

Name _____

Read the passage. Use the summarizing strategy to help you understand what you are reading.

Books for Victory

12 As Carlos shivered on the snowy porch, he noticed a drooping banner
 24 in the front window. "Happy New Year 1943!" it said. "Huh, they
 37 could've taken that down by now," he thought as he pressed the doorbell
 50 once more. "Hurry up," he muttered. "I'm turning blue out here." As he
 64 waited for his neighbor to answer the door, Carlos blew on his hands to
 77 warm them. Glancing at his wagon piled with books, he thought back to
 91 last year and the reason he was out here again collecting for the Victory
 91 Book Campaign.

93 His brother Tomás had been in the army and stationed at a military
 106 camp across the country. Carlos had missed Tomás and looked forward
 117 to his letters. Carlos knew one of those letters by heart. "There's nothing
 130 new to tell you," Tomás had written. "We still train and drill every day.
 144 When we're not training and drilling there's not much to do. I wish I had
 159 something good to read."

163 Carlos had felt bad for Tomás. He wondered how he could help him.
 176 The next day, in morning assembly, Principal Ramírez told the students
 187 about the Victory Book Campaign. All over Oregon and the rest of the
 200 country, people were collecting books to send to soldiers, sailors, and
 211 others fighting in the war.

216 Principal Ramírez added that the campaign needed volunteers. As soon
 226 as he said that, hands shot up all over the auditorium.

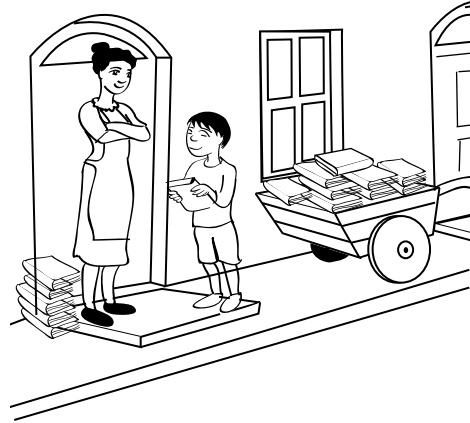
237 Carlos had promised himself he would collect as many books as
 248 he possibly could and during the following month he took his wagon
 260 throughout the neighborhood. At each house he explained the campaign
 270 and asked people to donate books. In its first year, the campaign had lasted
 284 from January to November. It had been an outstanding success. By the
 296 time it was over, people across the country had donated more than eleven
 309 million books.

Name _____

As Mrs. Wright opened the door, Carlos was pulled out of the past and back to the present. Only a few seconds had passed, even though he'd been thinking of a period lasting several months.

"I know just why you're here," Mrs. Wright smiled. "I looked all over the house and I have quite a large stack of books. What kind of books are you looking for this year?"

"We'd like fiction," Carlos answered. "Adventure stories, westerns, mysteries, and detective stories would be good. We also want nonfiction. But I hear that those books should be published after 1935, so they'll be up-to-date."



Carlos had promised himself he would collect as many books as he could.

Mrs. Wright pointed to a tall stack of books by the door. "Good. I think these will all be suitable then," she said. "You know, I'm reading some new novels right now. When will you be by again?"

"I'll be back in a few weeks," Carlos replied as he gathered up the stack of books. "We'll be collecting for a couple more months."

"That's great," Mrs. Wright nodded. "My daughter Grace will be home from college next weekend. I'll ask her to go through her books and see what she'd like to donate."

As he walked to his wagon, Carlos called back, "That's terrific, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books*. I'm sure Grace's books will be good ones, too. Thanks so much for these!"

Carlos and Mrs. Wright waved at each other and he set off for his next stop: the library. There, volunteers would sort through what Carlos and others had brought in. Then large collection centers would ship the books to people in military camps and overseas.

He was still chilled, but Carlos felt proud. He was too young to join the army, like Tomás. He couldn't work in a defense factory, like his parents. But, by collecting books, he and his classmates were making a contribution. Best of all, they were helping his brother Tomás and others fighting for their country.

Name _____

A. Reread the passage and answer the questions.

1. How does Carlos feel when he hears about the Victory Book Campaign?

2. Why does he feel that way?

3. What does Carlos learn from his experience? What might be the theme, or message, of this story?

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

The Scrap Drive

Alice watched the young girl drop the bottle into the recycle bin. She remembered how she had started recycling when she was the girl's age. During World War II, everything was rationed, and people needed to recycle. She recalled how schools in her city had a Scrap Drive contest every month and collected paper, metal, rubber, and fabric. One day she had asked her father, "Dad, how can I help my school win the contest?"

"That old, bald tire in the garage might help," Dad had said. "A rubber tire can be reused to make 20 pairs of boots."

Alice and her dad had found the tire and started to roll it to the collection center at the bottom of the hill. The tire slipped from Dad's grasp and rolled downhill. "Stop that tire!" Dad had shouted. They raced after the tire, but it had crashed into the collection center building. Alice smiled to herself and remembered how proud she had felt when her school had won the contest that month.

Answer the questions about the text.

1. How do you know this text is historical fiction?

2. A flashback is a scene from the past that interrupts a story. What sentence tells that a flashback is coming?

3. What two time clues signal that this takes place in the past?

Name _____

Read the sentences below and circle the correct word to complete each one. Underline the context clues that help you figure out which word to use. Then use that word in a new sentence.

1. This morning the wind _____ so hard that I nearly fell over. **blew** **blue**

2. I thought I _____ all the answers to her questions. **knew** **new**

3. I didn't recognize you when we _____ on the street. **passed** **past**

4. Call your dog to come _____ now. **hear** **here**

5. He seems like a nice person and a good friend, _____. **to** **too**

Name _____

A. Add the word parts to create a word with a Greek root. Write the word on the line. Then circle the word below that has the same Greek root.

1. tele + vision = _____

automated telegram asteroid

2. auto + mobile = _____

disaster automatic microwave

3. photo + genic = _____

philosophy telephoto program

4. homo + phone = _____

phonics mechanic psychic

5. para + graph = _____

videophone invite graphic

B. Read each sentence. Replace the underlined words with one of the words from the word box below and rewrite the sentence.

mechanical phonics autograph astronomer photograph

6. The scientist who studies stars and planets was able to see Mars.

7. My uncle is studying how to take a picture with his new camera.

8. They were able to get the handwritten name of the famous actress.

9. I understand the science of sounds, so I can read almost any word.

10. People who are able to fix machines will always be able to find a job.

Name _____

Read the passage. Use the reread strategy to make sure you understand what you have read.

Building Our Community

13 “Hey, Mom,” I said, dropping my backpack on the table. “Marla and I
 24 were hoping you could take us to the mall next weekend.”
 35 “Sorry, Tasha, I’m working at the hospital this weekend and next
 38 weekend,” she said.
 50 “Well, then what about Kevin?” I persisted, not ready to give up.
 55 “Maybe he could take us.”
 68 Mom smiled at my determination, but her answer was firm. “First of all,
 83 you and Marla need a parent chaperone with you at the mall to keep you
 95 safe. Second, Kevin is volunteering next weekend by giving time to help
 104 build a home for a family that needs one.”
 118 As soon as she said that, I remembered the way Kevin’s eyes had lit
 132 up when he’d first told us about the project. He’s always been good at
 144 building and fixing things. Now that he was seventeen, he was finally
 156 old enough to take part in the home-building projects that our community
 160 did twice a year.
 171 “It’s not fair,” I complained. “Kevin can make a real difference
 186 in a family’s life, but what can I do? I’m not old enough to help
 189 build the house.”
 203 Mom put on her serious face, which meant that she was about to give
 215 advice. “Don’t think about it like that, Tasha” she said. “People don’t
 228 make a difference by focusing on what they *can’t* do. They change things
 235 by thinking about what they *can* do.”
 250 I slunk off to my room as Mom’s words echoed in my head over and
 265 over. Maybe she was right. I might not be able to physically raise the roof
 on the new house, but what I *could* raise was money to help.

Name _____

The next day, I talked to my teacher about raising money to help build the house. "Well, there's not much time to put something together," Mr. Pham said thoughtfully, "but, we can brainstorm about it this morning. It's our class's turn to sell water at the soccer game this weekend. I bet your classmates will have some good ideas about what else we could sell to raise money. Teamwork will be the best way to make this happen."



After roll call, Mr. Pham gave me the floor to explain my idea. Brason raised his hand. "My uncle owns a T-shirt shop. Maybe he can print some shirts that we can sell."

"Great idea!" Mr. Pham said enthusiastically. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our slogan. Marla, our class artist, agreed to draw the design.

The next day, Brason announced that his uncle would donate 20 shirts. Marla shared her sketch of interlocked hands. Now, we had to get the word out.

By Friday, we were ready. I had posted details about the sale on our class Web page and taped flyers in hallways and the cafeteria. The T-shirts, our merchandise, were printed.

Our Saturday sale was a success. We earned \$125. Some people bought shirts. Others gave a dollar or two to our cause.

Kevin drove me to the local hardware store to buy a gift card that could be used for hammers, nails, lumber, and other equipment.

On the Friday before building was to start, our class took a field trip to the community center. I beamed with pride as I handed over the gift card. Mom and Mr. Pham had both been right. Everyone can do something, and together we can accomplish something great.

Name _____

A. Reread the passage and answer the questions.

1. **Underline the words in each sentence that are clues to sequence.**

The next day, Brason announced that his uncle would donate 20 shirts.

By Friday, we were ready.

2. **Write the sentence from the story that tells when Tasha told the class about her idea. Underline the words that are a clue to sequence.**

3. **What four things happened between the time Marla agreed to draw a design for the T-shirts and the day of the sale?**

B. Work with a partner. Read the passage aloud. Pay attention to expression and accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

A Neighborhood Need

"Did you hear that Mr. Green's Corner market closed?" Jayla asked Casey.

"Yeah," Casey replied. "Now my mom has to go all the way across town to buy fruits and vegetables."

"In the library, I saw a sign about a farmer's co-op. If they have enough customers, they will bring fresh fruits and vegetables to us," said Jayla.

"Then let's figure out a way to get neighbors signed up," said Casey.



"We can't get fresh vegetables here."

Answer the questions about the text.

1. How do you know this text is realistic fiction?

2. Do you think the dialogue in this text is a good example of what people might say in real life? Why or why not?

3. What details does the illustration show you that you did not find in the text?

4. List two things about the setting in the illustration that are realistic.

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line.

1. "Marla and I were hoping you could take us to the mall next weekend." "Sorry, Tasha, I'm working at the hospital this weekend and next weekend," she said. "Well, then what about Kevin?" I **persisted**, not ready to give up. "Maybe he could take us."

2. Kevin is **volunteering** next weekend by giving time to help build a home for a family that needs one.

3. I slunk off to my room as Mom's words **echoed** in my head over and over. Maybe she was right.

4. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively **debate**, we settled on "Building Our Community" as our slogan. Marla, our class artist, agreed to draw the design.

5. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our **slogan**. Marla, our class artist, agreed to draw the design.

Name _____

A. Read the words in the box. Place each word in the column that describes its short vowel sound. Underline the letter or letters that make the sound.

bread	nick	scan	rough	blond
shrug	ship	tense	damp	cot
click	notch	laugh	gush	tenth

short <i>a</i>	short <i>e</i>	short <i>i</i>	short <i>o</i>	short <i>u</i>

B. Circle the word with the short vowel sound to complete the sentence.

1. My brother is the _____ chef that I have ever met.
 worst best only

2. Do you enjoy going to _____ each year?
 school work camp

3. Please _____ the door before you leave for the day.
 close lock seal

4. The _____ rose up over the mountains.
 mist cloud storm

☆ Guided Practice *

Do You Understand?

- How many zeros will there be in the product of $39 \times 1,000$? How many zeros will there be in the product of $50 \times 1,000$?
- Explain how to find the product of 90×10^4 .

Do You Know How?

In **3** and **4**, write the products.

- 60×1
 60×10
 60×100
 $60 \times 1,000$
 $60 \times 10,000$
- 13×10^0
 13×10^1
 13×10^2
 13×10^3
 13×10^4

☆ Independent Practice ☆

Leveled Practice In **5–24**, find each product.

- | | | | |
|--|--|---|---|
| 5. 89×1
89×10
89×100
$89 \times 1,000$
$89 \times 10,000$ | 6. 30×1
30×10
30×100
$30 \times 1,000$
$30 \times 10,000$ | 7. 41×10^0
41×10^1
41×10^2
41×10^3
41×10^4 | 8. 90×10^0
90×10^1
90×10^2
90×10^3
90×10^4 |
| 9. 4×10^3 | 10. 85×100 | 11. 16×10^2 | 12. $10^3 \times 38$ |
| 13. 52×10^5 | 14. 4×10^4 | 15. $29 \times 10,000$ | 16. $10 \times 6,837$ |
| 17. $1,000 \times 10$ | 18. $10^1 \times 615$ | 19. 250×10^0 | 20. $382 \times 10,000$ |
| 21. $1,000 \times 57$ | 22. 80×10^3 | 23. $10^3 \times 374$ | 24. 194×100 |

AZ Vocabulary

1. A **power** is a product that results from multiplying the same number over and over again. A **power of 10** is the product of 10 multiplied by itself a certain number of times.

$$10^2 = 10 \times 10 = 100$$

$$10^3 = 10 \times 10 \times 10 = \underline{\hspace{2cm}}$$

$$10^4 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$10^5 = 10 \times 10 \times 10 \times 10 \times 10 = \underline{\hspace{2cm}}$$

2. The heaviest ball made by a bowling ball company weighs 16 pounds. Last week, the company shipped 10,000 of these balls. What was the total weight of the bowling balls?

Multiply 16 by 1 to find the weight of 1 bowling ball.

$$16 \times 1 = \underline{\hspace{1cm}} \text{ ones} = \underline{\hspace{1cm}}$$

Then use a pattern to multiply 16 by 10, 100, 1,000, and 10,000.

$$16 \times 10 = 16 \text{ tens} = \underline{\hspace{1cm}}$$

$$16 \times \underline{\hspace{1cm}} = 16 \underline{\hspace{1cm}} = 1,600$$

$$16 \times 1,000 = \underline{\hspace{1cm}} \text{ thousands} = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} \times 10,000 = 16 \text{ ten thousands} = \underline{\hspace{1cm}}$$

So, the total weight of the bowling balls is pounds.

3. The company charges \$85 for each 16-pound bowling ball. Over the past several months, the company sold 100,000 bowling balls. How much did the company earn for these sales?

$$\underline{\hspace{1cm}} \times 100,000 = 85 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

The company earned \$.

On the Back!

4. Find 23×10^3 . Then find 230×10^3 .

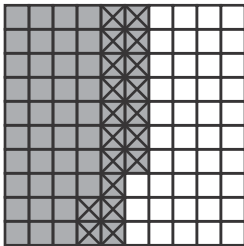
1. Find $85 \times 1,000$.

- (A) 850
- (B) 8,500
- (C) 85,000
- (D) 850,000

2. Find 47×10^5 .

- (A) 4,700,000
- (B) 470,000
- (C) 47,000
- (D) 4,700

3. Which expression is represented by the model below?



- (A) $0.39 + 0.18$
- (B) $0.57 - 0.27$
- (C) $0.50 + 0.07$
- (D) $0.57 - 0.19$

4. Which difference can be found without regrouping? Select all that apply.

- $45.20 - 29.59$
- $36.57 - 25.56$
- $100 - 89.5$
- $29.8 - 28.3$
- $13.25 - 1.23$

5. How many zeros are in the product 75×10^4 ?

How many zeros are in the product 90×10^4 ?

6. Suzanne buys a new bike helmet for \$29.95. She also buys a water bottle for \$8.49. Tax is included in the prices. She pays with two \$20 bills. How much change does she receive? Show your work.

7. Find $10^5 \times 99$.

8. Find $8,452 \times 10^0$.

9. Write the number in expanded form using exponents.

2,603,094

Another Example

Estimate 24×398 .

25 and 4 are compatible numbers because their product is easy to compute mentally.

$$25 \times 4 = 100$$

$$25 \times 40 = 1,000$$

$$25 \times 400 = 10,000$$

So, 10,000 is a good estimate for 24×398 .

You can also use compatible numbers to estimate.



Both numbers used to estimate were greater than the actual numbers.

So, 10,000 is an **overestimate**.

☆ Guided Practice *

Do You Understand?

- Number Sense** Each egg carton holds one dozen eggs. Michael's chicken farm fills 121 egg cartons. He thinks that there were over 1,500 eggs. Is he correct? Use an estimate to find out.

Do You Know How?

In **2–5**, estimate. Then, tell if your estimate is an overestimate or underestimate.

- 29×688
- 210×733
- 43×108
- 380×690

☆ Independent Practice ☆

Leveled Practice In **6–17**, estimate each product.

6. 180×586

7. 300×118

8. 19×513

9. 38×249

10. 11×803

11. 44×212

12. 790×397

13. 42×598

14. 25×191

15. 408×676

16. 290×12

17. 854×733

1. Estimate the product by rounding each number to the nearest ten.

$$88 \times 304$$

- (A) 24,000
- (B) 26,452
- (C) 27,000
- (D) 30,000

2. For breakfast, Julia buys an egg sandwich for \$3.49 and a bottle of juice for \$1.89. How much change does she get from \$10?

- (A) \$15.38
- (B) \$14.62
- (C) \$5.38
- (D) \$4.62

3. The table shows the scores for four divers in a diving meet.

Diving Meet Scores

Diver	Score
Jamal	25.050
Kelly	20.505
Luis	25.005
Marco	20.055

Which diver has the third highest point total?

- (A) Jamal
- (B) Kelly
- (C) Luis
- (D) Marco

4. Pecan trees grow about 18.5 inches each year. Fill in the blanks below to estimate how many inches a pecan tree would grow in 25 years. Is your answer an overestimate or an underestimate?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

5. Estimate the product by rounding each number to the nearest hundred.

$$223 \times 377$$

6. Find the difference.

$$862 - 316.87$$

7. Stacy earned \$129.55 last week. Dave earned \$127.95 last week. Carlos earned \$127.05 last week. What are the earnings written in order from least to greatest?

8. Round 7.445 to the nearest tenth.

AZ Vocabulary

1. **Partial products** are the products found by breaking one factor into ones, tens, and hundreds, and then multiplying each of these by the other factor.

$$\begin{array}{r}
 223 \\
 \times 13 \\
 \hline
 669 \leftarrow \text{Partial product from multiplying 223 by the ones in 13} \\
 + 2,230 \leftarrow \text{Partial product from multiplying 223 by the tens in 13} \\
 \hline
 2,899
 \end{array}$$

The partial products are _____ and _____.

2. Multiply by the ones. Regroup as needed.

$$\begin{array}{r}
 \square \\
 346 \\
 \times 12 \\
 \hline
 \square \square \square
 \end{array}$$

$2 \times 6 \text{ ones} = \underline{\quad} \text{ ones or } \underline{\quad} \text{ ten and } \underline{\quad} \text{ ones}$

$2 \times 4 \text{ tens} = \underline{\quad} \text{ tens}$

$\underline{\quad} \text{ tens} + 1 \text{ ten} = \underline{\quad} \text{ tens}$

$2 \times 3 \text{ hundreds} = \underline{\quad} \text{ hundreds}$

3. Multiply by the tens. Regroup as needed.

$$\begin{array}{r}
 346 \\
 \times 12 \\
 \hline
 \square \square \square \\
 \square, \square \square \square
 \end{array}$$

$10 \times 6 \text{ ones} = \underline{\quad} \text{ ones or } \underline{\quad} \text{ tens and } \underline{\quad} \text{ ones}$

$10 \times 4 \text{ tens} = \underline{\quad} \text{ tens or } \underline{\quad} \text{ hundreds}$

$10 \times 3 \text{ hundreds} = \underline{\quad} \text{ hundreds}$

or $\underline{\quad} \text{ thousands}$

4. Add the partial products.

$$\begin{array}{r}
 346 \\
 \times 12 \\
 \hline
 \square \square \square \\
 + \square, \square \square \square \\
 \hline
 \square, \square \square \square
 \end{array}$$

So, $346 \times 12 = \underline{\hspace{2cm}}$.

On the Back!

5. Use partial products to find 164×86 . Estimate to check that your answer is reasonable.

☆ Guided Practice*

Do You Understand?

- In an auditorium, there are 104 rows with 24 seats in each row. How many seats are available?
- MP.2 Reasoning** Why is it important to “estimate to check for reasonableness”?

Do You Know How?

In **3–6**, multiply to find the product. Estimate to check for reasonableness.

$$\begin{array}{r} 3. \quad 205 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 108 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 410 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 302 \\ \times 30 \\ \hline \end{array}$$

☆ Independent Practice ☆

Leveled Practice In **7–18**, find each product. Estimate to check for reasonableness.

$$\begin{array}{r} 7. \quad 302 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 608 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 109 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 510 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 902 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 207 \\ \times 61 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 108 \\ \times 58 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 505 \\ \times 77 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 407 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 280 \\ \times 66 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 105 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 360 \\ \times 48 \\ \hline \end{array}$$

AZ Vocabulary

1. **Expanded form** is a way to write numbers to show the place value of each digit.

$$143 = (1 \times 100) + (4 \times 10) + (3 \times 1)$$

$$143 = 100 + 40 + 3$$

The expanded form of 256 is _____ + _____ + _____.

Complete **2-4** to find $5 \times 3,512$.

2. Write 3,512 in expanded form.

$$3,512 = 3,000 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$$

3. Use mental math to find the partial products.

$$3,000 \times 5 = \underline{\hspace{2cm}}$$

$$500 \times 5 = \underline{\hspace{2cm}}$$

$$10 \times 5 = \underline{\hspace{2cm}}$$

$$2 \times 5 = \underline{\hspace{2cm}}$$

4. Add the partial products.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

So, $5 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

5. A sports equipment store rents road bikes for \$23 an hour. Over the summer, these bikes were rented for a total of 1,080 hours. How much money did the store make renting bikes?

$$\begin{array}{r}
 1080 \\
 \times 23 \\
 \hline
 000 \\
 + 000 \\
 \hline
 00,000
 \end{array}$$

On the Back!

6. Find 265×7 using expanded form.

Another Example

You can use patterns to multiply by decimals.

Multiply 3.63 by 1, 0.1, and 0.01.

$$3.63 \times 1 = 3.63$$

$$3.63 \times 0.1 = 0.363$$

$$3.63 \times 0.01 = 0.0363$$

What pattern do you notice in the products?



★ Guided Practice ★

Do You Understand?

1. Tell how you can use mental math to find 45.8×10^3 and 45.8×0.01 .

Do You Know How?

In 2–5, find each product.

$$2. 0.009 \times 10$$

$$3. 3.1 \times 10^3$$

$$4. 0.062 \times 10^2$$

$$5. 1.24 \times 0.01$$

★ Independent Practice ★

Leveled Practice In 6 and 7, find each product.

$$6. 42.3 \times 1 = \underline{\hspace{2cm}}$$

$$42.3 \times 0.1 = \underline{\hspace{2cm}}$$

$$42.3 \times 0.01 = \underline{\hspace{2cm}}$$

$$7. 0.086 \times 10^1 = \underline{\hspace{2cm}}$$

$$0.086 \times 10^2 = \underline{\hspace{2cm}}$$

$$0.086 \times 10^3 = \underline{\hspace{2cm}}$$

Place-value patterns can help you solve these problems.



In 8–15, find each product.

$$8. 63.7 \times 0.01$$

$$9. 563.7 \times 10^2$$

$$10. 0.365 \times 10^4$$

$$11. 5.02 \times 0.1$$

$$12. 94.6 \times 10^3$$

$$13. 0.9463 \times 10^2$$

$$14. 0.678 \times 0.1$$

$$15. 681.7 \times 0.01$$

Another Example

Manuel walks a total of 0.75 mile to and from school each day. If there have been 105 school days so far this year, about how many miles has he walked in all?

Round to the nearest whole number.

$$\begin{array}{r} 105 \times 0.75 \\ \downarrow \quad \downarrow \\ 105 \times 1 = 105 \end{array}$$

Use compatible numbers.

$$\begin{array}{r} 105 \times 0.75 \\ \downarrow \quad \downarrow \\ 100 \times 0.8 = 80 \end{array}$$

Be sure to place the decimal point correctly.



Both methods provide reasonable estimates of how far Manuel has walked.

★ Guided Practice *

Do You Understand?

- 1. Number Sense** There are about 20 school days in a month. About how many miles does Manuel walk each month? Write an equation to show your work.
- 2. © MP.2 Reasoning** Without multiplying, which estimate in the Another Example do you think is closer to the exact answer? Explain your reasoning.

Do You Know How?

In **3–8**, estimate each product using rounding or compatible numbers.

- | | |
|------------------------------|-----------------------------|
| 3. 0.87×112 | 4. 104×0.33 |
| 5. 9.02×80 | 6. 0.54×24 |
| 7. 33.05×200 | 8. 0.79×51 |

★ Independent Practice ★

In **9–16**, estimate each product.

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|------------------------------|
| 9. 0.12×105 | 10. 45.3×4 | 11. 99.2×82 | 12. 37×0.93 |
| 13. 1.67×4 | 14. 3.2×184 | 15. 12×0.37 | 16. 0.904×75 |

☆ Guided Practice*

Do You Understand?

1. What is the difference between multiplying a whole number by a decimal and multiplying two whole numbers?
2. Use the admission information on the previous page. How much will admission cost to a minor league game this year? Explain how you found your answer.

Do You Know How?

For **3–8**, find each product.

$$\begin{array}{r} 3. \quad 9.8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 0.67 \\ \times 8 \\ \hline \end{array}$$

$$5. \quad 34 \times 5.3$$

$$6. \quad 4.6 \times 21$$

$$7. \quad 0.6 \times 15$$

$$8. \quad 55 \times 1.1$$

☆ Independent Practice ☆

For **9–20**, find each product.

$$\begin{array}{r} 9. \quad 34.6 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 64.2 \\ \times 20 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 40 \\ \times 0.22 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 57 \\ \times 2.3 \\ \hline \end{array}$$

$$13. \quad 5.8 \times 11$$

$$14. \quad 56 \times 0.4$$

$$15. \quad 170 \times 0.003$$

$$16. \quad 0.3 \times 99$$

$$17. \quad 26 \times 1.61$$

$$18. \quad 50 \times 0.914$$

$$19. \quad 10.76 \times 100$$

$$20. \quad 2.54 \times 12$$

Use what you know about whole-number multiplication to help you!



AZ Vocabulary

1. A **decimal** is a number with one or more digits to the right of a decimal point. How many decimal places does 3.65 have?

2. How many decimal places will be in 24×8.7 ?

$$\begin{array}{r}
 8.7 \quad \leftarrow \quad \square \text{ decimal place(s)} \\
 \times 24 \quad \leftarrow \quad + \quad \square \text{ decimal place(s)} \\
 \hline
 \square \text{ decimal place(s)}
 \end{array}$$

So, the product of 24×8.7 will have _____ decimal place(s).

3. Find 16×5.3 . First, multiply the whole numbers. Then place the decimal point correctly in the product of 16×5.3 .

$$\begin{array}{r}
 53 \\
 \times 16 \\
 \hline
 \square \square \square \\
 \square \square \square \\
 \hline
 \square \square \square
 \end{array}
 \qquad
 \begin{array}{r}
 5.3 \\
 \times 16 \\
 \hline
 \square \square \square
 \end{array}$$

So, $16 \times 5.3 =$ _____.

4. Use estimation to check your answer for reasonableness.

5. Derrick buys 12 roses that cost \$2.49 each. How much did Derrick spend in all?

On the Back!

6. A store sells 14.5-ounce cans of tomatoes for \$0.89 each. If the store sells 35 cans one day, how many total ounces of tomatoes are sold? What is the total cost? Show your work.

Name _____

Read the two passages. Use the ask and answer questions strategy to check your understanding as you read.

WHAT IS THE FUTURE OF THE RAIN FORESTS?

Rain Forests Support People

4 *People must make economic use of the rain forests.*

13 The removal of rain forest trees has some negative consequences, but it
25 is necessary for the survival of people and national economies. Therefore,
36 it is not practical or desirable to try to stop the cutting of all rain forest
52 trees. A better plan is to make economic use of rain forests.

64 Farming in the Rain Forests

69 In most cases, when part of a rain forest is cut down, subsistence
82 agriculture takes its place. Subsistence agriculture is farming or ranching
92 that produces only enough for a family to meet its everyday needs. The
105 families need these farms or ranches in order to survive.

115 Commercial Use of Rain Forests

120 Commercial activities also play a role in the use of rain forest land.
133 Lumber from rain forest trees is used to make furniture, flooring, and
145 paper. Many countries buy beef that comes from cattle ranches on former
157 rain forest land. Other rain forest land is converted to farms that grow
170 coffee, soybeans, and palm trees. Oil from those palm trees can be used to
184 make biofuels. Companies build roads through the rain forests to transport
195 goods to and from the farms. These businesses often play necessary roles
207 in their countries. Without them, their countries' economies would suffer.

217 Rain Forest Loss Can Be Controlled

223 The loss of rain forest trees does threaten wildlife habitats and the
235 quality of the soil. But a complete halt to rain forest cutting would create
249 other serious problems. A more sensible goal is to manage the use of rain
263 forest land so that the negative outcomes are limited.

Name _____

The World Needs Rain Forests

People must preserve the rain forests for the sake of the environment.

Each day, thousands of acres of rain forest are destroyed in the name of progress. Cutting down the rain forest benefits some economies, but it does long-term damage to the planet.

Rain Forests and Biodiversity

Most of Earth's plant and animal species reside in forests. As trees are cut down, these species lose their habitats. Some species cannot survive that habitat loss and become extinct. Species loss decreases Earth's biodiversity, or variety of life. Science has shown that the survival of life depends on biodiversity.

Earth's Water Cycle and Rain Forests

The rain forests play a key part in the water cycle. Rain forest plants release water vapor into the atmosphere. That water vapor turns into rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

Rain Forests Affect the Air We Breathe

Rain forest loss affects the climate in other ways too. The trees in a rain forest help us breathe by releasing oxygen into the atmosphere. They also clean the air by absorbing greenhouse gases. Greenhouse gases feed global warming. Destroying rain forests increases global warming by adding greenhouse gases to the atmosphere.

Thinking Globally

Nations must look beyond local needs and adopt a global perspective. We need to preserve the rain forests for the benefit of all.



Rain forests are ecosystems rich in plants and animals. Rain forests are also important economically to the countries they belong to.

Dr. Parvinder Sethi

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Name _____

A. Reread the passages and answer the questions.

1. What is the first author's point of view about rain forests?

2. What facts from the text support this point of view?

3. What is the second author's point of view about rain forests?

4. What facts from the text support this point of view?

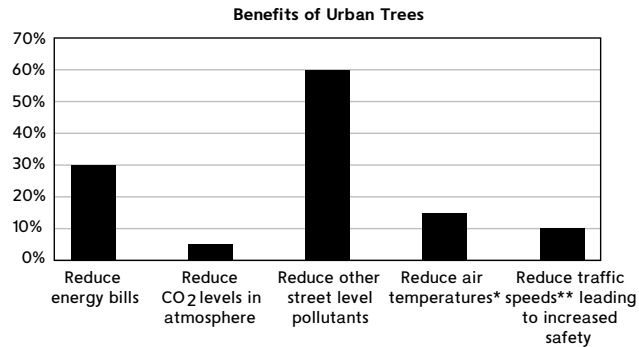
B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Expand Our Urban Forests

Trees play a very important role in the landscape of cities. Noise levels and summer temperatures are higher in cities than in outlying areas. Trees absorb noise and heat and keep cities quieter and cooler. Planting trees helps keep the air clean and save energy. Trees soak up pollutants from the air and give off oxygen. Being around green, wooded areas helps keep people healthy. All cities should plant more trees and expand their forests.



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What opinion does the author express in the text?

3. What text feature does this text include?

4. How does the text feature help you better understand the author's viewpoint?

Name _____

Desert Plant Adaptations

Plants adapt to living in the Mojave Desert in many ways. One way plants survive is by conserving water. They have spines or thorns that direct air flow and reflect hot sunlight. Waxy leaves hold moisture in to reduce water loss. Shallow roots help plants use every bit of rainfall. Other plants have long roots that allow them to get water from deep in the ground. Desert flowers bloom only when it rains. These adaptations enable a wide variety of plants to survive in the desert.



Answer the questions about the text.

1. How do you know this is expository text?

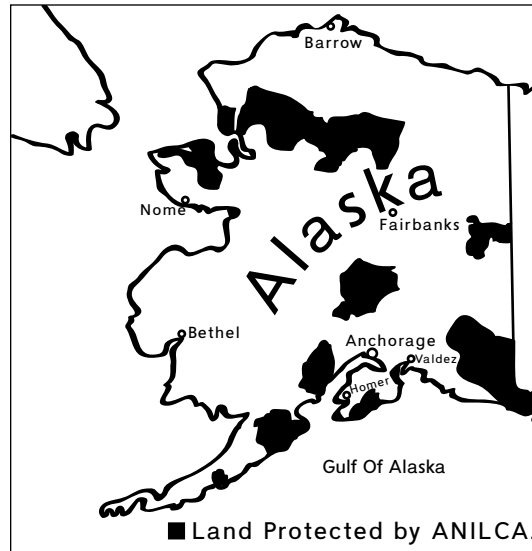
2. What is the heading? Is it a strong heading for this text? Why or why not?

3. What other text feature does this text include? What information does it give you?

Name _____

Conserving the Wild

Dr. Edgar Wayburn spent most of his days saving lives as a physician. However, he spent his spare time saving wilderness areas and creating national parks. As president of the Sierra Club for many years, he urged politicians to protect wild landscapes. His greatest achievement was the Alaska National Interests Land Conservation Act, or ANILCA. In 1999, Dr. Wayburn received the Presidential Medal of Freedom. The award honored his remarkable influence on environmentalism. Dr. Wayburn died in 2010 at the age of 103.



Wayburn helped to protect millions of acres in Alaska.

Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What aspect or part of Dr. Wayburn's life is featured in this text?

3. How does the text feature relate to the text?

4. How does the heading relate to both the text and the text feature?

Name _____

Read the passage. Use the reread strategy to make sure you understand what you have read.

The Oregon Treaty

12 The United States began on the east coast of North America. Over
 22 seven decades, the country spread west. Different regions were acquired,
 34 or added, at different times. By the mid-1800s, the country stretched the
 width of the continent.

38 As it grew, the United States sometimes clashed with other countries.
 49 Both the United States and Great Britain, for example, wanted the Oregon
 61 Territory. Great Britain wanted the Territory for its North American
 71 colony, which would later become Canada. The United States wanted the
 82 land for its people.

86 The Claims

88 The Oregon Territory stretched from the Pacific Ocean to the Rocky
 99 Mountains. Russian Alaska was to the north. Mexican California was to
 110 the south. Part of the Territory would later become the states of Oregon,
 123 Washington, and Idaho. Part of it would become the Canadian province of
 135 British Columbia.

137 Both the United States and Great Britain had valid, or reasonable,
 148 claims to the land. Explorers from both countries had traveled there. Both
 160 countries had trading posts there.

165 The Conflict

167 The United States and Great Britain fought each other in the War of
 180 1812. At war's end in 1815, both sides kept naval ships on the Great
 194 Lakes. This fed tension between the countries.

201 In 1818 the United States and Great Britain signed treaties to ease that
 214 tension. One treaty designated, or chose, the 49th parallel as the border
 226 between the United States and Great Britain's colony. The border stopped at
 238 the Rocky Mountains. The parties could not agree on a way to split the Oregon
 253 Territory. They did agree that settlers from both countries could move there.

Name _____

Settlers migrated to the Oregon Territory by the thousands. To migrate is to move from one place to another. Many used the Oregon Trail, which opened in 1843.

The presence of so many United States citizens in the Territory had a big impact. The United States felt it had to force its claim to the region. Great Britain saw that it would never rule the whole Territory. Both sides were ready to end the conflict.

The Compromise

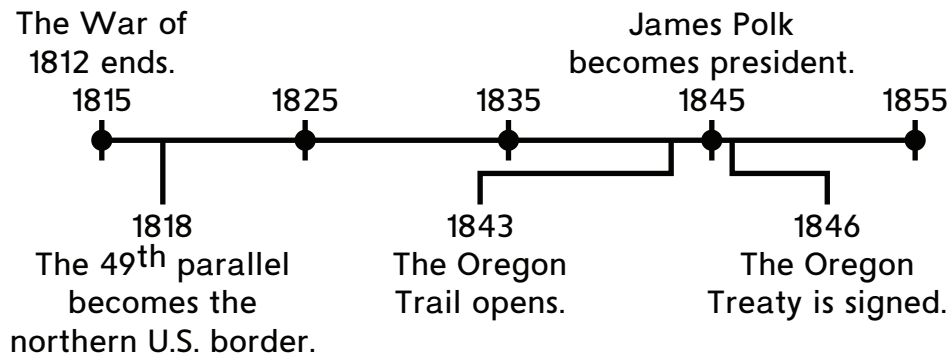
In 1845 James Polk became president of the United States. He had used the campaign slogan, or motto, "54-40 or fight!" The 54-40 line formed the Oregon Territory's northern edge. Polk vowed that the United States would own the whole Territory. If needed, he would go to war to get it.

In the mid-1840s, the United States was close to going to war with Mexico over Texas. The United States was not strong enough to fight two wars at the same time. For economic reasons, Great Britain was not ready for war either. The two sides agreed to negotiate. To negotiate is to discuss the terms of an agreement.

Polk knew Great Britain would not give the United States the whole Oregon Territory. He proposed splitting the region at the 49th parallel. Britain would get the land north of the line. The United States would get the land south of it.

Great Britain had one condition. A border straight across the 49th parallel would divide Vancouver Island. Great Britain wanted the whole island.

Polk agreed. The Oregon Treaty of 1846 was signed. The border was set at the 49th parallel, except at Vancouver Island. There, the line curved south to give the entire island to Great Britain.



Name _____

A. Reread the passage and answer the questions.

1. **Underline the words in each sentence below that are clues to a problem. Then circle the statement that best summarizes the main problem of the passage.**

As it grew, the United States sometimes clashed with other countries.

The United States and Great Britain fought each other in the War of 1812.

The parties could not agree on a way to split the Oregon Territory.

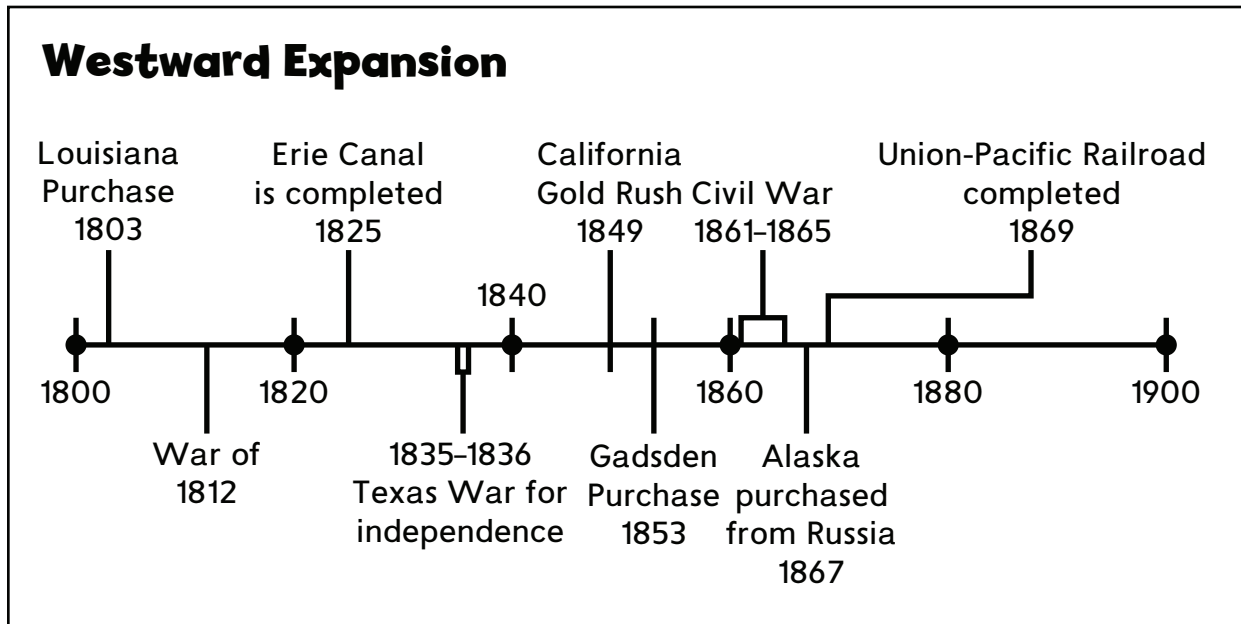
2. **Write the sentence from the text that tells what President Polk said he would do to get all of the Oregon Territory.**

3. **In your own words, state the compromise that the two countries reached regarding the Oregon Territory.**

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____



Use information from the time line to answer the questions.

1. Each dotted mark on the time line represents how many years?

2. Which event took place first—the California Gold Rush or the Civil War?

3. When was the Erie Canal completed?

4. Which event took place later—the completion of the Erie Canal or the beginning of the Civil War?

5. How much time elapsed between the Louisiana Purchase and the Gadsden Purchase?

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write a new sentence using the word in bold.

1. Over seven decades, the country spread west. Different regions were **acquired**, or added, at different times.

2. Both the United States and Great Britain had **valid**, or reasonable, claims to the land.

3. One treaty **designated**, or chose, the 49th parallel as the border between the United States and Great Britain's colony.

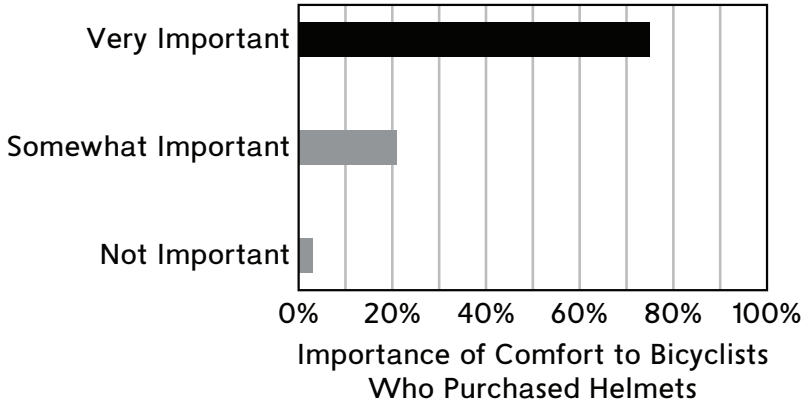
4. Settlers **migrated** to the Oregon Territory by the thousands. To migrate is to move from one place to another.

5. The two sides agreed to **negotiate**. To negotiate is to discuss the terms of an agreement.

Name _____

Safety Should Come First!

Everyone should wear a bike helmet when riding a bike, but only about half of bicyclists report that they always wear a helmet. Many riders complain that helmets are uncomfortable. Advances in helmet technology can change that. Helmets are now made out of materials that are very lightweight. Other helmets have gel pads to make them more comfortable. New designs also include vents, or slits, to keep riders from getting too hot. With these cool new helmets, there's no excuse not to put one on!



Answer the questions about the text.

1. What is the point of view of the author of this text?

2. Name a major argument the author makes to support that point of view.

3. What is the text feature in this text? What type of information does it provide?

4. What details in the text feature support the author's argument?

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