

5<sup>th</sup> Grade

Day 1



# unit 1

## whole numbers

### Place Value

A **place-value chart** can help you understand **whole numbers**.  
Each **digit** in a number has a value based on its place in the number.

The 7 is in the millions place.  
Its value is 7 millions or 7,000,000.  
The 5 is in the ten-thousands place.  
Its value is 5 ten thousands or 50,000.  
The 3 is in the hundreds place.  
Its value is 3 hundreds or 300.

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
		7	6	5	4	3	2	1

Write each number in the place-value chart.

- 366,789,302
- 2,304,361
- 19,076,541
- 8,854,632
- 97,065
- 8,005,002

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
1.	3	6	6	7	8	9	3	0
2.								
3.								
4.								
5.								
6.								

Write the place name for the 5 in each number.

- a
- 362,050 \_\_\_\_\_ *tens*
  - 219,572,080 \_\_\_\_\_
  - 876,529 \_\_\_\_\_
  - 15,782 \_\_\_\_\_

- b
- 2,250,876 \_\_\_\_\_
  - 5,712,309 \_\_\_\_\_
  - 1,804,075 \_\_\_\_\_
  - 53,047,260 \_\_\_\_\_

Write the value of the underlined digit.

- a
- 1,390,526 \_\_\_\_\_ *0 thousands*
  - 983,576,091 \_\_\_\_\_
  - 450,086 \_\_\_\_\_
  - 172,034,056 \_\_\_\_\_

- b
- 207,389 \_\_\_\_\_
  - 4,523,551 \_\_\_\_\_
  - 232,875 \_\_\_\_\_
  - 67,043 \_\_\_\_\_

## Reading and Writing Numbers

Comiskey Park and Wrigley Field are baseball stadiums in Chicago. The two stadiums together hold about 81,960 people.

We read and write this number as:  
eighty-one thousand, nine hundred sixty.

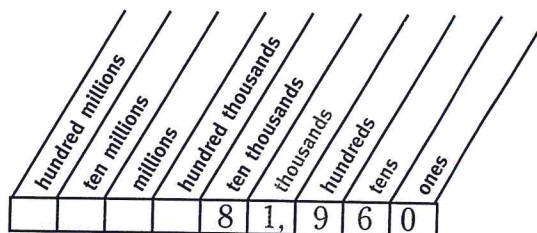
The digit 8 means 8 ten thousands, or 80,000.

The digit 1 means 1 thousand, or 1,000.

The digit 9 means 9 hundreds, or 900.

The digit 6 means 6 tens, or 60.

The digit 0 means 0 ones, or 0.



Notice that commas are used to separate the digits into groups of three called **periods**. This helps make larger numbers easier to read.

**Rewrite each number. Insert commas where needed.**

- |                          |                   |                   |
|--------------------------|-------------------|-------------------|
| <i>a</i>                 | <i>b</i>          | <i>c</i>          |
| 1. 758493 <u>758,493</u> | 6473829     _____ | 868582     _____  |
| 2. 2030200     _____     | 5000400     _____ | 6050407     _____ |
| 3. 30782     _____       | 406702     _____  | 3908454     _____ |

**Write each number using digits. Insert commas where needed.**

4. seven hundred twenty thousand, four hundred sixty-two     720,462
5. twenty-five thousand, two hundred one     \_\_\_\_\_
6. one hundred eighty-four thousand, thirty-nine     \_\_\_\_\_
7. one hundred million, two hundred forty-three thousand     \_\_\_\_\_

**Write each number in words. Insert commas where needed.**

8. 16,349     sixteen thousand, three hundred forty-nine
9. 776     \_\_\_\_\_
10. 123,456     \_\_\_\_\_

# Sometimes the Subway Is Like a Zoo

## By ReadWorks

Roberta waited for the subway doors to open. It was hot, and she was tired. The train was crowded. She was ready to leave. As the conductor applied the brakes and the wheels squealed to a stop, Roberta noticed that the man to her left was also getting ready to leave. Just before the doors opened, they both leaned forward to exit at the same time. But the train was so crowded that there was room for only one person at a time to step out onto the platform.

The bell went *ding* and the doors slid open. "I'm not in such a rush that I have to race people," Roberta thought to herself. "Everyone on the subway is always so pushy. And I don't like pushy people. I'll be one of the very few nice, polite subway riders." So she paused to let the man leave first.

But the man didn't move. He didn't take a step. He didn't leave. It seemed he was being polite, too! They both stood there for a second, leaning without walking. Roberta looked over to him. Usually, when two people are both being polite, they look at each other, and one of them makes a hand gesture, as if to say, "No, *you* go ahead, I insist."

That wasn't happening. The man wasn't looking over at her at all. How strange. But he wasn't a strange man. In fact, he looked like a polite man. He had a well-groomed mustache, and he was wearing a long-sleeved button-down shirt with the sleeves rolled up and a tie with little ice-skating penguins on it. *How cute*, thought Roberta, *I love penguins*.

An image came to Roberta's mind of the penguins she had seen at the zoo. Roberta didn't like the zoo similar to the reason she didn't like the subway: the zoo animals can't leave. The penguins couldn't leave the zoo, and Roberta couldn't leave the subway.

Then she remembered—she *could* leave the subway! If this man wanted to keep being polite, that was fine; she was going out to get herself some fresh air. She lifted a foot—the

very important first step to taking a step—but before she could put it back down, the man started to leave! All of a sudden! Now that Roberta wanted to leave, he did also!

That wasn't it, though. Roberta watched the man stagger and stumble. He fell to the ground as he moved toward the door. He hadn't tripped. He had just collapsed. He fell on the metal armrest of the bench. Then he was on his knees, with his head in his arms. He was unconscious.

He hadn't been ignoring her. He wasn't even being polite. Or rude. Maybe he was sick, or overheated, or hadn't had enough to drink that day. Maybe he had a medical condition.

People rushed over to help him. The man woke up and then looked around with wide open eyes, like he didn't know where he was, or who he was. Someone gave him water. They sat him down. Roberta wanted to help, but this was her stop, and there were so many people around him already. It looked like it was going to be okay, she hoped.

Roberta stepped onto the outdoor platform. The breeze on her skin was the best thing she had felt all day. The sun was getting lower in the sky, and soon it would be cool. In an hour or two the heat would die down, and she would be out on her stoop with her friends. The last thing she saw as the train pulled away was the man lifting his head up and opening his eyes.

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

1. Where does the story take place?

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2. What does Roberta compare the subway to in the story?

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3. The man in the story is most likely not feeling well. What evidence from the story supports this statement?

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4. At first, why does Roberta think the man doesn't move to get off the train?

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5. What is this story mostly about?

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6. Read the sentences and answer the question.

"Roberta watched the man stagger and stumble. He fell to the ground as he moved toward the door. He hadn't tripped. He had just collapsed. He fell on the metal armrest of the bench. Then he was on his knees, with his head in his arms. He was unconscious."

What does the word "collapsed" mean as used in this text?

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7. What word or phrase best completes the sentence?

Both Roberta and the man want to exit the train, \_\_\_\_\_ there is only room for one person at a time to step out onto the platform.

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8. Read these sentences from the story: "She lifted a foot—the very important first step to taking a step—but before she could put it back down, the man started to leave!" What happens to the man next?

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9. What is the real reason why the man doesn't exit the train?

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10. Sometimes a situation may be different than what it seems. Explain whether the story supports this conclusion. Use evidence from the text to support your answer.

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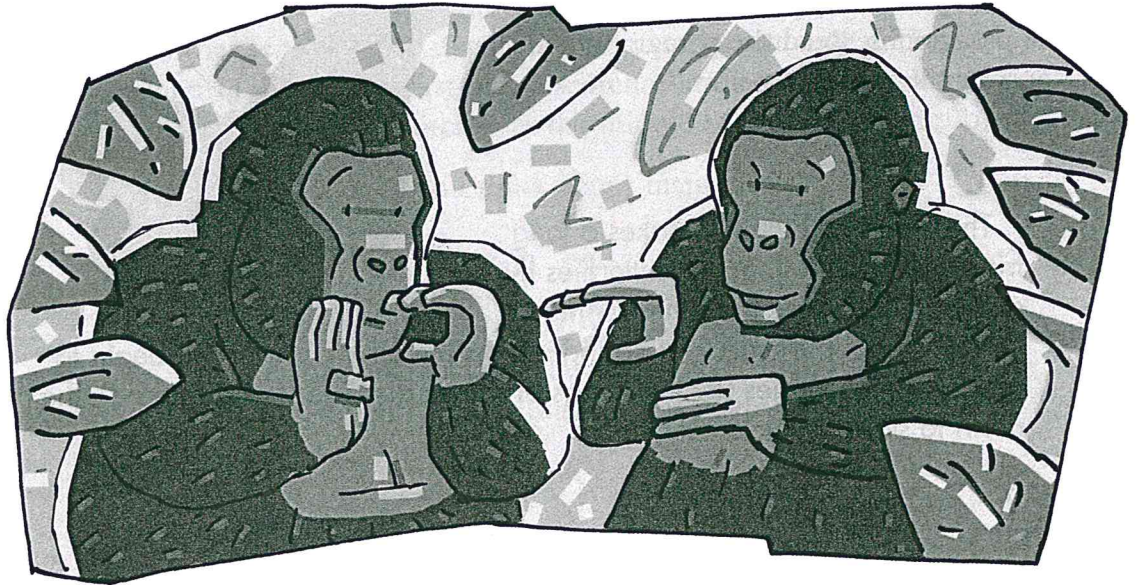
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# LESSON 1

Read each passage. After each passage you will answer a question about the main idea of the passage. Remember, the main idea is the main point in a story



1. Scientists are teaching gorillas how to talk. The apes' names are Koko and Michael. Although their mouths and throats are not made for speaking, they can talk with their hands. They use Ameslan, which is a sign language some deaf people use. Koko and Michael can say more than 500 words and can understand at least 1,000.

- \_\_\_\_\_ 1. The story mainly tells
- A. how to use Ameslan
  - B. how Koko and Michael talk
  - C. how scientists are studying gorillas
  - D. how apes are like human children

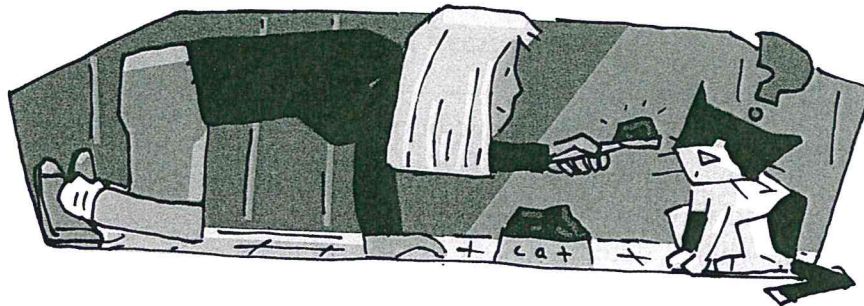
2. Today there are gyms for people who use wheelchairs. These people can lift weights or do other exercises. Teams of people can get together for a game of basketball. Being in a wheelchair doesn't have to mean just sitting around!

- \_\_\_\_\_ 2. The story mainly tells
- A. how some people use wheelchairs
  - B. where people in wheelchairs can exercise
  - C. how to work out for good health
  - D. how to lift weights on special machines

e  
dry.

3. Sim One is an unusual robot. *Sim* is short for *simulator*, which means “a thing that imitates something real.” In this case, Sim One imitates a living human being. It looks like a man. It has teeth, hair, and even blinking eyelids. It has a heart that beats and a chest that moves up and down when it breathes. Everything is controlled by a computer. Doctors use Sim One to teach students how to care for people who are ill.

- \_\_\_\_\_ 3. The story mainly tells
- A. about the many different kinds of robots
  - B. how doctors teach students
  - C. what Sim One is like
  - D. how computers control breathing



4. Cats are very hard to train, but some people have figured out how to do it. The secret is that a cat's brain is in its stomach. All you need is cat food, a spoon, and plenty of time! Put some food on the spoon and hold it wherever you want the cat to go. The cat will learn to obey your hand motions, even when there isn't any food.

- \_\_\_\_\_ 4. The story mainly tells
- A. how to teach an old dog new tricks
  - B. where the parts of a cat are located
  - C. how to train a cat
  - D. the differences between cats and dogs

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5. The sport of logrolling was invented by lumberjacks. Lumberjacks are workers who cut down trees and float the logs down the river to the lumber mills. For fun, these people hold contests. Two lumberjacks stand on a log in the river and try to make each other fall off by rolling the log with their feet.

- \_\_\_\_\_ 5. The story mainly tells
- A. about the sport of logrolling
  - B. where lumberjacks work
  - C. how to float logs
  - D. where to saw lumber

## Nouns

A **noun** is a word that names a person, a place, a thing, or an idea.  
Use exact nouns to make clear pictures.

*Examples:*

person = girl

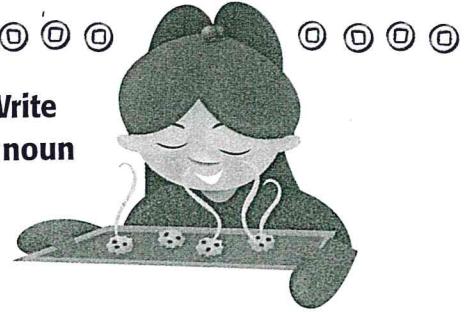
place = park

thing = door

idea = freedom



**Read each sentence. Write the nouns. Write *person, place, thing, or idea* after each noun to tell what the noun names.**



1. Our sense of smell is located in the nose.

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2. Most people like the smell of delicious food, mowed grass, and clean rain.

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3. People get a lot of enjoyment from these special odors.

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4. Rotten eggs produce an unpleasant odor.

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5. The sense of smell can protect a person from danger.

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**Rewrite each sentence. Replace the underlined nouns with more exact words.**

6. José likes the smells of meat cooking and dessert baking.

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7. José and Frank sat in the room waiting for their meal.

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# Common Nouns and Proper Nouns

A **common noun** names any person, place, or thing. It begins with a lowercase letter.

Examples:

writer      state      month

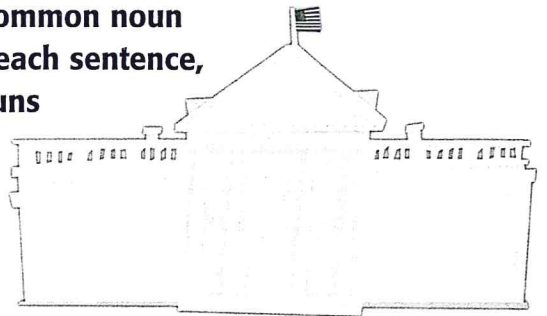
A **proper noun** names a particular person, place, or thing. Each important word of a proper noun begins with a capital letter.

Examples:

Fred Gipson      Hawaii      February



Read the sentences. Underline each common noun and circle each proper noun. Rewrite each sentence, replacing the common and proper nouns with different ones.



1. The young scientist was born in Maryland.

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2. Many friends helped Benjamin Banneker.

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3. People throughout the United States still recall his accomplishments.

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4. Banneker helped design Washington, D.C.

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5. This man had an unusually good memory.

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6. The astronomer spent many nights watching the stars and planets.

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7. Now, scientists are exploring Mars, Jupiter, and other planets.

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8. What would Banneker think of the changes in his country?

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# UNIT 2: How-to Writing

## HOW MUCH DO YOU KNOW?

These sentences from a how-to paragraph are out of order. Rewrite them in order in a paragraph, adding words and phrases from the box to make the order clear. Then answer the questions that follow.

Tie a knot in the balloon.

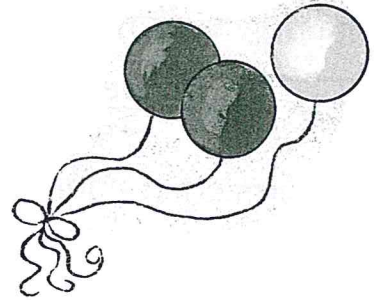
Stretch the balloon several times.

Hang it from the ribbon.

Pick out your favorite color of balloon.

Blow it up slowly.

Tie a ribbon around the knot.



first

second

next

third

at last

then

after that

finally

at the end

in the first place

last

the last thing

the next thing you do

before you begin

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1. What does this paragraph tell you how to do?

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2. What is the first thing you must do?

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