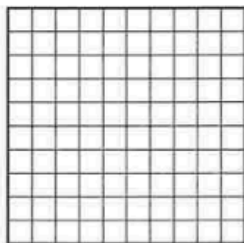


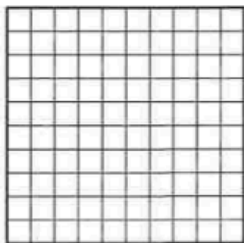
## Understanding of Place Value

Name: \_\_\_\_\_

- 1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.



0.5



0.05

Complete the comparison statements.

0.05 is \_\_\_\_\_ of 0.5.

0.5 is \_\_\_\_\_ times the value of 0.05.

Complete the equations.

$0.5 \div \underline{\hspace{2cm}} = 0.05$

$0.05 \times \underline{\hspace{2cm}} = 0.5$

- 2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.



Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times \underline{\hspace{2cm}} = 2$

$2 \div \underline{\hspace{2cm}} = 0.2$

- 3 Which type of model do you like best? Explain why.

## Understanding Powers of 10

Name: \_\_\_\_\_

**Multiply or divide.**

**1**  $6 \div 10$   
\_\_\_\_\_

**2**  $0.6 \div 10$   
\_\_\_\_\_

**3**  $6 \div 10^2$   
\_\_\_\_\_

**4**  $0.6 \div 10^2$   
\_\_\_\_\_

**5**  $6 \div 10^3$   
\_\_\_\_\_

**6**  $60 \div 10^3$   
\_\_\_\_\_

**7**  $0.3 \times 10$   
\_\_\_\_\_

**8**  $0.3 \times 10^2$   
\_\_\_\_\_

**9**  $0.3 \times 10^3$   
\_\_\_\_\_

**10**  $0.03 \times 10^2$   
\_\_\_\_\_

**11**  $0.003 \times 10^2$   
\_\_\_\_\_

**12**  $0.03 \times 10^3$   
\_\_\_\_\_

**13**  $72 \div 10$   
\_\_\_\_\_

**14**  $0.72 \times 10^2$   
\_\_\_\_\_

**15**  $7,200 \div 10^3$   
\_\_\_\_\_

**16**  $20 \div 10^2$   
\_\_\_\_\_

**17**  $0.9 \times 10^3$   
\_\_\_\_\_

**18**  $0.001 \times 10^2$   
\_\_\_\_\_

**19**  $54 \div 10$   
\_\_\_\_\_

**20**  $150 \div 10^3$   
\_\_\_\_\_

**21**  $0.46 \times 10^3$   
\_\_\_\_\_

**22** What strategies did you use to solve the problems? Explain.

A

Number Correct: \_\_\_\_\_

Multiply by 10

1.	$12 \times 10 =$	
2.	$14 \times 10 =$	
3.	$15 \times 10 =$	
4.	$17 \times 10 =$	
5.	$81 \times 10 =$	
6.	$10 \times 81 =$	
7.	$21 \times 10 =$	
8.	$22 \times 10 =$	
9.	$23 \times 10 =$	
10.	$29 \times 10 =$	
11.	$92 \times 10 =$	
12.	$10 \times 92 =$	
13.	$18 \times 10 =$	
14.	$19 \times 10 =$	
15.	$20 \times 10 =$	
16.	$30 \times 10 =$	
17.	$40 \times 10 =$	
18.	$80 \times 10 =$	
19.	$10 \times 80 =$	
20.	$10 \times 50 =$	
21.	$10 \times 90 =$	
22.	$10 \times 70 =$	

23.	$34 \times 10 =$	
24.	$134 \times 10 =$	
25.	$234 \times 10 =$	
26.	$334 \times 10 =$	
27.	$834 \times 10 =$	
28.	$10 \times 834 =$	
29.	$45 \times 10 =$	
30.	$145 \times 10 =$	
31.	$245 \times 10 =$	
32.	$345 \times 10 =$	
33.	$945 \times 10 =$	
34.	$56 \times 10 =$	
35.	$456 \times 10 =$	
36.	$556 \times 10 =$	
37.	$950 \times 10 =$	
38.	$10 \times 950 =$	
39.	$16 \times 10 =$	
40.	$10 \times 60 =$	
41.	$493 \times 10 =$	
42.	$10 \times 84 =$	
43.	$96 \times 10 =$	
44.	$10 \times 580 =$	

## Reading a Decimal in Word Form

Name: \_\_\_\_\_

**What is the word form of each decimal?**

**1** 0.2

\_\_\_\_\_

**2** 0.02

\_\_\_\_\_

**3** 0.002

\_\_\_\_\_

**4** 0.12

\_\_\_\_\_

**5** 0.012

\_\_\_\_\_

**6** 0.102

\_\_\_\_\_

**7** 1.002

\_\_\_\_\_

**8** 9.4

\_\_\_\_\_

**9** 90.04

\_\_\_\_\_

**10** 0.94

\_\_\_\_\_

**11** 500.2

\_\_\_\_\_

**12** 8.008

\_\_\_\_\_

**13** 700.06

\_\_\_\_\_

**14** 6.335

\_\_\_\_\_

**15** 3,000.001

\_\_\_\_\_

**16** What strategies did you use to help you read the decimals? Explain.

Name:

Weekly Language Quiz – Q1:1

Date:

<p>1. <span style="float: right;">Review</span></p> <p>Label the parts of speech of the underlined words.</p> <p><b>N</b> = Noun, <b>V</b> = Verb, <b>PN</b> = Pronoun, <b>Adj</b> = Adjective, <b>Adv</b> = Adverb, <b>P</b> = Preposition</p> <p>The <u>librarian</u> <u>recently</u> <u>recommended</u> this <u>nonfiction</u> <u>book</u> <u>to</u> <u>me</u>.</p>	<p>2. <span style="float: right;">Review</span></p> <p>Correct the possessive noun in each sentence.</p> <p>The baseball teams victory was well deserved.</p> <p>The puppies chew toys are in that box.</p>
<p>3. <span style="float: right;">Review</span></p> <p>Correct the dialogue.</p> <p>Mrs. Neal said your projects are due tomorrow</p>	<p>4. <span style="float: right;">Review</span></p> <p>Use the correct comparative or superlative adjective to complete the sentence.</p> <p>Her science fair project was the _____ (large) in the class.</p>
<p>5. <span style="float: right;">Review</span></p> <p>Is the sentence simple, compound, or complex?</p> <p>Although they were tired, the baseball team fought until the last inning.</p>	<p>6. <span style="float: right;">Review</span></p> <p>Rewrite the sentence correctly.</p> <p>abraham lincoln were the sixteenth president of the united states of america</p> <p>_____</p> <p>_____</p>
<p>7. <span style="float: right;">Review</span></p> <p>Which word is a SYNONYM for the underlined word?</p> <p><b>repeated, changed, tossed</b></p> <p>Gina <u>altered</u> her speech by moving the joke about walruses from the beginning of the speech to the end.</p>	<p>8. <span style="float: right;">L.5.4.B</span></p> <p>Which of these is NOT meaning of the prefix <b>di-, dif-, dis-</b>?</p> <p>apart/away/separate not/opposite of with/together implies a negative meaning reverse the action</p> <p>What does the word <b>discontinue</b> mean?</p>

# Weekly Language Quiz ANSWER KEY – Q1:1

<p>1. Review</p> <p>Label the parts of speech of the underlined words.</p> <p>The <sup>N</sup> <u>librarian</u> <sup>Adv</sup> <u>recently</u> <sup>V</sup> <u>recommended</u>  <sup>Adj</sup> <u>this</u> <sup>N</sup> <u>nonfiction</u> <sup>P</sup> <u>book</u> <sup>PN</sup> <u>to me</u>.</p>	<p>2. Review</p> <p>Correct the possessive noun in each sentence.</p> <p>The baseball team's victory was well deserved.</p> <p>The puppies' chew toys are in that box.</p>
<p>3. Review</p> <p>Correct the dialogue.</p> <p>Mrs. Neal said, "Your projects are due tomorrow."</p>	<p>4. Review</p> <p>Use the correct comparative or superlative adjective to complete the sentence.</p> <p>Her science fair project was the largest (large) in the class.</p>
<p>5. Review</p> <p>Is the sentence simple, compound, or complex?</p> <p>Although they were tired, the baseball team fought until the last inning.</p> <p>Complex Sentence</p>	<p>6. Review</p> <p>Rewrite the sentence correctly.</p> <p>abraham lincoln were the sixteenth president of the united states of america</p> <p>Abraham Lincoln was the sixteenth president of the United States of America.</p>
<p>7. Review</p> <p>Which word is a SYNONYM for the underlined word?</p> <p>repeated, <u>changed</u>, tossed</p> <p>Gina <u>altered</u> her speech by moving the joke about walruses from the beginning of the speech to the end.</p>	<p>8. L.5.4.B</p> <p>Which of these is NOT meaning of the prefix <b>di-</b>, <b>dif-</b>, <b>dis-</b>?</p> <p>apart/away/separate  not/opposite of  with/together  implies a negative meaning  reverse the action</p> <p>What does the word <b>discontinue</b> mean?</p> <p>not continue/stop/end</p>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# The Lion and the Mouse

By Aesop  
620-560 BCE

*Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, take notes on the relationship between the two characters and the theme.*

- [1] A lion lay asleep in the forest, his great head resting on his paws. A **timid** little Mouse came upon him unexpectedly, and in her **fright** and **haste** to get away, ran across the Lion's nose. **Roused** from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.



*"Leo et mus" by Unknown is in the public domain.*

"**Spare** me!" begged the poor Mouse "Please let me go and someday I will surely repay you."

The Lion was much **amused** to think that a Mouse could ever help him. But he was **generous** and finally let the Mouse go.

Some days later, while **stalking** his prey in the forest, the Lion was caught in the **toils** of a hunter's net. Unable to free himself, he filled the forest with his angry roaring.

- [5] The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that **bound** him, she **gnawed** it until it parted, and soon the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

## Vocabulary

- timid → not feeling or showing courage; shy, scared
- fright → fear caused by sudden danger
- haste → quickness of motion or action; speed
- roused → to wake from sleep
- spare → to not destroy or hurt
- amused → to entertain or find funny
- generous → desire or want to give what you have to others (ex. money, food, etc.)
- stalking → to hunt slowly and quietly
- toils → trap
- bound → tied up with something
- gnawed → bite or chew (something) repeatedly

# Text-Dependent Questions

*Directions: For the following questions, choose the best answer or respond in complete sentences.*

1. **PART A: What does the word “timid” mean as it is used in paragraph 1?**
  - A. Courageous and bold
  - B. Cute and soft
  - C. Foolish and careless
  - D. Fearful and wary
  
2. **PART B: Which phrase provides the best support for the answer to Part A?**
  - A. “unexpectedly”
  - B. “in her fright”
  - C. “ran across”
  - D. “tiny creature”
  
3. **What does the information in paragraph 3 reveal about the lion?**
  - A. He knows he is too big and powerful to ever encounter any danger in the forest.
  - B. He is cruel toward those who are smaller than he is.
  - C. He does not believe that an animal as mighty as he is would ever need the help of a creature so small.
  - D. He enjoys the company of smaller animals and often seeks them out to assist them in any way he can.
  
4. **How does paragraph 5 contribute to the overall structure of the story?**
  - A. It describes the setting where the story takes place.
  - B. It compares the personalities and characteristics of two characters.
  - C. It establishes the problem of the story.
  - D. It reveals the solution to a main conflict in the story.
  
5. **Explain the theme of the story on the lines below.**

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## Vocabulary Match

Draw a line from a word to its definition.

- |             |                                                  |
|-------------|--------------------------------------------------|
| 1. Timid    | • quickness of motion or action                  |
| 2. Fright   | • to wake from sleep                             |
| 3. Haste    | • not feeling or showing courage                 |
| 4. Rouse    | • fear caused by sudden danger                   |
| 5. Spare    | • to not destroy or hurt                         |
| 6. Amuse    | • trap                                           |
| 7. Generous | • to entertain or find funny                     |
| 8. Stalk    | • tied up with something                         |
| 9. Toils    | • to hunt slowly and quietly                     |
| 10. Bound   | • desire or want to give what you have to others |
| 11. Gnaw    | • to bite or chew something continuously         |

# Weekly journal entries

You are experiencing history right now. You have thoughts and feelings related to what is going on in our world. Each week, think through the questions and reflect on what is going on in your life and in the world. Please reply to each question with two or three complete sentences.

**What does it mean to be quarantined? Why are we quarantined right now?**

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**You are having to learn from home now. How does that make you feel? Why do you feel that way?**

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**If you had known this was going to happen a month ago, what would you have wanted to do?**

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# Special Forces Choice Board

3-5

Color each square that you complete

20 body squats (solo or with a family member). Walk/jog 5 laps around your house/apartment.

Design your own watch.

See how many different items around the house you can use as an instrument (pots, pans, cans, spices etc.) BE CREATIVE!

Read to a pet or stuffed animal.



Draw a picture using all the colors of the rainbow.

What are 5 words you can write on a music staff using only the letters in our musical alphabet (A,B,C,D,E,F, and G)? Can you draw a music staff (5 lines) and show where those notes go on the treble clef? (remember G is on line 2!)

Translate the title of a book into emojis.



50 jumping jacks and 25 push-ups (5 sets of 5)

Go outside and listen to the different noises made by animals, insects, people, cars, planes, etc. See how many different noises you can identify.

Take a book outside and read.



Pick 5 different muscles to stretch and hold for 20 seconds each. Do as many sit-ups you can do in 60 seconds.

Make and cut/ rip out your own puzzle.

Read to someone in your house.



Take a walk. Dribble at least one of the following objects: soccer ball, basketball, tennis ball, or any type of ball you have.

Draw yourself as a cartoon character.

Create 4 beat rhythms (use only 4 notes) use ta



and rest .  
Practice clapping, tapping, and patting them.

With a family member do the following: 60 jumping jacks, 25 push ups, stretch 5 (or more) muscles and walk/jog 5 lap around your yard. If you don't have a partner at home to do this with, this can be done alone. See how fast you can finish everything!

Make a collage using old magazines / newspapers.

Family music interview:  
Who are your favorite musicians/bands?  
What was the first concert you ever attended?  
What type of music is your favorite?  
Have your musical tastes changed throughout your life?  
(Parents/Guardians: play some examples of music for you kid(s).)

Draw a character from a book you are reading the way you picture him or her in your mind.



## MINDFULNESS

From your ACS school counselors: Mrs. Green, Mrs. Dingess, Mrs. Jenkins and Mrs. Miller

Mindfulness is simply... *noticing what is happening right now. It's being where your feet are.*

Mindfulness is taking notice of how your body feels and what you see, smell and taste. Maybe you even feel emotions in your body, perhaps through a tightness somewhere, or a good sensation.

Mindfulness is also noticing what your mind is doing. It is important to try to be mindful every day.

### Mindful or Unmindful?

Determine which of the following situations are mindful and which would be unmindful. Check at the bottom for answers.

1. Paying close attention to what someone else is saying so you can repeat back correctly what they said.
2. Trying to do too many things at the same time.
3. Daydreaming or "tuning out" what is going on around you without really noticing what is going on.
4. Helping someone in need, someone with physical challenges, or someone whose needs are different from your own.
5. Eating your food slowly and noticing how it feels in your mouth and the different tastes you notice.

### Mindfulness Activity

Now try being mindful for a day! Use your five senses to be mindful.

**See** - Look, really look closely at something you have never really noticed. Find a flower, a rock or something in your home that you can check out closely. What colors do you see? How does its size compare to other things around you?

**Hear** - Sit quietly for several minutes with your eyes closed. What sounds do you hear? Are they loud sounds or quiet sounds? High pitched or low pitched?

**Touch** - Find objects to touch. Are they rough or smooth? Hard or soft? What shapes do you see?

**Smell** - What smells do you notice in your home? Outside? Can you find flowers, leaves or grass that have different scents?

**Taste** - This one may be the most fun! Take time to eat more slowly. How does what you are eating feel in your mouth? It is crunchy or soft? Salty, sweet, bitter, or sour?

## Vocabulary Match

Draw a line from a word to its definition.

- 
1. Timid
2. Fright
3. Haste
4. Rouse
5. Spare
6. Amuse
7. Generous
8. Stalk
9. Toils
10. Bound
11. Gnaw
- quickness of motion or action
- to wake from sleep
- not feeling or showing courage
- fear caused by sudden danger
- to not destroy or hurt
- trap
- to entertain or find funny
- tied up with something
- to hunt slowly and quietly
- desire or want to give what you have to others
- to bite or chew something continuously