



# At-Home Learning Packet #3

Grades 6–8

BELIEVE  
*in the*  
CHANGE





## BCPS Weekly Homework Calendar

Week of May 11

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 9-10</p> <ul style="list-style-type: none"><li>• Read the Introduction.</li><li>• Complete Guided Practice.</li><li>• Complete Independent Practice.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 11-12</p> <ul style="list-style-type: none"><li>• Read the Introduction.</li><li>• Complete the Think and Talk activities.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 13-14</p> <ul style="list-style-type: none"><li>• Read "Here, Pyggy Pyggy."</li><li>• Complete the Think and Talk activities.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 13, 15</p> <ul style="list-style-type: none"><li>• Reread the passage "Here, Pyggy Pyggy."</li><li>• Complete the Write activity</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 16-17</p> <ul style="list-style-type: none"><li>• Read "From Furs to Five-Dollar Bills."</li><li>• Complete Think and Talk activities</li></ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Writing</b>	<p>Are there things you've learned about or heard in the news of how people or organizations are helping others stay safe and still feel connected to each other?</p>	<p>Do you think you have a lot of self-confidence? Explain the reasons for your answer.</p>	<p>What is your most prized possession? Explain why it is so important to you.</p>	<p>What might we do to help ensure this pandemic ends as soon as possible?</p>	<p>What do you like most about yourself? What do you like least about yourself? Explain your answers.</p>



## BCPS Weekly Homework Calendar

Week of May 11

Math	Monday	Tuesday	Wednesday	Thursday	Friday
	Adding Decimals, page 30	Subtracting Decimals to Hundredths, page 31	Using Estimation with Decimals, pages 32-33	Multiplying a Decimal by a Whole Number, page 34	Multiplying Decimals Less Than 1, page 35

Movement	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Jump rope to music!</u> Can you jump to an entire song without stopping?	<u>How fast can you go?</u> Pick a distance and see how fast you can run the distance.	<u>Slide, Slide, Sprint</u> Slide to your left for 10 steps, slide to your right for 10 steps, then face forward and sprint for 10 seconds.	<u>Tuck Jumps</u> 20 seconds of work 10 seconds of rest 8 rounds	<u>Commercial Break</u> Can you hold a plank for an entire TV commercial break?



## BCPS Weekly Homework Calendar

Week of May 18

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 16, 18</p> <ul style="list-style-type: none"><li>• Reread "From Furs to Five-Dollar Bills."</li><li>• Complete the Write activity.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 19-23</p> <ul style="list-style-type: none"><li>• Read "What Was the Great Depression?"</li><li>• Complete the Think activity.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 19-21, 24</p> <ul style="list-style-type: none"><li>• Reread "What Was the Great Depression?"</li><li>• Complete the Write activity</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Pages 25-27</p> <ul style="list-style-type: none"><li>• Read "Can They Do It?"</li><li>• Complete questions #1-4.</li></ul>	<p>Read for 30 minutes and enter your information on the Reading Log on pages 1-3. The reading tools on pages 4 to 8 are for families to use to support their student.</p> <p>Tools For Instruction, Use Context to Find Word Meaning, pages 28-29</p> <ul style="list-style-type: none"><li>• Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.</li></ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Writing</b>	<p>What power do you have to help your family? Your friends? Your school? Your community?</p>	<p>What is the hardest decision you have ever had to make? Looking back on your decision, do you now think you made the right choice? Explain your answer.</p>	<p>What is one goal or hope you have for the future? Explain why it is important to you.</p>	<p>Most people have a favorite food. What is yours? Is it sweet or spicy? In an essay, name your favorite food and describe how it looks, smells, and tastes. Tell why you like it so much.</p>	<p>Who is a hero of yours? Explain why that person means so much to you.</p>



## BCPS Weekly Homework Calendar

Week of May 18

Math	Monday	Tuesday	Wednesday	Thursday	Friday
	Multiplying with Decimals Greater Than 1, page 36	Dividing a Decimal by a Whole Number, page 37	Dividing by Hundredths, page 38	Adding Fractions with Unlike Denominators, page 39	Adding with Mixed Numbers, page 40

Movement	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>Jump, Jump</u> Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.	<u>Positive Talk</u> Be sure to talk to yourself today like you would talk to someone you love.	<u>Paper Plate Planks</u> In plank position with paper plates under your feet, complete 30 each: <ul style="list-style-type: none"><li>• mountain climbers</li><li>• in and out feet</li><li>• knees to chest</li></ul>	<u>Night Note</u> Empty your mind before you go to bed by writing a note about what you're thinking and leave it for tomorrow.	<u>Dance</u> Put your favorite song on and make up a dance or fitness routine!

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

## Reading Log

Read for 20 or 30 minutes each day and complete the boxes. You must write in complete sentences with appropriate punctuation.

Date	Reading Log	
	Book Title:	x _____
	Parent Signature	
List the characters and write about the setting.(when and where the story takes place)		
	Book Title:	x _____
	Parent Signature	
Write 2 wonderings about your story. (Questions you had while reading)		
	Book Title:	x _____
	Parent Signature	
Write about connections you can make to the text.		
	Book Title:	x _____
	Parent Signature	
Describe in detail your vivid mental images.		

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

## Reading Log

Read for 20 or 30 minutes each day and complete the boxes. You must write in complete sentences with appropriate punctuation.

Date	Reading Log	
	Book Title:	x _____
	Parent Signature	
List the characters and write about the setting.(when and where the story takes place)		
	Book Title:	x _____
	Parent Signature	
Write 2 wonderings about your story. (Questions you had while reading)		
	Book Title:	x _____
	Parent Signature	
Write about connections you can make to the text.		
	Book Title:	x _____
	Parent Signature	
Describe in detail your vivid mental images.		

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

## Reading Log

Read for 20 or 30 minutes each day and complete the boxes. You must write in complete sentences with appropriate punctuation.

Date	Reading Log	
	Book Title:	x _____
		Parent Signature
List the characters and write about the setting.(when and where the story takes place)	<hr/> <hr/> <hr/> <hr/>	
	Book Title:	x _____
		Parent Signature
Write 2 wonderings about your story. (Questions you had while reading)	<hr/> <hr/> <hr/> <hr/>	
	Book Title:	x _____
		Parent Signature
Write about connections you can make to the text.	<hr/> <hr/> <hr/> <hr/>	
	Book Title:	x _____
		Parent Signature
Describe in detail your vivid mental images.	<hr/> <hr/> <hr/> <hr/>	

## Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

### Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

### During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

### After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

## Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

### Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

### During Reading

- Why does the author tell you \_\_\_\_\_?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does \_\_\_\_\_ mean? Can you show in the text where you learned that?

### After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

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

## Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

### 1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

### 2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

### 3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

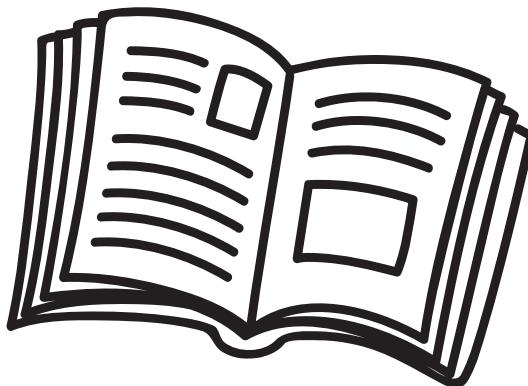
### 4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

### 5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

# Independent Reading!



See  
the next  
two pages.



**Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

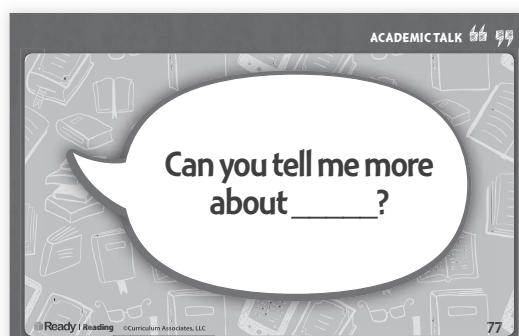
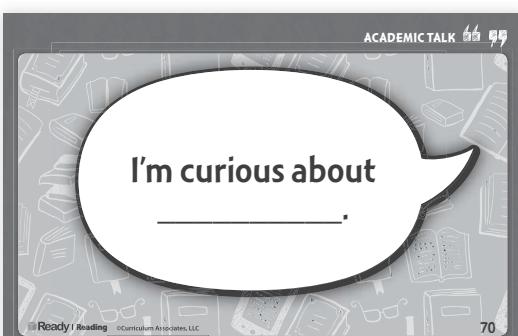
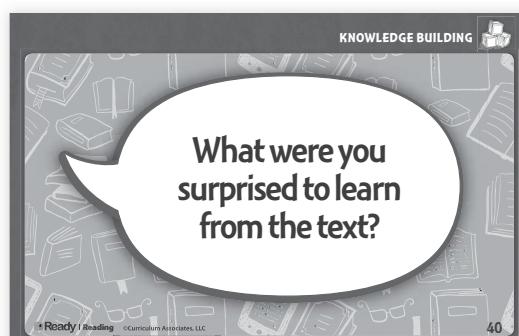
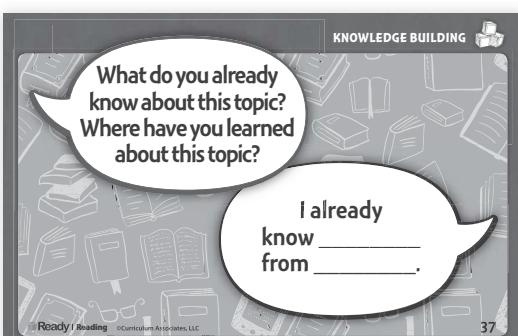
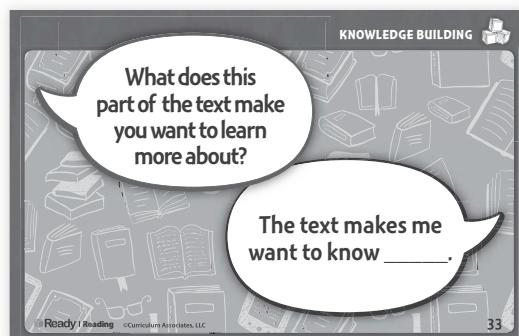
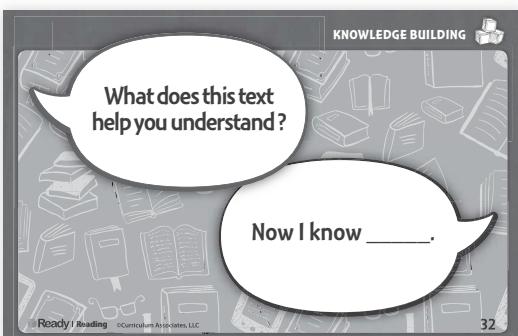
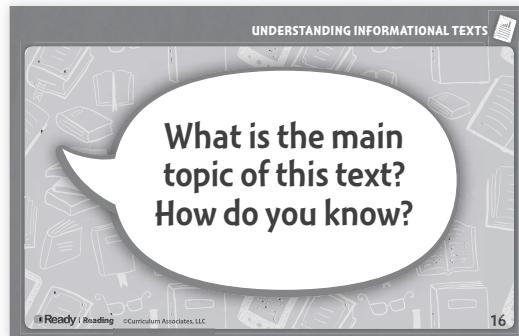
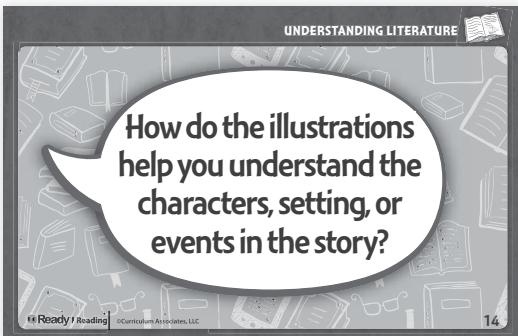
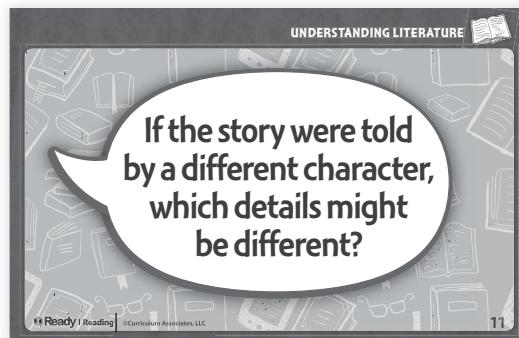
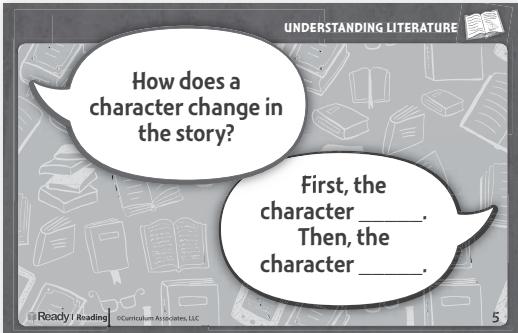
[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

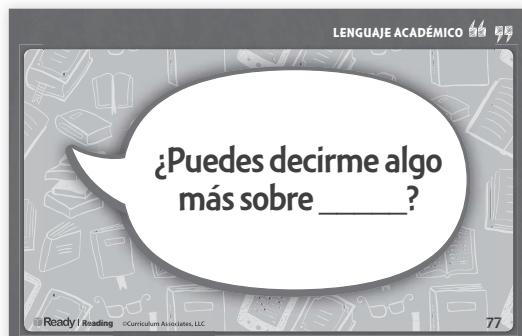
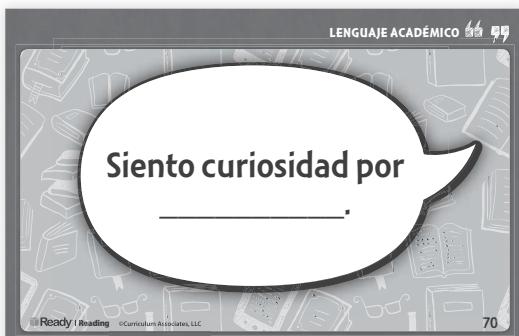
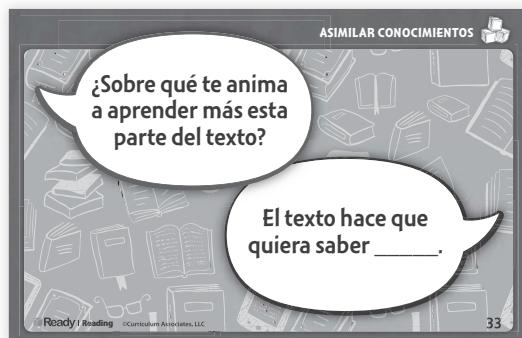
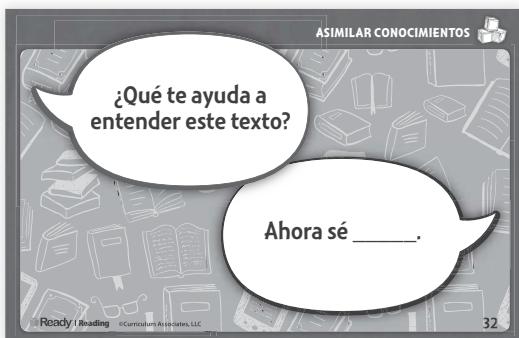
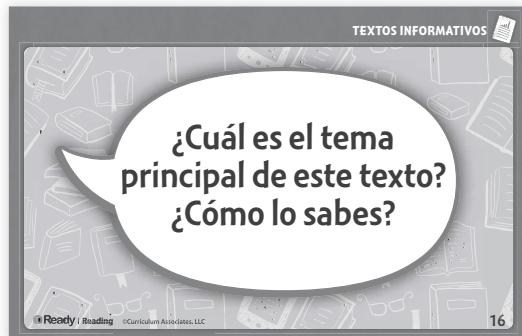
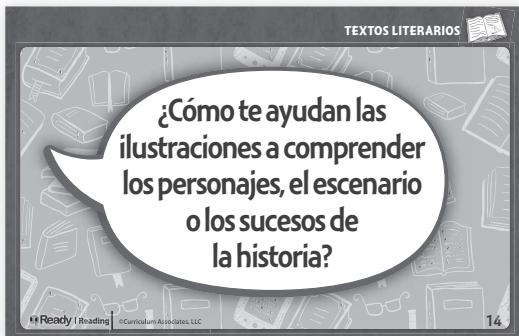
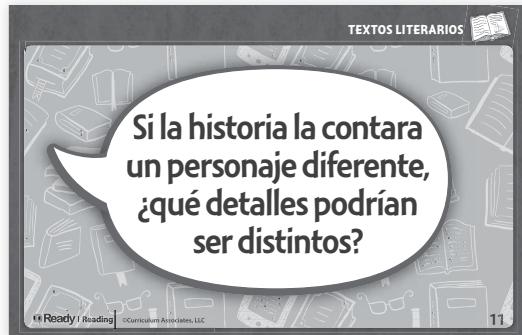
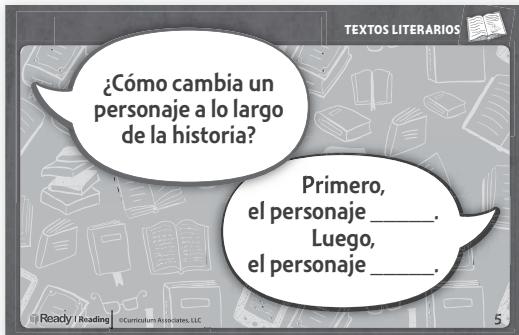
[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

# Reading Discourse Cards



# Tarjetas de discusión



## Lesson 15

# Using Context Clues

### Introduction

You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain <u>antioxidants</u> . These can help remove harmful substances from the human body.
Comparison	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health <u>problems</u> .	A <u>problem</u> has a cause. Therefore, the <u>source</u> of a problem is its <u>cause</u> .	the cause of something
The <u>website</u> MyPlate.gov is a <u>source</u> for <u>facts</u> about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a <u>source</u> is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

### Guided Practice

Determine the meanings of **fleeting**, **empirical**, and **panacea**. Then underline the words or phrases that helped you determine their meaning.

**HINT** The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

 **Independent Practice**

**For numbers 1 and 2, read the paragraph.**  
**Then answer the questions.**

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

**1** What does the word marine mean in this paragraph?

- A** very nutritious
- B** dark blue in color
- C** having to do with the ocean
- D** member of the armed forces

**2** Which two words from the paragraph help you understand the meaning of marine?

- A** "China" and "Japan"
- B** "coastal" and "seaweed"
- C** "centuries" and "people"
- D** "superfood" and "studies"

**For numbers 3 and 4, read the paragraph.**  
**Then answer the questions.**

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

**3** What does the word detoxify mean in this paragraph?

- A** to move in a wide circle
- B** to chew food slowly
- C** to make a difficult decision
- D** to remove bad effects

**4** Which two words from the paragraph help you understand the meaning of detoxify?

- A** "crisp" and "crunchy"
- B** "prevent" and "cancer"
- C** "veggies" and "substances"
- D** "calories" and "vitamins"

# Lesson 11

## Unfamiliar Words

### Learning Target

**Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.**



- **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

**Read the poster below. Underline any words you might not know.**

### The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



© Jagodka/Shutterstock

► **Think** Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

► **Talk** Share your chart with a partner.

- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?



### Academic Talk

Use this word and these phrases to talk about the text.

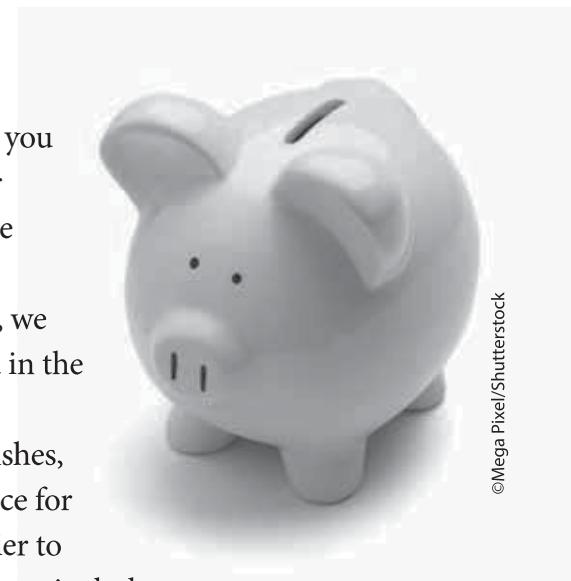
- |                       |                 |
|-----------------------|-----------------|
| • academic vocabulary | • subject area  |
| • topic               | • context clues |

**► Read****Genre: History Article**

# *Here, Pyggy Pyggy*

by Gail Hutter

- 1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.
- 2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."
- 3 So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.
- 4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.



©Mega Pixel/Shutterstock

**Close Reader Habits**

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

**Explore**

**What context clues can help you understand unfamiliar words and phrases in the text?**



Look for context clues in the same sentence or nearby sentences.

**Think**

- 1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

**Talk**

- 2 Use context clues to determine why clay was an “ideal substance” for making certain objects.

**Write**

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 15 to write your answer.

**HINT** First, define ideal substance. Then explain how clay fit that definition.



**Write** Use the space below to write your answer to the question on page 14.

# Here, Pyggy Pyggy

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage.

**HINT** First, define *ideal substance*. Then explain how clay fit that definition.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



Don't forget to check your writing.

# From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



©BYP/Shutterstock

In China, knife money was used from 600 to 200 B.C.E.



©Ralph Loesch/Shutterstock

This is one of the earliest American silver dollars ever minted.

## Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

► **Think** Use what you learned from reading the text to answer the following questions.



- 1** This question has two parts. Answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word currency as it is used in paragraph 4?

- A** goods used in trade
- B** an idea accepted by many people
- C** something that is up-to-date
- D** the money used in a country

A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

**Part B**

Which phrase from the passage helps the reader understand the meaning of currency?

- A** "based on the dollar"
- B** "produced by hand"
- C** "lost its value"
- D** "a new design"

- 2** Underline the word in the paragraph below that means "traded or exchanged one thing for another."

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

► **Talk**

- 3** Discuss the meaning of minted as it is used in paragraph 4 of the text.



**Write**

- 4** **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 18 to write your answer.

**HINT** Use quotes from the passage to show what words or phrases help you define *minted*.



**Write** Use the space below to write your answer to the question on page 17.

# From Furs to Five-Dollar Bills

- 4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.

**HINT** Use quotes from the passage to show what words or phrases help you define *minted*.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



## ► Read

Genre: History Article

### WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **financial**
- **economy**

# WHAT WAS the Great Depression?

by Fran Severs

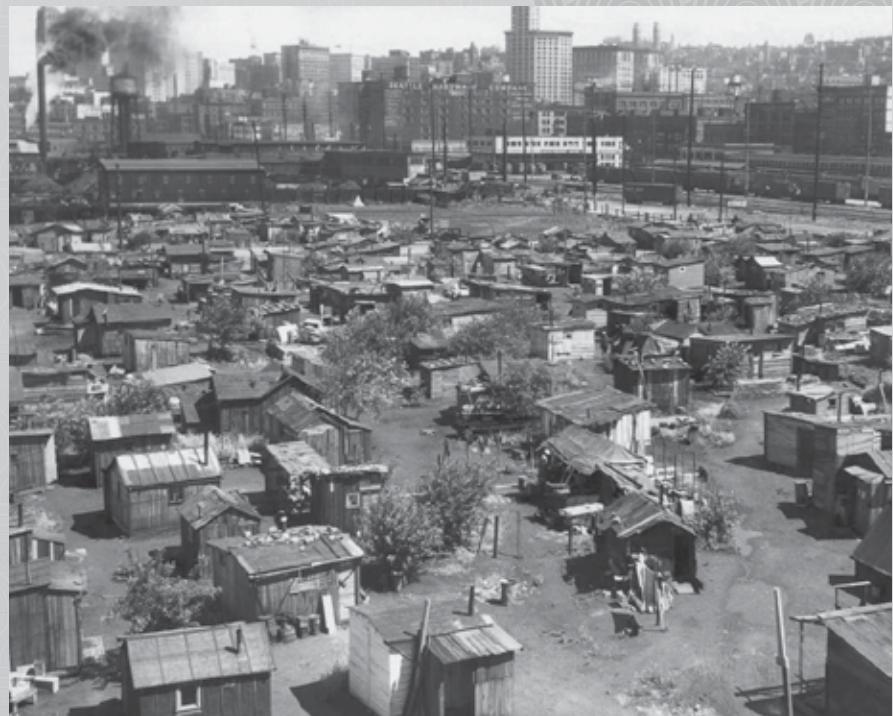
- When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could “buy now, pay later.” They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



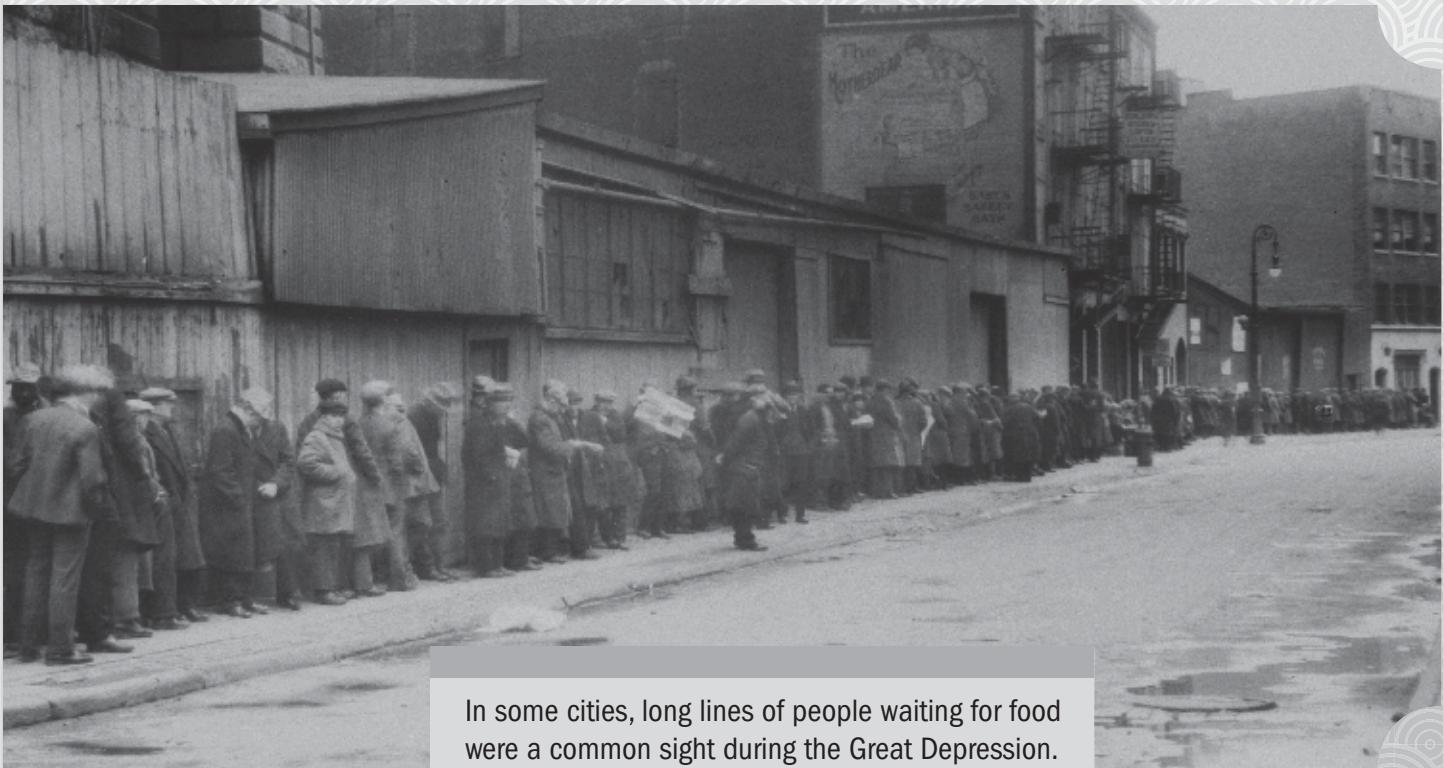
©ClassicStock/Alamy

- 2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.
- 3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.
- 4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



©World History Archive / Alamy

During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



© Library of Congress Prints and Photographs Division Washington, D.C.

In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

► **Think** Use what you learned from reading the article to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with me chandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- A** goods
- B** large items
- C** shares of stock
- D** jobs

**Part B**

Which detail from paragraph 1 **best** supports the answer to Part A?

- A** "... that no one bought ..."
- B** "... even more products ..."
- C** "... factory production slowed ..."
- D** "... lost their jobs ..."

- 2** The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial c isis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

- 3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the **best** meaning of the phrase hard times in paragraph 7 of “What Was the Great Depression?”

- A a period of great difficulty
- B a time when farmers couldn’t grow crops
- C a time when jobs paid low wages
- D a period of mild sadness

**Part B**

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- A “When World War I officially ended in 1919, Americans were tired of the war and ready for good times.” (paragraph 1)
- B “From June through September 1929, the prices of stocks soared.” (paragraph 2)
- C “About two million homeless men, women, and children drifted around the country.” (paragraph 5)
- D “Roosevelt’s plan to fix the nation’s money problems was called the New Deal.” (paragraph 6)

- 4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand

- A “forceful statement”
- B “wish”
- C “strong need”
- D “question”



## Write

- 5 Short Response** Paragraph 6 of the passage states, “By 1937, the unemployment rate had fallen to about 14 percent.” Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

# Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafeteria prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-It-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk; or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

---

1

Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

- A In order to win the trip everyone,
- B In order to win the trip, everyone
- C In order, to win the trip everyone
- D In order to win, the trip everyone

**Go On**

**2** Read this sentence from the story.

The date was so terrifying that some Westfield students break into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

- A** have broken
- B** will be breaking
- C** will break
- D** broke

**3** Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

- A** either Westfield students nor
- B** neither Westfield students or
- C** either Westfield students or
- D** neither Westfield students and

**4** Read this sentence from the story.

"Read a book, take a walk; or play a game."

Which of the following should replace the underlined part to make the sentence correct?

- A** book take, a walk, or
- B** book, take a walk, or
- C** book; take a walk; or
- D** book, take a walk or,

# Tools for Instruction

## Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

### Three Ways to Teach

#### Identify Sentence-Based Context Clues 20–30 minutes

**Connect to Writing** Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is*, *or*, *and other*, and *but*.

Type of Clue	Example Sentence	What It Does
<b>Definition</b>	An <i>asteroid</i> is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
<b>Appositive</b>	An animal that is a <i>carnivore</i> , or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
<b>Examples</b>	The streets were filled with buses, taxis, and other vehicles.	Describes the unfamiliar word by naming types of it
<b>Contrast</b>	Lush, green forests receive steady rains, but deserts are bare and <i>arid</i> .	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper*, *meal*, *author*, and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

## Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

## Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

<b>fan</b>	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
<b>fry</b>	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
<b>lap</b>	I held the plate in my <u>lap</u> .	We ran one <u>lap</u> around the track.
<b>strike</b>	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u> .

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

## Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

## Adding Decimals

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

**Circle all the problems with sums less than 5.  
Then find the exact sums of only the problems you circled.**

**1**  $0.24 + 4.25$   
\_\_\_\_\_

**2**  $4.8 + 0.16$   
\_\_\_\_\_

**3**  $2.31 + 2.075$   
\_\_\_\_\_

**4**  $2.31 + 2.7$   
\_\_\_\_\_

**5**  $0.909 + 4.09$   
\_\_\_\_\_

**6**  $3.99 + 1.109$   
\_\_\_\_\_

**7**  $2.675 + 2.325$   
\_\_\_\_\_

**8**  $3.775 + 0.225$   
\_\_\_\_\_

**9**  $2.06 + 2.933$   
\_\_\_\_\_

**10**  $2.6 + 2.933$   
\_\_\_\_\_

**11**  $1.809 + 3.091$   
\_\_\_\_\_

**12**  $3.01 + 1.991$   
\_\_\_\_\_

**13**  $1.83 + 3.1 + 0.1$   
\_\_\_\_\_

**14**  $0.012 + 3.79 + 1.101$   
\_\_\_\_\_

**15**  $2.6 + 2.04 + 0.099$   
\_\_\_\_\_

**16** What strategies did you use to solve the problems?

## Subtracting Decimals to Hundredths

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

**The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.**

1  $7.5 - 1.2$

---

2  $10.75 - 4.13$

---

3  $20.2 - 14.8$

---

4  $6.12 - 0.7$

---

5  $41.5 - 33.25$

---

6  $15.9 - 8.92$

---

7  $105.53 - 99.28$

---

8  $9.46 - 3.68$

---

9  $74 - 65.9$

---

10  $5.05 - 0.56$

---

11  $31.27 - 23.67$

---

12  $256.4 - 248.38$

---

13  $12 - 4.39$

---

14  $1,280.01 - 1,272.77$

---

15  $500.2 - 494.94$

---

### Answers

6.25

5.26

6.62

8.1

7.6

4.49

8.25

7.61

6.98

5.42

7.24

5.4

8.02

5.78

6.3

## Using Estimation with Decimals

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

## Solve the problems.

- 1** Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

**2** Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

**3** Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

## Using Estimation with Decimals *continued*

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

- 4 Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.
- 5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.
- 6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

## Multiplying a Decimal by a Whole Number

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

### Multiply.

**1**  $3 \times 0.2$

---

**2**  $3 \times 0.03$

---

**3**  $3 \times 0.23$

---

**4**  $4 \times 0.08$

---

**5**  $4 \times 1.1$

---

**6**  $4 \times 1.18$

---

**7**  $6 \times 0.07$

---

**8**  $6 \times 1.1$

---

**9**  $6 \times 1.17$

---

**10**  $21 \times 0.05$

---

**11**  $21 \times 1.05$

---

**12**  $21 \times 2.05$

---

**13**  $9 \times 3.25$

---

**14**  $5 \times 0.87$

---

**15**  $11 \times 3.68$

---

**16**  $16 \times 6.4$

---

**17**  $7 \times 6.89$

---

**18**  $32 \times 5.12$

---

- 19** How did you know where to put the decimal point in problem 6?

## Multiplying Decimals Less Than 1

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

### Multiply.

**1**  $0.5 \times 3$   
\_\_\_\_\_

**2**  $0.5 \times 0.3$   
\_\_\_\_\_

**3**  $0.5 \times 0.03$   
\_\_\_\_\_

**4**  $6 \times 0.2$   
\_\_\_\_\_

**5**  $0.6 \times 0.2$   
\_\_\_\_\_

**6**  $0.06 \times 0.2$   
\_\_\_\_\_

**7**  $0.8 \times 0.1$   
\_\_\_\_\_

**8**  $0.8 \times 0.2$   
\_\_\_\_\_

**9**  $0.8 \times 0.3$   
\_\_\_\_\_

**10**  $0.4 \times 0.02$   
\_\_\_\_\_

**11**  $0.4 \times 0.04$   
\_\_\_\_\_

**12**  $0.4 \times 0.12$   
\_\_\_\_\_

**13**  $0.3 \times 0.4$   
\_\_\_\_\_

**14**  $0.6 \times 0.4$   
\_\_\_\_\_

**15**  $0.6 \times 0.8$   
\_\_\_\_\_

**16**  $0.01 \times 0.5$   
\_\_\_\_\_

**17**  $0.05 \times 0.5$   
\_\_\_\_\_

**18**  $0.25 \times 0.5$   
\_\_\_\_\_

- 19**
- Describe a pattern you noticed when you were completing the problem set.

## Multiplying with Decimals Greater Than 1

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

**1**  $0.3 \times 1.2$

---

**2**  $1.2 \times 0.4$

---

**3**  $1.2 \times 1.1$

---

**4**  $0.3 \times 12.1$

---

**5**  $4.4 \times 1.1$

---

**6**  $0.02 \times 1.8$

---

**7**  $7.1 \times 5.1$

---

**8**  $6.6 \times 0.02$

---

**9**  $2.4 \times 4.8$

---

**10**  $9.2 \times 5.24$

---

**11**  $1.2 \times 1.24$

---

**12**  $8.4 \times 6.2$

---

**13**  $4.2 \times 3.21$

---

**14**  $4.25 \times 8.5$

---

**15**  $1.9 \times 2.78$

---

### Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

## Dividing a Decimal by a Whole Number

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

**Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.**

Division Problems	Student Answers
$0.88 \div 11$	<del>0.8</del> 0.08
$5.6 \div 8$	0.07
$7.2 \div 9$	0.8
$25.35 \div 5$	5.7
$21.7 \div 7$	3.1
$14.4 \div 12$	0.12
$96.16 \div 8$	12.2
$60.18 \div 2$	30.9

- 1 Can an answer be incorrect even if it looks reasonable? Explain.

## Dividing by Hundredths

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

**Divide.**

1  $1 \div 0.25$

---

2  $4 \div 0.25$

---

3  $3.75 \div 0.25$

---

4  $6.5 \div 0.25$

---

5  $1.8 \div 9$

---

6  $1.8 \div 0.9$

---

7  $1.8 \div 0.09$

---

8  $225 \div 75$

---

9  $22.5 \div 7.5$

---

10  $2.25 \div 0.75$

---

11  $0.36 \div 0.06$

---

12  $6.36 \div 0.06$

---

13  $36.36 \div 0.06$

---

14  $9 \div 2.25$

---

15  $13.5 \div 2.25$

---

- 16 Describe a pattern you noticed when you were completing the problem set.

## Adding Fractions with Unlike Denominators

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

**Add.**

1  $\frac{1}{2} + \frac{1}{4}$

---

2  $\frac{1}{2} + \frac{3}{8}$

---

3  $\frac{1}{2} + \frac{1}{3}$

---

4  $\frac{1}{3} + \frac{1}{4}$

---

5  $\frac{5}{6} + \frac{1}{12}$

---

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

---

7  $\frac{5}{6} + \frac{2}{3}$

---

8  $\frac{3}{4} + \frac{5}{6}$

---

9  $\frac{7}{9} + \frac{1}{6}$

---

10  $\frac{7}{8} + \frac{2}{3}$

---

11  $\frac{3}{2} + \frac{3}{5}$

---

12  $\frac{9}{8} + \frac{5}{6}$

---

- 13 What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

## Adding with Mixed Numbers

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

**Add.**

1  $4\frac{7}{8} + \frac{1}{8}$

---

2  $4\frac{7}{8} + \frac{1}{4}$

---

3  $4\frac{7}{8} + \frac{1}{2}$

---

4  $2\frac{3}{4} + \frac{1}{3}$

---

5  $2\frac{3}{4} + \frac{2}{3}$

---

6  $2\frac{3}{4} + \frac{5}{6}$

---

7  $1\frac{2}{5} + 1\frac{1}{2}$

---

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

---

9  $3\frac{2}{3} + 3\frac{2}{5}$

---

10  $4\frac{5}{8} + 2\frac{2}{3}$

---

11  $5\frac{3}{4} + 2\frac{3}{5}$

---

12  $3\frac{5}{6} + 2\frac{7}{8}$

---

- 13 What strategy did you use to solve problem 3? Describe each step.