

JUNE 1 - GRADE 5

Roll of Thunder, Hear My Cry

Name/Nombre _____

Chapter Questions/ preguntas del capítulo

Write the answer to these questions in full sentences on the spaces provided.

Escribe la respuesta a cada pregunta en una frase completa abajo.

Chapter 8/ Capítulo 8

1. Explain Cassie's act of revenge on Lillian Jean? ¿Explicar el acto de venganza de Cassie contra Lillian Jean?

She learned all of her secrets, and then held them against her. She yanked her hair and made her apologize for Strawberry.

2. What terrible thing did T.J. do? Why do you suppose he did it? Qué cosa tan terrible hizo T.J. ¿hacer? ¿Por qué supones que lo hizo?

He told the board that Mrs. Logan was a bad teacher. He was angry because she failed him.

Chapter 9/ Capítulo 9

1. Describe the attack on the Logans. Describe el ataque a los logans.

It was the Wallaces. When they were returning from Vicksburg, someone had sabotaged their wagon and its wheels came off. While Mr. Morrison and Papa were trying to fix it, a truck drove up behind them. They didn't hear the truck because of the rain, and then someone shot Papa, and the bullet grazed his temple. The shot scared the horse, causing the wagon to roll over Papa's leg. Mr. Morrison fought the men, possibly injuring them badly.

Chapter 10/ Capítulo 10

1. Why does Stacey blame himself for Papa's injury? ¿Por qué Stacey se culpa a sí mismo por la lesión de papá?

He thinks if he could have held the horse, the wagon wouldn't have run over Papa's leg.

2. Why does Cassie feel sorry for T.J.? ¿Por qué Cassie siente pena por T.J.?

She knows the R.W. and Melvin are taking advantage of him. She thinks something bad is going to happen.

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Chapter 11/ Capítulo 11

1. Describe R.W. and Melvin's evil plan. How did it work out? Describe a R.W. y el malvado plan de Melvin. Como resulto?

Chapter 12/ Capítulo 12

1. Explain the significance of the community putting the fire out. Explique la importancia de que la comunidad apague el fuego.

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Chapter 11/ Capítulo 11

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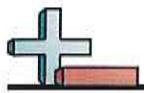
They were going to rob the Barnett's store. They put stockings on their faces, but not on TJ's so it would look like they were being robbed by African Americans.

They bribed TJ with the pearl-handled pistol. During the robbery, the Barnett's woke up. RW knocked Mr. Barnett on the head with the flat of the ax, and then he slapped Mrs. Barnett and she fell down and hit her head. They may both be dead.

Chapter 12/ Capítulo 12

1. Explain the significance of the community putting the fire out. Explique la importancia de que la comunidad apague el fuego.

Everyone, black and white, worked together to put out the fire.



Multiplication Fluency 31

Name:

See how long it takes you to get all the problems done correctly.

$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline 12 \end{array} \quad \begin{array}{r} 1 \\ \times 1 \\ \hline 1 \end{array} \quad \begin{array}{r} 0 \\ \times 5 \\ \hline 0 \end{array} \quad \begin{array}{r} 10 \\ \times 8 \\ \hline 80 \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array} \quad \begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array} \quad \begin{array}{r} 10 \\ \times 5 \\ \hline 50 \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array}$$

$$\begin{array}{r} \times 8 \\ \times 7 \\ \times 9 \\ \times 5 \\ \times 7 \\ \times 9 \\ \times 6 \\ \times 2 \\ \times 2 \\ \times 5 \end{array}$$

$$\begin{array}{r} \times 9 \\ \times 8 \\ \times 9 \\ \times 5 \\ \times 1 \\ \times 4 \\ \times 2 \\ \times 9 \\ \times 2 \\ \times 1 \end{array}$$

$$\begin{array}{r} \times 4 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \times 6 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \times 1 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 8 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} \times 6 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} \times 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \times 6 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array} \quad \begin{array}{r} 0 \\ \times 4 \\ \hline 0 \end{array} \quad \begin{array}{r} 10 \\ \times 3 \\ \hline 30 \end{array} \quad \begin{array}{r} 1 \\ \times 6 \\ \hline 6 \end{array} \quad \begin{array}{r} 10 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array} \quad \begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array} \quad \begin{array}{r} 10 \\ \times 5 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 0 \\ \times 7 \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array} \quad \begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array} \quad \begin{array}{r} 2 \\ \times 8 \\ \hline 16 \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array} \quad \begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array} \quad \begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array} \quad \begin{array}{r} 10 \\ \times 10 \\ \hline 100 \end{array} \quad \begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array} \quad \begin{array}{r} 10 \\ \times 6 \\ \hline 60 \end{array}$$

$$\begin{array}{r} \times 10 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \times 1 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \times 4 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 1 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \times 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \times 9 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} \times 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array} \quad \begin{array}{r} 1 \\ \times 4 \\ \hline 4 \end{array} \quad \begin{array}{r} 10 \\ \times 4 \\ \hline 40 \end{array} \quad \begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array} \quad \begin{array}{r} 9 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ \times 1 \\ \hline 8 \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array} \quad \begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline 30 \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline 7 \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array} \quad \begin{array}{r} 1 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array} \quad \begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array} \quad \begin{array}{r} 3 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 1 \\ \times 4 \\ \hline 4 \end{array} \quad \begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array} \quad \begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$$



Multiplication Fluency 31

Name:

See how long it takes you to get all the problems done correctly.

$$\begin{array}{r} \times 6 \\ \times 6 \\ \times 1 \\ \times 5 \\ \times 8 \\ \times 9 \\ \times 8 \\ \times 5 \\ \times 7 \\ \times 9 \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array} \quad \begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array} \quad \begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array} \quad \begin{array}{r} 1 \\ \times 5 \\ \hline 5 \end{array} \quad \begin{array}{r} 8 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 6 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array} \quad \begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array}$$

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$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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$$\begin{array}{r} \underline{\times} \\ \begin{array}{r} 10 & 1 & 5 & 4 & 1 & 7 & 5 & 9 & 2 & 6 \\ \times 6 & \times 3 & \times 1 & \times 3 & \times 7 & \times 3 & \times 8 & \times 4 & \times 0 & \times 4 \\ \hline \end{array} \end{array}$$

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$$\begin{array}{r} \underline{\times} \\ \begin{array}{r} 10 & 7 & 6 & 1 & 7 & 4 & 3 & 1 & 7 & 3 \\ \times 3 & \times 1 & \times 3 & \times 0 & \times 3 & \times 5 & \times 0 & \times 4 & \times 4 & \times 9 \\ \hline \end{array} \end{array}$$

Explore the Coordinate Plane

What does a point in the coordinate plane represent?

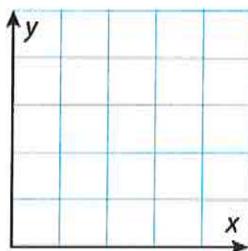


MODEL IT

Complete the problem below.

- When a horizontal number line and a vertical number line are lined up so that the 0s intersect, a **coordinate plane** is formed.

Coordinate Plane



- Label the numbers 1–4 on the **x-axis**, the horizontal number line.
- Label the numbers 1–4 on the **y-axis**, the vertical number line.
- Label the **origin**, the point where the x-axis and y-axis intersect, with the letter *O*.



Learning Target

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.

SMP 1, 2, 3, 4, 5, 6, 7



DISCUSS IT

- Compare how you labeled the coordinate plane with how your partner labeled the coordinate plane. Are they the same? Are they different?
- I think a coordinate plane is like a number line because ... I think a coordinate plane is different from a number line because ...

Explora El plano de coordenadas

↓ ¿Qué representa un punto en el plano de coordenadas?

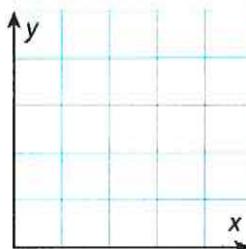


HAZ UN MODELO

Completa el siguiente problema.

- 1 Cuando una recta numérica horizontal y una recta numérica vertical se alinean de manera que los 0 se intersecan, se forma un **plano de coordenadas**.

Plano de coordenadas



- Rotula los números del 1 al 4 en el **eje x**, la recta numérica horizontal.
- Rotula los números del 1 al 4 en el **eje y**, la recta numérica vertical.
- Rotula el **origen**, el punto donde el eje x y el eje y se intersecan, con la letra O.



Objetivo de aprendizaje

- Usar un par de rectas numéricas perpendiculares, llamadas ejes, para definir un sistema de coordenadas, situando la intersección de las rectas (el origen) de modo que coincida con el 0 de cada recta, y ubicar un punto dado usando un par ordenado de números, llamados coordenadas. Comprender que el primer número indica la distancia que se recorre desde el origen en dirección sobre un eje, y que el segundo número indica la distancia que se recorre en dirección sobre el segundo eje, siguiendo la convención de que los nombres de los dos ejes y los de las coordenadas correspondan.

EPM 1, 2, 3, 4, 5, 6, 7



CONVERSA CON UN COMPAÑERO

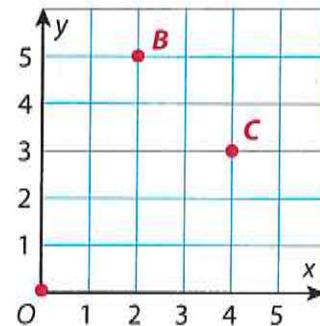
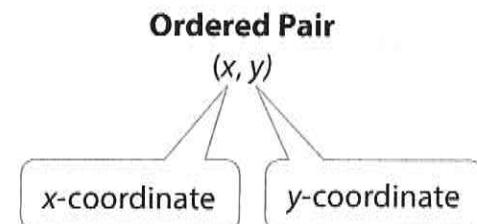
- Compara cómo tu compañero y tú rotularon el plano de coordenadas. ¿Son iguales? ¿Son diferentes?
- Creo que un plano de coordenadas es como una recta numérica porque ... Creo que un plano de coordenadas es diferente a una recta numérica porque ...

MODEL IT

Complete the problems below.

- 2** An **ordered pair** is a pair of numbers, called *coordinates*, that describes the location of a point in the coordinate plane. The coordinates of an ordered pair always appear in the same order: first the **x-coordinate** and then the **y-coordinate**.

- a. If you move only on grid lines, how can you get from the origin to point *B* in the fewest number of moves?



- b. The ordered pair $(2, 5)$ is a way to represent the location of point *B*. Use your answer to problem 2a to describe what the *x*-coordinate of an ordered pair tells you about the point's location and what the *y*-coordinate tells you about the point's location.

- c. What is the ordered pair for the origin, *O*?



DISCUSS IT

- How can you and your partner figure out the ordered pair for point *C*?
- I know the *x*-coordinate of any point on the *y*-axis is 0 because ...

3 REFLECT

Think about how you have heard the word *origin* used outside of math. Why do you think the point $(0, 0)$ is called the *origin*?

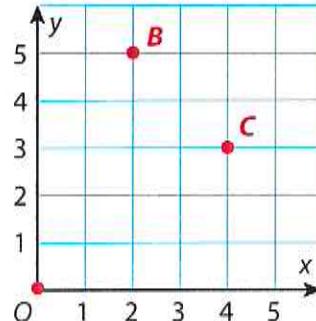
HAZ UN MODELO

Completa los problemas de abajo.

2

Un **par ordenado** es un par de números llamados *coordenadas*, que describen la ubicación de un punto en el plano de coordenadas. Las coordenadas de un par ordenado aparecen siempre en el mismo orden: primero la **coordenada x** y luego la **coordenada y**.

- a. Si solo te mueves en líneas cuadriculadas, ¿cómo puedes llegar desde el origen al punto *B* con el menor número de movimientos?



- b. El par ordenado (2, 5) es una manera de representar la ubicación del punto *B*. Usa tu respuesta al problema 2a para describir lo que la coordenada *x* de un par ordenado te dice acerca de la ubicación del punto y lo que la coordenada *y* te dice acerca de la ubicación del punto.

- c. ¿Cuál es el par ordenado para el origen, *O*?



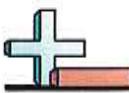
CONVERSA CON UN COMPAÑERO

- ¿Cómo pueden tu compañero y tú averiguar el par ordenado para el punto *C*?
- Sé que la coordenada *x* de cualquier punto en el eje *y* es 0 porque ...

3

REFLEXIONA

Piensa en lo que has oído de la palabra *origen* usada fuera de las matemáticas. ¿Por qué crees que el punto (0, 0) se llama *origen*?



Mixed Fluency 32

Name: _____

See how long it takes you to get all the problems done correctly.

| | | | | | | | |
|----------|-------|-----------|-------|----------|-------|-----------|-------|
| 8 + 5 = | _____ | 9 - 4 = | _____ | 5 × 9 = | _____ | 14 ÷ 7 = | _____ |
| 7 + 9 = | _____ | 16 - 6 = | _____ | 9 × 4 = | _____ | 18 ÷ 2 = | _____ |
| 1 + 10 = | _____ | 12 - 9 = | _____ | 6 × 4 = | _____ | 49 ÷ 7 = | _____ |
| 5 + 3 = | _____ | 8 - 2 = | _____ | 3 × 5 = | _____ | 32 ÷ 8 = | _____ |
| 5 + 6 = | _____ | 9 - 7 = | _____ | 1 × 1 = | _____ | 21 ÷ 7 = | _____ |
| 4 + 3 = | _____ | 11 - 1 = | _____ | 8 × 5 = | _____ | 6 ÷ 2 = | _____ |
| 6 + 5 = | _____ | 15 - 5 = | _____ | 9 × 6 = | _____ | 15 ÷ 5 = | _____ |
| 9 + 1 = | _____ | 15 - 8 = | _____ | 3 × 6 = | _____ | 40 ÷ 10 = | _____ |
| 5 + 1 = | _____ | 9 - 3 = | _____ | 1 × 7 = | _____ | 60 ÷ 6 = | _____ |
| 1 + 3 = | _____ | 7 - 3 = | _____ | 2 × 9 = | _____ | 36 ÷ 9 = | _____ |
| 6 + 6 = | _____ | 10 - 9 = | _____ | 8 × 2 = | _____ | 16 ÷ 4 = | _____ |
| 4 + 5 = | _____ | 18 - 9 = | _____ | 9 × 8 = | _____ | 12 ÷ 2 = | _____ |
| 1 + 4 = | _____ | 7 - 1 = | _____ | 10 × 5 = | _____ | 9 ÷ 1 = | _____ |
| 5 + 4 = | _____ | 18 - 10 = | _____ | 6 × 2 = | _____ | 72 ÷ 8 = | _____ |
| 2 + 7 = | _____ | 13 - 5 = | _____ | 4 × 3 = | _____ | 40 ÷ 5 = | _____ |
| 10 + 5 = | _____ | 11 - 4 = | _____ | 5 × 4 = | _____ | 12 ÷ 6 = | _____ |
| 1 + 5 = | _____ | 19 - 9 = | _____ | 1 × 3 = | _____ | 24 ÷ 3 = | _____ |
| 6 + 9 = | _____ | 10 - 5 = | _____ | 5 × 8 = | _____ | 10 ÷ 2 = | _____ |
| 4 + 6 = | _____ | 11 - 6 = | _____ | 10 × 3 = | _____ | 45 ÷ 5 = | _____ |
| 10 + 3 = | _____ | 5 - 2 = | _____ | 4 × 9 = | _____ | 42 ÷ 6 = | _____ |
| 6 + 8 = | _____ | 11 - 9 = | _____ | 2 × 2 = | _____ | 48 ÷ 6 = | _____ |
| 9 + 5 = | _____ | 12 - 2 = | _____ | 5 × 10 = | _____ | 30 ÷ 3 = | _____ |
| 7 + 4 = | _____ | 13 - 10 = | _____ | 2 × 3 = | _____ | 9 ÷ 3 = | _____ |
| 8 + 4 = | _____ | 13 - 6 = | _____ | 4 × 8 = | _____ | 6 ÷ 1 = | _____ |
| 8 + 6 = | _____ | 8 - 5 = | _____ | 10 × 9 = | _____ | 54 ÷ 9 = | _____ |

Develop Understanding of the Coordinate Plane

MODEL IT: THE COORDINATE PLANE

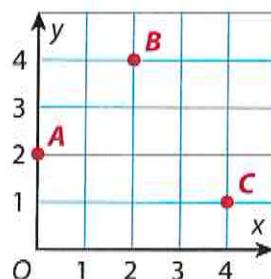
Try these two problems.

- 1 Points A, B, and C are graphed, or plotted, in the coordinate plane below. Use the graph to write the ordered pair for each point.

Point A

Point B

Point C



- 2 Plot the following points in the coordinate plane in problem 1. Label each point with its letter name.

Point D(1, 0)

Point E(3, 2)

DISCUSS IT

- Ask your partner to explain how he or she determined the location of points D and E.
- I think plotting points in the coordinate plane is like plotting points on a number line because ...
- I think plotting points in the coordinate plane is different from plotting points on a number line because ...

Desarrolla Comprender el plano de coordenadas

HAZ UN MODELO: EL PLANO DE COORDENADAS

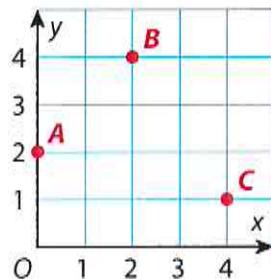
Prueba estos dos problemas.

- 1** Los puntos A, B y C están marcados en el siguiente plano de coordenadas. Usa la gráfica para escribir el par ordenado para cada punto.

Punto A

Punto B

Punto C



- 2** Marca los siguientes puntos en el plano de coordenadas del problema 1. Rotula cada punto con su nombre en letras.

Punto D(1, 0)

Punto E(3, 2)



CONVERSA CON UN COMPAÑERO

- Pregunta a tu compañero cómo determinó la ubicación de los puntos D y E.
- Creo que marcar puntos en el plano de coordenadas es como marcar puntos en una recta numérica porque ...
- Creo que marcar puntos en el plano de coordenadas es diferente a marcar puntos en una recta numérica porque ...

MODEL IT: TABLES

- 3 x- and y-coordinates can be organized in a table like the one below.

| Point | A | B | C | D | E | F |
|-------|---|---|---|---|---|---|
| x | | | | 1 | 3 | 4 |
| y | | | | 0 | 2 | 3 |

- Use the coordinate plane on the previous page to complete the table with the coordinates for points A, B, and C.
- Use the coordinates given for point F in the table to graph point F in the coordinate plane on the previous page.
- Explain how you can tell from the table which two points are located on the same vertical grid line in the coordinate plane.



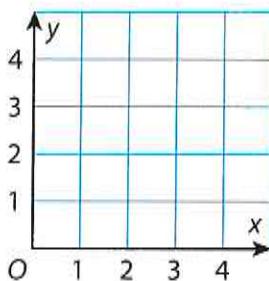
DISCUSS IT

- Compare your answers to your partner's. Do you agree or disagree?
- Looking at points in a table helps me see ...

CONNECT IT

Complete the problems below.

- 4 How do the coordinate plane and the table represent points? How are the x- and y-coordinates of a point shown in each model?
- 5 Plot point A(1, 4) and point B(3, 0) in the coordinate plane.



HAZ UN MODELO: TABLAS

- 3 Las coordenadas x y y se pueden organizar en una tabla como la siguiente.

| Punto | A | B | C | D | E | F |
|-------|-----|-----|-----|-----|-----|-----|
| x | | | | 1 | 3 | 4 |
| y | | | | 0 | 2 | 3 |

- Usa el plano de coordenadas de la página anterior para completar la tabla con las coordenadas para los puntos A , B y C .
- Usa las coordenadas dadas para el punto F en la tabla para marcar el punto F en el plano de coordenadas de la página anterior.
- Explica cómo sabes, a partir de la tabla, qué dos puntos se encuentran en la misma recta vertical cuadriculada en el plano de coordenadas.



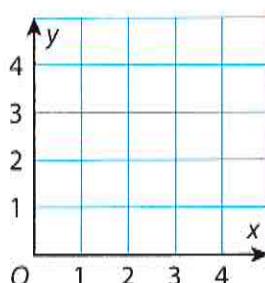
CONVERSA CON UN COMPAÑERO

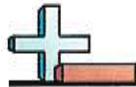
- Compara tu respuesta con la de tu compañero. ¿Estás de acuerdo o no?
- Mirar puntos en una tabla me ayuda a ver ...

CONÉCTALO

Completa los problemas de abajo.

- 4 ¿Cómo representan puntos el plano de coordenadas y la tabla? ¿Cómo se muestran las coordenadas x y y de un punto en cada modelo?
- 5 Marca el punto $A(1, 4)$ y el punto $B(3, 0)$ en el plano de coordenadas.





Mixed Fluency 33

Name: _____

See how long it takes you to get all the problems done correctly.

| | | | |
|-----------------|-----------------|-----------------|------------------|
| 9 + 2 = _____ | 11 - 3 = _____ | 10 × 8 = _____ | 14 ÷ 7 = _____ |
| 2 + 1 = _____ | 3 - 2 = _____ | 6 × 7 = _____ | 21 ÷ 7 = _____ |
| 4 + 3 = _____ | 7 - 3 = _____ | 6 × 9 = _____ | 30 ÷ 10 = _____ |
| 2 + 7 = _____ | 9 - 4 = _____ | 10 × 4 = _____ | 15 ÷ 5 = _____ |
| 10 + 10 = _____ | 15 - 5 = _____ | 5 × 2 = _____ | 20 ÷ 5 = _____ |
| 4 + 8 = _____ | 5 - 4 = _____ | 2 × 1 = _____ | 56 ÷ 8 = _____ |
| 6 + 3 = _____ | 12 - 10 = _____ | 10 × 7 = _____ | 15 ÷ 3 = _____ |
| 5 + 5 = _____ | 9 - 3 = _____ | 5 × 3 = _____ | 42 ÷ 7 = _____ |
| 8 + 9 = _____ | 5 - 1 = _____ | 4 × 10 = _____ | 3 ÷ 1 = _____ |
| 1 + 2 = _____ | 10 - 7 = _____ | 5 × 7 = _____ | 10 ÷ 2 = _____ |
| 1 + 7 = _____ | 9 - 5 = _____ | 9 × 3 = _____ | 70 ÷ 7 = _____ |
| 6 + 6 = _____ | 4 - 2 = _____ | 1 × 4 = _____ | 9 ÷ 9 = _____ |
| 4 + 10 = _____ | 10 - 6 = _____ | 9 × 10 = _____ | 40 ÷ 8 = _____ |
| 3 + 8 = _____ | 9 - 6 = _____ | 3 × 4 = _____ | 50 ÷ 10 = _____ |
| 7 + 8 = _____ | 18 - 9 = _____ | 10 × 6 = _____ | 30 ÷ 6 = _____ |
| 1 + 9 = _____ | 10 - 3 = _____ | 1 × 1 = _____ | 8 ÷ 4 = _____ |
| 2 + 3 = _____ | 8 - 3 = _____ | 3 × 8 = _____ | 10 ÷ 5 = _____ |
| 5 + 3 = _____ | 12 - 4 = _____ | 10 × 10 = _____ | 16 ÷ 8 = _____ |
| 4 + 1 = _____ | 16 - 7 = _____ | 8 × 8 = _____ | 24 ÷ 3 = _____ |
| 10 + 6 = _____ | 7 - 2 = _____ | 8 × 7 = _____ | 72 ÷ 8 = _____ |
| 2 + 4 = _____ | 10 - 2 = _____ | 6 × 1 = _____ | 25 ÷ 5 = _____ |
| 8 + 4 = _____ | 6 - 5 = _____ | 3 × 2 = _____ | 81 ÷ 9 = _____ |
| 1 + 10 = _____ | 14 - 9 = _____ | 5 × 9 = _____ | 70 ÷ 10 = _____ |
| 6 + 2 = _____ | 6 - 4 = _____ | 9 × 1 = _____ | 10 ÷ 1 = _____ |
| 5 + 1 = _____ | 5 - 3 = _____ | 2 × 2 = _____ | 100 ÷ 10 = _____ |

Practice with the Coordinate Plane

Study how the Example shows writing ordered pairs for points in the coordinate plane. Then solve problems 1–9.

EXAMPLE

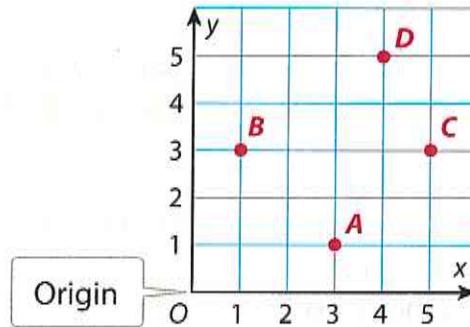
Write ordered pairs for the origin and point A shown in the graph below.

The x-coordinate tells how many units from the origin the point is along the x-axis. It is the first number in the ordered pair.

The y-coordinate tells how many units from the origin the point is along the y-axis. It is the second number in the ordered pair.

The ordered pair for the origin is (0, 0).

The ordered pair for point A is (3, 1).



- 1 Point B is unit(s) to the right of the origin and unit(s) up from the origin.

The ordered pair for point B is (.....,).

- 2 Point C is unit(s) to the right of the origin and unit(s) up from the origin.

The ordered pair for point C is (.....,).

- 3 Write the ordered pair for point D. Explain your answer.

- 4 Use the ordered pair (2, 3) to graph and label point E on the coordinate plane.

Vocabulary

coordinate plane

a two-dimensional space formed by two perpendicular number lines called axes.

ordered pair

a pair of numbers, (x, y) , that describes the location of a point in the coordinate plane, where the x-coordinate gives the point's horizontal distance from the origin, and the y-coordinate gives the point's vertical distance from the origin.

Practica con el plano de coordenadas

Estudia cómo el Ejemplo muestra la manera de escribir pares ordenados para los puntos en el plano de coordenadas. Luego resuelve los problemas 1 a 9.

EJEMPLO

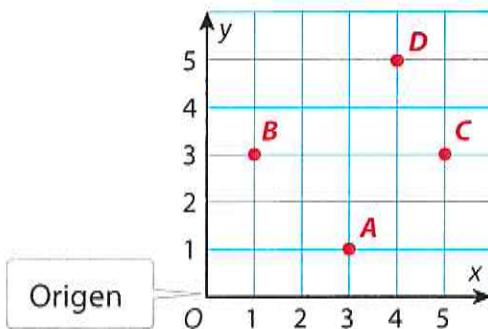
Escribe pares ordenados para el origen y el punto A que se muestran en la siguiente gráfica.

La coordenada x dice a cuántas unidades del origen está el punto sobre el eje x . Es el primer número en el par ordenado.

La coordenada y dice a cuántas unidades del origen está el punto sobre el eje y . Es el segundo número en el par ordenado.

El par ordenado para el origen es $(0, 0)$.

El par ordenado para el punto A es $(3, 1)$.



- 1 El punto B está unidad(es) a la derecha del origen y unidad(es) por encima del origen.

El par ordenado para el punto B es (.....,).

- 2 El punto C está unidad(es) a la derecha del origen y unidad(es) por encima del origen.

El par ordenado para el punto C es (.....,).

- 3 Escribe el par ordenado para el punto D . Explica tu respuesta.

- 4 Usa el par ordenado $(2, 3)$ para marcar y rotular el punto E en el plano de coordenadas.

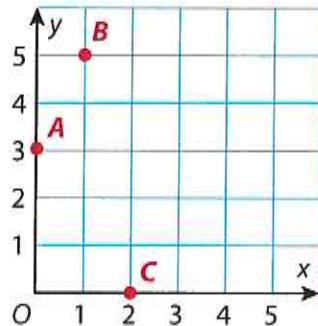
Vocabulario

plano de coordenadas espacio bidimensional formado por dos rectas numéricas perpendiculares llamadas ejes.

par ordenado par de números, (x, y) , que describen la ubicación de un punto en el plano de coordenadas, donde la coordenada x indica la distancia horizontal del punto al origen y la coordenada y indica la distancia vertical del punto al origen.

Use the table and coordinate plane for problems 5–7.

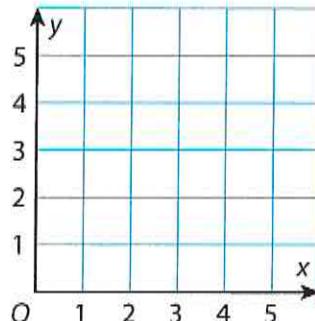
| Point | A | B | C | D | E | F |
|-------|---|---|---|---|---|---|
| x | | | | 3 | 4 | 5 |
| y | | | | 4 | 4 | 2 |



- 5 In the table, write the coordinates for points A, B, and C, shown in the coordinate plane above.
- 6 The coordinates for points D, E, and F are shown in the table. Plot and label the points in the coordinate plane.
- 7 Choose a point in the coordinate plane above. Describe its location compared to the origin.

Use the table and coordinate plane for problems 8 and 9.

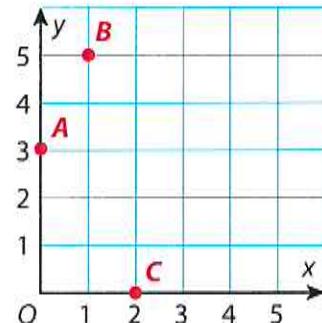
| Point | R | S | T |
|-------|---|---|---|
| x | 3 | 4 | 5 |
| y | 5 | 0 | 2 |



- 8 The coordinates for points R, S, and T are shown in the table. Plot and label the points in the coordinate plane.
- 9 Describe the location of point T compared to point S in the coordinate plane.

Usa la tabla y el plano de coordenadas para los problemas 5 a 7.

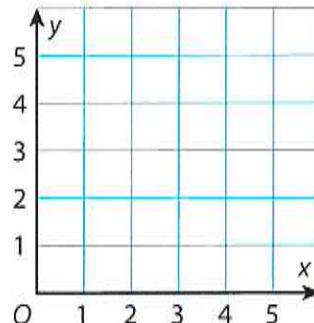
| Punto | A | B | C | D | E | F |
|-------|---|---|---|---|---|---|
| x | | | | 3 | 4 | 5 |
| y | | | | 4 | 4 | 2 |



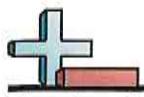
- 5 Escribe en la tabla las coordenadas para los puntos A, B y C que se muestran en el plano de coordenadas de arriba.
- 6 Las coordenadas para los puntos D, E y F se muestran en la tabla. Marca y rotula los puntos en el plano de coordenadas.
- 7 Elige un punto en el plano de coordenadas de arriba. Describe su ubicación en relación con el origen.

Usa la tabla y el plano de coordenadas para los problemas 8 y 9.

| Punto | R | S | T |
|-------|---|---|---|
| x | 3 | 4 | 5 |
| y | 5 | 0 | 2 |



- 8 Las coordenadas para los puntos R, S y T se muestran en la tabla. Marca y rotula los puntos en el plano de coordenadas.
- 9 Describe la ubicación del punto T con relación al punto S en el plano de coordenadas.



Multiplication Fluency 34

Name:

See how long it takes you to get all the problems done correctly.

$$\begin{array}{r} \times 10 \\ \times 2 \\ \hline \times 4 \\ \times 3 \\ \hline \times 1 \\ \times 4 \\ \hline \times 10 \\ \times 6 \\ \hline \times 6 \\ \times 5 \\ \hline \times 9 \\ \times 4 \\ \hline \times 8 \\ \times 8 \\ \hline \times 0 \\ \times 6 \\ \hline \times 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} \times 4 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \times 8 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \times 7 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \times 9 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 0 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{ccccccccccccc} 3 & & 8 & & 3 & & 7 & & 10 & & 4 & & 1 & & 3 \\ \times 3 & & \times 1 & & \times 4 & & \times 9 & & \times 6 & & \times 7 & & \times 1 & & \times 2 \\ \hline 9 & & 8 & & 12 & & 63 & & 60 & & 28 & & 1 & & 6 \end{array}$$

$$\times \quad 7 \qquad \times \quad 5 \qquad \times \quad 5 \qquad \times \quad 8 \qquad \times \quad 2 \qquad \times \quad 2 \qquad \times \quad 4 \qquad \times \quad 8 \qquad \times \quad 9 \qquad \times \quad 2$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array} \quad \begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array} \quad \begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array} \quad \begin{array}{r} 10 \\ \times 5 \\ \hline 50 \end{array} \quad \begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array} \quad \begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} \times 9 \\ \times 5 \\ \times 2 \\ \times 6 \\ \times 0 \\ \times 0 \\ \times 9 \\ \times 0 \\ \times 2 \\ \times 2 \end{array}$$

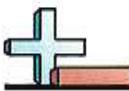
$$\begin{array}{r} \times 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \times 8 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 10 \\ \hline \end{array} \quad \begin{array}{r} \times 1 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \times 10 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \times 3 \\ \hline \end{array}$$

$$\times \quad 1 \qquad \times \quad 10 \qquad \times \quad 0 \qquad \times \quad 6 \qquad \times \quad 2 \qquad \times \quad 10 \qquad \times \quad 8 \qquad \times \quad 3 \qquad \times \quad 7 \qquad \times \quad 8$$

$$\times \quad 6 \qquad \times \quad 3 \qquad \times \quad 3 \qquad \times \quad 2 \qquad \times \quad 1 \qquad \times \quad 4 \qquad \times \quad 3 \qquad \times \quad 7 \qquad \times \quad 8 \qquad \times \quad 7$$

$\times 7$ $\times 10$ $\times 10$ $\times 3$ $\times 3$ $\times 10$ $\times 9$ $\times 1$ $\times 6$ $\times 5$

9 9 5 1 0 7 10 4 0 10
-1 -5 -6 -8 -6 -6 -9 -2 -1 -3



Mixed Fluency 34

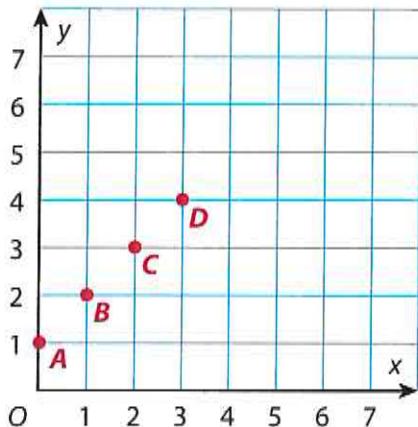
Name: _____

See how long it takes you to get all the problems done correctly.

| | | | |
|----------------|-----------------|-----------------|------------------|
| 6 + 3 = _____ | 11 - 7 = _____ | 6 × 3 = _____ | 10 ÷ 1 = _____ |
| 9 + 8 = _____ | 14 - 5 = _____ | 5 × 4 = _____ | 9 ÷ 3 = _____ |
| 8 + 2 = _____ | 17 - 9 = _____ | 7 × 9 = _____ | 30 ÷ 5 = _____ |
| 6 + 1 = _____ | 5 - 4 = _____ | 9 × 7 = _____ | 5 ÷ 5 = _____ |
| 5 + 2 = _____ | 12 - 3 = _____ | 10 × 9 = _____ | 4 ÷ 2 = _____ |
| 7 + 3 = _____ | 12 - 10 = _____ | 2 × 8 = _____ | 100 ÷ 10 = _____ |
| 5 + 1 = _____ | 4 - 2 = _____ | 4 × 7 = _____ | 24 ÷ 3 = _____ |
| 6 + 4 = _____ | 10 - 3 = _____ | 5 × 7 = _____ | 21 ÷ 7 = _____ |
| 3 + 2 = _____ | 14 - 10 = _____ | 4 × 1 = _____ | 56 ÷ 8 = _____ |
| 6 + 6 = _____ | 6 - 4 = _____ | 3 × 4 = _____ | 18 ÷ 3 = _____ |
| 8 + 3 = _____ | 7 - 6 = _____ | 2 × 2 = _____ | 27 ÷ 3 = _____ |
| 2 + 2 = _____ | 14 - 7 = _____ | 3 × 1 = _____ | 6 ÷ 2 = _____ |
| 5 + 8 = _____ | 10 - 6 = _____ | 10 × 10 = _____ | 12 ÷ 6 = _____ |
| 1 + 5 = _____ | 9 - 3 = _____ | 5 × 8 = _____ | 49 ÷ 7 = _____ |
| 3 + 10 = _____ | 13 - 7 = _____ | 6 × 7 = _____ | 6 ÷ 6 = _____ |
| 10 + 8 = _____ | 19 - 10 = _____ | 9 × 6 = _____ | 7 ÷ 1 = _____ |
| 1 + 7 = _____ | 8 - 7 = _____ | 8 × 3 = _____ | 28 ÷ 7 = _____ |
| 2 + 5 = _____ | 8 - 1 = _____ | 6 × 9 = _____ | 24 ÷ 8 = _____ |
| 2 + 4 = _____ | 13 - 4 = _____ | 6 × 4 = _____ | 30 ÷ 10 = _____ |
| 10 + 9 = _____ | 10 - 9 = _____ | 6 × 6 = _____ | 45 ÷ 5 = _____ |
| 8 + 10 = _____ | 10 - 2 = _____ | 10 × 4 = _____ | 48 ÷ 8 = _____ |
| 6 + 10 = _____ | 12 - 2 = _____ | 3 × 3 = _____ | 54 ÷ 6 = _____ |
| 8 + 9 = _____ | 13 - 8 = _____ | 8 × 2 = _____ | 14 ÷ 7 = _____ |
| 10 + 1 = _____ | 9 - 2 = _____ | 10 × 8 = _____ | 24 ÷ 6 = _____ |
| 9 + 1 = _____ | 5 - 1 = _____ | 10 × 2 = _____ | 40 ÷ 5 = _____ |

Use what you have learned to complete problem 4.

- 4** **Part A** Use the coordinate plane below to complete the table.

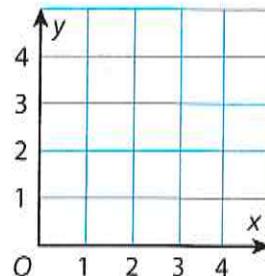


| Point | x | y |
|-------|---|---|
| A | | |
| B | | |
| C | | |
| D | | |

- Part B** Describe a pattern you see formed by the points in the coordinate plane above. Then explain how the pattern is shown by the x- and y-coordinates in the table.

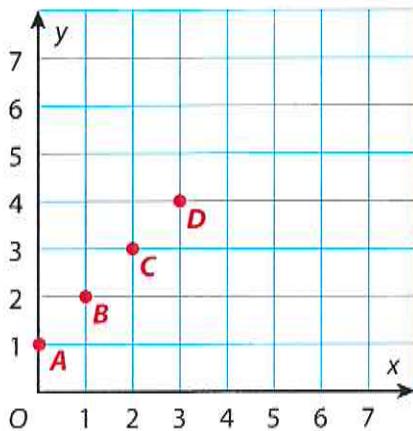
5 **MATH JOURNAL**

Graph and label point A(2, 3) and point B(3, 2) in the coordinate plane at the right. Then explain how you used the ordered pairs to decide where to place each point.



Usa lo que aprendiste para resolver el problema 4.

- 4** **Parte A** Usa el siguiente plano de coordenadas para completar la tabla.

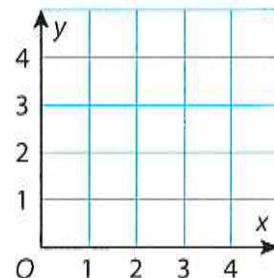


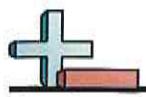
| Punto | x | y |
|-------|---|---|
| A | | |
| B | | |
| C | | |
| D | | |

- Parte B** Describe un patrón que veas que se forma por los puntos en el plano de coordenadas de arriba. Luego explica cómo se muestra el patrón con las coordenadas x y y en la tabla.

- 5** DIARIO DE MATEMÁTICAS

Marca y rotula el punto $A(2, 3)$ y el punto $B(3, 2)$ en el plano de coordenadas de la derecha. Luego explica cómo usaste los pares ordenados para decidir dónde colocar cada punto.





Multiplication Fluency 35

Name:

See how long it takes you to get all the problems done correctly.

$$\begin{array}{r} 2 \\ \times 6 \\ \hline 12 \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array} \quad \begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array} \quad \begin{array}{r} 3 \\ \times 0 \\ \hline 0 \end{array} \quad \begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array} \quad \begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array} \quad \begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array} \quad \begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array} \quad \begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} \underline{\times} \\ 10 \end{array} \quad \begin{array}{r} \underline{\times} \\ 3 \end{array} \quad \begin{array}{r} \underline{\times} \\ 2 \end{array} \quad \begin{array}{r} \underline{\times} \\ 6 \end{array} \quad \begin{array}{r} \underline{\times} \\ 9 \end{array} \quad \begin{array}{r} \underline{\times} \\ 4 \end{array} \quad \begin{array}{r} \underline{\times} \\ 7 \end{array} \quad \begin{array}{r} \underline{\times} \\ 4 \end{array} \quad \begin{array}{r} \underline{\times} \\ 2 \end{array} \quad \begin{array}{r} \underline{\times} \\ 7 \end{array} \quad \begin{array}{r} \underline{\times} \\ 9 \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array} \quad \begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array} \quad \begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array} \quad \begin{array}{r} 10 \\ \times 5 \\ \hline 50 \end{array} \quad \begin{array}{r} 10 \\ \times 6 \\ \hline 60 \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array} \quad \begin{array}{r} 9 \\ \times 2 \\ \hline 18 \end{array} \quad \begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times 0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \underline{\times} \\ 10 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 5 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 1 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 2 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 7 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 8 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 5 \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 5 \\ \times 1 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 1 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \underline{\times} \\ 10 \\ \times 5 \\ \hline \end{array}$$

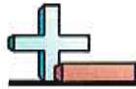
$$\begin{array}{r} \underline{\times 0} \\ \underline{\times 6} \\ \underline{\times 9} \\ \underline{\times 1} \\ \underline{\times 6} \\ \underline{\times 4} \\ \underline{\times 9} \\ \underline{\times 3} \\ \underline{\times 10} \\ \underline{\times 6} \end{array}$$

$$\begin{array}{r} \underline{\times} \\ 10 \end{array} \quad \begin{array}{r} \underline{\times} \\ 8 \end{array} \quad \begin{array}{r} \underline{\times} \\ 5 \end{array} \quad \begin{array}{r} \underline{\times} \\ 7 \end{array} \quad \begin{array}{r} \underline{\times} \\ 5 \end{array} \quad \begin{array}{r} \underline{\times} \\ 10 \end{array} \quad \begin{array}{r} \underline{\times} \\ 4 \end{array} \quad \begin{array}{r} \underline{\times} \\ 10 \end{array} \quad \begin{array}{r} \underline{\times} \\ 9 \end{array} \quad \begin{array}{r} \underline{\times} \\ 7 \end{array}$$

$$\begin{array}{r} \underline{\times 1} \\ \underline{\times 8} \\ \underline{\times 2} \\ \underline{\times 8} \\ \underline{\times 8} \\ \underline{\times 6} \\ \underline{\times 9} \\ \underline{\times 3} \\ \underline{\times 8} \\ \underline{\times 9} \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline 60 \end{array} \quad \begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array} \quad \begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array} \quad \begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array} \quad \begin{array}{r} 2 \\ \times 6 \\ \hline 12 \end{array} \quad \begin{array}{r} 0 \\ \times 1 \\ \hline 0 \end{array} \quad \begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array} \quad \begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array} \quad \begin{array}{r} 10 \\ \times 1 \\ \hline 10 \end{array} \quad \begin{array}{r} 5 \\ \times 1 \\ \hline 5 \end{array} \quad \begin{array}{r} 0 \\ \times 9 \\ \hline 0 \end{array} \quad \begin{array}{r} 10 \\ \times 9 \\ \hline 90 \end{array} \quad \begin{array}{r} 10 \\ \times 2 \\ \hline 20 \end{array} \quad \begin{array}{r} 10 \\ \times 4 \\ \hline 40 \end{array} \quad \begin{array}{r} 1 \\ \times 9 \\ \hline 9 \end{array} \quad \begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array} \quad \begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array}$$



Mixed Fluency 35

Name: _____

See how long it takes you to get all the problems done correctly.

| | | | |
|-------------------|-------------------|-----------------------|----------------------|
| $7 + 3 =$ _____ | $11 - 6 =$ _____ | $4 \times 2 =$ _____ | $35 \div 5 =$ _____ |
| $9 + 5 =$ _____ | $11 - 8 =$ _____ | $10 \times 2 =$ _____ | $63 \div 7 =$ _____ |
| $6 + 4 =$ _____ | $10 - 5 =$ _____ | $8 \times 8 =$ _____ | $30 \div 6 =$ _____ |
| $2 + 10 =$ _____ | $6 - 4 =$ _____ | $5 \times 6 =$ _____ | $4 \div 4 =$ _____ |
| $1 + 7 =$ _____ | $12 - 7 =$ _____ | $8 \times 3 =$ _____ | $8 \div 8 =$ _____ |
| $4 + 2 =$ _____ | $10 - 3 =$ _____ | $3 \times 4 =$ _____ | $12 \div 6 =$ _____ |
| $3 + 3 =$ _____ | $12 - 4 =$ _____ | $2 \times 3 =$ _____ | $32 \div 8 =$ _____ |
| $1 + 8 =$ _____ | $4 - 3 =$ _____ | $3 \times 2 =$ _____ | $70 \div 10 =$ _____ |
| $8 + 10 =$ _____ | $15 - 6 =$ _____ | $2 \times 7 =$ _____ | $18 \div 9 =$ _____ |
| $7 + 9 =$ _____ | $3 - 1 =$ _____ | $6 \times 1 =$ _____ | $8 \div 1 =$ _____ |
| $9 + 6 =$ _____ | $11 - 9 =$ _____ | $9 \times 5 =$ _____ | $5 \div 1 =$ _____ |
| $3 + 10 =$ _____ | $15 - 8 =$ _____ | $1 \times 9 =$ _____ | $20 \div 5 =$ _____ |
| $5 + 3 =$ _____ | $18 - 10 =$ _____ | $4 \times 7 =$ _____ | $15 \div 5 =$ _____ |
| $7 + 10 =$ _____ | $4 - 2 =$ _____ | $6 \times 4 =$ _____ | $2 \div 1 =$ _____ |
| $10 + 10 =$ _____ | $11 - 1 =$ _____ | $9 \times 3 =$ _____ | $20 \div 4 =$ _____ |
| $7 + 2 =$ _____ | $8 - 7 =$ _____ | $1 \times 1 =$ _____ | $80 \div 8 =$ _____ |
| $5 + 7 =$ _____ | $17 - 7 =$ _____ | $3 \times 6 =$ _____ | $28 \div 7 =$ _____ |
| $4 + 1 =$ _____ | $10 - 1 =$ _____ | $4 \times 4 =$ _____ | $63 \div 9 =$ _____ |
| $4 + 7 =$ _____ | $13 - 9 =$ _____ | $1 \times 10 =$ _____ | $10 \div 2 =$ _____ |
| $4 + 3 =$ _____ | $14 - 7 =$ _____ | $8 \times 2 =$ _____ | $18 \div 2 =$ _____ |
| $9 + 2 =$ _____ | $6 - 2 =$ _____ | $10 \times 7 =$ _____ | $64 \div 8 =$ _____ |
| $1 + 1 =$ _____ | $14 - 9 =$ _____ | $10 \times 3 =$ _____ | $16 \div 8 =$ _____ |
| $10 + 5 =$ _____ | $7 - 4 =$ _____ | $6 \times 3 =$ _____ | $30 \div 5 =$ _____ |
| $2 + 7 =$ _____ | $9 - 1 =$ _____ | $5 \times 9 =$ _____ | $10 \div 5 =$ _____ |
| $3 + 1 =$ _____ | $10 - 2 =$ _____ | $9 \times 1 =$ _____ | $60 \div 10 =$ _____ |

Explore the Coordinate Plane

What does a point in the coordinate plane represent?

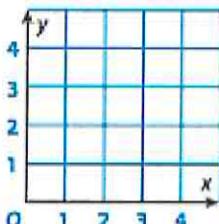


MODEL IT

Complete the problem below.

- When a horizontal number line and a vertical number line are lined up so that the 0s intersect, a **coordinate plane** is formed.

Coordinate Plane



- Label the numbers 1–4 on the **x-axis**, the horizontal number line.
- Label the numbers 1–4 on the **y-axis**, the vertical number line.
- Label the **origin**, the point where the x-axis and y-axis intersect, with the letter O.



Learning Target

- Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.

SMP 1, 2, 3, 4, 5, 6, 7



DISCUSS IT

- Compare how you labeled the coordinate plane with how your partner labeled the coordinate plane. Are they the same? Are they different?
- I think a coordinate plane is like a number line because ... I think a coordinate plane is different from a number line because ...

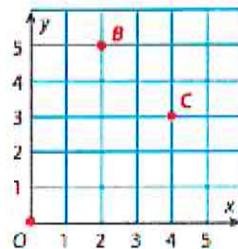
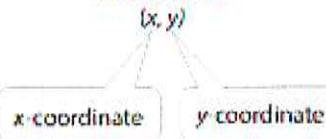
MODEL IT

Complete the problems below.

- 2** An ordered pair is a pair of numbers, called coordinates, that describes the location of a point in the coordinate plane. The coordinates of an ordered pair always appear in the same order: first the **x-coordinate** and then the **y-coordinate**.

- a. If you move only on grid lines, how can you get from the origin to point **B** in the fewest number of moves?

Possible answer: You move 2 units right and 5 units up from the origin to get to point **B**.

Ordered Pair

- b. The ordered pair $(2, 5)$ is a way to represent the location of point **B**.

Use your answer to problem 2a to describe what the **x**-coordinate of an ordered pair tells you about the point's location and what the **y**-coordinate tells you about the point's location.

Possible answer: The **x**-coordinate tells you the point's horizontal distance from the origin. The **y**-coordinate tells you the point's vertical distance from the origin.

- c. What is the ordered pair for the origin, **O**? $(0, 0)$

3 REFLECT

Think about how you have heard the word **origin** used outside of math. Why do you think the point $(0, 0)$ is called the **origin**?

Possible answer: Origin is a word that means where something begins.

The **x**- and **y**-axes on the coordinate plane begin at $(0, 0)$, so it makes sense to call this point the **origin**.

DISCUSS IT

- How can you and your partner figure out the ordered pair for point **C**?
- I know the **x**-coordinate of any point on the **y**-axis is 0 because ...

Develop Understanding of the Coordinate Plane

MODEL IT: THE COORDINATE PLANE

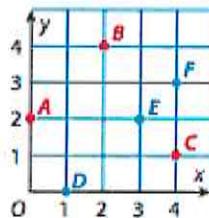
Try these two problems.

- 1** Points *A*, *B*, and *C* are graphed, or plotted, in the coordinate plane below. Use the graph to write the ordered pair for each point.

Point *A* (0, 2)

Point *B* (2, 4)

Point *C* (4, 1)



- 2** Plot the following points in the coordinate plane in problem 1. Label each point with its letter name.

Point *D*(1, 0)

Point *E*(3, 2)

See the coordinate plane above. Note that students will graph point *F* in problem 3 on the next page.

DISCUSS IT

- Ask your partner to explain how he or she determined the location of points *D* and *E*.
- I think plotting points in the coordinate plane is like plotting points on a number line because ...
- I think plotting points in the coordinate plane is different from plotting points on a number line because ...

MODEL IT: TABLES

- 3** x - and y -coordinates can be organized in a table like the one below.

| Point | A | B | C | D | E | F |
|-------|---|---|---|---|---|---|
| x | 0 | 2 | 4 | 1 | 3 | 4 |
| y | 2 | 4 | 1 | 0 | 2 | 3 |

- Use the coordinate plane on the previous page to complete the table with the coordinates for points A, B, and C.
- Use the coordinates given for point F in the table to graph point F in the coordinate plane on the previous page.
- Explain how you can tell from the table which two points are located on the same vertical grid line in the coordinate plane.

Possible answer: Points C and F are on the same vertical grid line because they have the same x -coordinate. So, they are the same number of horizontal units away from the origin.

DISCUSS IT

- Compare your answers to your partner's. Do you agree or disagree?
- Looking at points in a table helps me see ...

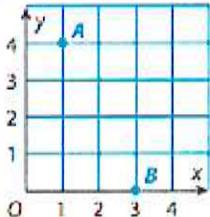
CONNECT IT

Complete the problems below.

- 4** How do the coordinate plane and the table represent points? How are the x - and y -coordinates of a point shown in each model?

Possible answer: In the coordinate plane, a point is shown at a location determined by a horizontal distance from the origin (the x -coordinate) and a vertical distance from the origin (the y -coordinate). You see the coordinates as scale labels on the axes. In the table, points are shown with their x -coordinates in the first row and their y -coordinates in the second row.

- 5** Plot point A(1, 4) and point B(3, 0) in the coordinate plane.



Practice with the Coordinate Plane

Study how the Example shows writing ordered pairs for points in the coordinate plane. Then solve problems 1–9.

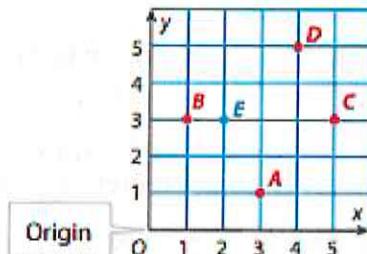
EXAMPLE

Write ordered pairs for the origin and point A shown in the graph below.

The x-coordinate tells how many units from the origin the point is along the x-axis.
It is the first number in the ordered pair.

The y-coordinate tells how many units from the origin the point is along the y-axis.
It is the second number in the ordered pair.

The ordered pair for the origin is (0, 0).
The ordered pair for point A is (3, 1).



- 1** Point B is 1 unit(s) to the right of the origin and 3 unit(s) up from the origin.

The ordered pair for point B is (1, 3).

- 2** Point C is 5 unit(s) to the right of the origin and 3 unit(s) up from the origin.

The ordered pair for point C is (5, 3).

- 3** Write the ordered pair for point D. Explain your answer.

(4, 5); Possible explanation: Point D is 4 units to the right of the origin, so the x-coordinate is 4. It is 5 units up from the origin, so the y-coordinate is 5.

- 4** Use the ordered pair (2, 3) to graph and label point E on the coordinate plane. See the coordinate plane above.

Vocabulary

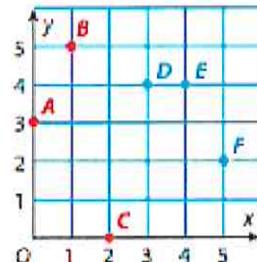
coordinate plane a two-dimensional space formed by two perpendicular number lines called axes.

ordered pair a pair of numbers, (x, y) , that describes the location of a point in the coordinate plane, where the x-coordinate gives the point's horizontal distance from the origin, and the y-coordinate gives the point's vertical distance from the origin.

LESSON 31 SESSION 2

Use the table and coordinate plane for problems 5–7.

| Point | A | B | C | D | E | F |
|-------|---|---|---|---|---|---|
| x | 0 | 1 | 2 | 3 | 4 | 5 |
| y | 3 | 5 | 0 | 4 | 4 | 2 |



- 5 In the table, write the coordinates for points A, B, and C, shown in the coordinate plane above. See table above.

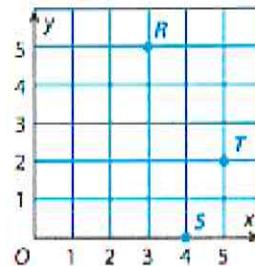
- 6 The coordinates for points D, E, and F are shown in the table. Plot and label the points in the coordinate plane. See coordinate plane above.

- 7 Choose a point in the coordinate plane above. Describe its location compared to the origin.

Answers will vary. Possible answer: Point D is 3 units to the right of the origin and 4 units up from the origin.

Use the table and coordinate plane for problems 8 and 9.

| Point | R | S | T |
|-------|---|---|---|
| x | 3 | 4 | 5 |
| y | 5 | 0 | 2 |



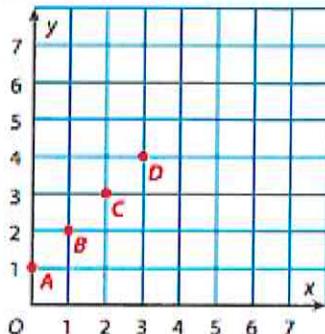
- 8 The coordinates for points R, S, and T are shown in the table. Plot and label the points in the coordinate plane. See coordinate plane above.

- 9 Describe the location of point T compared to point S in the coordinate plane.

Answers will vary. Possible answer: Point T is 1 unit to the right and 2 units up from point S.

Use what you have learned to complete problem 4.

- 4** Part A Use the coordinate plane below to complete the table.



| Point | x | y |
|-------|---|---|
| A | 0 | 1 |
| B | 1 | 2 |
| C | 2 | 3 |
| D | 3 | 4 |

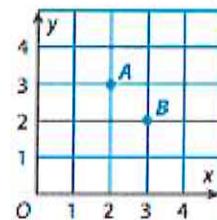
Part B Describe a pattern you see formed by the points in the coordinate plane above. Then explain how the pattern is shown by the x - and y -coordinates in the table.

Possible answer: In the coordinate plane, the points are in a straight line, with each point 1 unit right and 1 unit up from the point to its left. In the table, the x -coordinates increase by 1 and the y -coordinates increase by 1.

5 MATH JOURNAL

Graph and label point A(2, 3) and point B(3, 2) in the coordinate plane at the right. Then explain how you used the ordered pairs to decide where to place each point.

Possible answer: (2, 3) is 2 units to the right and 3 units up from the origin, (0, 0). (3, 2) is 3 units to the right and 2 units up from the origin, (0, 0).





Mid Valley Music

Musica de Mid Valley

4th & 5th Grade

June 1-5

I miss you all!

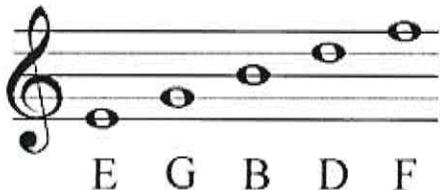
J Los extraño a todos!

Pick at least one music activity to do this week

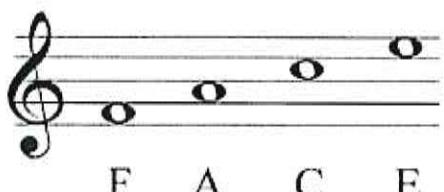
Elige una actividad musical para hacer esta semana

Reading Music/ Leyendo Musica

- ① Recall how to read music
- ② Recuerda cómo leer música



- Lines: Eddie's Green
Boots Don't Fit



- Spaces spell FACE

- ③ Complete the worksheet on the back of this page
 - Activity #4
- ④ Complete la hoja de trabajo al reverso de esta página
 - Actividad #4

Videos:

Go to / Ir a
[MusicplayOnline](#)

Play/Jugar
"Note Name Memory"

Play/Jugar
"Which Rhythm Do You
Hear?"

- on the right side-
- en el lado derecho-

5th Graders

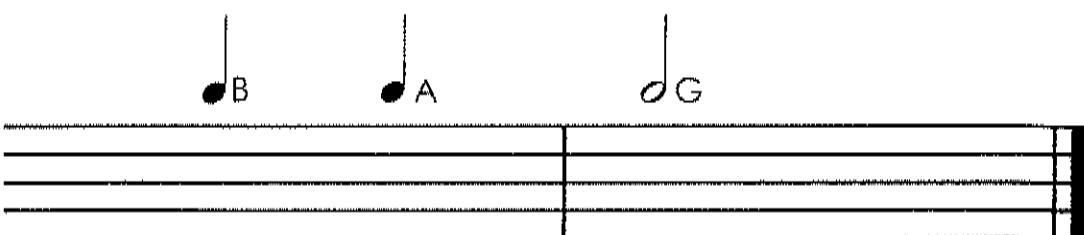
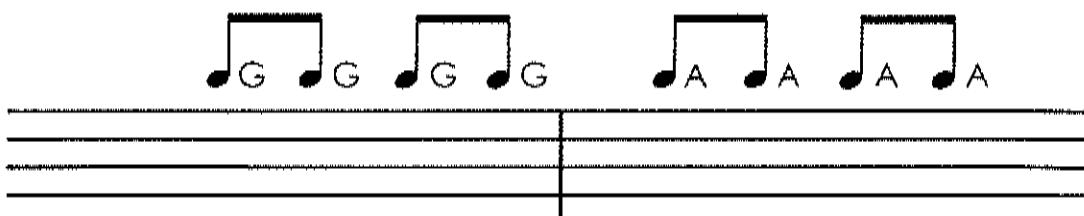
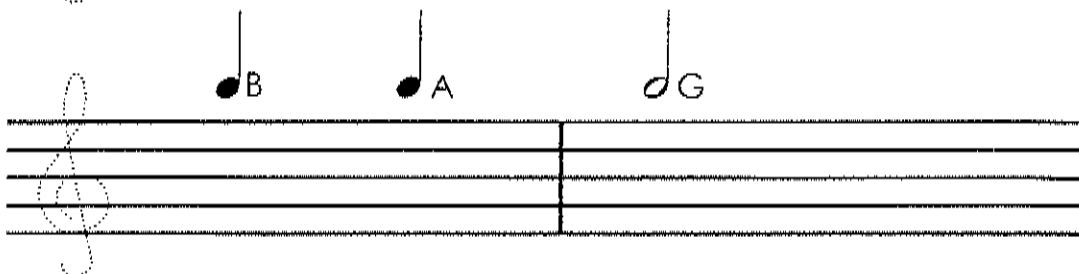
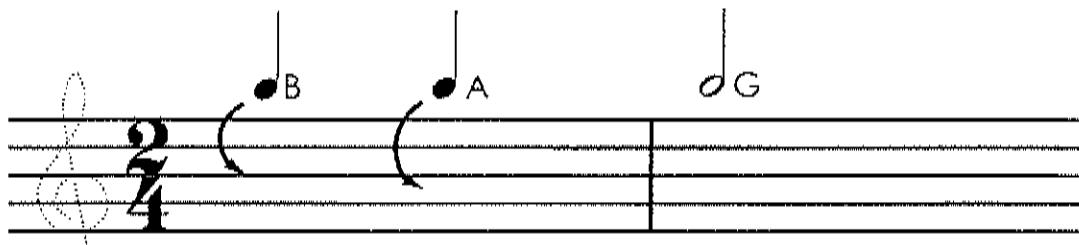
5th Graders, have you signed up for 6th grade band or choir yet? If you have any questions, feel free to email Miss Lydia at lydia.petersen@hoodriver.k12.or.us

Estudiantes de 5to grado, ¿ya se inscribieron en la banda o coro de 6to grado? Si tiene alguna pregunta, envíe un correo electrónico a la Miss Lydia lydia.petersen@hoodriver.k12.or.us

Activity #4

Name _____

1. Draw the treble clef sign on each staff.
2. Transfer the rhythm to the staff to create the melody of "Hot Cross Buns."



Physical Education at home for 6/1-6/5

Complete the activity with a friend or family member. Keep track of your points. Have fun!

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---|--|---|--|--|---|
| Warm up Activity | Jump Rope ♡ Jump rope for 100 consecutive jumps. Do these 10 different times to strengthen your heart and lungs. | Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?  | Pick your Level Do 5 calf raises, 10 reverse lunges, 10 knee to elbow, 5 squats and 10 arm circles. You can do this 1, 2 or 3 times! Pick a Level! | Wild Arms As fast as you can complete: 10 Arm Circles front & back, 10 Forward punches 10 Raise the Roof's Repeat 3x | Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest |
| How many can you do in a minute? | Activity 1: Paper Plane Corn Hole Make three paper airplanes and place a bucket 5-10 ft away. You have one minute to fly your airplane into the bucket from your throwing line. 1 point if it hits the outside and 2 points if it goes right in and 2 points if you bank it off the wall. Keep track of your total points for the week! | Activity 2: Backboard Bank It Get a laundry basket, 5 to 10 sock balls, and stand 5-10 feet away. You have 1 minute to get as many sock balls in the basket. You must use the wall as a backboard and bank it in each time to count it. 1 point if it goes right in and 2 points if you bank it off the wall. | Activity 3: Bowl Ball Set bowls on the ground upright in a triangle. Write the number of points on the bowl. Stand 6-8 feet away and toss the sock ball into the bowl. Hustle back and keep tossing for 1 minute. Tally up the points you made in that minute. | If the Shoes Fits You need a shoe and a larger space where you won't break anything! Put the shoe partially on your foot and toss it into the air. 1 point if it lands on its side. 2 points if it lands facing up and 3 points if it lands upside down with no side touching. 0 points if you hit yourself in the head! Time yourself for a minute to see how many points you can get. | Activity 4: Keep it Up Get a balloon or plastic bag ball. You can use more than one if you want. The goal is to strike one object or several objects up as many times as you can in one minute. If it hits the ground start over. How many hits can you do in one minute? |
| Health and Wellness | Accept Change Breathe, relax and set the goal to go with the flow of today. Go With the Flow | Random Act of Kindness Day Do an act of kindness for someone & encourage them to pay it forward. | Seated Forward Bend Pose Hold for 1-3 minutes breathing deeply going deeper into the pose. Rest if need | Have Fun Take a moment to think about the last time you had a lot of fun. Talk about that to someone in your family. You can also write about it! Have Fun Today! | Hundred Hold Lay on your back and slightly lift your back/shoulders and legs off the ground. Pump your arms vigorously within a 6 inch range. Complete 100 reps twice |

Educación Física en el hogar para 1/6-5/6

Completa la actividad con un amigo o familiar. No olvides apuntar tu tiempo de actividad física diaria. ¡Diviértete!

| | Día 1 | Día 2 | Día 3 | Día 4 | Día 5 |
|---|--|--|--|---|---|
| Actividad de Calentamiento | <p>Salta la Cuerda ♡ Salta la cuerda por 100 saltos consecutivos. Haz estos 10 veces diferentes para fortalecer tu corazón y pulmones.</p> | <p>Reto de Driblar Dribla una pelota 100 veces con cada mano. ¿Puedes hacerlo bien 100 veces con cada mano mientras caminas?</p> | <p>Escoge tu Nivel Haz 5 elevarones de pantorillas, 10 desplantes inversos, 10 toques de rodillas a codos, 5 sentadillas y 10 círculos de brazos. ¡Puedes hacer esto 1, 2 o 3 veces! <u>Escoge tu Nivel</u></p> | <p>Brazos Locos Tan rápido como puedas: 10 Círculos de brazos hacia adelante y atrás, 10 golpes hacia el frente, 10 Sube el Techo Repite 3 veces.</p> | <p>Plancha con platos de cartón Posición de plancha con los pies sobre platos de cartón. Haz 30 de cada uno: -escaladores -abrir y cerrar pies -rodillitas al pecho.</p> |
| Cuantos puedes hacer en un minuto? ¡Mantén cuenta de todos tus puntos de esta semana! | <p>Actividad 1: Avión de Papel Corn Hole Haz tres aviones de papel y coloca un balde a 5-10 pies de distancia. Tienes un minuto para volar tu avión al balde desde tu línea de lanzamiento. 1 punto si golpea el exterior y 2 puntos si entra.</p> | <p>Actividad 2: Backboard Bank It Obtén una canasta de ropa, 5 a 10 bolas de calcetín y párate a 5-10 pies de distancia. Tienes 1 minuto para meter cuantas bolas de calcetín en la canasta como puedas. Debes usar la pared como tablero y meter las bolas cada vez para poder contarlos. 1 punto si lo metes directo y 2 puntos si pega la pared y luego entra a la canasta.</p> | <p>Actividad 3: Bola de Platillo Coloca los platillos en el suelo en posición vertical en un triángulo. Escribe el número de puntos en el platillo. Párate a 6-8 pies de distancia y intenta que la bola de calcetín caiga en el platillo. Recoge el calcetín, corre de regreso a tu posición y sigue tirando durante 1 minuto. Cuenta los puntos que hiciste en ese minuto.</p> | <p>Actividad 4: Si el zapato te cabe ¡Necesitas un zapato y un espacio más grande donde no quieras nada! Coloca el zapato parcialmente en tu pie y tiral de aire. 1 punto si cae de lado. 2 puntos si cae boca arriba y 3 puntos si cae boca abajo sin tocar ningún lado. ¡0 puntos si te golpeas en la cabeza! Tómate un tiempo para ver cuántos puntos puede obtener.</p> | <p>Actividad 5: Mantenlo hacia Arriba Consigue un globo o una bolsa de plástico. Puede usar más de uno si lo deseas. El objetivo es golpear un objeto o varios objetos tantas veces como puedas en un minuto. Si toca el suelo, comience de nuevo. ¡Cuántos golpes puedes hacer en un minuto?</p> |
| | | | | <p>https://youtu.be/m0qqop5O3k6k</p> | <p>https://youtu.be/OiqtvueQl4e</p> |
| | | | | <p>Diviertete Tómate un momento para pensar en la última vez que te divirtiste mucho. Habla de eso con alguien de tu familia. ¡También puedes escribir sobre eso!</p> | <p>Sosten por Cien Acuéstate sobre tu espalda y levante ligeramente la espalda / hombros y piernas del suelo. Pulsa tus brazos vigorosamente dentro de un rango de 6 pulgadas. Completa 100 repeticiones dos veces.</p> |
| | | | | <p>Poses sentada e inclinada hacia adelante Mantenga durante 1-3 minutos respirando profundamente, profundizando en la pose. Descansa si es necesario</p> | <p>Aceptar cambio Respira, relájate y establece la meta de seguir el ritmo de hoy. <u>Seguir la Corriente</u></p> |
| | | | | <p>Diviertete Hoy!</p> | |



Meals For Children

Emergency Closure Due to COVID-19

June 2020

**School Sites - Meals Available
9:00-11:00 am**

Monday, Wednesday, Friday:

Cascade Locks Elementary
May Street Elementary
Hood River Valley High School
Mid Valley Elementary
Parkdale Elementary

Mobile Sites: Meals Delivered Monday, Wednesday, Friday

Mobile Sites in Hood River:

9:10-9:25: 15th and Wasco Bus Stop
9:30-9:45: 3145 Cascade Ave (Apt. HR Crossing)
9:45-10:00: 3300 Cascade Ave (Mobile Manor)
10:15-10:30: 1823 Cascade Ave (behind El Riconcito)
10:45-11:00: 955 Sieverkropp Dr (parked in dead end)
11:15-11:30: Oak Grove Store

Mobile Sites in Odell:

9:05-9:20: Dethman Ridge & Gilkerson Bus Stop
9:25-9:40: Eastside & Paasch Bus Stop
9:45-10:00: Pine Grove School (in front)
10:15-10:30: Wy'east Middle School (front parking lot)
10:40: Willow Flat & Furrow Bus Stop

Mobile Sites in Parkdale:

10:55-11:10: Mt Hood Store (East side by HWY 35)
11:15-11:30: Parkdale Community Center (across from McIsaac's)
11:55-12:10: Dee (across the bridge to the graveled area on the left)

Mobile Sites in Cascade Locks:

Home delivery if unable to make it to school to pick-up meals, contact Heidi Benson
Heidi.benson@hoodriver.k12.or.us

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|---|----------|---|
| 1 School Sites (9-11) Mobile Sites | 2 | 3 School Sites (9-11) Mobile Sites | 4 | 5 School Sites (9-11) Mobile Sites |
| 8 School Sites (9-11) Mobile Sites | 9 | 10 School Sites (9-11) Mobile Sites | 11 | 12 School Sites (9-11) Mobile Sites |
| 15 School Sites (9-11) Mobile Sites | 16 | 17 School Sites (9-11) Mobile Sites | 18 | 19 School Sites (9-11) Mobile Sites |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |



**Comidas Para Niños por
el Cierre de emergencia debido a COVID-19**
junio 2020

Sitios escolares - Comidas disponibles

9: 00-11: 00 am

lunes, miércoles, y viernes:

Elementaria de Cascade Locks

Elementaria May Street Elementary

Preparatoria de Hood River Valley

Elementaria Mid Valley

Elementaria de Parkdale

**Sitios móviles: Entrega decomidas
Lunes, miércoles, y viernes**

Sitios móviles en Hood River:

9:10-9:25: Calle 15th y Parada de autobus en Wasco
9:30-9:45: 3145 Avenida Cascade (Hood River Crossing)
9:45-10:00: 3300 Avenida Cascade (Mobile Manor)
10:15-10:30: 1823 Avenida Cascade (detras del Riconcito)
10:45-11:00: 955 Sieverkropp Dr (estacionado en callejón sin salida)
11:15-11:30: Oak Grove Store

Sitios móviles en Odell:

9:05-9:20: Parada de autobus en Dethman Ridge y Gilkerson
9:25-9:40: Parada de autobus Eastside y Paasch
9:45-10:00: escuela Pine Grove School (Al frente)
10:15-10:30: Secundaria Wy'east (Estacionamiento)

Sitios móviles en Parkdale:

10:55-11:10: Tienda Mt Hood (Al lado este deHWY 35)
11:15-11:30: En el centro de la comunidad en parkdale (que esta cruzando la tienda McIsaac's)
11:55-12:10: Dee (cruzando el puente hacia el área de grava a la izquierda)

Sitios móviles en Cascade Locks:

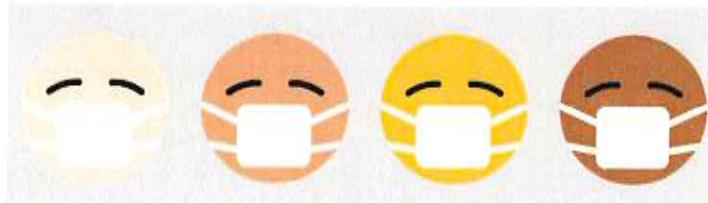
Entrega a domicilio si no puede llegar a la escuela para recoger las comidas, comuníquese con Heidi Benson
Heidi.benson@hoodriver.k12.or.us

| lunes | martes | miércoles | jueves | viernes |
|---|--------|---|--------|---|
| 1 Escuelas (9-11) Sitios móviles | 2 | 3 Escuelas (9-11) Sitios móviles | 4 | 5 Escuelas (9-11) Sitios móviles |
| 8 Escuelas (9-11) Sitios móviles | 9 | 10 Escuelas (9-11) Sitios móviles | 11 | 12 Escuelas (9-11) Sitios móviles |
| 15 Escuelas (9-11) Sitios móviles | 16 | 17 Escuelas (9-11) Sitios móviles | 18 | 19 Escuelas (9-11) Sitios móviles |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |



¿Quién necesita una máscara?

Si está en público y no puede mantener una distancia física de 6 pies de alguien que no sea miembro de su propio hogar, ¡debería usar una máscara!



Negocios:

- Requerir a los empleados, contratistas y voluntarios que se pongan una máscara, escudo facial o cubierta facial, a menos que se hayan hecho otros arreglos para personas con discapacidades o que aplique otra excepción.
- Proporcione a los empleados máscaras, escudos faciales o cubiertas para el rostro.
- Si es una agencia de transporte, solicite que los pasajeros usen cubiertas faciales, proporcione una para los pasajeros que no tienen y desarrolle políticas y procedimientos según lo descrito a continuación.
- Si se requiere que los clientes o visitantes usen cubiertas faciales, desarrolle una política y exhiba señales claras sobre dichos requisitos.
- Proporcione adaptaciones y excepciones del requisito de máscara o cubierta facial cuando sea necesario.

Público:

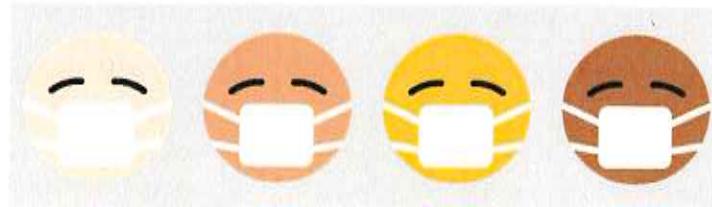
- Al viajar en transporte público, una persona debe tener una cubierta facial al menos que el individuo: Es menor de dos años. Padece una condición que dificulte la respiración cuando se cubre la cara. Tiene un discapacidad que impide que el individuo use una cubierta facial.
- Se recomienda que las personas, incluyendo a los niños entre 2 y 12 años, que se pongan una máscara en todo momento en entorno como supermercados o farmacias, donde es probable que el distanciamiento físico de al menos seis pies no se pueda mantener fuera de la unidad familiar y las personas vulnerables deben irse.
- Debido a que los niños entre la edad de 2 a 12 años pudieran tener dificultades al ponerse una cubierta facial apropiadamente, las cubiertas deben usarse solamente con asistencia y bajo la cercana supervisión de un adulto. Los niños nunca deben usar cubiertas faciales mientras duermen.

####



Who needs a face mask?

If you are in public and cannot maintain a 6 foot physical distance from someone who is not a member of your own household you should be wearing a mask!



Businesses:

- Require employees, contractors and volunteers to wear a mask, face shield, or face covering, unless an accommodation for people with disabilities or other exemption applies.
- Provide masks, face shields, or face coverings for employees.
- If it is a transit agency, require riders to wear face coverings and provide one for a rider that does not have one, and develop policies and procedures as described below.
- If customers or visitors will be required to wear a face covering, develop a policy and post clear signs about any such requirements.
- Provide for [accommodations and exemptions](#) from the mask or face covering requirement where applicable.

Public:

- When riding public transit, an individual must wear a face covering unless the individual: Is less than two years of age. Has a medical condition that makes it hard to breathe when wearing a face covering. Has a disability that prevents the individual from wearing a face covering.
- It is recommended that individuals, including children between 2 and 12 years of age, wear a face covering at all times in settings like grocery stores or pharmacies, where it is likely that physical distancing of at least six feet from other individuals outside their family unit cannot be maintained, and vulnerable people must go.
- Because children between the ages of 2 and 12 years of age can have challenges wearing a face covering properly, coverings should only be worn with the assistance and close supervision of an adult. Face coverings should never be worn by children when sleeping.



The Next Connection

Information & Referral Phone Line

What is The Next Connection?

It's a phone number you can call for information such as:

- Food banks and meal services for children
- Physical and mental health resources
- Appropriate home activities for children
- Other resources in the community

When can I call?

Monday through Friday from 9:00am to 5:00pm

We have Bilingual staff available

Why should I call?

We are here to support you!

Let us help you find the resources you are looking for

Call us at 541-308-7099

Visit our website for more information:
<https://nextdoorinc.org/the-next-connection/>



The Next Connection: Línea telefónica para información

¿Que es The Next Connection?

Es una línea telefónica que usted puede llamar para información sobre:

- Bancos de comida y servicios de comida para niños
- Recursos para salud física y mental
- Actividades para hacer en casa en familia
- Otros recursos en la comunidad

¿Cuando puedo llamar?

Lunes a Viernes de 9:00am a 5:00pm

Tenemos personal bilingüe disponible

¿Porque deberia llamar?

¡Estamos aqui para apoyarte!

Permítanos ayudarle a encontrar los recursos que busca

Llamenos al 541-308-7099

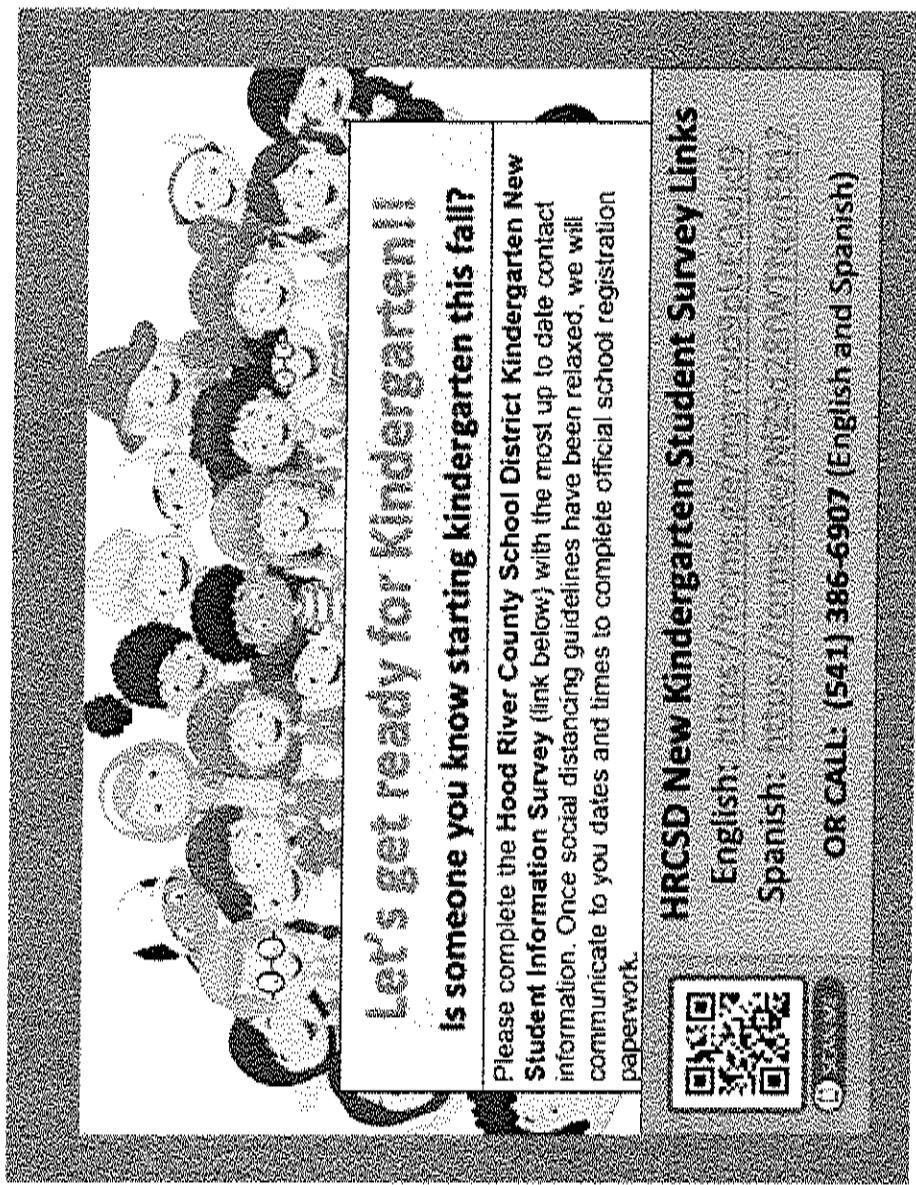
Visite nuestra pagina web para mas información:
<https://nextdoorinc.org/the-next-connection-spanish/>

KINDER - ROUND UP

Do it on-line (the links are below) or by phone.

You can call Mid Valley School at 541-354-1691

Or at the District 541-386-6907



Let's get ready for Kindergarten!!

Is someone you know starting kindergarten this fall?

Please complete the **Hood River County School District Kindergarten New Student Information Survey** (link below) with the most up to date contact information. Once social distancing guidelines have been relaxed, we will communicate to you dates and times to complete official school registration paperwork.

HRCSD New Kindergarten Student Survey Links

English: [Link](#)

Spanish: [Link](#)

OR CALL: (541) 386-6907 (English and Spanish)

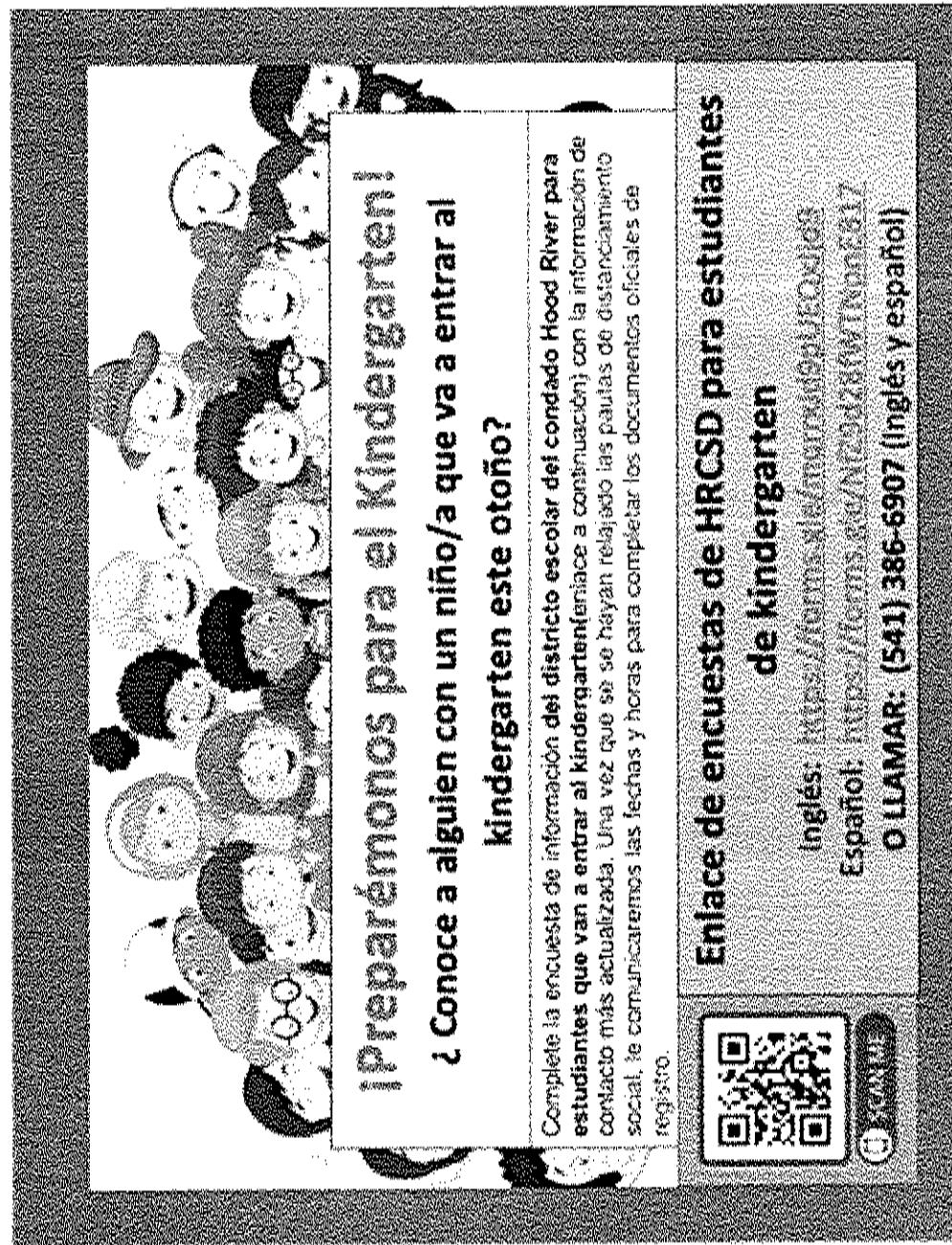


KINDER - INSCRIPCIONES

Puede hacerlo en linea (los enlaces estan abajo) o por teléfono.

Usted puede llamar a la Escuela Mid Valley al 541-354-1691

O al Distrito escolar 541-386-6907



Preparamonos para el Kindergarten!

¿Conoce a alguien con un niño/a que va a entrar al kindergarten este otoño?

Complete la encuesta de información del distrito escolar del condado Hood River para estudiantes que van a entrar al kindergarten para mantenerla con la información de contacto más actualizada. Una vez que se han relajado las pautas de distanciamiento social, le comunicaremos las fechas y horas para completar los documentos oficiales de registro.

Enlace de encuestas de HRCSD para estudiantes de kindergarten

Ingles: <https://www.hoodrivervtd.org/parents/kindergarten>

Español: <https://www.hoodrivervtd.org/parents/kindergarten Spanish>

O LLAMAR: (541) 386-6907 (Inglés y español)

