5th Grade
Packet 8
All Content Area
Answer Keys
1. What activity does Squeak try after getting bored with skateboarding?
   A. swimming
   B. roller-skating
   C. surfing
   D. sailing

2. What is the climax of the action in this story?
   A. Squeak starts surfing lessons with Troy.
   B. Squeak saves a man from drowning.
   C. Squeak practices skateboarding in his school playground.
   D. Squeak gets his nickname.

3. Although surfing may look similar to skateboarding, it is actually quite different.
   What evidence from the story supports this statement?
   A. Although Squeak is good at skateboarding, surfing is a challenge for him.
   B. At dinner Squeak tells his parents that surfing is just like skateboarding.
   C. Squeak takes surfing lessons from Troy Mason, who used to be a famous surfer.
   D. Squeak spends a lot of time practicing skateboarding in his school playground.

4. What is one similarity between Squeak's skateboarding and his surfing?
   A. He is not very good at either when he starts out.
   B. He works hard to get better at both.
   C. He takes lessons to get better at both.
   D. They both make him into a hero.

5. What is a theme of this story?
   A. the importance of saving money
   B. the need to choose your friends wisely
   C. the benefits of challenging yourself
   D. the difficulty of living in a new place
6. Read the following sentence: "Every day he would be outside pushing himself to do better, crazier tricks."

What does the phrase pushing himself mean?

A. leaning hard against a wall  
B. getting upset with himself  
C. relaxing after doing a new trick  
D. making himself work hard

7. Choose the answer that best completes the sentence below.

First, Squeak skateboards; ______, he surfs.

A. initially  
B. although  
C. next  
D. as an illustration

8. When does Squeak start making some progress with surfing?

Squeak starts making some progress with surfing during his fourth lesson with Troy.

9. What does Squeak do to reach the drowning man?

Answers may vary in wording. However, all should recognize that Squeak surfs over to the drowning man.

10. Why was Squeak finally able to surf at the end of the story? Support your answer with evidence from the passage.

Answers may vary, as long as they are supported by the story. Students may cite Troy's comment that practice is what will make Squeak better at surfing and conclude that after four lessons Squeak had enough practice to be able to surf. Students may also note that "Squeak concentrated as hard as he could" when hopping onto his board at the end of the story and conclude that his extreme concentration is what enabled him to surf.
Adding fractions (like denominators)

Grade 5 Fractions Worksheet

Find the sum.

1. \( \frac{3}{4} + \frac{3}{4} = \frac{11}{4} \)  
2. \( \frac{5}{7} + \frac{6}{7} = \frac{11}{7} \)  
3. \( \frac{16}{25} + \frac{12}{25} = \frac{28}{25} \)

4. \( \frac{23}{100} + \frac{54}{100} = \frac{77}{100} \)
5. \( \frac{6}{9} + \frac{1}{9} = \frac{7}{9} \)
6. \( \frac{8}{10} + \frac{4}{10} = \frac{12}{10} \)

7. \( \frac{4}{6} + \frac{4}{6} = \frac{8}{6} \)
8. \( \frac{18}{50} + \frac{42}{50} = \frac{60}{50} \)
9. \( \frac{13}{20} + \frac{11}{20} = \frac{24}{20} \)

10. \( \frac{7}{11} + \frac{7}{11} = \frac{14}{11} \)
11. \( \frac{15}{25} + \frac{7}{25} = \frac{22}{25} \)
12. \( \frac{4}{7} + \frac{3}{7} = 1 \)

13. \( \frac{1}{3} + \frac{1}{3} = \frac{2}{3} \)
14. \( \frac{4}{8} + \frac{3}{8} = \frac{7}{8} \)
15. \( \frac{2}{5} + \frac{2}{5} = \frac{4}{5} \)

16. \( \frac{8}{16} + \frac{10}{16} = \frac{18}{16} \)
17. \( \frac{3}{12} + \frac{6}{12} = \frac{9}{12} \)
18. \( \frac{1}{2} + \frac{1}{2} = 1 \)

19. \( \frac{3}{13} + \frac{7}{13} = \frac{10}{13} \)
20. \( \frac{8}{15} + \frac{11}{15} = \frac{19}{15} \)
21. \( \frac{3}{14} + \frac{4}{14} = \frac{7}{14} \)
Adding mixed numbers to fractions (like denominators)

Grade 5 Fractions Worksheet

Find the sum.

1. \[ 5 \frac{1}{10} + \frac{1}{10} = 5 \frac{1}{5} \]
2. \[ 4 \frac{1}{2} + \frac{1}{2} = \]
3. \[ 7 \frac{7}{9} + \frac{1}{9} = 7 \frac{8}{9} \]
4. \[ 2 \frac{2}{6} + \frac{4}{6} = 3 \]
5. \[ 2 \frac{21}{25} + \frac{6}{25} = 3 \frac{2}{25} \]
6. \[ 6 \frac{44}{50} + \frac{35}{50} = 7 \frac{29}{50} \]
7. \[ 6 \frac{2}{3} + \frac{2}{3} = 7 \frac{1}{3} \]
8. \[ 8 \frac{60}{100} + \frac{16}{100} = 8 \frac{19}{25} \]
9. \[ 5 \frac{8}{12} + \frac{11}{12} = 6 \frac{7}{12} \]
10. \[ 5 \frac{18}{20} + \frac{16}{20} = 6 \frac{7}{10} \]
11. \[ 9 \frac{2}{6} + \frac{3}{6} = 9 \frac{5}{6} \]
12. \[ 2 \frac{1}{2} + \frac{1}{2} = 3 \]
13. \[ 3 \frac{2}{10} + \frac{6}{10} = 3 \frac{4}{5} \]
14. \[ 8 \frac{2}{4} + \frac{3}{4} = 9 \frac{1}{4} \]
15. \[ 10 \frac{22}{50} + \frac{14}{50} = 10 \frac{18}{25} \]
16. \[ 2 \frac{6}{11} + \frac{6}{11} = 3 \frac{1}{11} \]
Adding unlike fractions

Grade 5 Fractions Worksheet

Find the sum.

1. \( \frac{1}{2} + \frac{2}{3} = \frac{11}{6} \)
2. \( \frac{8}{12} + \frac{8}{11} = \frac{13}{33} \)

3. \( \frac{2}{7} + \frac{6}{10} = \frac{31}{35} \)
4. \( \frac{1}{6} + \frac{6}{11} = \frac{47}{66} \)

5. \( \frac{5}{9} + \frac{1}{2} = \frac{11}{18} \)
6. \( \frac{9}{12} + \frac{2}{12} = \frac{11}{12} \)

7. \( \frac{2}{7} + \frac{1}{4} = \frac{15}{28} \)
8. \( \frac{1}{4} + \frac{6}{8} = 1 \)

9. \( \frac{4}{10} + \frac{4}{5} = \frac{11}{5} \)
10. \( \frac{1}{2} + \frac{8}{11} = \frac{15}{22} \)

11. \( \frac{1}{11} + \frac{2}{12} = \frac{17}{66} \)
12. \( \frac{2}{12} + \frac{2}{4} = \frac{2}{3} \)

13. \( \frac{3}{5} + \frac{3}{8} = \frac{39}{40} \)
14. \( \frac{6}{9} + \frac{1}{2} = \frac{11}{6} \)
Answers

1) $\frac{10}{4} \text{ or } 2 \frac{2}{4}$
2) $\frac{9}{5} \text{ or } 1 \frac{4}{5}$
3) $\frac{12}{7} \text{ or } 1 \frac{5}{7}$
4) $\frac{9}{11}$
5) $\frac{5}{3} \text{ or } 1 \frac{2}{3}$
6) $\frac{5}{3} \text{ or } 1 \frac{2}{3}$
7) $\frac{1}{2}$
8) $\frac{6}{9}$
9) $\frac{7}{5} \text{ or } 1 \frac{2}{5}$
10) $\frac{9}{5} \text{ or } 1 \frac{4}{5}$
11) $\frac{9}{11}$
12) $\frac{6}{5} \text{ or } 1 \frac{1}{5}$
13) $\frac{3}{8}$
14) $\frac{10}{6} \text{ or } 1 \frac{4}{6}$
15) $\frac{4}{7}$
16) $\frac{11}{3} \text{ or } 3 \frac{2}{3}$
Examining a Primary Source #2 – Answer Key

**FROM THE DECLARATION OF THE CAUSES AND NECESSITY OF TAKING UP ARMS**
**JULY 6, 1775 - Sample Answers**

<table>
<thead>
<tr>
<th>…the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die freemen rather than to live slaves</th>
<th><strong>What does it mean?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We have been forced to take up arms and fight. We are fighting for our freedom. We have all decided that we would rather die as free people than live as slaves.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Our cause is just. Our union is perfect. Our internal resources are great, and, if necessary, foreign assistance is undoubtedly attainable. | **Our desire for freedom is fair. We are acting as “one.” We have a lot of our own resources but if necessary we can get other countries to help us.** |
Put your heart into exercise

Background knowledge
Your heart contracts to push blood through your body. The contractions are called heartbeats. You can feel your heartbeat, or pulse, by placing a finger across blood vessels close to the surface of your skin. Your pulse rate is a measure of how many times your heart beats in 1 minute. When you exercise, your muscles work harder and need more oxygen. Exercise makes the pulse rate go up so that the blood can deliver more oxygen to the muscles.

Science activity
Angela measured her pulse rate after 1 minute, 2 minutes, 3 minutes, and 4 minutes of exercise. She plotted her results on this graph.

![Graph showing Angela's pulse rate over time](graph.png)

Describe the relationship between exercise and pulse rate. **The more Angela exercises, the faster her pulse rate is.**

Can Angela's pulse rate go on increasing? Give reasons for your answer. What would her pulse rate be after 6 minutes of exercise? Plot this on the graph. **Angela's pulse rate can't go on increasing. It will level out.**

Science investigation

⚠️ Tell the young investigator to use the forefinger and middle finger to feel a pulse. After exercise the pulse rate will go up. If the child has any respiratory or heart ailments, someone who does not should be used to create data for the experiment.
Conducting electricity

Background knowledge
Matter that allows electricity to pass through it easily is called an electrical conductor. Electricity passes through a conductor to turn on a TV or computer, for example. Metals can conduct electricity, but some are better conductors than others. Solutions that have dissolved charged particles in them can also conduct electricity.

Science activity
An electrical circuit was set up to test the conductivity of different types of matter. A bulb was placed in the circuit. If the matter conducted electricity, the bulb lit up.

<table>
<thead>
<tr>
<th>Material tested</th>
<th>Status of bulb</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>very bright</td>
</tr>
<tr>
<td>copper</td>
<td>bright</td>
</tr>
<tr>
<td>plastic</td>
<td>not lit</td>
</tr>
<tr>
<td>wood</td>
<td>not lit</td>
</tr>
<tr>
<td>graphite</td>
<td>fairly bright</td>
</tr>
<tr>
<td>lead</td>
<td>fairly bright</td>
</tr>
<tr>
<td>paper</td>
<td>not lit</td>
</tr>
<tr>
<td>salt water</td>
<td>bright</td>
</tr>
<tr>
<td>distilled water</td>
<td>not lit</td>
</tr>
</tbody>
</table>

What factor was used to determine the conductivity of the matter? The brightness of the bulb was used. The brighter the bulb, the better...
Which sample(s) of matter are the best conductors? Gold and copper...
What types of matter are the best conductors of electricity? Metals are the best conductors of electricity...
Why do you think salt water can light the bulb but distilled water cannot? Salt water has charged particles in it, and so it can conduct electricity.

Science investigation

Lead lights, batteries, and alligator wires can be purchased from stores such as Radio Shack. Answers will vary as the child tests different matter samples for conductivity.
Friction is a force

Background knowledge
Friction is a force that slows things down. When two surfaces come in contact with one another, there is a frictional force. The amount of friction depends on a number of factors. Rougher surfaces create more friction than smooth surfaces. It is a lot easier to ride a bike on a newly paved road than on a dirt trail. The weight of an object pushing on the surface causes friction. The amount of surface in contact with another surface also affects the amount of friction. For example, wheels reduce the amount of surface contact.

Science activity
Gal covered a ramp with different materials and measured how far a wooden block slid on each surface before coming to a halt. Here are her results.

<table>
<thead>
<tr>
<th>Type of surface</th>
<th>How far the block slid after being pushed</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandpaper</td>
<td>50 cm</td>
</tr>
<tr>
<td>glass</td>
<td>500 cm</td>
</tr>
<tr>
<td>wood</td>
<td>100 cm</td>
</tr>
<tr>
<td>plastic</td>
<td>300 cm</td>
</tr>
<tr>
<td>cardboard</td>
<td>90 cm</td>
</tr>
</tbody>
</table>

Which is the smoothest surface, and which is the roughest surface?
Glass is the smoothest surface and sandpaper the roughest.

Explain how you worked out the answers to the question above.
Rough surfaces slow things down because of more friction.
The block slid farthest on glass, so it must be the smoothest.

Science investigation
The spring balance can be used to measure friction, since the force needed to pull the object up a ramp will be greater when there is more friction. Ask the child to make reasoned predictions, such as, “Rougher surfaces will require more force due to increased friction.”