** or the prefix ***in-*** to each base word in parentheses. Then use the word to complete the sentence. You will have to adjust the ending of the word to make it fit in the sentence. Feel free to consult a dictionary or thesaurus for help.

11. Sally's positive attitude was (destroy), however. _____

12. At first, the approaching truck was (audio). _____

13. Very quickly, though, its arrival was (escape)! _____

14. (Joy), Sally yanked Patrick to his feet. _____

15. They jumped and yelled with (power) feelings of relief. _____

Students apply grade-level phonics and word analysis skills.

Name _____

Compound Words

DIRECTIONS Combine two words from the Word Bank to form a compound word that will complete each sentence. You will use some words more than once.

Word Bank

hearted	fire	bound	place	clothes	night	over
bells	coat	grand	out	side	mother	warm
doors	sleigh	book	story	snow	ball	in
shoes	pie	drifts	pot	storms		

1. An _____ is a great garment to wear on a chilly day.
2. Dana's _____ has an attic full of cold-weather gear.
3. Some of it is so old it could be from _____ times.
4. The _____, for example, could have been worn by explorers.
5. Horses wearing _____ could have trotted down snowy roads.
6. Families could have been _____ in their houses.
7. They would gather around the _____ and do projects.
8. Dana imagines pioneer women sewing _____ for the family.
9. Perhaps there would be a delicious _____ to eat.
10. Although snow fell _____, the family would be warm and dry.
11. Dana asks, "What did you do during _____, Nana?"
12. "Oh," she says, "we loved to have _____ fights!"
13. "We tunneled into _____ and built forts."
14. "Why didn't you huddle by the fire _____ ?" Dana asks.
15. "Playing was just too much fun," her _____ Nana says.

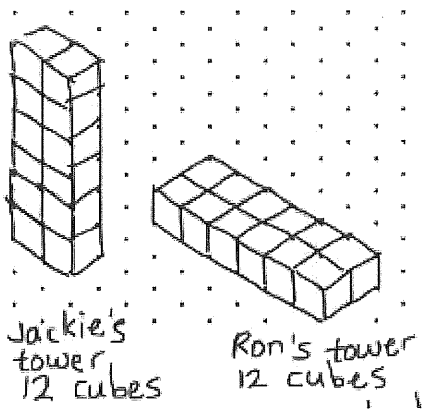
MATH

Eureka Math™ Tips for Parents

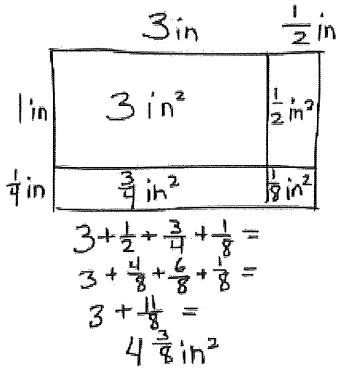
Grade 5 Module 5

Addition and Multiplication with Volume and Area

In Module 6, students begin by reasoning about and working with three-dimensional shapes. They explore cubic units and move toward calculations of volumes of rectangular prisms. Students also extend their two-dimensional work with area to figures with fractional side lengths. This module bridges the Grade 4 work on area with the Grade 6 work on volume and area to come.



Two orientations of 12 unit cubes



An area calculation for 3½ × 1¼

What Came Before this Module:

Students learned to multiply fractions and decimal fractions and began work on fraction division, working from concrete to abstract representations.

What Comes After this Module:

In Module 6, students begin to explore the coordinate plane, working from the familiar number line toward plotting points and creating lines and patterns.

New Terms in this Module:

Base: one face of a three-dimensional solid—often thought of as the surface upon which the solid rests

Bisect: divide into two equal parts

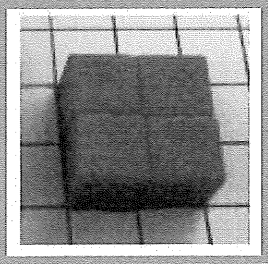
Cubic units: cubes of the same size used for measuring

Height: adjacent layers of the base that form a rectangular prism

Hierarchy: series of ordered groupings of shapes

Unit cube: cube whose sides all measure 1 unit

Volume of a solid: measurement of space or capacity



Unit Cubes

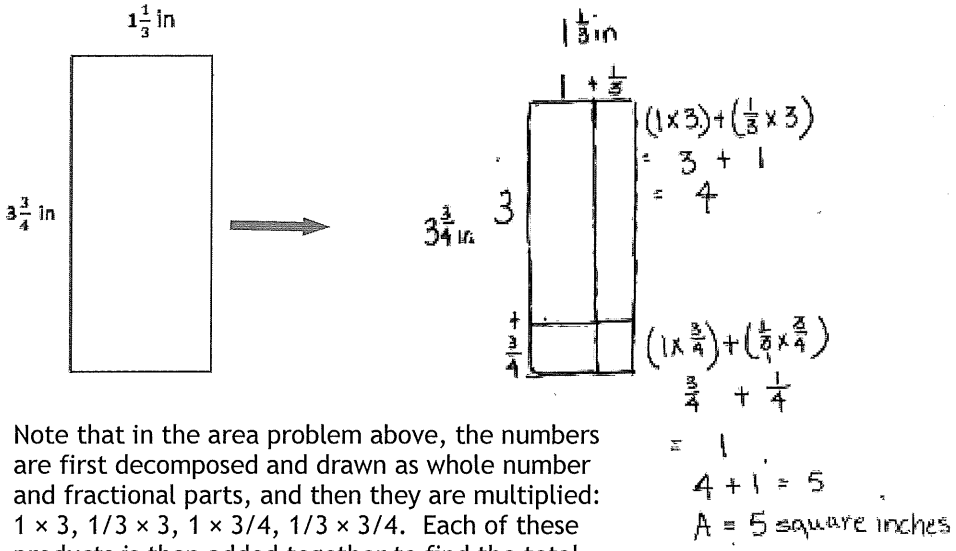
+ How You Can Help at Home:

- Begin to discuss and notice the volume of various household containers—this is also a good opportunity to talk about what units are often used to measure volume.
- Keep practicing those multiplication and division facts, especially as problems become more complex.

Key Common Core Standards:

- ***Apply and extend previous understanding of multiplication and division to multiply and divide fractions.***
  - Multiply a fraction or whole number by a fraction.
  - Solve real world problems involving multiplication of fractions and mixed numbers.
- ***Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.***
  - Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - Measure volumes by counting unit cubes of various units.
  - Relate volume to the operations of multiplication and addition.
- ***Classify two-dimensional figures into categories based on their properties.***
  - Understand that attributes belonging to a category of figures also belong to all subcategories of that category.

Prepared by Erin Schweng, Math Coach



Note that in the area problem above, the numbers are first decomposed and drawn as whole number and fractional parts, and then they are multiplied: 1 × 3, 1/3 × 3, 1 × 3/4, 1/3 × 3/4. Each of these products is then added together to find the total area of the rectangle.

Spotlight on Math Models:

Area Model with Fractional Parts

We will revisit this mathematical representation in Module 5 of *A Story of Units*.

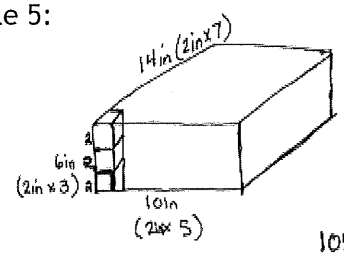
A Story of Units has several key mathematical "models" that will be used throughout a student's elementary years.

Earlier in Grade 5, we moved beyond using the area model for multiplication of whole numbers and begin to use this powerful model to illustrate mathematical operations on fractions. Now, we move a step further and use the area model in various real world problems, e.g., finding the area of a wall minus the space for two windows, or finding the area of a mat surrounding a picture in a frame.

The numbers we use in our area models now are often mixed whole numbers and fractions, giving students a chance to demonstrate their understanding in diagrams in which they show the multiplication of both the whole number and fractional parts of the problem.

Sample Volume Problem from Module 5:
(Example taken from Module 5, Lesson 18)

How many 2-inch cubes are needed to build a rectangular prism that measures 10 inches by 6 inches by 14 inches?



$3 \times 5 \times 7 = 105$

OR

Volume: $10in \times 6in \times 14in = 840in^3$

Volume of cube: $2in \times 2in \times 2in = 8in^3$

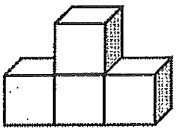
$\frac{840}{8} = 105$ cubes

105 cubes to build the prism.

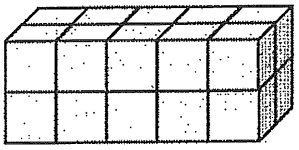
Note that the student here shows two ways to solve the problem!

G5-M5-Lesson 1

1. The following solids are made up of 1 cm cubes. Find the total volume of each figure, and write it in the chart below.

a. 

I see there are 3 cubes on the bottom and 1 cube on top. Therefore, this solid has a total of 4 cubes.

b. 

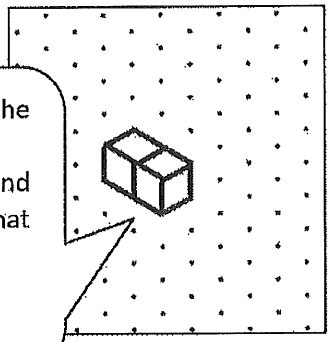
I see there are 2 layers of cubes like layers of a cake (top and bottom). There are 10 cubes on the top, and there must be 10 cubes on the bottom. Therefore, this solid has a total of 20 cubes.

Since Figure (a) is made of a total of 4 cubes, I can say that it has a volume of 4 cubic centimeters.

Figure	Volume	Explanation
a	$4\ cm^3$	*I added 3 cubes and 1 cube.* $3 + 1 = 4$
b	$20\ cm^3$	*I counted the top layer and then multiplied by 2.*

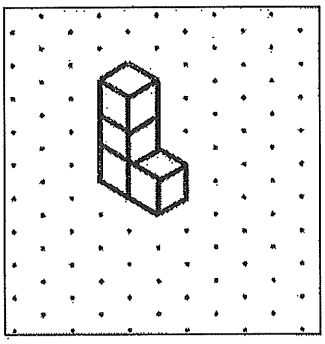
2. Draw a figure with the given volume on the dot paper.

a. 2 cubic units



I can connect the dots to make straight lines and draw figures that look like centimeter cubes.

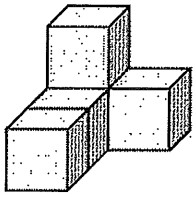
b. 4 cubic units



3. Allison says that the figure below, made of 1 cm cubes, has a volume of 4 cubic centimeters.

   a. Explain her mistake.

   Allison is not counting the cube that is hidden. The cube that is on the second layer needs to be sitting on a hidden cube. The volume of this figure is 5 cubic centimeters.



   I see there are 4 cubes showing, but there is one hidden under the 1 cube on top.

   b. Imagine if Allison adds to the second layer so the cubes completely cover the first layer in the figure above. What would be the volume of the new structure? Explain how you know.

   The volume would be 8 cm^3. I counted the first layer, and then multiplied by 2.

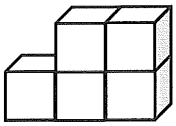
   $4\ cm^3 \times 2 = 8\ cm^3$

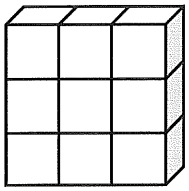
   Since Allison wants to build a second layer that is the same as the first layer, I can just multiply 4 cubes times 2.

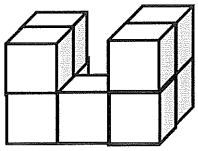
Name _____ Date _____

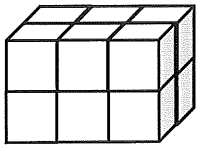
1. Use your centimeter cubes to build the figures pictured below on centimeter grid paper. Find the total volume of each figure you built, and explain how you counted the cubic units. Be sure to include units.

A. 

B. 

C. 

D. 

E. 

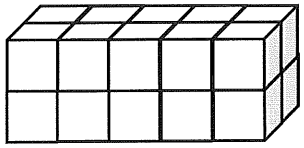
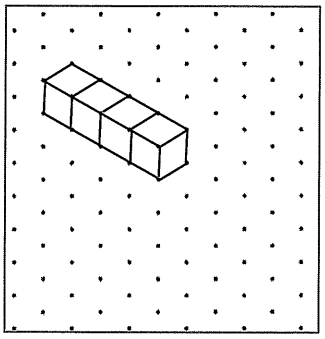
F. 

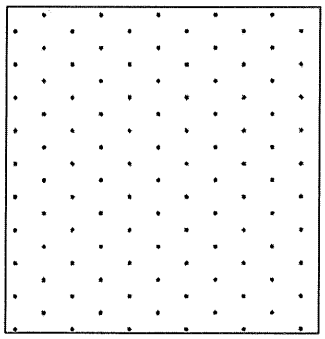
Figure	Volume	Explanation
A		
B		
C		
D		
E		
F		

2. Build 2 different structures with the following volumes using your unit cubes. Then, draw one of the figures on the dot paper. One example has been drawn for you.

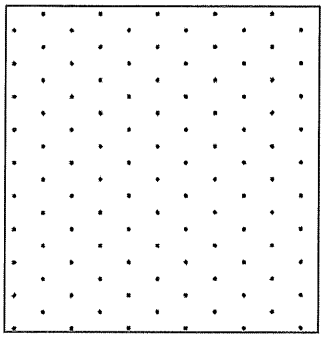
a. 4 cubic units



b. 7 cubic units

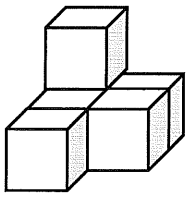


c. 8 cubic units



3. Joyce says that the figure below, made of 1 cm cubes, has a volume of 5 cubic centimeters.

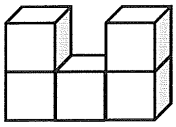
a. Explain her mistake.

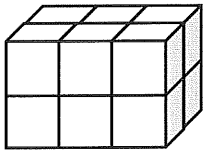


b. Imagine if Joyce wants to build a second layer of the same structure identical to the figure above. What would its volume be then? Explain how you know.

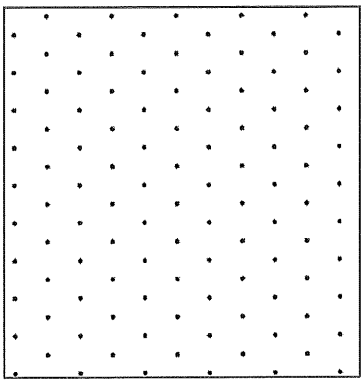
Name _____ Date _____

1. What is the volume of the figures pictured below?

a. 

b. 

2. Draw a picture of a figure with a volume of 3 cubic units on the dot paper.



Name _____ Date _____

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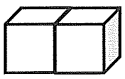
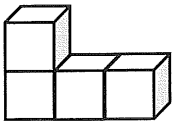
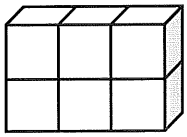
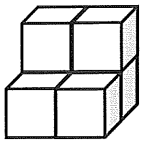
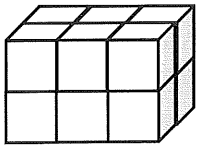
A. 

B. 

C. 

D. 

E. 

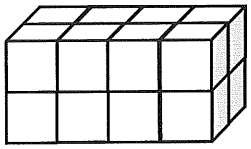
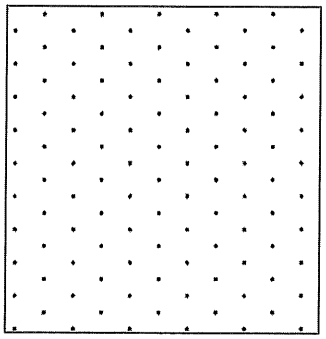
F. 

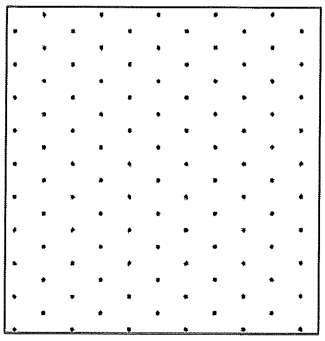
Figure	Volume	Explanation
A		
B		
C		
D		
E		
F		

2. Draw a figure with the given volume on the dot paper.

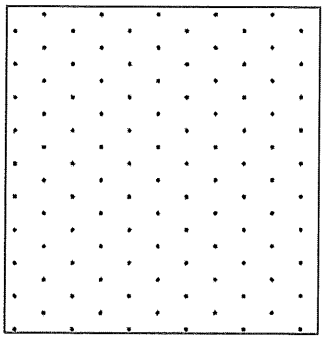
a. 3 cubic units



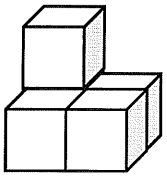
b. 6 cubic units



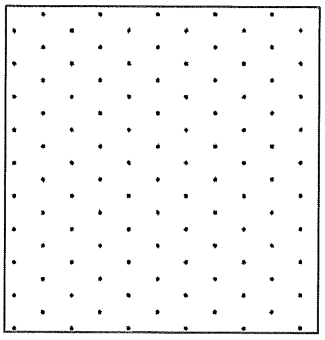
c. 12 cubic units

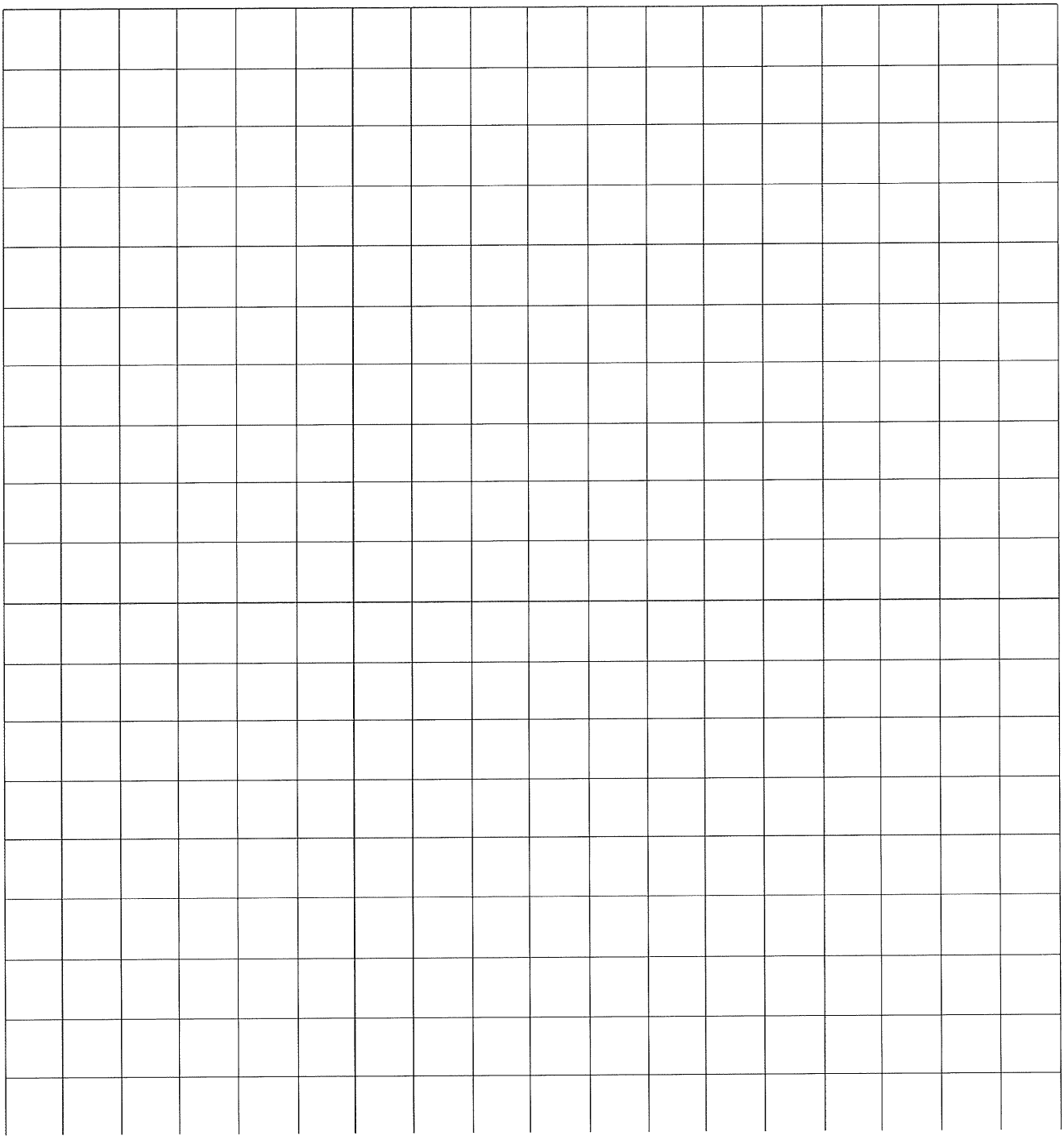


3. John built and drew a structure that has a volume of 5 cubic centimeters. His little brother tells him he made a mistake because he only drew 4 cubes. Help John explain to his brother why his drawing is accurate.

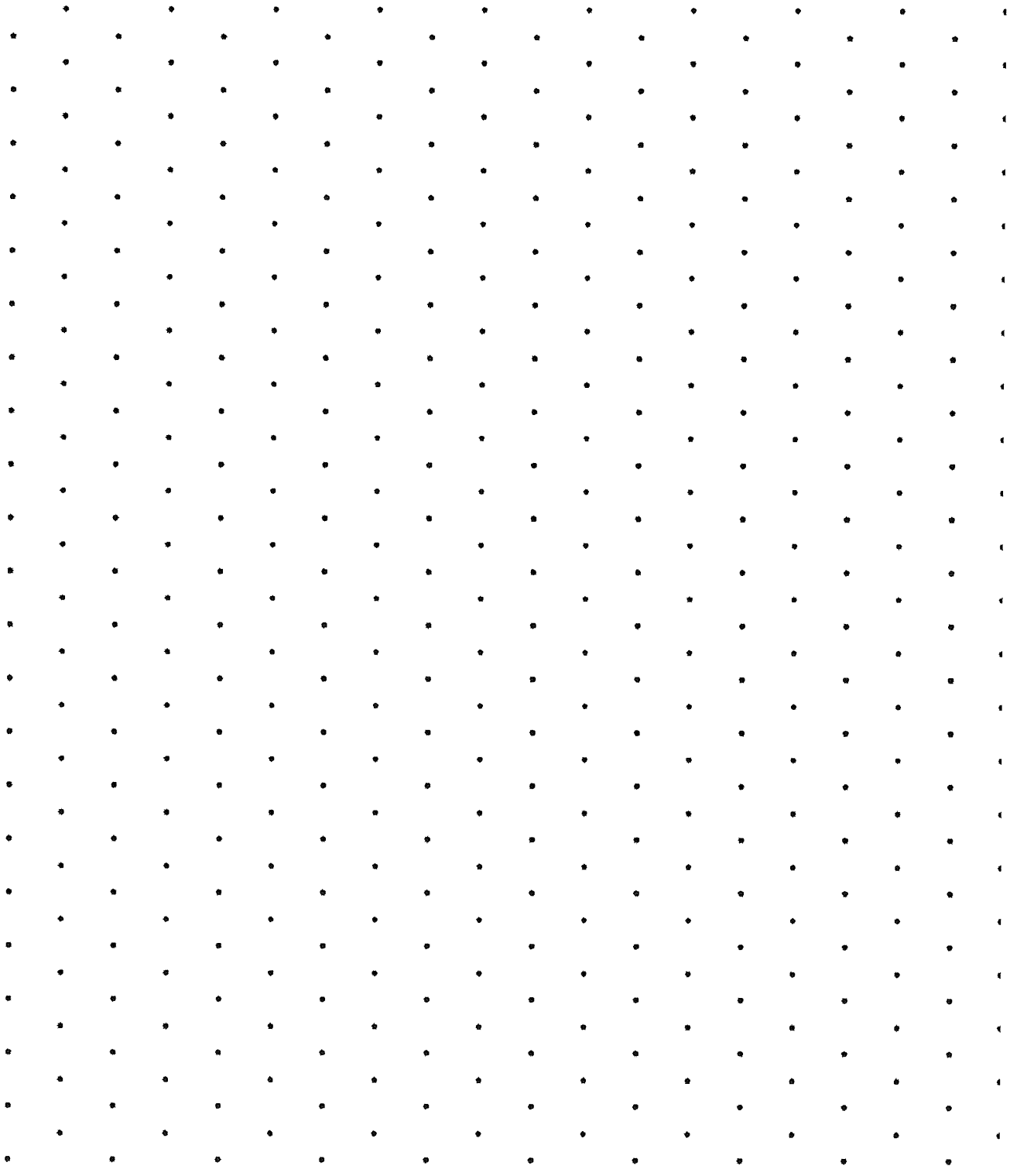


4. Draw another figure below that represents a structure with a volume of 5 cubic centimeters.





centimeter grid paper

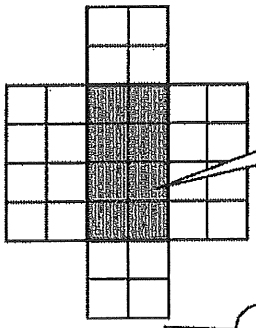


isometric dot paper

G5-M5-Lesson 2

1. Shade the following figures on centimeter grid paper. Cut and fold each to make 3 open boxes, taping them so they hold their shapes. Pack each box with cubes. Write how many cubes fill the box.

a.

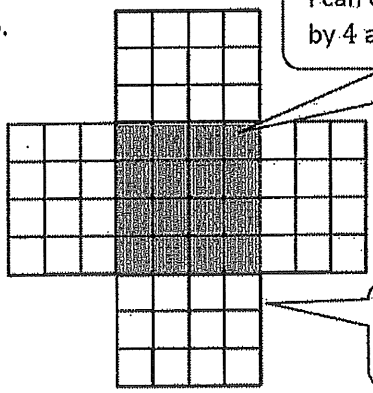


I can count the shaded area or the base. It would take 8 cubes to cover the base.

Number of cubes: 16

I can imagine folding all of the flaps up to form an open rectangular prism. There are 2 layers (top and bottom), so I can multiply $8 \times 2 = 16$.

b.



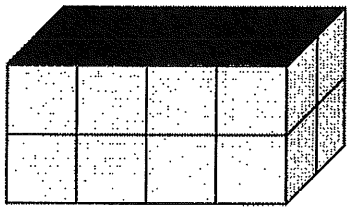
I can count the shaded area or the base. It is a 4 by 4 array, and $4 \times 4 = 16$.

Number of cubes: 48

I can imagine folding all of the flaps up to form an open rectangular prism. There are 3 layers, so I multiply $16 \times 3 = 48$.

2. How many centimeter cubes would fit in each box? Explain your answer using words and diagrams on the box. (The figures are not drawn to scale.)

a.



My prediction was accurate. It would take 16 cm cubes to fill the box.

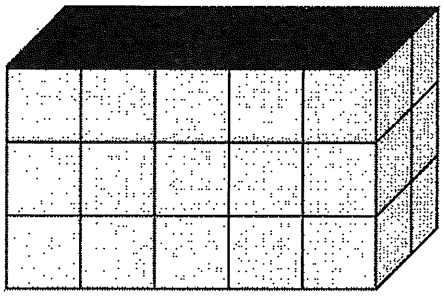
Prediction: *16 centimeter cubes*

Actual: *16 centimeter cubes*

There are 2 layers like layers of a cake (top and bottom). There are 8 cubes in each layer. $8 \times 2 = 16$

There are 2 layers: top and bottom. Each layer has 8 cubes, and 8 cubes $\times$ 2 = 16 cubes.

b.



This box looks like it might hold twice as many cubes as the first one, so my prediction is 32 cubes.

Prediction: *32 centimeter cubes*

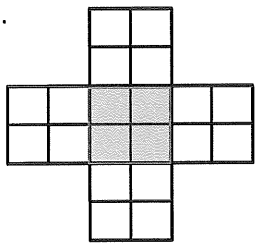
Actual: *30 centimeter cubes*

There are 3 layers: top, middle, and bottom.

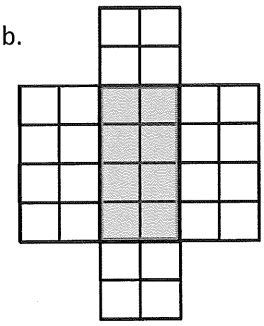
Each layer has 10 cubes, and 10 cubes $\times$ 3 = 30 cubes.

Name _____ Date _____

1. Shade the following figures on centimeter grid paper. Cut and fold each to make 3 open boxes, taping them so they hold their shapes. Pack each box with cubes. Write how many cubes fill the box.

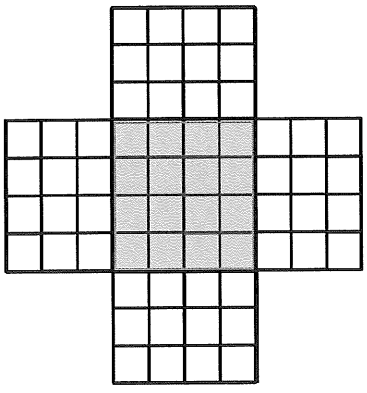
a. 

Number of cubes: _____

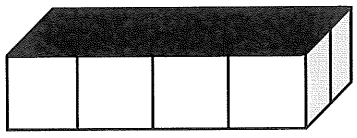
b. 

Number of cubes: _____

c. Number of cubes: _____

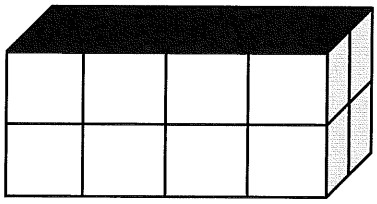


2. Predict how many centimeter cubes will fit in each box, and briefly explain your prediction. Use cubes to find the actual volume. (The figures are not drawn to scale.)

a. 

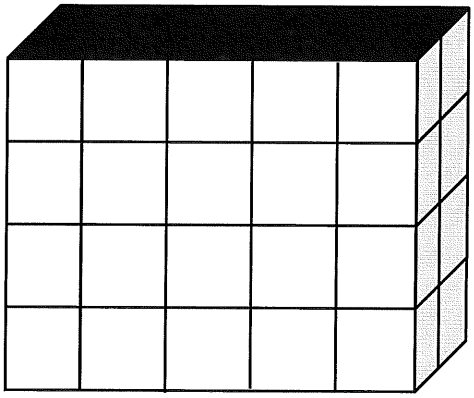
Prediction: _____

Actual: _____

b. 

Prediction: _____

Actual: _____

c. 

Prediction: _____

Actual: _____

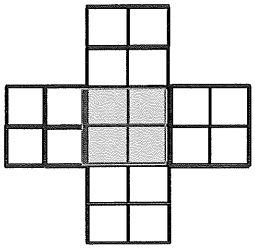
3. Cut out the net in the template, and fold it into a cube. Predict the number of 1-centimeter cubes that would be required to fill it. Test your prediction using as few cubes as possible. What did you discover?

Prediction: _____

What I discovered:

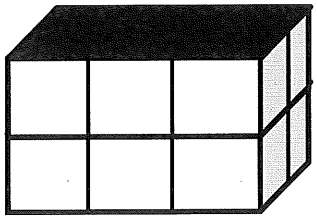
Name _____ Date _____

1. If this net were to be folded into a box, how many cubes would fill it?



Number of cubes: _____

2. Predict how many centimeter cubes will fit in the box, and briefly explain your prediction. Use cubes to find the actual volume. (The figure is not drawn to scale.)



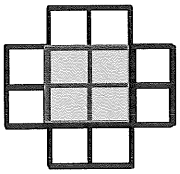
Prediction: _____

Actual: _____

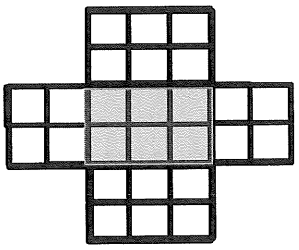
Name _____ Date _____

1. Make the following boxes on centimeter grid paper. Cut and fold each to make 3 open boxes, taping them so they hold their shapes. How many cubes would fill each box? Explain how you found the number.

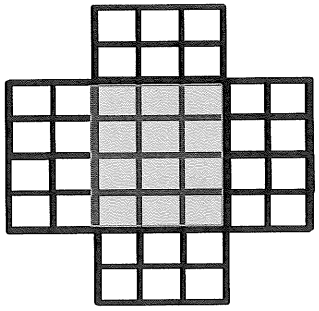
a. Number of cubes: _____



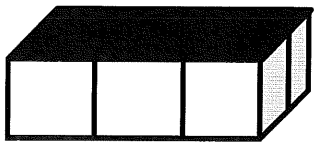
b. Number of cubes: _____



c. Number of cubes: _____

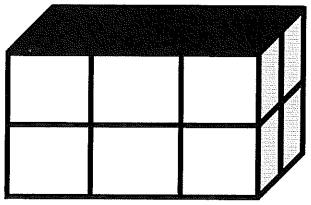


2. How many centimeter cubes would fit inside each box? Explain your answer using words and diagrams on the box. (The figures are not drawn to scale.)

a. 

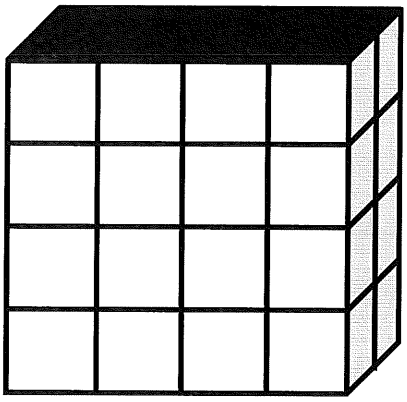
Number of cubes: _____

Explanation:

b. 

Number of cubes: _____

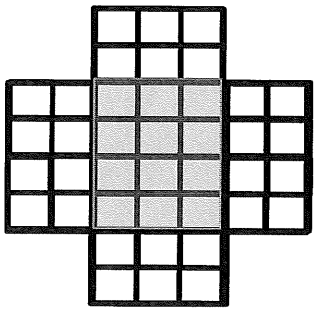
Explanation:

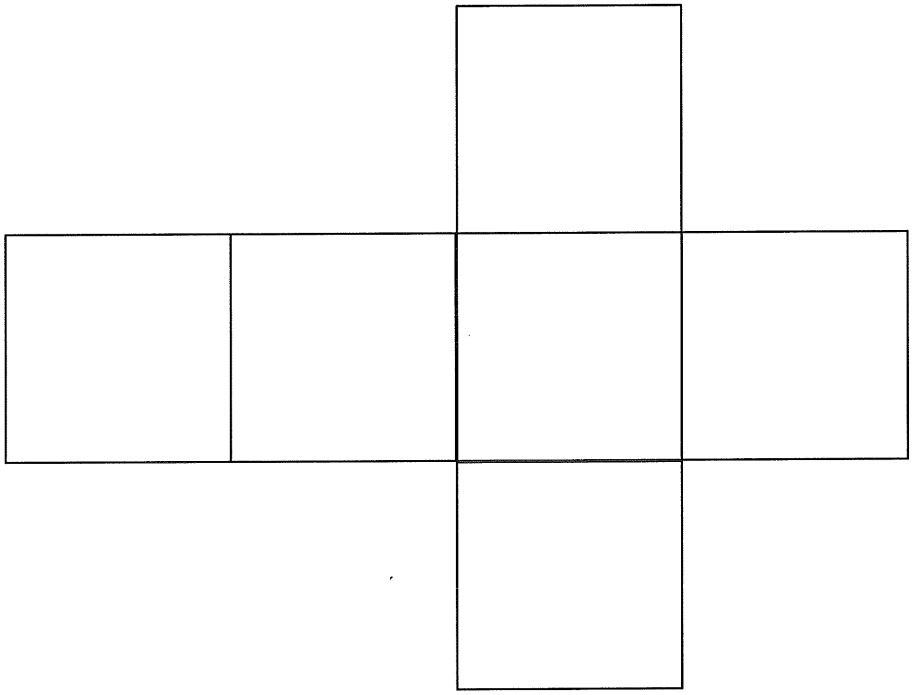
c. 

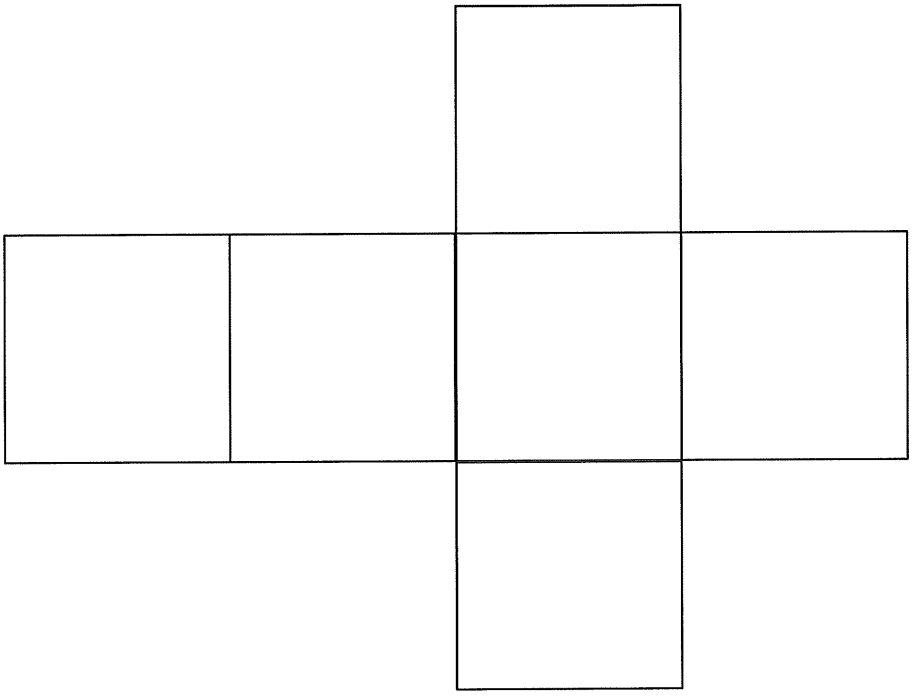
Number of cubes: _____

Explanation:

3. The box pattern below holds 24 1-centimeter cubes. Draw two different box patterns that would hold the same number of cubes.



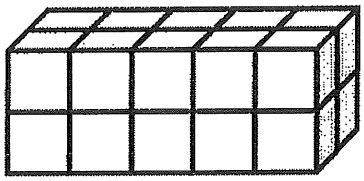




net

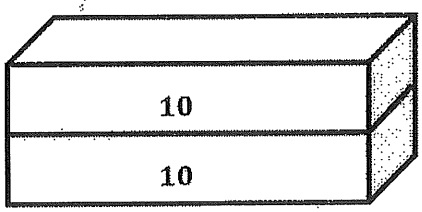
G5-M5-Lesson 3

1. Use the prisms to find the volume.
   - Build the rectangular prism pictured below to the left with your cubes, if necessary.
   - Decompose it into layers in three different ways, and show your thinking on the blank prisms.
   - Complete the missing information in the table.

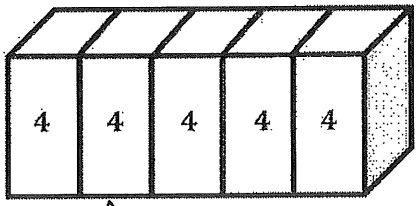


Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
2	10	20 cubic cm
5	4	20 cubic cm
2	10	20 cubic cm

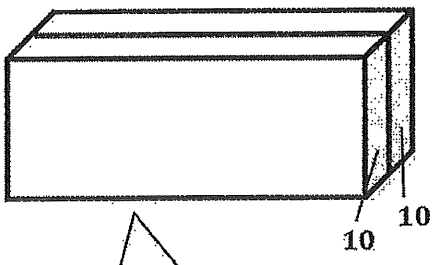
I can look at the rectangular prism above or the ones I cut below to help me record the information in the table.



I will cut it horizontally (top and bottom like layers in a cake). I have 2 layers, and there are 10 cubes in each layer.



I will cut it vertically (left to right like slices of bread). I have 5 layers, and there are 4 cubes in each layer.



I will cut it into 2 layers, front and back. There are 10 cubes in each layer.

I can visualize a prism that is 5 in × 5 in × 1 in. When looking at the prism from the top, it would look like a square since the length and the width are equal. The prism is also just one inch tall, so it looks like the bottom layer of a cake.

2. Joseph makes a rectangular prism 5 inches by 5 inches by 1 inch. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

To find the volume in 3 layers, I will multiply 3 times 25 in^3. The answer is 75 in^3.

Number of Layers	Volume	Explanation
3	$75\ in^3$	*1 layer:* $25\ in^3$ *3 layers:* $3 \times 25\ in^3 = 75\ in^3$
5	$125\ in^3$	*1 layer:* $25\ in^3$ *5 layers:* $5 \times 25\ in^3 = 125\ in^3$

To find the volume of 5 layers, I will multiply 5 times 25 in^3. The answer is 125 in^3.

A

Correct _____

Solve.

1	$\frac{1}{5} \times 2 =$		23	$\frac{5}{6} \times 12 =$	
2	$\frac{1}{5} \times 3 =$		24	$\frac{1}{3} \times 15 =$	
3	$\frac{1}{5} \times 4 =$		25	$\frac{2}{3} \times 15 =$	
4	$4 \times \frac{1}{5} =$		26	$15 \times \frac{2}{3} =$	
5	$\frac{1}{8} \times 3 =$		27	$\frac{1}{5} \times 15 =$	
6	$\frac{1}{8} \times 5 =$		28	$\frac{2}{5} \times 15 =$	
7	$\frac{1}{8} \times 7 =$		29	$\frac{4}{5} \times 15 =$	
8	$7 \times \frac{1}{8} =$		30	$\frac{3}{5} \times 15 =$	
9	$3 \times \frac{1}{10} =$		31	$15 \times \frac{3}{5} =$	
10	$7 \times \frac{1}{10} =$		32	$18 \times \frac{1}{6} =$	
11	$\frac{1}{10} \times 7 =$		33	$18 \times \frac{5}{6} =$	
12	$4 \div 2 =$		34	$\frac{5}{6} \times 18 =$	
13	$4 \times \frac{1}{2} =$		35	$24 \times \frac{1}{4} =$	
14	$6 \div 3 =$		36	$\frac{3}{4} \times 24 =$	
15	$\frac{1}{3} \times 6 =$		37	$32 \times \frac{1}{8} =$	
16	$10 \div 5 =$		38	$32 \times \frac{3}{8} =$	
17	$10 \times \frac{1}{5} =$		39	$\frac{5}{8} \times 32 =$	
18	$\frac{1}{3} \times 9 =$		40	$32 \times \frac{7}{8} =$	
19	$\frac{2}{3} \times 9 =$		41	$\frac{5}{9} \times 54 =$	
20	$\frac{1}{4} \times 8 =$		42	$63 \times \frac{7}{9} =$	
21	$\frac{3}{4} \times 8 =$		43	$56 \times \frac{3}{7} =$	
22	$\frac{1}{6} \times 12 =$		44	$\frac{6}{7} \times 49 =$	

B Improvement _____ # Correct _____

Solve.

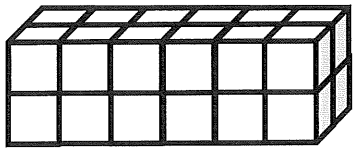
1	$\frac{1}{7} \times 2 =$		23	$\frac{3}{4} \times 8 =$	
2	$\frac{1}{7} \times 3 =$		24	$\frac{1}{5} \times 15 =$	
3	$\frac{1}{7} \times 4 =$		25	$\frac{2}{5} \times 15 =$	
4	$4 \times \frac{1}{7} =$		26	$\frac{4}{5} \times 15 =$	
5	$\frac{1}{10} \times 3 =$		27	$\frac{3}{5} \times 15 =$	
6	$\frac{1}{10} \times 7 =$		28	$15 \times \frac{3}{5} =$	
7	$\frac{1}{10} \times 9 =$		29	$\frac{1}{3} \times 15 =$	
8	$9 \times \frac{1}{10} =$		30	$\frac{2}{3} \times 15 =$	
9	$3 \times \frac{1}{8} =$		31	$15 \times \frac{2}{3} =$	
10	$5 \times \frac{1}{8} =$		32	$24 \times \frac{1}{6} =$	
11	$\frac{1}{8} \times 5 =$		33	$24 \times \frac{5}{6} =$	
12	$10 \div 5 =$		34	$\frac{5}{6} \times 24 =$	
13	$10 \times \frac{1}{5} =$		35	$20 \times \frac{1}{4} =$	
14	$9 \div 3 =$		36	$\frac{3}{4} \times 20 =$	
15	$\frac{1}{3} \times 9 =$		37	$24 \times \frac{1}{8} =$	
16	$10 \div 2 =$		38	$24 \times \frac{3}{8} =$	
17	$10 \times \frac{1}{2} =$		39	$\frac{5}{8} \times 24 =$	
18	$\frac{1}{3} \times 6 =$		40	$24 \times \frac{7}{8} =$	
19	$\frac{2}{3} \times 6 =$		41	$\frac{5}{9} \times 63 =$	
20	$\frac{1}{6} \times 12 =$		42	$54 \times \frac{7}{9} =$	
21	$\frac{5}{6} \times 12 =$		43	$49 \times \frac{3}{7} =$	
22	$\frac{1}{4} \times 8 =$		44	$\frac{6}{7} \times 56 =$	

Name _____ Date _____

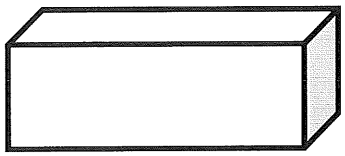
1. Use the prisms to find the volume.

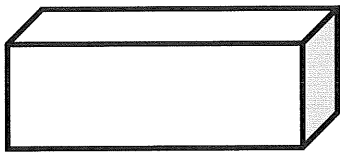
   - Build the rectangular prism pictured below to the left with your cubes, if necessary.
   - Decompose it into layers in three different ways, and show your thinking on the blank prisms.
   - Complete the missing information in the table.

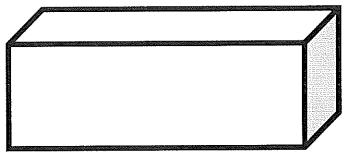
a.



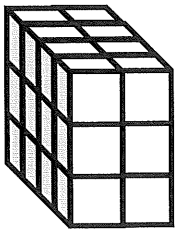
Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm



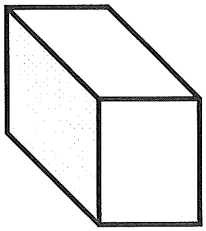


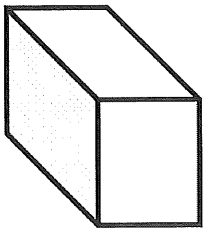


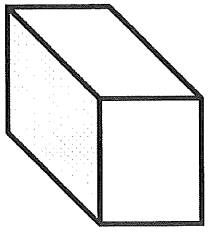
b.



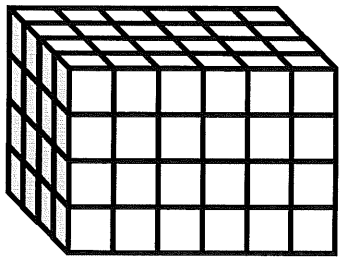
Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm







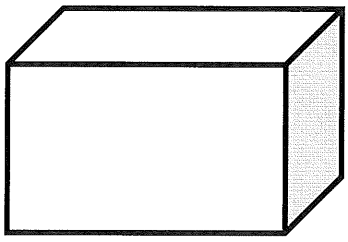
2. Josh and Jonah were finding the volume of the prism to the right. The boys agree that 4 layers can be added together to find the volume. Josh says that he can see on the end of the prism that each layer will have 16 cubes in it. Jonah says that each layer has 24 cubes in it. Who is right? Explain how you know using words, numbers, and/or pictures.



3. Marcos makes a prism 1 inch by 5 inches by 5 inches. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of Layers	Volume	Explanation
2		
4		
7		

4. Imagine the rectangular prism below is 6 meters long, 4 meters tall, and 2 meters wide. Draw horizontal lines to show how the prism could be decomposed into layers that are 1 meter in height.



It has _____ layers from bottom to top.

Each layer contains _____ cubic units.

The volume of this prism is _____.

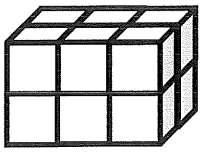
Name _____ Date _____

1. Use unit cubes to build the figure to the right and fill in the missing information.

   Number of layers: _____

   Number of cubes in each layer: _____

   Volume: _____ cubic centimeters

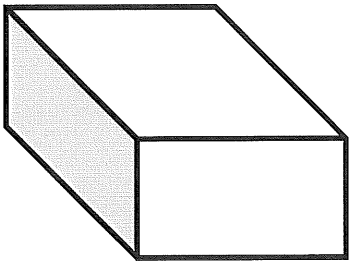


2. This prism measures 3 units by 4 units by 2 units. Draw the layers as indicated.

   Number of layers: 4

   Number of cubic units in each layer: 6

   Volume: _____ cubic centimeters



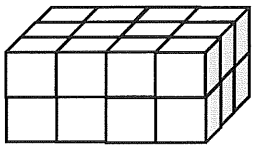
Name _____ Date _____

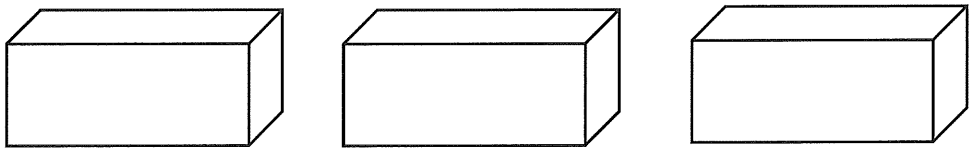
1. Use the prisms to find the volume.

- The rectangular prisms pictured below were constructed with 1 cm cubes.
- Decompose each prism into layers in three different ways, and show your thinking on the blank prisms.
- Complete each table.

a.

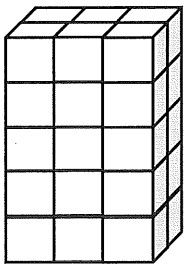
Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm

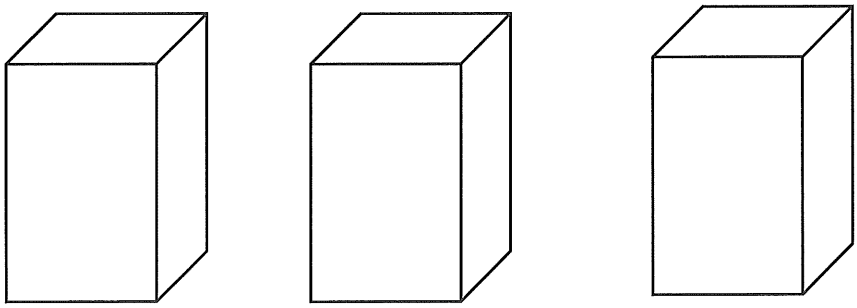




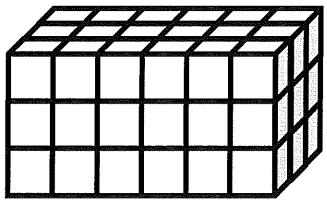
b.

Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm





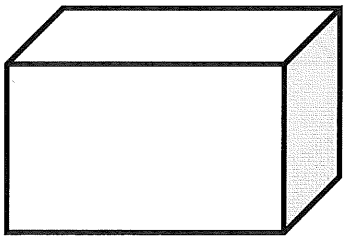
2. Stephen and Chelsea want to increase the volume of this prism by 72 cubic centimeters. Chelsea wants to add eight layers, and Stephen says they only need to add four layers. Their teacher tells them they are both correct. Explain how this is possible.



3. Juliana makes a prism 4 inches across and 4 inches wide but only 1 inch tall. She then decides to create layers equal to her first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of Layers	Volume	Explanation
3		
5		
7		

4. Imagine the rectangular prism below is 4 meters long, 3 meters tall, and 2 meters wide. Draw horizontal lines to show how the prism could be decomposed into layers that are 1 meter in height.



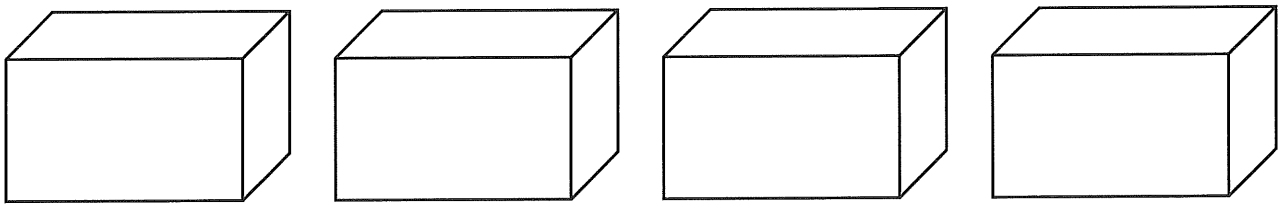
It has _____ layers from left to right.

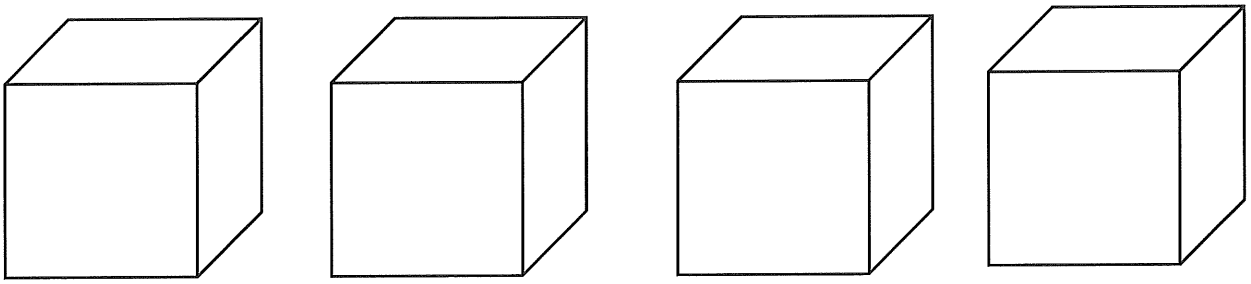
Each layer contains _____ cubic units.

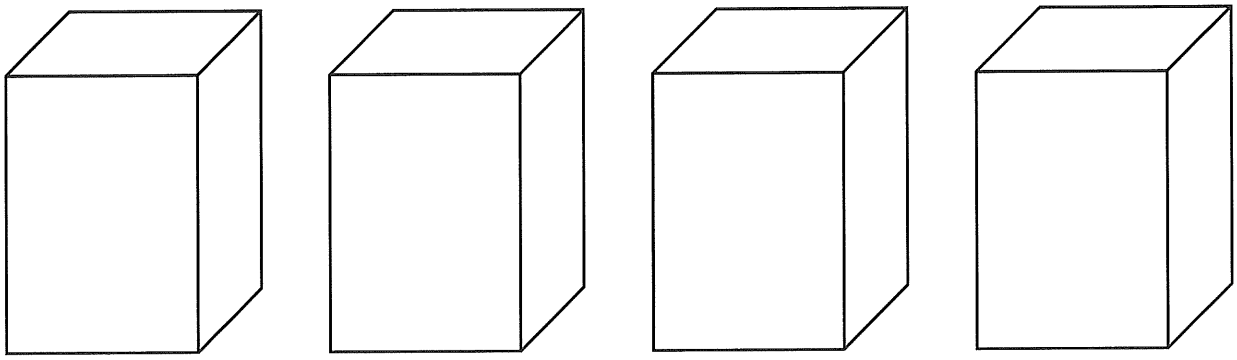
The volume of this prism is _____.

Name _____ Date _____

Use these rectangular prisms to record the layers that you count.







rectangular prism recording sheet

Let's Practice!

Name: _____

You are a personal emotion trainer. You help keep your clients' emotions in tip-top shape! Today you are helping an adult family member work on managing anxiety.

First, complete the anxiety fitness form below with your adult. Then practice managing anxiety using some of the Ways to Calm Down. You and your adult will be in super emotion shape in no time!

Anxiety Fitness Form
Situations in which I feel anxiety:

Student: _____

Adult: _____

The physical signs of anxiety I experience (check all that apply):

Student's	Adult's	Sign	Student's	Adult's	Sign
☐	☐	Stomach hurts	☐	☐	Mind races
☐	☐	Head hurts	☐	☐	Can't focus
☐	☐	Feel warm	☐	☐	Muscles feel tense
☐	☐	Feel cold	☐	☐	Sweat
☐	☐	Shaky	☐	☐	Think negative thoughts

What do you do to feel better when you're feeling anxious?

Student: _____

Adult: _____

The following are Ways to Calm Down to use after you've stopped and named your feeling when you're feeling anxious. Choose one or more to practice together:

Breathe. Practice deep, centered breathing as done in class.

Count. Count backward from ten (or by twos or threes—or however you'd like).

Use positive self-talk. What is something positive you can say to yourself when you're feeling anxious?

_____

This homework assignment was completed on _____
(DATE) (ADULT SIGNATURE)

Name: _____

Your muscles are tense. You're starting to feel queasy. You want to scream! What's going on? Are you sick? No! You're just feeling frustrated. When you're doing something difficult, or trying to master something new, it's common to feel frustrated.

With an adult family member, answer the questions about frustration below. Thinking about the situations in which you feel frustration, then coming up with ways to calm down when you do, will help you handle frustration before it handles you!

Student: I feel frustrated when: _____

_____

_____

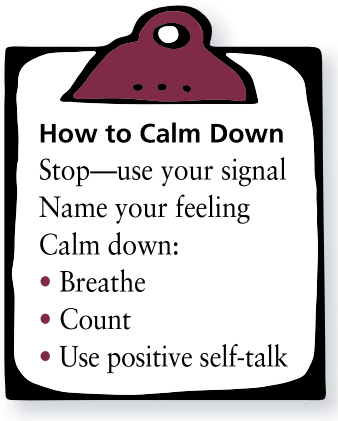
Adult: I feel frustrated when: _____

_____

_____

When I feel frustrated I calm down by (check all that apply):

Student	Adult	How to Calm Down
☐	☐	Using deep, centered breathing
☐	☐	Counting
☐	☐	Using positive self-talk
☐	☐	Walking away
☐	☐	Taking a break
☐	☐	Other:



Student: The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

_____

Adult: The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

_____

This homework assignment was completed on _____

(DATE) (ADULT SIGNATURE)

second STEP
Problem-Solving Steps Flowchart for Families

WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

second STEP® Problem-Solving Steps Flowchart for Families

Say the Problem:
Write a problem statement using non-blaming words.

Think of Solutions:
Think of three solutions that are safe and respectful.

1

2

3

Explore the Consequences:
Think of one positive and one negative consequence for each solution

+	+	+
−	−	−

Pick the Best Solution