Incoming 5th Grade Expectations
Pine View School
2014-2015

All items should be completed by first day of Grade 5; Monday, August 18, 2014:

1. Read:
   - **Love That Dog**, by Sharon Creech **AND** **The Watsons Go To Birmingham**, by Christopher Paul Curtis.
2. Complete:
   - **Primary Document Exploration** (Read the attached primary document and answer the corresponding questions)
3. Be prepared to read and **write in cursive** using correct grammar skills.
4. Locate and identify **states**, **capitals**, and **United States Territories** on a map. (SS.5.G.1.6) See attached maps.
5. **MATH Summer Solving Packet:** *Read* the attached directions and complete the attached packet

Primary Source Exploration

A **primary source** is an original document, picture, photograph, or other artifact that provides first hand testimony of a particular event. Primary sources are used to determine the reliability of sources and consider the authenticity of historical events.

The following primary source is Birmingham, Alabama's Racial Segregation Ordinances approved on September 19, 1950. An ordinance is a law. As you read, think about how these laws influenced events as depicted by Christopher Paul Curtis in *The Watsons Go to Birmingham, 1963*. Then answer the questions below.

1. Name at least three activities that are outlawed by these ordinances.
   Activity 1:

   _____

   Activity 2:

   _____

   Activity 3:

   _____
2. Why do you think the Birmingham Commission felt it was necessary to write these laws?

   _____

   _____
3. Describe one event in *The Watsons Go to Birmingham, 1963* that was involved one of these ordinances. Do you think Christopher Paul Curtis used knowledge of these ordinances in his novel? Why or why not?

   _____

   _____

   _____

   _____

   _____
4. Did this primary source enhance or change your understanding of both fictional and historical events from the book? Why or why not?

   _____

   _____

   _____
5. What question(S) do you have about the ordinances?

   _____

   _____

BIRMINGHAM'S RACIAL SEGREGATION ORDINANCES

The following is an excerpt from the original city ordinances for the city of Birmingham. The ordinances are posted in the Institute's Barriers Gallery.

SECTION 369. SEPARATION OF RACES.

It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.

SECTION 597. NEGROES AND WHITE PERSONS NOT TO PLAY TOGETHER.

It shall be unlawful for a negro and a white person to play together or in company with each other in any game of cards or dice, dominoes or checkers.

Any person, who being the owner, proprietor or keeper or superintendent, of any tavern, inn, restaurant or other public house or public place, or the clerk, servant or employee or such owner, proprietor, keeper or superintendent, knowingly permits a negro and a white person to play together or in company with each other at any game with cards, dice, dominoes or checkers, in his house or on his premises shall, on conviction, be punished as provided in section 4.

ORDINANCE 798-F

An Ordinance To Amend Section 597 Of The General Code Of The City Of Birmingham Of 1944.

Be It Ordained by the Commission of the City of Birmingham that Section 597 of the General Code of the City of Birmingham of 1944 be, and said section is, amended so as to read as follows:

S.E.C. 597 Negroes and White Persons Not To Play Together

It shall be unlawful for a Negro and a white person to play together or in company with each other in any game of cards, dice, dominoes, checkers, baseball, softball, football, basketball or similar games.

Any person, who being the owner, proprietor or keeper or superintendent of any tavern, inn, restaurant, ballfield, stadium or other public house or public place, or the clerk, servant or employee of such owner, proprietor, keeper, or superintendent, knowingly permits a Negro and a white person to play together or in company with each other, at any game with a baseball, softball, basketball or other ball, in his house or on his premises or in a house or on premises under his charge, supervision or control, shall, on conviction, be punished as provided in Section 4.

Approved Sept. 19, 1950
A true copy,

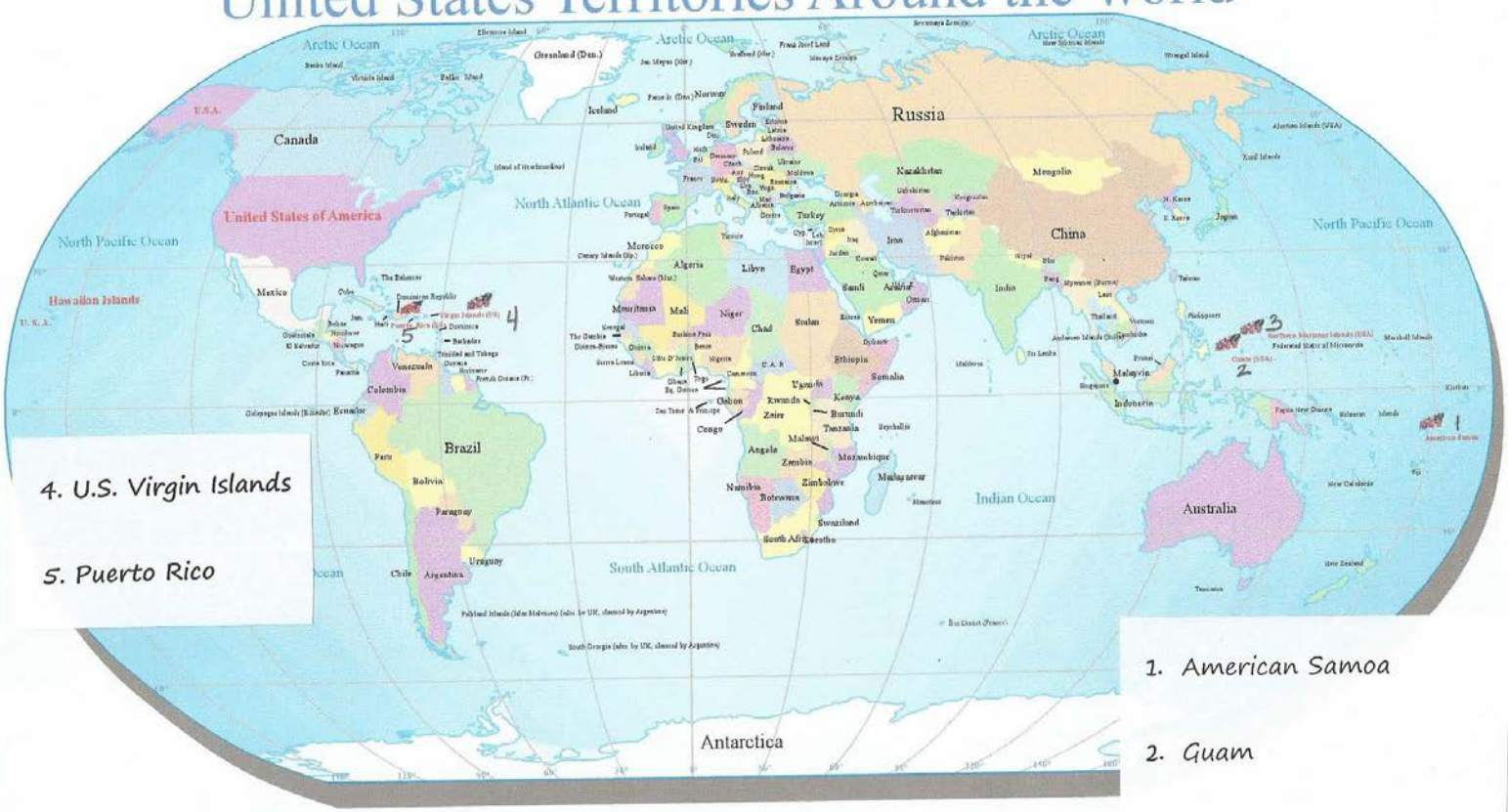
Post-Herald, Sept 21, 1950

Territories of the United States

See americathebeautiful.com/territories.html for a higher resolution and downloadable PDF.

AmericaTheBeautiful.com

United States Territories Around the World



4. U.S. Virgin Islands

5. Puerto Rico

1. American Samoa

2. Guam

3. Northern Mariana Islands

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Where We Are

STATES AND CAPITALS

U.S. Department of the Interior
U.S. Geological Survey

The **National Atlas** of the United States of America®

states_capitals2.pdf INTERIOR-GEOLOGICAL SURVEY, RESTON, VIRGINIA-2003

Pine View School 2014 5th Grade Summer Solving Packet

Congratulations 5th grade students! We want you to keep your computation skills sharp over the long summer. Continue to practice your basic facts for improved speed and accuracy. We will be assessing these fact skills the first week of school. In addition to fact practice, we have chosen several review worksheets with short tutorials, for you to complete over the summer.

Please print a copy of the packet. **Be sure to show all your work and include it with this packet**. All work should be neat and include page number and problem numbers in order. To keep your math facts sharp***, no calculators are allowed***! Do not try to complete this packet in the last days before school. In order for you to achieve the most from this experience, do a few problems from different pages every day.

This assignment is mandatory for all incoming 5th grade students. Please three-hole punch the pages and assemble into a three pong pocket folder in the correct order. **The completed packet is due on the second day of school, Tuesday August 19, 2014**. Students will be assessed on the mastery of these basic skills within the first two weeks of school. Happy Solving!

Name _____ Class _____ Date _____

Review 104

Adding and Subtracting Decimals

Add 3.19 + 6.098 + 2.67.

① Round to estimate.

$$\begin{array}{rcr} 3.19 & \rightarrow & 3 \\ 6.098 & \rightarrow & 6 \\ \underline{+\ 26.7} & \rightarrow & \underline{+\ 27} \\ & & 36 \end{array}$$

② Line up the decimal points.

$$\begin{array}{r} 3.19 \\ 6.098 \\ \underline{+\ 26.700} \end{array}$$

③ Add zeros. Then add.

$$\begin{array}{r} 3.190 \\ 6.098 \\ \underline{+\ 26.700} \\ 35.988 \end{array}$$

Compare to make sure your answer is reasonable: 35.988 is close to 36.

Subtract 8.7 − 4.97.

① Round to estimate.

$$\begin{array}{rcr} 8.7 & \rightarrow & 9 \\ \underline{-\ 4.97} & \rightarrow & \underline{-\ 5} \\ & & 4 \end{array}$$

② Line up the decimal points.

$$\begin{array}{r} 8.7 \\ \underline{-\ 4.97} \end{array}$$

③ Add zeros. Then subtract.

$$\begin{array}{r} 8.70 \\ \underline{-\ 4.97} \\ 3.73 \end{array}$$

Compare to make sure your answer is reasonable: 3.73 is close to 4.

Estimate first. Then find each sum or difference.

1. $\begin{array}{r} 46.2 \\ \underline{-\ 34.09} \end{array}$

2. $\begin{array}{r} 3.31 \\ \underline{+\ 9.075} \end{array}$

3. $\begin{array}{r} 9.06 \\ \underline{-\ 7.2} \end{array}$

4. $\begin{array}{r} 84.32 \\ \underline{+\ 6.94} \end{array}$

5. $\begin{array}{r} 8.037 \\ \underline{+\ 1.9} \end{array}$

6. $\begin{array}{r} 10.6 \\ \underline{-\ 4.59} \end{array}$

Find each sum or difference.

7. 4.102 + 7.7 _____

8. 5.4 − 1.6 _____

9. 7.09 + 4.3 + 20.1 _____

10. 0.392 − 0.26 _____

11. 15.64 − 8.5 _____

12. 8.709 + 3.2 _____

13. 6 + 0.497 _____

14. 95.1 + 6 _____

15. 0.004 − 0.0005 _____

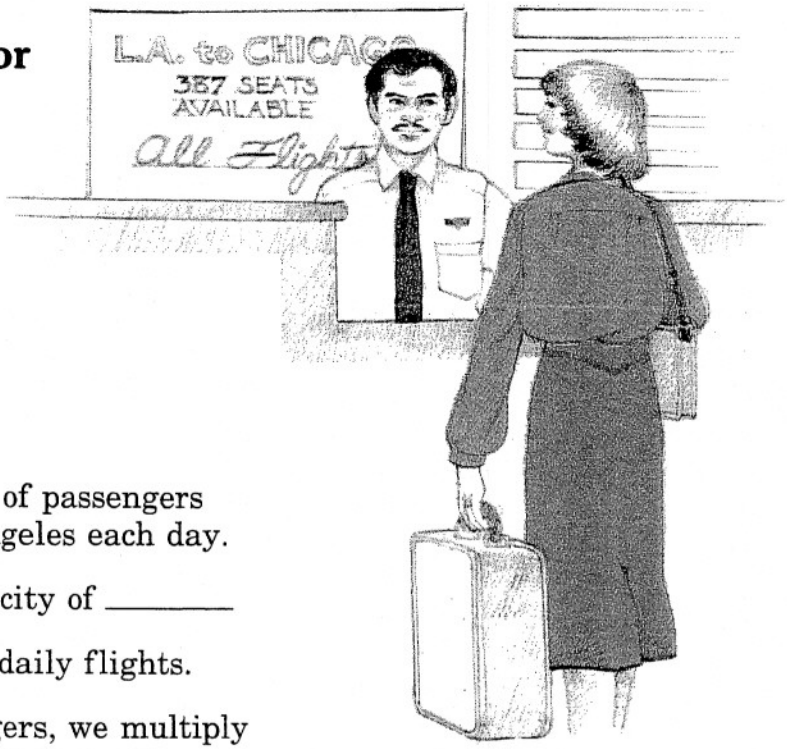
16. 0.2408 − 0.051 _____

17. 0.36 + 4.7 + 6 _____

18. 5.306 − 0.78 _____

Multiplying by a 2-digit Factor

Jumbo jets make 26 daily flights between Los Angeles and Chicago. If all the seats are occupied on each flight, how many passengers fly between the two cities each day?



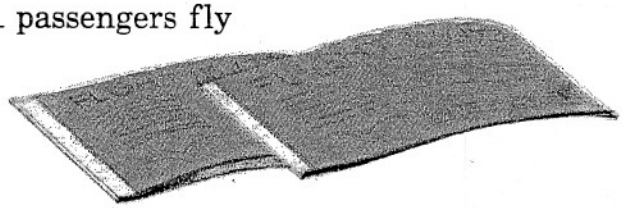
We want to know the total number of passengers flying between Chicago and Los Angeles each day.

We know each jumbo jet has a capacity of _____ passengers, and there are _____ daily flights.

To find the total number of passengers, we multiply the number of passengers on each flight by the number of flights. We multiply _____ by _____.

Multiply by ones.	Multiply by tens.	Add the products.
5 4 3 8 7 × 2 6 2 3 2 2 ← 6 × 387	1 1 3 8 7 × 2 6 2 3 2 2 7 7 4 0 ← 20 × 387	3 8 7 × 2 6 2 3 2 2 ← 6 × 387 7 7 4 0 ← 20 × 387 1 0,0 6 2 ← 26 × 387

If all the seats are occupied, _____ passengers fly between the two cities.



Getting Started

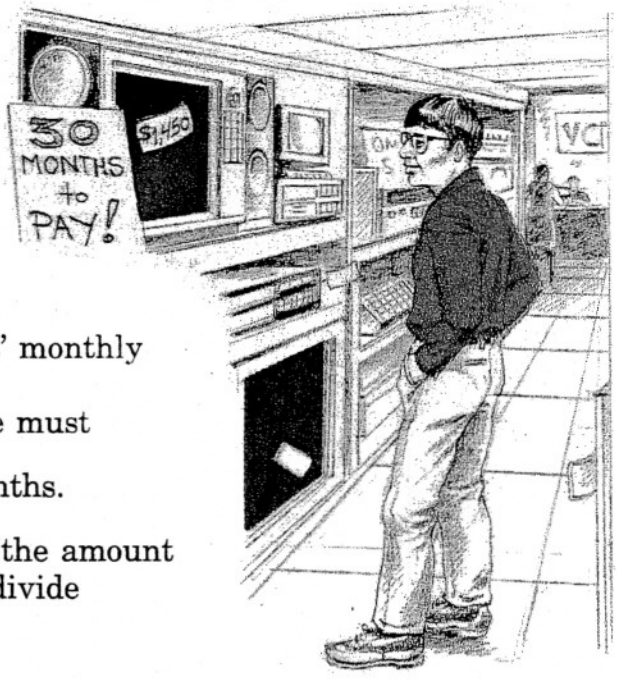
Multiply.

1. 57 × 34	**2.** 80 × 47	**3.** 309 × 74	**4.** $4.80 × 68
5. 3,724 × 53	**6.** 6,839 × 72	**7.** 4,786 × 29	**8.** $137.12 × 28

Copy and multiply.

9. 37 × 428 **10.** 46 × $9.51 **11.** 29 × 53,267

Dividing by Multiples of 10



Mr. Ellis bought an entertainment system for $1,450. He paid $100 down, and promised to pay the balance in 30 months. How much will Mr. Ellis pay each month?

We want to know the amount of Mr. Ellis' monthly payments.
We know that after his down payment, he must

pay a balance of _____ in _____ months.

To find the monthly payments, we divide the amount to be paid by the number of months. We divide

_____ by _____.

Divide the thousands. $30 > 1$	Divide the hundreds. $30 > 13$	Divide the tens.	Divide the ones.
$30\overline{)\$1,350}$	$30\overline{)\$1,350}$	$\begin{array}{r} 4 \\ 30\overline{)\$1,350} \\ 120 \\ \hline 15 \end{array}$	$\begin{array}{r} \$45 \\ 30\overline{)\$1,350} \\ 120\downarrow \\ \hline 150 \\ 150 \\ \hline 0 \end{array}$

✔ Remember, the partial dividend must be larger than the divisor for a division to take place.

Mr. Ellis will pay _____ each month.

Getting Started

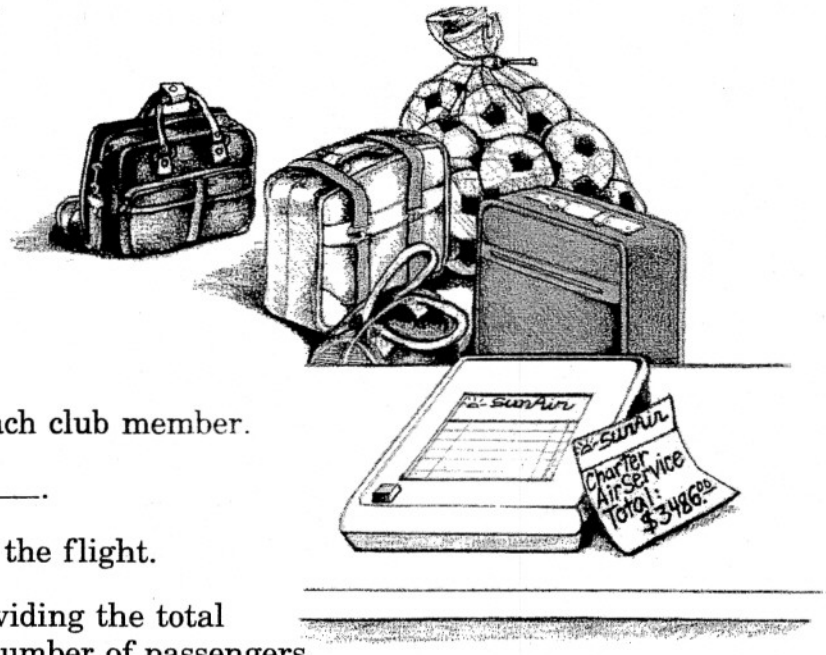
Divide and check.

1. $40\overline{)4,659}$
2. $50\overline{)3,675}$
3. $30\overline{)\$90.60}$
4. $70\overline{)21,657}$
5. $90\overline{)75,075}$
6. $60\overline{)720,486}$

Copy and divide.

7. $37,968 \div 80$
8. $\$114.40 \div 20$
9. $293,680 \div 70$

Dividing, 2-digit Quotients



The Sunnyvale Soccer Club was invited to the national play-offs. The entire 42-member club signed up for the charter flight. What is the airfare for each person?

We want to find the airfare for each club member.

The charter air flight costs _____.

There were _____ members on the flight.

We find the per-person cost by dividing the total cost of the charter flight by the number of passengers.

We divide _____ by _____.

Decide where to start.

$42\overline{)3,486}$

$42 > 3$ Not enough thousands
$42 > 34$ Not enough hundreds
Start with 348 tens.

Divide the tens.
How many 40's in 348?
About 8

$$\begin{array}{r} 8 \\ 42\overline{)\$3,486} \\ 336 \\ \hline 12 \end{array}$$

Divide the ones.
How many 40's in 126?
About 3

$$\begin{array}{r} \$83 \\ 42\overline{)\$3,486} \\ 336 \\ \hline 126 \\ 126 \\ \hline 0 \end{array}$$

Each person pays _____.

Getting Started

Divide and check.

1. $38\overline{)874}$
2. $32\overline{)\$2,656}$
3. $68\overline{)1,632}$
4. $67\overline{)1,541}$
5. $58\overline{)2,523}$
6. $94\overline{)3,111}$

Copy and divide.

7. $1,345 \div 15$
8. $5,470 \div 82$
9. $2,706 \div 33$
10. $143 \div 15$
11. $\$1,505 \div 43$
12. $392 \div 24$

Name _____ Class _____ Date _____

Review 31

Fractions With Unlike Denominators

To add or subtract fractions with unlike denominators, you can use equivalent fractions.

Find $\frac{5}{6} + \frac{1}{2}$.

① Find the least common denominator of 6 and 2.

The LCD is 6.

② Write equivalent fractions using the LCD.

$\frac{5}{6} = \frac{5}{6}$ $\frac{1}{2} = \frac{1 \times 3}{2 \times 3} = \frac{3}{6}$

③ Add. Write the sum in simplest form.

$$\frac{5}{6} + \frac{1}{2} = \frac{5}{6} + \frac{3}{6}$$
$$= \frac{5+3}{6}$$
$$= \frac{8}{6}$$
$$= \frac{4}{3}$$
$$= 1\frac{1}{3}$$

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

Find $\frac{4}{5} - \frac{1}{3}$.

① Find the least common denominator of 5 and 3.

The LCD is 15.

② Write equivalent fractions using the LCD.

$\frac{4}{5} = \frac{4 \times 3}{5 \times 3} = \frac{12}{15}$ $\frac{1}{3} = \frac{1 \times 5}{3 \times 5} = \frac{5}{15}$

③ Subtract. Write the difference in simplest form.

$$\frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15}$$
$$= \frac{12-5}{15}$$
$$= \frac{7}{15}$$

$\frac{4}{5} - \frac{1}{3} = \frac{7}{15}$

Find each sum or difference.

1. $\frac{1}{2} + \frac{3}{4}$ _____
2. $\frac{11}{16} - \frac{5}{16}$ _____
3. $\frac{1}{6} + \frac{1}{3}$ _____
4. $\frac{7}{8} - \frac{1}{2}$ _____
5. $\frac{9}{10} + \frac{1}{2}$ _____
6. $\frac{2}{3} + \frac{5}{9}$ _____
7. $\frac{1}{2} + \frac{7}{10}$ _____
8. $\frac{3}{4} - \frac{5}{12}$ _____
9. $\frac{5}{8} + \frac{1}{4}$ _____
10. $\frac{15}{16} - \frac{1}{4}$ _____
11. $\frac{7}{12} - \frac{1}{3}$ _____
12. $\frac{5}{6} + \frac{1}{3}$ _____
13. $\frac{7}{8} - \frac{1}{4}$ _____
14. $\frac{3}{5} + \frac{1}{6}$ _____
15. $\frac{1}{12} + \frac{1}{10}$ _____
16. $\frac{7}{8} - \frac{3}{10}$ _____
17. $\frac{2}{6} + \frac{3}{4}$ _____
18. $\frac{3}{8} - \frac{1}{3}$ _____
19. $\frac{5}{8} + \frac{2}{3}$ _____
20. $\frac{3}{5} - \frac{1}{2}$ _____
21. $\frac{1}{8} + \frac{1}{5}$ _____
22. $\frac{7}{10} - \frac{3}{5}$ _____
23. $\frac{9}{10} - \frac{1}{2}$ _____
24. $\frac{1}{10} + \frac{4}{5}$ _____