### Monday

**English Language Arts:** ELAGSE4RL5  
Print and complete Elements of Poetry

**Math:** MGSE4.NF.6  
Print and complete Introduction: Relate Decimals and Fractions

**Physical Education:** PE4.1.b  
Locomotor Movements: Spend 20 min practicing the locomotion patterns of hopping, galloping, running, sliding, skipping, and jumping. Try 3-5 min of one movement, then switch. Look at the criteria for each locomotor movement on the chart. What movements do you need to improve on? Spend an extra 3-5 min practicing the movement that is the most challenging to you.

### Tuesday

**English Language Arts:** ELAGSE4RL5  
Print and complete Elements of Plays

**Math:** MGSE4.NF.6  
Print and complete Relate Decimals and Fractions Practice

**Art:** VA4.CR.1  
Visual/Verbal Journal/Sketchbook:  
(Students may use pencils, coloring pencils, crayons and/or markers in a sketchbook or on a piece of paper.) Following last week’s theme of an unexpected scene outside of a window, imagine a new scene outside of your window that incudes robots. Create a drawing of a scene outside of a window that includes at least three robots. Write a short paragraph that explains what the robots are doing.

### Wednesday

**English Language Arts:** ELAGSE4RL9  
Print and begin Comparing Topics and Themes in Stories

**Math:** MGSE4.NF.7  
Print and complete Introduction: Compare Decimals

**Physical Education:** PE4.1.b & PE4.3.g  
Tabata Fitness 2.0: Like last week but check out the new moves! Perform each move below, alternating 20 seconds of all-out effort with 10 seconds of rest. Repeat the same move for 8 rounds, for a total of 4 minutes. Then perform the next move on the list, following the same directions. You should complete the entire list of moves in 24 minutes.  
List of moves: Curl Ups, Invisible Jump Rope, Planks, Jog in Place, Push Ups, Mountain Climbers (From a plank position, you'll alternate bringing one knee to your chest, then back out again, speeding up each time until you're "running" against the floor).
### Thursday

**English Language Arts:** ELAGSE4RL9  
Complete [Comparing Topics and Themes in Stories](#) from Wednesday

**Math:** MGSE4.NF.7  
Print and complete [Compare Decimals Practice](#)

**Music:** ESGM4.RE.1  
Print and complete [How Loud Soft](#)  
Print and complete [Know Your Dynamics](#)

### Friday

**English Language Arts:** ELAGSE4RL9  
Print and complete [Comparing Patterns of Events in Stories](#)

**Math:** MGSE4.NF.6  
Print and complete [Math In Action: Use Fractions and Decimals](#)

**Physical Education:** PE4.3.g  
You’ve made it through week 2 of your remote learning! It’s time for a dance party!!! You’re going to make this party ROCK by creating your very own dance. You’ll create a dance for 8 counts (beats) using the [Dance Card](#) to give you movement ideas. Now it’s time to practice! Start the music and let everyone perform their dance moves at the same time! Then, let’s put our moves together. First, your family member or friend will perform her/his dance for 8 counts. Next, you’ll take a turn and perform yours. Continue through all your family or friends’ moves. Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance! **Tips:** Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

Fulton County Schools greatly appreciates the partnership with Curriculum Associates and the permission to provide TeleSchool English Language Arts and Math lessons to students in Grades 3-5.
Lesson 19
Elements of Poetry

Understanding about verse, rhythm, meter, and other features used in poems will help you write and talk about them.

Read  A poem has features you can both see and hear.

Each line in a poem is called a verse. Several verses grouped together form stanzas. These are structural elements you see.

Other elements in a poem are ones you hear. Meter sets up a pattern of strong and weak syllables in each verse. Rhythm is the regular pattern of sounds in the whole poem, like the beats in music. Rhyme repeats the same ending sounds in different words. Poets use these elements to express their ideas in new and surprising ways.

**Bigfoot’s Complaint**

by John Hansen

Why do they have to call me that?  
I’m more than just a pair of feet.  
If humans took a closer look,  
They’d see my eyes are rather sweet.  

But I walk these woods and hide my face  
My footprints left in mud and snow.  
The rest of me they’ll never see  
So I am called by what they know.
Think  Use what you’ve learned about structural elements to complete the chart.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>verse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stanza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rhyme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Share your chart with a partner.
- Did you list the same elements, descriptions, and examples?
- Which parts of the poem do you see?
- Which parts do you hear?

Academic Talk  Use these words to talk about the text.
- **structural element**
- **verse**
- **rhythm**
- **stanza**
- **rhyme**
While I am working hard at school,  
To master math and this and that,  
At home Big Willie sleeps a lot  
And dreams of chasing neighbors’ cats.

Big Willie shakes himself awake  
When through the door I come at three.  
A furry bullet knocks me down.  
A leash is dropped upon my knee.

We’re on the street. No time to waste.  
A million squirrels must be treed.  
Some cats must be tormented next.  
Will does this all at double speed.

Around the block and up the street,  
He travels at the speed of sound,  
And I, attached to him by leash,  
Am led around and ’round and ’round.

I must confess I like the speed.  
It’s fun to travel zip–zam–zoom.  
But sometimes when I’m out with Will,  
I wonder, who is walking whom?
Explore

How do the elements in “Walking Big Willie” contribute to the poem’s structure and meaning?

Think

1. The pattern of strong (stressed) and weak syllables in a verse is its **meter**. Each verse in this poem has eight syllables, and every other syllable is **STRONG**. Study the meter of verse 1. Then underline the strong syllables in verse 2.

   Verse 1 While I am **WORK**ing **HARD** at **SCHOOL**, 
   Verse 2 To master math and this and that,

2. Complete the chart below by adding information about the elements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>pattern of rhymes</td>
<td></td>
<td>Repeats sounds that help shape the poem stanzas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creates a pattern of strong and weak beats in a verse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creates a sense of sadness, excitement, or other feelings beyond the poet’s words</td>
</tr>
</tbody>
</table>

Talk

3. Describe the structural elements used in “Walking Big Willie.” How do they work together to create a feeling of exciting, speedy walks?

Write

4. **Short Response** Describe how the structural elements in “Walking Big Willie,” including meter, create certain effects, or feelings. Use the space on page 304 to write your answer.

**HINT** Reread the poem to figure out what elements of poetry the poet chose to use.
A TRAGIC STORY
by W.M. Thackeray,
The Book of Humorous Verse

There lived a sage\(^1\) in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he’d change the pigtail’s place,
And have it hanging at his face,
Not dangling there behind him.

Says he, “The mystery I’ve found,—
I’ll turn me round”—he turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain—it mattered not a pin,
The pigtails hung behind him.

And right and left, and round about,
And up and down, and in and out,
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist and twirl and tack,
Alas! still faithful to his back,
The pigtail hangs behind him.

\(^1\) sage: a wise person

Close Reader Habits
How does the poet use rhythm in this poem for effect? As you reread the poem, underline the verse in each stanza that has a different beat than the others.
Think

Use what you learned from reading the poem to respond to the following questions.

1. Which statement best describes the last verse of each stanza?
   A. It uses a different meter and does not rhyme with the last words of the other verses.
   B. It uses the same meter and rhymes with words in the first verse of every stanza.
   C. It uses the same meter, but only the last two verses in the stanza rhyme.
   D. It uses a different meter, but the last verse rhymes with the other verses in the stanza.

2. What effect does the rhythm of each stanza have on a reader’s understanding of how the sage feels?
   A. The change in the last line creates a feeling of excitement.
   B. The change in the last line creates a feeling of disappointment.
   C. The change in the last line creates a feeling of boredom and restlessness.
   D. The change in the last line creates a feeling of nervousness and concern.

Talk

3. Explain how the poet’s use of structural elements adds to the meaning of the narrative poem. How do they combine to provide a clearer picture of the sage’s problem in “A Tragic Story”? Make a list of your ideas.

Write

4. Short Response  Describe how the poet’s use of structural elements adds to the meaning of “A Tragic Story.” Use at least two details from the passage to support your response. Use the space provided on page 305 to write your response.
4 Short Response  Describe how the structural elements in “Walking Big Willie,” including meter, create certain effects, or feelings.
A TRAGIC STORY

Short Response  Describe how the poet’s use of structural elements adds to the meaning of “A Tragic Story.” Use at least two details from the passage to support your response.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?
"A very fine Friday," Fiona did say,
And set out to write up a plan for her day.
"The first thing I’ll do," said Fiona with flair
"Is find out who planted this gum in my hair."

For Fiona, just moments ago, had tried prying
Her head from her pillow, which made her start crying.
For stuck 'twixt her head and the pillow so dewy
Was a wad of gum—sticky, icky, and chewy.

"Who did this thing?" asked Fiona, whose eyes
Narrowed to slits of the tiniest size.
"Maybe a kid on whom I’ve played a prank—
But that’s nearly everyone!" Fiona’s heart sank.

Yes, it’s true, our Fiona was known as a trickster
Neither parents nor doctors nor teachers could fix her.
Every soul in her school had at some point been bitten
By her tricks, though she seemed like an innocent kitten.
So it made all the sense in the world, she admitted,  
That the gum in her hair was a message to quit it.  
“I’ve played some great tricks on that crybaby, Jack.  
Bet he put this old gum in my hair to get back.”

20 She would have to get back at that back-getter, Jack,  
And she thoughtfully planned out the perfect attack.  
Jack’s habits were something that Fiona knew  
So she set out to replace his shampoo with glue.

But Fiona, in haste to avenge her gummed head,  
Had missed all the gum wrappers under her bed.  
She’d forgotten her own constant habit of chewing  
And that the past night, that’s what she’d been doing.
How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spread his claws,
And welcomes little fishes in
With gently smiling jaws!

by Lewis Carroll
from The Hunting of the Snark and Other Poems and Verses
Think  Use what you learned from reading the poems to respond to the following questions.

1  Complete the chart below by using options from the box. Some options may not be used at all.

<table>
<thead>
<tr>
<th>Element</th>
<th>“Revenge”</th>
<th>“The Crocodile”</th>
</tr>
</thead>
<tbody>
<tr>
<td>glue</td>
<td>scale</td>
<td>“And pour the waters of the Nile”</td>
</tr>
<tr>
<td>tail</td>
<td>flew</td>
<td>“Was a wad of gum— sticky, icky, and chewy.”</td>
</tr>
<tr>
<td>sorrow</td>
<td>frail</td>
<td>playfulness</td>
</tr>
<tr>
<td>knew</td>
<td>anger</td>
<td>cleverness</td>
</tr>
<tr>
<td>grin</td>
<td>weak</td>
<td></td>
</tr>
</tbody>
</table>

What is an example of a verse in the poem?
What are two words that rhyme in the poem?
What is one effect the poet created by using meter and rhythm?

2  In “Revenge,” what is the feeling the poet most likely wanted readers to experience by using long verses and a fast rhythm?
   A  how upset Fiona is about finding the gum in her hair
   B  how tired Fiona is after waking up in the morning
   C  how happy Fiona is about all the pranks she has played
   D  how determined Fiona is to play even more pranks
3. What is the main purpose of the last stanza in “The Crocodile”?
   A. to show the crocodile is crafty
   B. to show the crocodile eats fish
   C. to show the crocodile is hungry
   D. to show the crocodile is a cheater

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

   **Part A**
   Read line 25 from the poem “Revenge.”
   
   But Fiona, in haste to **aveng**e her gummed head,

   What does the word **aveng**e mean as it is used in this line?
   A. to stick something together quickly
   B. to show who is now in control
   C. to teach an important lesson
   D. to punish for an earlier action

   **Part B**
   Which line from the poem “Revenge” provides the **best** clue for the meaning of **aveng**e?
   A. “Neither parents nor doctors nor teachers could fix her.”
   B. “That the gum in her hair was a message to quit it.”
   C. “She would have to get back at that back-getter, Jack.”
   D. “Had missed all the gum wrappers under her bed.”
Learning Target

In this lesson, you learned about the structural elements in poems. Describe how understanding about a poem’s structure helps you write and speak about the poem.

Write

5 Short Response What structural elements do the poets of “Revenge” and “The Crocodile” use to create certain patterns and feelings? Include details from each poem to support your response.

__________________________

__________________________

__________________________

__________________________

__________________________
Use What You Know

You know how to write equivalent fractions with denominators of 10 and 100. In this lesson, you will learn another way to write these fractions. Take a look at this problem.

Max has 248 pennies. How many whole dollars does Max have? What fraction of a dollar is left over?

a. How many pennies are there in one dollar? ____________

b. How many whole dollars can you make with 248 pennies? How many cents are left over? ________________

c. One cent is equal to what fraction of a dollar? __________

d. If one cent is \( \frac{1}{100} \) of a dollar, what fraction of a dollar is 48 cents? __________

e. How do you write this amount of whole dollars and fraction of a dollar as a mixed number? __________

f. How do you write 2 dollars and 48 cents using the $ sign? __________
Tenths and hundredths can also be written as **decimals**.

Here is another way to think about the fraction \( \frac{48}{100} \):

- four tenths or 0.4
- eight hundredths or 0.08

48 hundredths is 4 tenths and 8 hundredths.

You can use a place-value chart to understand the value of each digit. Decimals follow the same place-value pattern as whole numbers. A digit in any place has 10 times the value it would have in the place to its right and \( \frac{1}{10} \) the value it would have in the place to its left.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>.</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

To read the decimal 2.48:

1. Say the whole number part, if there is one. **two**
2. Say *and* for the decimal point. *and*
3. Say the part less than 1 as a whole number. **forty-eight**
4. Say the place-value name of the last digit. **hundredths**

You read 2.48 as **two and forty-eight hundredths**.

**Reflect**

1. Explain how thinking about money can help you understand decimals.
Read the problem below. Then explore different ways to understand how to use fractions and decimals to name the same amount.

A soccer camp has spots for 100 students. So far, 60 of those spots are filled. Write a fraction and a decimal in hundredths and tenths to show the amount of spots that are filled.

**Picture It** You can use a model to understand how to write hundredths or tenths as a fraction.

Each model represents the fraction of the soccer camp spots that are filled.

The large square is 1 whole.

Each small square is \( \frac{1}{100} \) of the whole.

Sixty small squares are shaded.

The large square is 1 whole.

Each section is \( \frac{1}{10} \) of the whole.

Six sections are shaded.

**Model It** You can use a place-value chart to understand how to write hundredths or tenths as a decimal.

The place-value chart shows the value of 0.60.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>
Connect It  Now you will use the models and what you know about fractions and decimals to solve the problem.

2 Look at *Picture It*. The model on the left shows 60 squares shaded.
   Write a fraction for the model. __________

3 Divide the numerator and denominator by 10 and write the tenths fraction.
   How does the model on the right with six shaded sections show this fraction?
   _____________________________________________________________________
   _____________________________________________________________________

4 Look at the place-value chart. Write a decimal in tenths and the equivalent decimal in hundredths. How are the two decimals different?
   _____________________________________________________________________
   _____________________________________________________________________

5 Write a number on each line below to describe how decimals relate to fractions with denominators of 10 and 100.
   If the denominator of a fraction is 10, the equivalent decimal has ___________ place after the decimal point.
   If the denominator of a fraction is 100, the equivalent decimal has ___________ places after the decimal point.

Try It  Use what you just learned to find related fractions and decimals. Show your work on a separate sheet of paper.

6 Write a decimal equivalent to $\frac{83}{100}$.

7 Write a decimal equivalent to $\frac{2}{10}$.

Draw a model that shows the fraction and the decimal.
Read the problem below. Then explore different ways to write a decimal as an equivalent fraction.

Eli collects sports cards. He says 0.05 of his cards are baseball cards. What fraction of his cards are baseball cards?

**Picture It** You can use a model to help write a decimal as an equivalent fraction.

The model shows 0.05.

![Model of 0.05](image)

**Model It** You can also use a place-value chart to help write a decimal as an equivalent fraction.

The place-value chart shows the value of 0.05.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>.</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
Connect It  Now you will use the model and the place-value chart to solve the problem.

8. How can the model help you write a fraction equivalent to 0.05?

9. How can the place-value chart help you write a fraction equivalent to 0.05?

10. Use words to describe the fraction of Eli’s cards that are baseball cards.

11. What fraction of Eli’s cards are baseball cards? __________

12. Explain how you can write a decimal in hundredths as a fraction.

Try It  Use what you just learned to write decimals as fractions. Show your work on a separate sheet of paper.

13. Write 0.9 in words and as a fraction. __________________________

14. Write 0.89 in words and as a fraction. __________________________
Study the example below. Then solve problems 15–17.

**Example**

Jayne read that it takes about two tenths of a second to blink an eye. She wrote that a blink takes about 0.02 of a second. Is Jayne correct?

**Look at how you could show your work using a place-value chart.**

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>.</td>
<td>2</td>
</tr>
</tbody>
</table>

Two tenths as a decimal is 0.2, not 0.02.

**Solution** Jayne is not correct. Two tenths written as a decimal is 0.2.

15 What is 0.7 written as a fraction?

**Show your work.**

**Solution**

In decimal form, 0.7 is already written as a fraction. It can be written as 7/10.

Jayne read that it takes about two tenths of a second to blink an eye. She wrote that a blink takes about 0.02 of a second. Is Jayne correct?

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<table>
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<td>2</td>
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Two tenths as a decimal is 0.2, not 0.02.

**Solution** Jayne is not correct. Two tenths written as a decimal is 0.2.

15 What is 0.7 written as a fraction?

**Show your work.**

**Solution**

In decimal form, 0.7 is already written as a fraction. It can be written as 7/10.

Ones . Tenths
0 . 2

How could drawing a model help you?

Pair/Share How do you know if the decimal represents tenths or hundredths?

The student used a place-value chart. The tenths place is the first place to the right of the decimal point.
16 The number line below shows 1 whole divided into tenths. Write numbers in the boxes to label the missing fractions and decimals. Explain how you know what numbers to write.

0 0.1 0.3 0.6 1

Pair/Share
What is a decimal in tenths that is equivalent to \( \frac{50}{100} \)?

Pair/Share
How could you show hundredths on this number line?

Pair/Share
Could saying each number aloud help?

Pair/Share
What does the denominator of the fraction tell you?

17 What decimal names the same amount as \( \frac{50}{100} \)? Circle the letter of the correct answer.

A 0.50
B 0.05
C 50.0
D 50.10

Abby chose B as the correct answer. How did she get that answer?
Solve the problems.

1. What is 0.75 written as a fraction?
   A. \( \frac{75}{100} \)
   B. \( 0 \frac{75}{\phantom{0}} \)
   C. \( \frac{75}{100} \)
   D. \( \frac{75}{10} \)

2. Which fraction and decimal are equivalent? Circle all that apply.
   A. \( \frac{4}{10} \) and 0.04
   B. \( \frac{6}{100} \) and 0.60
   C. \( \frac{3}{10} \) and 0.3
   D. \( \frac{9}{100} \) and 0.09
   E. \( \frac{7}{10} \) and 7.10

3. Model A is shaded to represent a value that is less than 1 whole.

Choose Yes or No to indicate whether the value of the shaded part of Model A is equivalent to the value shown.

a. \( \frac{8}{10} \)
   - Yes
   - No

b. \( \frac{80}{100} \)
   - Yes
   - No

c. 0.08
   - Yes
   - No
4 A test has 100 questions. Cora got 85 questions correct. What decimal shows the part of the test she answered correctly? What decimal shows the part of the test she answered incorrectly? Model the decimals below.

Show your work.

Solution

5 Kelly found some dimes and pennies in her dad’s car. She found 5 coins in all. The coins totaled more than 20 cents, but less than 50 cents. What coins could Kelly have found? Write the amount as a fraction of a dollar and as an equivalent decimal. Model the fraction and decimal below.

Show your work.

Answer Kelly could have found ________________.

Fraction ________________ Decimal ________________
## Grades 3-5: Locomotor Movement Cues

<table>
<thead>
<tr>
<th></th>
<th>HOPPING</th>
<th>GALLOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uses one foot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bends knee</td>
<td>Bend knees</td>
</tr>
<tr>
<td></td>
<td>Lands on ball of foot</td>
<td>One foot chasing other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lead foot stays the same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>RUNNING</th>
<th>SLIDING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balls of feet touch ground first</td>
<td>Sideways movement</td>
</tr>
<tr>
<td></td>
<td>Arms move in opposition to legs</td>
<td>One foot chases other</td>
</tr>
<tr>
<td></td>
<td>Both feet come off the ground</td>
<td>Lead foot stays the same</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SKIPPING</th>
<th>JUMPING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step-hop</td>
<td>Bend knees</td>
</tr>
<tr>
<td></td>
<td>Alternates feet</td>
<td>Uses two feet</td>
</tr>
<tr>
<td></td>
<td>Arms swing upward with legs</td>
<td>Lands on balls of feet</td>
</tr>
</tbody>
</table>
Lesson 20
Elements of Plays

Learning Target
Understanding the purpose of different parts of a play will help you develop ways to talk and write about it.

Read
A drama, or play, is meant to be performed on a stage for an audience. Actors learn their parts by reading from a script, or written text. Special text features called structural elements tell the actors exactly what to say and do.

When you read a script, pay attention to all the structural elements, not just the dialogue, or words the characters speak. The cast of characters tells you who appears in the play, and the setting tells where and when it takes place. The stage directions tell the actors how to act and speak or what should happen on stage. Descriptions give details about how the characters or setting look. These structural elements work together to help you understand what an audience will experience.

Now read the script below. Look for the structural elements that differ from the way they’d be shown in a story.

**The Surly Chefs**

Setting: 1932, a hotel kitchen
Cast of Characters: Head Chef, Chef 2, Chef 3, Hotel Guest
Head Chef: [staring angrily at the Hotel Guest]
So, you don’t like our pies, do you? Maybe you’d like another taste, eh?
Chef 2, Chef 3: [looking angry and upset]
Ready, Set, —
[The three throw their pies at the Hotel Guest.]
**Think** Complete the chart below, which lists different structural elements in a play script. Add the purpose of each structural element and an example from *The Surly Chefs*. Remember to imagine the drama as the audience will see it.

<table>
<thead>
<tr>
<th>Structural Element</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cast of characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Talk** Share your examples with a partner.
- How are your examples similar and different?
- How is the script of the play different from text in a story?
Where’s My Mummy?

by Silas Johnson

Genre: Drama

Where’s My Mummy?

Where’s My Mummy?

As you read, underline the stage directions for Wilbur. Think about how the stage directions help you understand what Wilbur does and how he feels.

Close Reader Habits

1. Cast of Characters: Wilbur, Roy, Glen, a Mummy
2. Setting: The inside of a pyramid in Egypt

3. [Two workers, Wilbur and Roy, shovel dirt into a wheelbarrow. Oil lamps light the dark chamber, which includes a Mummy’s tomb made of stone.]
4. Wilbur [shivering]: Oooooh, Roy. This place gives me the creeps!
5. Roy: What’s to be afraid of, Wilbur? Just get to work so we can get out of here.

6. [The cover of the tomb creaks open. A wrapped hand reaches from inside.]
7. Wilbur: Did you hear that? I heard something. [He sees the Mummy’s hand and starts shaking.] And now I see something that I really don’t want to be seeing!
8. [The Mummy climbs out of the tomb, moans, and walks toward them. Wilbur and Roy scream. Then the Mummy starts laughing.]
9. Roy: Hey, I’d know that laugh anywhere. Is that you, Glen?

10. Glen [unwrapping his head]: Pretty good costume, don’t you think?
11. Roy: Not bad. But what did you do with the real mummy?
12. Glen: What mummy? There was nobody in there.
13. [Just then a Mummy walks slowly toward them from the shadows. Wilbur, Roy, and Glen scream, turn, and run.]
Explore  How does your knowledge of structural elements in dramas help you understand what happens in Where’s My Mummy?

Think  Use the chart below to answer these questions. How should Wilbur perform his part? Which structural elements help you understand this?

<table>
<thead>
<tr>
<th>Lines</th>
<th>Detail from the Text</th>
<th>What Wilbur Should Do</th>
<th>Structural Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 4</td>
<td>[shivering]</td>
<td>Wilbur should act scared.</td>
<td>Stage directions</td>
</tr>
<tr>
<td>Line 7</td>
<td>Did you hear that? I heard something.</td>
<td></td>
<td>Dialogue</td>
</tr>
<tr>
<td>Line 8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Discuss the way the play ends and how the stage directions help you understand what happens. List your ideas from the discussion.

Write  **Short Response** Describe how the structural elements of a play help you understand what is happening in Where’s My Mummy? Use at least two details from the script in your response. Use the space provided on page 318 to write your response.

HINT Describe how the structural elements that guide a character’s actions also help you.
The Lightning Tantrum

by Hillary Sturm

1. *Cast of Characters:* Young Light, Mother Light, Father Light

2. *Setting:* A colorful, cloud-filled sky at late evening. The light dims on three figures dressed in bright white gowns.

3. Young Light: I’m tired of behaving! It’s boring, and I don’t want to be quiet! And I really don’t want to go to bed yet!

4. Mother Light: Young Light, I know you don’t want to go to bed yet, but that’s the way it has to be.

5. Father Light: During the day you can play as much as you like. But when night comes, you’ve got to go to bed.

6. Young Light: But why? Why can’t I play at night?

7. Mother Light: Because there can’t be light in the sky at night. That’s when people on Earth are sleeping.

8. Young Light: It’s not fair! [Young Light *stamps her foot.* Then she begins pounding her fists against the sky.]

9. Father Light: Stop that! You’ll wake up the whole sky!

10. Young Light: So? I want to wake up the sky! Hey, Clouds! Wake up! [There’s a low rumbling sound that gradually grows very loud. A flash of light is followed by a loud BOOM!]

11. Young Light: Ha ha! I woke up the Clouds! RUMBLE!

12. Mother Light [shaking her head]: Oh, dear. I guess the people on Earth will have a big thunder and lightning storm tonight.

*Close Reader Habits*

Which structural elements help you understand what is happening? Reread the script. **Underline** elements that help you understand events in the play.
Think  Use what you learned from reading the drama to respond to the following questions.

1  Which statement best explains why the description in Line 2 is important to understanding the drama?
   - A  It tells how the actors will move on the stage.
   - B  It describes the setting and how the actors will look.
   - C  It describes the tone of voice actors will use when they speak.
   - D  It names the characters who will appear in the play.

2  Complete the chart by adding dialogue and stage directions to tell how Young Light should perform her part in lines 8–11.

<table>
<thead>
<tr>
<th>Stage Directions</th>
<th>Dialogue</th>
<th>How Young Light Should Act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk

3  If you were putting on this play, what sounds, actions, and setting you would use? Why would each element be important?

Write

4  Short Response Describe the sounds, actions, and setting you would use if you were putting on this play. Use script details as support. Use the space provided on page 319 to write your response.

HINT Create a word picture of what the audience will hear or see for each structural element.
Short Response  Describe how the structural elements of a play help you understand what is happening in *Where’s My Mummy*? Use at least two details from the script in your response.

Don’t forget to check your writing.
Write Use the space below to write your answer to the question on page 317.

The Lightning Tantrum

4 Short Response Describe the sounds, actions, and setting you would use if you were putting on this play. Use script details as support.

---

HINT Create a word picture of what the audience will hear or see for each structural element.

---

Check Your Writing

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

by Augusta Stevenson, *Children's Classics in Dramatic Form*

1 **Setting**
   - **Time:** a long time ago
   - **Place:** the King’s palace

2 **Cast of Characters**
   - King
   - Princess
   - First Storyteller
   - Second Storyteller
   - Lords and Ladies
   - Guards

3 [*The King sits on a cushion in the great hall. The Princess sits on a cushion by him. In front of them sits the First Storyteller. The Lords and Ladies sit nearby.*]

4 First Storyteller: “Then the prince married the princess and they were happy forever and ever.”

5 [*There is a pause.*]

6 King: Go on!

7 [*The Storyteller hangs his head.*]

8 King: Go on, I say!

9 First Storyteller: That is all, your Majesty.

10 King: [outraged] All!

11 First Storyteller: The prince married the princess. There is nothing more to tell.

12 King: I cannot bear so short a story!

13 Princess: Why, father, for three months we have listened to it!

14 King: ‘Tis short, I say! I bid you make it longer, sir!

15 First Storyteller: I cannot, Sire. The prince married the princess. There is nothing—

**WORDS TO KNOW**

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

- interrupt
- seize
16 King: Throw him out of the palace, guards! Cut off his head!
17 [Guards seize the Storyteller.]
18 Princess: Father!
19 Lords: Your Majesty!
20 Ladies: Sire!
21 Princess: Spare his life!
22 First Storyteller: Let me keep my head, Sire!
23 King: Why should you keep it? You do not use it.
24 First Storyteller: For three months I have used it, Sire!
25 King: Your story is too short, I say! Away with him, guards!
   Away!
26 [Guards take out the First Storyteller.]
27 King: Bid another storyteller come!
28 [A Guard admits the Second Storyteller, who bows before the King and Princess.]
29 King: Sir, hear me. You must tell a story that will last forever.
30 Second Storyteller: I hear, O King!
31 King: If you can do this, you shall marry my daughter and be king after me.
32 Second Storyteller: I hear, O King!
33 King: If you fail, you shall lose your head. Begin! And remember, the story must go on forever. Now again I say, begin!
SECOND STORYTELLER: “Once upon a time a certain king seized upon all the corn in his country. He had it stored in a strong granary. Then came a swarm of locusts over the land. Soon they found a crack in the south side of the granary. Now the crack was just large enough for one locust to pass through at a time. So one locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then—”

KING [interrupting]: Yes, yes! Now go on with the story.

SECOND STORYTELLER: The story shall go on, O King! “Then another locust went in and carried away another grain of corn. Then another locust—”

KING: The story! The story, I tell you!

SECOND STORYTELLER: This is the story, O King! “Then another locust went in and carried away another grain of corn. Then—”

KING: I cannot stand it! How long will it take the locusts to carry away all the grain?

SECOND STORYTELLER: One thousand years, O King! “Then another locust went in and—”

KING: Stop! Stop! Take my daughter! Be king after me! Be king now! Anything to stop the locusts!

[The lights go out. The curtain falls. The play is over.]
Think  Use what you learned from reading the drama to respond to the following questions.

1 Which two features below are found only in a script for a play and would not be found in a story?

A descriptions provided by a narrator
B events that tell what happens
C stage directions
D dialogue between characters
E cast of characters
F description of the setting

2 The following question has two parts. First, answer Part A. Then answer Part B.

Part A
Read the sentence from line 14.

King: I bid you make it longer, sir!

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

A offer
B provide
C request
D answer

Part B
Which detail from the story provides the best clue for the meaning of bid?

A “There is nothing more to tell.”
B “I cannot bear so short a story!”
C “That is all, your Majesty.”
D “I cannot, Sire.”
Which of the statements below best describes why the script provided this detail in line 7?

[The Storyteller hangs his head.]

A to let the audience know that the storyteller is tired  
B to let the audience know the storyteller’s neck is sore  
C to let the audience know the storyteller is finished with his story  
D to let the audience know the storyteller is ashamed

The following question has two parts. First, answer Part A. Then answer Part B.

Part A
What does the writer do by adding the stage direction in line 35?

KING [interrupting]: Yes, yes! Now go on with the story.

A She shows that the King is not interested in the story.  
B She shows that the Second Storyteller is speaking quietly.  
C She shows that the King is impatient to hear what happens next.  
D She shows that the Second Storyteller is about to have his head cut off.

Part B
Underline two sentences from the lines below that best support your answer in Part A.

SECOND STORYTELLER: This is the story, O King! “Then another locust went in and carried away another grain of corn. Then—”  
KING: I cannot stand it! How long will it take the locusts to carry away all the grain?  
SECOND STORYTELLER: One thousand years, O King! “Then another locust went in and—”
Write

**Short Response** Describe how you think this play should be performed. In your description, tell which three characters are the most important to the action and how they should perform their parts.

---

Learning Target

In this lesson, you learned about the purpose of different parts of a play. Now, write about how you developed ways of talking and writing about plays.
Study the example showing how to identify equivalent fractions with denominators of 10 and 100. Then solve problems 1–5.

Example

Explain how \( \frac{6}{10} = \frac{60}{100} \).

Use multiplication to find equivalent fractions.

\[ \frac{6}{10} = \left( \frac{6 \times 10}{10 \times 10} \right) = \frac{60}{100} \]

Use models to show equivalent fractions.

1. Write the fractions that the models below show.

   \[ \frac{6}{10} \quad \frac{60}{100} \]

2. Look at problem 1. Use multiplication to find the equivalent fractions.

   \[ \frac{6}{10} = \frac{60}{100} \]
Solve.

3 Fill in the blanks with numbers and fractions to make true sentences.

a. \[ \text{_____} + \frac{15}{100} = \frac{55}{100} \]
   \[ \text{_____ tenths} + \text{_____ hundredths} = 55 \text{ hundredths}. \]

b. \[ \text{_____} + \frac{4}{10} = \frac{55}{100} \]
   \[ \text{_____ hundredths} + \text{_____ tenths} = 55 \text{ hundredths}. \]

c. \[ \text{_____} + \frac{5}{100} = \frac{55}{100} \]
   \[ \text{_____ tenths} + \text{_____ hundredths} = 55 \text{ hundredths}. \]

d. \[ \text{_____} + \frac{25}{100} = \frac{55}{100} \]
   \[ \text{_____ tenths} + \text{_____ hundredths} = 55 \text{ hundredths}. \]

Of the 100 students in the fourth grade, 70 students are girls.

4 Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are girls.

__________________________________________

5 Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are boys.

__________________________________________
Name the Same Amount

Study the example showing ways to name the same amount as a fraction and a decimal. Then solve problems 1–7.

Example

How do you write decimals equivalent to \( \frac{7}{10} \) and \( \frac{70}{100} \)?

The model shows \( \frac{7}{10} \).

The model shows \( \frac{70}{100} \).

A place-value chart shows the value of \( \frac{7}{10} \) and \( \frac{70}{100} \).

\[
\frac{7}{10} = 0.7 \quad \frac{70}{100} = 0.70
\]

1. What decimal is equivalent to \( \frac{3}{10} \)?
   Fill in the place-value chart to show the decimal.

<table>
<thead>
<tr>
<th>Ones</th>
<th>•</th>
<th>Tenths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

2. What decimal is equivalent to \( \frac{55}{100} \)?
   Fill in the place-value chart to show the decimal.

<table>
<thead>
<tr>
<th>Ones</th>
<th>•</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Write a decimal equivalent to \( \frac{75}{100} \). ________

Vocabulary

decimal fraction (or decimal) a number containing a decimal point that separates a whole from fractional place values, such as tenths and hundredths. 0.7 and 0.70 are decimals.
Solve.

4. What decimal is equivalent to $\frac{80}{100}$? Shade the model below to show the fraction and the decimal. Then write the decimal.

\[
\quad = \\
\]

5. Look at problem 4. Shade the model below to show an equivalent tenths fraction and decimal. Then write the fraction and decimal.

\[
\quad = \\
\]

6. Use what you know about equivalent fractions to explain why 0.8 and 0.80 are equivalent.

\[
\]

7. Find the sum of $\frac{80}{100}$ and $\frac{20}{100}$. Then use what you know about equivalent fractions to explain why $0.8 + 0.2 = 1$. 

\[
\]
**Write a Decimal as an Equivalent Fraction**

Study the example problem showing how to write a decimal as an equivalent fraction. Then solve problems 1–8.

**Example**

Alanna has an assortment of books in her bookcase. 0.09 of her books are comic books. What fraction of the books are comic books?

**Decimal:** 0.09

**Words:** 9 hundredths

**Fraction:** $\frac{9}{100}$

$\frac{9}{100}$ of the books are comic books.

1. Shade the model below to show 0.34.

2. Show 0.34 in a place-value chart.

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>•</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Write 0.34 in words. ________________________________

4. Write 0.34 as a fraction. ________________
Solve.

5 Tell whether each number sentence is True or False.

a. $0.3 = \frac{3}{100}$  [ ] True  [ ] False

b. $0.03 = \frac{3}{100}$  [ ] True  [ ] False

c. $0.3 = \frac{30}{100}$  [ ] True  [ ] False

d. $0.3 = \frac{3}{10}$  [ ] True  [ ] False

6 Write two equivalent fractions to 0.3.

7 Which of the following names the same number as 0.62? Circle the letter for all that apply.

A  sixty-two hundredths
B  six tenths and 2 hundredths
C  $\frac{62}{10}$
D  $\frac{62}{100}$

8 The number line below shows 1 whole divided into tenths. Write numbers in the boxes to label the missing fractions and decimal. Explain how you know what numbers to write.

0  [ ]  [ ]  [ ]  [ ]  [ ]  1

- 0.0\_\_\_
- 0.3\_\_\_
- 0.6\_\_\_
- 0.8\_\_\_
- 1.0\_\_\_
Lesson 21  Relate Decimals and Fractions

Solve the problems.

1. What is 0.5 written as a fraction? Circle the letter for all that apply.
   - A $\frac{5}{100}$
   - B $\frac{5}{10}$
   - C $\frac{50}{100}$
   - D $\frac{50}{10}$

2. Rita correctly answered 9 questions out of 10 on a test. What fraction of the test questions did Rita answer incorrectly?
   - A $\frac{9}{10}$
   - B $\frac{9}{100}$
   - C $\frac{1}{10}$
   - D $\frac{1}{100}$

   Patrick chose A as the correct answer. How did he get that answer?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

How can you say the decimal in words?

What fraction represents all the questions?
Solve.

3. Austin bought an eraser for 65 cents and a pencil for 20 cents. What fraction of a dollar did he spend? Write the fraction as a decimal.  

Show your work.

Solution: ___________________________________________

4. Tell whether each number below is equivalent to \( \frac{15}{100} \).
   
   a. fifteen hundredths  \[ \square \] Yes  \[ \square \] No
   
   b. 1.5  \[ \square \] Yes  \[ \square \] No
   
   c. \( \frac{15}{10} \)  \[ \square \] Yes  \[ \square \] No
   
   d. 0.15  \[ \square \] Yes  \[ \square \] No

5. Mackenzie has 1 dollar, 2 dimes, and 3 pennies. Jorge has only dimes and pennies but has the same amount of money as Mackenzie. How many dimes and pennies could Jorge have?  

Show your work.

Solution: ___________________________________________

What fraction of a dollar is 1 cent?

How do you write this fraction in words and as a decimal?

Can you represent the value of a dollar, a dime, and a penny as fractions or decimals to help you solve this problem?
Lesson 25
Comparing Topics and Themes in Stories

Comparing and contrasting similar themes and topics in stories from different parts of the world will help you better understand the stories and the people who tell them.

Read
Comparing and contrasting stories can help you make connections between topics, characters, events, and themes in traditional literature. These stories were originally passed down by word of mouth and were written down much later.

Traditional stories often share the same topic. For example, the opposition, or struggle, between good and evil is a common topic. The theme of a story is its message or lesson, which is told through the characters and events as the story unfolds.

Below are two stories with the same topic. Read each story and decide how they are similar and different.

The Jealous Bluebird
Rabbit and Mouse were best friends. But Bluebird, who was jealous, tried to separate them. “I will grant you each one wish,” said Bluebird.

“I wish to travel to a faraway land,” Rabbit said. Bluebird granted the wish, noting with a smirk that Rabbit did not wish he could also return.

But Mouse was not fooled. “I wish that my friend will always find his way home.” And Bluebird had no choice but to grant this wish, too.

The Sad Frog
Once there lived a frog who wished she could fly. So she asked a heron to teach her.

“Flying is easy,” said the heron. “Just flap your wings like this.” And the heron flew away before the frog could say, “But I have no wings.”

The frog hopped away sadly, wishing for wings she could never have. She didn’t realize that a snake near a rock had heard everything and was wishing he could hop as gracefully as the frog.
Think  To identify the topic of a story, ask yourself, “What is this story about?” To identify the theme of a story, ask yourself, “What is this story trying to teach me?” Use the chart below to compare and contrast the characters, events, and themes of the stories you read.

<table>
<thead>
<tr>
<th>“The Jealous Bluebird”</th>
<th>“The Sad Frog”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td>What can happen when wishes are made</td>
<td></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td><strong>Characters</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Events</strong></td>
<td><strong>Events</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Talk  Share your chart with a partner. Were your events and themes similar or different? How did comparing and contrasting the characters, events, and themes help you better understand the stories?

**Academic Talk**

Use these words and phrases to talk about the text.
- theme
- topic
- opposition
- traditional literature
A poor man received the gift of a large and valuable flask of oil from a kind and wealthy neighbor. Delighted, the poor man carefully put it onto the top shelf in his home. One evening, as he was gazing at it, he said, “If I should sell it, I could buy five sheep. Every year I should have lambs. If I sold the lambs, I would be rich enough to marry and perhaps have a son. And what a fine boy he would be! But if he should disobey me”—and he raised the staff in his hand—“I should punish him thus!” So saying, he swung the staff, knocking the flask off the shelf so that the oil ran over him from head to foot.
Explore How are the topics and themes of the two tales similar? How are they different?

Think

1. Compare and contrast the two stories by completing the chart below.

<table>
<thead>
<tr>
<th>Character</th>
<th>Events</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Talk

2. Discuss your charts, and star any details you decide are similar in each story. Then discuss the lesson you learned from the men’s experiences.

Write

3. **Short Response** Compare and contrast the way the events in the two stories develop similar themes. Use text evidence in your response. Use the space provided on page 420 to write your response.

**HINT** In what way are the men’s dreams in the two stories alike?
Many, many years ago, as Juvadi the village fool strolled by the castle, he noticed a beautiful princess standing near a window. Upon hearing her lovely laugh, Juvadi whispered, “May you fall in love with me!” As usually occurs, the princess fell in love with him immediately.

Learning of their feelings, the ancient king became terribly embarrassed. He consulted his advisors, saying, “My daughter is in love with a fool. You are wise, so tell me how I should punish this shame!”

“Put them both into a wooden barrel and roll it over a cliff,” they answered. “Then you will never see them again.” At once the king commanded it to be done.

As the barrel rolled along, Juvadi cried, “Let me out—I’ll reward you with figs and raisins!” So saying, he threw handfuls of the luscious fruit out a hole in the barrel. Then coming to a level spot, the barrel stopped rolling. Juvadi broke it open, and the pair clambered out.

Coincidentally, a nearby frog saw this, and she laughed so hard that a wart on her neck disappeared. Happy to carry less weight, the frog called to Juvadi, “What is your wish? I can do anything and everything. Allow me to do something amazing for you.”

Quickly Juvadi replied, “We wish to be married, but we have no place to live. Kindly build us a humble cottage.”

Just as quickly the frog responded, “Watch as I turn this pebble into a palace, with all the comforts of the world.” Suddenly, a sparkling palace appeared out of thin air, and Juvadi and the princess entered it through its glittering gates.

The princess loved Juvadi, but she also knew him very well. “Soon,” she said, “I will indeed marry you. But first we must find a wish that will drive out your stupidity.”

Juvadi just grinned, because he loved her more than ever.
1. A king wished to know whom his daughter would marry. He sent his favorite dog to find her future husband. The dog dragged back Hans, the stupid village fool.

2. The embarrassed king put the princess and Hans in a casket and set them out to sea. The princess cried out, “You horrible fool. How is it that you are my future husband?”

3. “I wished for it,” said Hans. “All my wishes come true.”

4. “If that is so,” she said, “then wish us something to eat.” So Hans wished for a plate of potatoes, which she devoured.

5. Hans then said, “I wish for a grand ship.” They appeared on a proud vessel, fully crewed and forging back to land.

6. Upon reaching shore, Hans declared, “Here there shall be a castle, and within it shall dwell the princess and her handsome, intelligent husband.” Upon saying this, a castle appeared, and Hans became handsome and smart. The princess and Hans fell in love, married, and lived happily.

7. Years later, the princess’ father was out riding and stumbled upon the castle. The king did not recognize his daughter, but she knew him. She treated him well, but before he left, she hid a golden cup in his pocket. The princess then accused him of having stolen the cup.

8. The king protested that he did not know how the cup had come into his pocket. The princess said, “Do you see, now, how it feels to be treated unfairly?” She revealed herself as his daughter and forgave him. The king, overjoyed, named the princess and Hans as his heirs. Upon the king’s death, Hans and the princess became king and queen.

What is the theme in each story? For each folktale, circle at least two words or phrases that tell something about each story’s message.
Think Use what you learned from reading the folktales to respond to the following questions.

1. Which of the following statements is a theme expressed by both folktales?
   A. Putting your trust in a fool is a bad idea.
   B. Love can overcome unexpected challenges.
   C. Children should listen to the wisdom of their parents.
   D. Hard work is what helps even fools succeed.

2. Choose the statement that best tells how the king’s actions in each folktale contribute to the theme.
   A. He asked the fool to treat the princess like royalty.
   B. He ordered the fool to build a castle for his daughter.
   C. He demanded that the fool become handsome and intelligent.
   D. He created the problem that the fool had to handle.

3. Which theme is developed in “Hans and the Princess” but not in “Juvadi and the Princess”?
   A. It is important to treat people fairly.
   B. Parents should teach their children lessons.
   C. Children should forgive their parents.
   D. Doing things for other people is a good idea.

4. Reread paragraph 8 of “Hans and the Princess.” Find the sentence that describes the lesson the princess wanted to teach the king, and write it in the box below.

Solution
Compare the story events that help develop the theme in “Juvadi and the Princess” with those in “Hans and the Princess.” Draw Xs in the boxes next to details from each folktale. Some events appear in both tales.

<table>
<thead>
<tr>
<th>Story Events</th>
<th>“Juvadi and the Princess”</th>
<th>“Hans and the Princess”</th>
</tr>
</thead>
<tbody>
<tr>
<td>A frog helps a fool.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A fool marries a princess.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A king is embarrassed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A golden cup is found in a pocket.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A fool rescues a princess.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A princess and a fool live happily ever after.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk

Explain the similarities and differences in themes between “Juvadi and the Princess” and “Hans and the Princess.” Also describe how the characters learned lessons about life. Use a chart to organize your thoughts.

Write

Short Response Use the information in your chart to compare and contrast the similarities and differences between the topics and themes in the two folktales. Use at least two details from each tale to support your response. Use the space provided on page 421 to write your response.

HINT Choose the best way to structure your ideas to show similarities and differences.
Short Response  Compare and contrast the way the events in the two stories develop similar themes. Use text evidence in your response.

HINT In what way are the men’s dreams in the two stories alike?
Short Response  Use the information in your chart to compare and contrast the similarities and differences between the topics and themes in the two folktales. Use at least two details from each tale to support your response.

HINT: Choose the best way to structure your ideas to show similarities and differences.

Write  Use the space below to write your answer to the question on page 419.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
In a certain place there lived a weaver by the name of Mantharaka, which means “the simpleton.” One day, while weaving cloth, the wooden pieces on his loom broke. He took an ax and set forth to find some wood. He found a large sisoo tree at the ocean’s shore, and said aloud, “Now this is a large tree. If I fell it, I will have wood enough for all my weaving tools.”

Having thus thought it through, he raised his ax to begin cutting. However, a spirit lived in this tree, and he said, “Listen! This tree is my home. . . .”

The weaver said, “Then what am I to do? If I don’t find a good tree, then my family will starve. You will have to go somewhere else. I am going to cut it down.”

The spirit answered, “Listen, I am at your service. Ask whatever you would like, but spare this tree!”

The weaver said, “If that is what you want then I will go home and ask my friend and my wife, and when I return, you must give me what I ask for.”
The spirit promised, and the weaver, beside himself with joy, returned home. Upon his arrival in his city he saw his friend, the barber, and said, “Friend, I have gained control over a spirit. Tell me what I should demand from him!”

The barber said, “My dear friend, if that is so then you should demand a kingdom. You could be king, and I would be your prime minister. . . .”

The weaver spoke, “Friend, so be it! But let us also ask my wife.”

Having said this, he went quickly to his wife and said to her, “Dear one, today I have gained control over a spirit who will grant me one wish. Hence I have come to ask for your advice. Tell me, what should I ask for? My friend the barber thinks that I should request a kingdom.”

She answered, “Oh, son of your excellence . . . . a king’s life is an unending procession of annoyances. He must constantly worry about friendships, animosities, wars, servants, defense alliances, and duplicity. . . . Never envy the life of a king.”

The weaver said, “You are right. But what should I ask for?”

She answered, “You can now work on only one piece of cloth at a time. That is barely enough to pay for the necessities. You should ask for another pair of arms and a second head so that you can work on two pieces of cloth at once, one in front of you, and one behind you. . . .”

After hearing this he spoke with joy, “Good, you faithful wife! You have spoken well, and I will do what you say. That is my decision.”

With that he went to the spirit and let his will be known, “Listen, if you want to fulfill my wish, then give me another pair of arms and another head.”

He had barely spoken before he was two-headed and four-armed. Rejoicing, he returned home, but the people there thought that he was a demon and beat him with sticks and stones, until he fell over dead. . . .
There was once a poor woodcutter who, tired of his hard life . . .
decided that in all his days heaven had not granted even one of his
wishes. One day in the woods, as the woodcutter was complaining
of his unhappy lot, Jupiter appeared before him, his thunderbolts
in his hands. . . .

“Have no fear,” said Jupiter. “I have heard your complaints and I
have come to show you how unfairly you judge me. Now listen! I am
king of all the world and I promise to grant your first three wishes, no
matter what they may be. . . .”

With these words, Jupiter returned to his heavens and the happy
woodcutter, taking up his bundle of sticks, hurried to his home. “This
is an important matter,” he said to himself. “I certainly must have my
wife’s advice.”
“Hey, Fanchon,” he shouted, as he entered his cottage. “Light us up a good fire. We are rich for the rest of our lives. All we have to do is to make three wishes!”

With this, he told his wife what had happened, whereupon she in her imagination began to form a thousand plans. “Blaise, my dear, let us not spoil anything by our impatience. We must think things over very carefully. Let us put off our first wish until tomorrow. Let us sleep on it.”

“I think you are right,” said he. . . . Relaxing, he leaned back in his chair before the fire. “To match such a fine blaze,” he said, “I wish we had a measure of sausage. It would go very well indeed!”

Scarcely had he spoken these words when his wife, to her great astonishment, saw a long link of sausage moving over to them like a snake from the chimney corner. She cried out in alarm, but realizing at once that this was the result of the wish which her foolish husband had made, she began to . . . scold him angrily. “When you might,” she said, “have a kingdom, with gold, pearls, rubies, diamonds, fine clothes; and all you wish for is a sausage!”
“Alas,” her husband replied. “I was wrong, I made a very bad choice. I admit my mistake. Next time I will do better.”

“Yes! Yes!” said his wife . . . “To make such a choice as you did, you must be a donkey.”

At this the husband became very angry . . . “A curse on this and all sausages. I wish that it was hanging from the end of your nose!”

The wish was heard at once . . . and the sausage fastened itself on her nose. Fanchon had once been pretty, and—to tell the truth—this ornament did not have a very pleasing effect . . .

“With my remaining wish I could very well still make myself a king,” he said to himself. “But we must think of the queen, too, and her unhappiness if she were to sit on the throne with her new yard-long nose. She must decide which she wants, to be a queen with that nose or a woodcutter’s wife and an ordinary person.”

Whereupon his wife agreed that they had no choice. She would never have the riches and diamonds and fine clothes she had dreamed of, but she would be herself again if the last wish would free her from the frightful sausage on her nose.

And so the woodcutter did not change his lot. He did not become a king. His purse was not filled with gold. He was only too glad to use his remaining wish in restoring his poor wife to her former state.
Think  Use what you learned from reading the folktales to respond to the following questions.

1 Which sentence best describes the theme that the two folktales share?
   
   A  If you work hard, you will be ready for luck when it comes.
   B  People can overcome unexpected challenges.
   C  Having riches does not always make people happy.
   D  People should think before they speak or act.

2 Underline one sentence from each passage that develops this topic:
   A person’s wishes end up making trouble.

<table>
<thead>
<tr>
<th>from “The Two-Headed Weaver”</th>
<th>from “The Ridiculous Wishes”</th>
</tr>
</thead>
<tbody>
<tr>
<td>With that he went to the spirit and let his will be known, “Listen, if you want to fulfill my wish, then give me another pair of arms and another head.” He had barely spoken before he was two-headed and four-armed. Rejoicing, he returned home, but the people there thought that he was a demon and beat him with sticks and stones, until he fell over dead. . . .</td>
<td>“Yes! Yes!” said his wife . . . “To make such a choice as you did, you must be a donkey.” At this the husband became very angry . . . “A curse on this and all sausages. I wish that it was hanging from the end of your nose!” The wish was heard at once . . . and the sausage fastened itself on her nose. Fanchon had once been pretty, and—to tell the truth—this ornament did not have a very pleasing effect. . . .</td>
</tr>
</tbody>
</table>

3 The sentences below are from paragraph 10 of “The Two-Headed Weaver.” Underline the word that means “feel jealous of.”

“. . . a king’s life is an unending procession of annoyances. He must constantly worry about friendships, animosities, wars, servants, defense alliances . . . . Never envy the life of a king.”
Which of the following describes an important difference between “The Two-Headed Weaver” and “The Ridiculous Wishes”?

A  “The Two-Headed Weaver” teaches that friends and family are a good source of advice. “The Ridiculous Wishes” teaches that people should trust themselves before listening to others.

B  “The Two-Headed Weaver” teaches that accepting who you are can make you happy. “The Ridiculous Wishes” teaches that it is important to keep changing and improving.

C  “The Two-Headed Weaver” teaches that people who change their lives can face problems. “The Ridiculous Wishes” teaches that people who accept their lives can be happy.

D  “The Two-Headed Weaver” teaches that beauty matters more than riches. “The Ridiculous Wishes” teaches that riches matter more than beauty.

Write
The tales “The Two-Headed Weaver” and “Ridiculous Wishes” have important similarities and differences. Write a response that compares and contrasts the topics and themes in the two folktales.

5  Plan Your Response  How are the topics, events, characters, and themes in both tales similar? How are they different? Use a chart like the one on page 415 to collect your thoughts before you write.

6  Write an Extended Response  Use evidence from both texts and information from your chart to compare and contrast how each folktale develops its topic and theme.
Learning Target

In this lesson, you compared and contrasted stories that share a topic or theme. Explain how this helped you develop a deeper understanding of traditional literature.
You know how to compare whole numbers and fractions. In this lesson, you will compare decimals. Take a look at this problem.

Kele and Kaci each bought equal-size bottles of water. They each drank some of their water. Kele now has 0.5 of his bottle left. Kaci has 0.4 of her bottle left. Who has more water left?

a. Write 0.5 in words.

b. What fraction is equivalent to 0.5?

c. Write 0.4 in words.

d. What fraction is equivalent to 0.4?

Describe how to compare fractions that have the same denominator.

e. Who has more water left? Explain how you know.
You can use the symbols $>$, $<$, or $=$ to compare decimals.

$0.5 > 0.4$ means that 0.5 is greater than 0.4.

$0.4 < 0.5$ means that 0.4 is less than 0.5.

You can compare 0.5 and 0.4 in a place-value chart.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>.</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Compare the places from left to right as you do with whole numbers. The ones are the same, so look at the tenths: $5 > 4$, so $0.5 > 0.4$.

But what if Kaci’s bottle of water was larger than Kele’s bottle? Then the comparison would not make sense.

Comparing decimals is like comparing fractions. When you compare fractions or decimals, you must have the same-size whole.

**Reflect**

1. Describe how to compare the two decimals 0.6 and 0.8.
Read the problem below. Then explore different ways to compare two decimals when both are in hundredths.

Dora lives 0.35 mile from school. Katrina lives 0.53 mile from school. Who lives a greater distance from school?

**Picture It** You can use a model to help compare decimals in hundredths.

Each large square is one whole. The shaded areas show 0.35 and 0.53.

0.35 is thirty-five hundredths.

0.53 is fifty-three hundredths.

**Model It** You can also use a place-value chart to help compare decimals in hundredths.

The place-value chart shows 0.35 and 0.53.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Compare ones: Both digits are the same.

Compare tenths: \(5 > 3\).

Since the tenths digits are different, you don’t need to compare hundredths digits.
Connect It  Now you will solve the problem from the previous page by reasoning about the fractions that are equivalent to the decimals.

2 Look at the models on the previous page.
   Write a fraction equivalent to 0.35: ___________; to 0.53: ___________

3 Which fraction is greater? Explain how you know. _____________________________

4 Write $>$, $<$, or $=$ in the circle to make a true statement: 0.35 $\bigcirc$ 0.53.
   Who lives a greater distance from school? _____________________________
   Do the model and place-value chart support your answer? Explain.

5 Explain how you can use fractions to compare two decimals when both are in hundredths.

Try It  Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

6 Compare 0.21 and 0.12 using $>$, $=$, or $<$. Explain how you got your answer.

7 Which is less: 0.97 or 0.79? Use fractions to help solve the problem. ___________
Read the problem below. Then explore different ways to compare decimals when one is in tenths and the other is in hundredths.

Most bumblebees are about 0.75 of an inch long. A common hornet is about 0.8 of an inch long. Which insect is longer?

**Picture It** You can use a model to help compare decimals in tenths and hundredths.

Each large square is one whole. The models show 0.75 and 0.8.

![Model of decimals](image)

**Model It** You can also use a place-value chart to compare decimals in tenths and hundredths.

Notice that 0.8 has a 0 in the hundredths place in the chart. Remember that 8 tenths is equivalent to 80 hundredths.

<table>
<thead>
<tr>
<th>Ones</th>
<th>.</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Compare ones: The digits are the same.

Compare tenths: \( 8 > 7 \).

Since the tenths digits are different, you don’t have to compare hundredths.
Connect It  Now you will solve the problem from the previous page by reasoning about the fractions that are equivalent to the decimals.

8. Write fractions equivalent to 0.75 and 0.8.

9. How can you compare fractions with denominators of 100 and 10?

10. What fraction with a denominator of 100 is equivalent to \( \frac{8}{10} \)?

11. Compare the fractions. Then compare 0.75 and 0.8 using >, <, or =.

Which insect is longer?

12. Explain how you can compare decimals when one is in tenths and the other is in hundredths.

Try It  Use what you just learned to solve these problems. Show your work on a separate sheet of paper.

13. Compare 0.37 and 0.4 using >, <, or =. Explain how you got your answer.

14. Which is greater: 0.9 or 0.92? Explain how you can use fractions to solve the problem.
Study the example below. Then solve problems 15–17.

**Example**

Heath caught a bug that weighs 1.9 grams and Ty caught a bug that weighs 1.09 grams. Which bug weighs more?

**Look at how you could show your work using equivalent fractions.**

- 0.9 is nine tenths, or \( \frac{9}{10} \).
- 0.09 is nine hundredths, or \( \frac{9}{100} \).
- \( \frac{9}{10} \) is equivalent to \( \frac{90}{100} \).
- \( \frac{90}{100} \) is greater than \( \frac{9}{100} \), so 1.9 > 1.09.

**Solution** Heath’s bug weighs more.

**15** Compare 0.3 and 0.8 using >, =, or <. Draw a model or number line to support your solution.

**Show your work.**

**Solution**
16. Mika ran the 50-yard dash in 7.39 seconds. Felix ran it in 7.6 seconds. Who ran faster?

**Show your work.**

---

17. Which statement and reasoning is true about the decimals 0.45 and 0.5? Circle the letter of the correct answer.

- **A** 0.45 < 0.5 because hundredths are greater than tenths.
- **B** 0.45 < 0.5 because \( \frac{45}{100} < \frac{50}{100} \).
- **C** 0.45 > 0.5 because 45 > 5.
- **D** 0.45 > 0.5 because hundredths are greater than tenths.

Sarah chose **C** as the correct answer. How did she get that answer?

---
Lesson 22  Comparing Decimals

Solve the problems.

1. Which change would make the following a true statement?
   \[0.5 \, \text{<} \, 0.43\]
   - A. Put a 3 in the hundredths place to change 0.5 to 0.53.
   - B. Change the hundredths digit in 0.43 to 0.
   - C. Put a 0 in the tenths place to change 0.5 to 0.05.
   - D. Put a 0 in the hundredths place to change 0.5 to 0.50.

2. Which decimal is less than 0.75?
   - A. 0.9
   - B. 0.94
   - C. 0.80
   - D. 0.7

3. Which of the following decimals is greater than 0.07 but less than 0.3?
   Circle the letter for all that apply.
   - A. 0.02
   - B. 0.34
   - C. 0.27
   - D. 0.73
   - E. 0.1
4 Tell whether each statement is True or False.

a. $0.5 < 0.6$ because $\frac{5}{10}$ is less than $\frac{6}{10}$.
   - True  False

b. $0.25 > 0.3$ because 25 is greater than 3.
   - True  False

c. $0.89 > 0.8$ because $\frac{89}{100}$ is greater than $\frac{80}{100}$.
   - True  False

d. $0.06 = 0.6$ because 6 equals 6.
   - True  False

e. $0.4 < 0.14$ because 4 is less than 14.
   - True  False

5 Jana wrote two numbers that are between 0.4 and 0.45 on the board. What numbers could Jana have written?

Solution

6 Troy said that $0.9 > 0.90$ because tenths are greater than hundredths. Keith said that $0.9 < 0.90$ because 90 is greater than 9. How would you compare 0.9 and 0.90? Do you agree with either Troy or Keith? Write the symbol $<$, $>$, or $=$ on the line below to correctly compare the numbers.

Show your work.

Answer  $0.9 \quad \underline{\text{_______}} \quad 0.90$

Go back and see what you can check off on the Self Check on page 143.
Study the example showing ways to compare fractions. Then solve problems 1–6.

**Example**

Compare \( \frac{9}{10} \) and \( \frac{5}{10} \). The model shows \( \frac{9}{10} \). The model shows \( \frac{5}{10} \).

Use models.

\[
\frac{9}{10} > \frac{5}{10}
\]

Use a number line and the fraction \( \frac{1}{2} \) as a benchmark.

\[
\frac{9}{10} > \frac{5}{10}
\]

**1** Label \( \frac{2}{10} \) and \( \frac{6}{10} \) on the number line below. Write a symbol to compare the two fractions.

\[
\frac{2}{10} \quad \frac{6}{10}
\]

**2** Look at problem 1. Explain how to use the fraction \( \frac{1}{2} \) as a benchmark to compare \( \frac{2}{10} \) and \( \frac{6}{10} \).

**3** Label \( \frac{10}{10} \) and \( \frac{8}{10} \) on the number line below. Write a symbol to compare the two fractions.

\[
\frac{10}{10} \quad \frac{8}{10}
\]
Solve.

4 Shade and label the models below to show $\frac{3}{10}$ and $\frac{3}{100}$.

Write a symbol to compare the fractions. $\frac{3}{10} \quad \underline{\quad} \quad \frac{3}{100}$

5 Use the symbols $<$, $>$, and $=$ to compare the fractions.

a. $\frac{5}{10} \quad \underline{\quad} \quad \frac{50}{100}$

b. $\frac{4}{10} \quad \underline{\quad} \quad \frac{4}{100}$

c. $\frac{11}{10} \quad \underline{\quad} \quad \frac{12}{10}$

d. $\frac{62}{100} \quad \underline{\quad} \quad \frac{6}{10}$

e. $\frac{9}{100} \quad \underline{\quad} \quad \frac{9}{10}$

6 Write the fraction that each model shows. Explain which fraction is greater.

Write the fraction that each model shows. Explain which fraction is greater.
Lesson 22  Compare Decimals

Study the example problem showing how to compare hundredths decimals to solve a problem. Then solve problems 1–7.

Example

Jacob bought an apple and a pear. The apple weighed 0.33 of a pound. The pear weighed 0.35 of a pound. Which piece of fruit weighed less?

Write equivalent fractions.
The denominators are the same. $0.33 = \frac{33}{100}$, $0.35 = \frac{35}{100}$

Compare numerators. $33 < 35.$

0.33 < 0.35

The apple weighed less than the pear.

1 Shade and label the models below to show 0.33 and 0.35.

[Model 1]

[Model 2]

2 Explain how the models show which decimal is less. ____________________________

3 Complete the place-value chart to show 0.33 and 0.35.

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
<td>·</td>
<td>·</td>
<td></td>
</tr>
</tbody>
</table>

4 Explain how the place-value chart shows which decimal is less. ____________________________
Solve.

5. Use the digits in the tiles below to create decimals that make each inequality true.

![Tiles with digits](Image)

- a. \(0.21 > 0.2\) □
- b. \(0.46 < 0.\) □ 6
- c. \(0.99 < □.00\)
- d. \(0.7\) □ > \(0.7\) □

6. Write the symbol (>, <, =) that makes each statement below true.

- a. \(0.85 \) □ 0.82
- b. \(0.09 \) □ 0.10
- c. \(0.45 \) □ 0.54
- d. \(1.10 \) □ 1.01
- e. \(0.30 \) □ 0.3

7. Ryder bought 0.75 pound of turkey and 0.57 pound of cheese. Did he buy more turkey or cheese?

**Show your work.**

*Solution: 

[Response Here]*
Lesson 22  Compare Decimals

Study the example problem showing how to compare tenths and hundredths decimals. Then solve problems 1–6.

Example

Colin lives 0.6 mile from school and 0.65 mile from the park. Which place is closer to his home?

Write each decimal as an equivalent fraction.  
\[
0.6 = \frac{6}{10} \quad 0.65 = \frac{65}{100}
\]

Write the tenths fraction as a hundredths fraction.  
\[
\frac{6}{10} = \frac{60}{100} \quad \frac{65}{100}
\]

Compare hundredths fractions.  
\[
\frac{60}{100} < \frac{65}{100}
\]

The school is closer to his home.

Lucas bought 0.6 pound of fish and 0.85 pound of shrimp to make a stew.

1. Shade the models below to compare 0.6 and 0.85.

2. Write a symbol to compare the decimals. 0.6 ____ 0.85

3. Did Lucas buy more fish or shrimp? Use equivalent fractions to explain your answer.
Solve.

4. Compare 0.2 and 0.25 using $>$, $=$, or $<$.
Use equivalent fractions to explain your answer.

5. Compare 0.09 and 0.1 using $>$, $=$, or $<$.
Use a place-value chart to explain your answer.

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
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</thead>
<tbody>
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</tbody>
</table>

6. Write the decimals 1.00, 0.20, and 0.03 in the place-value chart below.
Which number is the greatest? Which number is the least?
Use equivalent fractions to explain.

<table>
<thead>
<tr>
<th>Ones</th>
<th>Tenths</th>
<th>Hundredths</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Lesson 22: Compare Decimals

Solve the problems.

1. Which decimal is less than 0.35?
   - A: 0.5
   - B: 0.29
   - C: 0.36
   - D: 0.53

2. Which is the greatest—0.19, 1.00, 0.91, or 0.02?
   - A: 0.02
   - B: 0.19
   - C: 0.91
   - D: 1.00

   Sadie chose B as the correct answer. How did she get that answer?
   -
   -
   -

3. Classify each decimal below as less than half, equal to half, or greater than half, by writing each decimal in the correct column of the chart.

<table>
<thead>
<tr>
<th>0.05</th>
<th>0.52</th>
<th>0.25</th>
<th>0.48</th>
<th>0.9</th>
<th>0.50</th>
<th>0.6</th>
<th>1.05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

   Do you compare the tenths or hundredths place?

   A place-value chart can help you compare decimals.

   You can think about half as the benchmark fraction $\frac{1}{2}$ to help solve this problem.
4. Milk costs $0.50 and juice costs $0.55. Which costs less, milk or juice?

*Show your work.*

Solution: ____________________________________________

5. Julie has 2 dollars to spend on lunch. A slice of pizza is $2.25. A sandwich is $2. A bowl of soup is $1.95. What can Julie buy for lunch? Explain your answer.

*Show your work.*

Solution: ____________________________________________

____________________________________________________
How Loud? How Soft? Dynamics

DIRECTIONS: Which dynamic level is louder? Circle the correct answer.

1. \( p \) or \( mp \)
2. \( ff \) or \( pp \)
3. \( f \) or \( p \)
4. \( mf \) or \( mp \)

DIRECTIONS: Which dynamic level is softer? Circle the correct answer.

5. \( p \) or \( f \)
6. \( mp \) or \( mf \)
7. \( ff \) or \( f \)
8. \( f \) or \( mp \)

DIRECTIONS: What does each dynamic level mean? Write the correct letter from the second column in the blank space.

9. \( \_ \_ \_ \_ \_ p \)
   A. Loud
10. \( \_ \_ \_ \_ \_ mf \)
    B. Very soft
11. \( \_ \_ \_ \_ \_ ff \)
    C. Medium loud
12. \( \_ \_ \_ \_ \_ mp \)
    D. Medium soft
13. \( \_ \_ \_ \_ \_ f \)
    E. Very loud
14. \( \_ \_ \_ \_ \_ pp \)
    F. Soft

DIRECTIONS: Match the Italian term with each dynamic level. Write the correct letter from the second column in the blank space.

15. \( \_ \_ \_ \_ \_ p \) \hspace{1cm} A. pianissimo
16. \( \_ \_ \_ \_ \_ mf \) \hspace{1cm} B. piano
17. \( \_ \_ \_ \_ \_ ff \) \hspace{1cm} C. mezzo piano
18. \( \_ \_ \_ \_ \_ mp \) \hspace{1cm} D. mezzo forte
19. \( \_ \_ \_ \_ \_ f \) \hspace{1cm} E. forte
20. \( \_ \_ \_ \_ \_ pp \) \hspace{1cm} F. fortissimo
**MUSICAL SYMBOLS AND TERMS**

**Know Your Musical Dynamics**

**DIRECTIONS:** Write the letter of the correct answer in the blank space.

1. *Decrescendo* means the same as ________
   A. Diminuendo
   B. Crescendo

2. _______ means ________
   A. to gradually get louder
   B. to gradually get softer

**DIRECTIONS:** In the examples below, are the dynamics correct or incorrect? Circle the correct answer.

1. \[ \text{Correct or Incorrect} \]

2. \[ \text{Correct or Incorrect} \]

3. \[ \text{Correct or Incorrect} \]

4. \[ \text{Correct or Incorrect} \]

**DIRECTIONS:** How loud or soft is the music at A, B, C and D? Circle the correct answer.

\[ \text{A} \text{ Soft or Loud} \]
\[ \text{B} \text{ Medium loud or Medium Soft} \]
\[ \text{C} \text{ Very soft or Medium soft} \]
\[ \text{D} \text{ Very loud or Very Soft} \]
Lesson 26
Comparing Patterns of Events in Stories

Noting similarities and differences among events in various stories and myths will help you understand stories told in many parts of the world.

**Read**  Traditional stories come from different parts of the world, but many share similar **patterns of events**, or the likely or expected ways things happen.

One kind of story that follows a pattern is a **quest**. In a quest, a character goes on a journey to reach a certain goal, often to help other people. **Myths** that explain human behavior or ancient beliefs about nature also may share similar patterns. By comparing story events and outcomes, you will gain a better understanding of the tales you read.

**As you look at the cartoons below, think about the story each one tells. How is the pattern of events similar and different?**

The villagers are tired of Tall Boy’s constant bragging.

The villagers are hoping she’ll bring warmth back to the world.

---

**I alone am tall enough to touch the sky.**

**I alone can fly to the sun and bring back a piece of it.**
**Think**  What have you learned about the patterns of events in stories? What are the similarities and differences in the events in each cartoon? Complete the *Patterns of Events Chart* below to tell what happens.

<table>
<thead>
<tr>
<th>Order of Events</th>
<th>Story About a Boy</th>
<th>Story About a Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td>The villagers become angry at Tall Boy’s foolish ways.</td>
<td></td>
</tr>
</tbody>
</table>

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

- What events did each of you list for the beginning, middle, and end of each story? Which are similar?
- How do the patterns of events compare to each other?

**Academic Talk**

Use these words and phrases to talk about the text.

- patterns of events
- quest
- myth
1 For many years, the Clan had faced hardship after hardship. The rivers had dried up, and the once plentiful herds had moved away. Worst of all, the air had become much colder. The people feared they would freeze to death, alone amidst a cold and ruined Earth.

2 Tara could bear to see her people suffer no longer, so she braved the dangers of the Mountain. After many days of climbing, she reached the top and called forth the Sun.

3 “Should my people die,” she told the Sun angrily, “you shall have no one to shine upon. No one will be left to care about you, and you’ll fade away, friendless and alone.”

4 The Sun mulled this over and arrived at a decision. “Very well,” he answered. “Here, take this small piece of me.”

5 Tara returned to the Clan with the piece of Sun. Slowly, the air warmed, the herds returned, and the rivers began to flow once again.

1 Long ago, a young boy noticed a glowing white stone and picked it up. The moment his fingers touched the stone, the boy could hear Moon speaking to him. “I am terribly lonely,” said Moon. “I offer this part of myself to you so that, with it, we may talk.” The boy and Moon became good friends, and they shared many secrets.

2 As time passed, however, the Earth grew cold, and soon, all was frozen. Moon realized that he had caused the problem; the Moon-stone was harming the world. Sorrowfully, Moon lowered himself to Earth, gathered back the piece of himself, and returned to his lonely existence in the heavens. And, in due time, the Earth warmed once more.

Close Reader Habits

Underline the events that are similar in each story. Also write brief notes to tell when they occur.
Explore

**How are the patterns of events similar and different in the two folktales?**

**Think**

1. In “Tara and the Sun,” Tara is on a quest. Identify story details that show the pattern of events of a quest. Then summarize Tara’s quest.

2. What are some ways that “Lonely Moon” is different from Tara’s story? Describe three or more of these differences.

**Talk**

3. The characters in both stories get a piece of a heavenly body. Compare what happens when Tara gets a piece of the Sun with what happens when the boy gets a piece of the Moon. Use a chart to organize your ideas.

**Write**

4. **Short Response** Describe the similarities and differences in the patterns of events in “Tara and the Sun” and “Lonely Moon.” Include details from both stories in your response. Use the space provided on page 438 to write your response.
The Monkeys and the Moon

In long-past times there lived a band of monkeys in a forest. As they rambled about, they saw the reflection of the moon in a well, and the leader of the band said, “O friends, the moon has fallen into the well. The world is now without a moon. Ought not we to draw it out?”

The monkeys said, “Good; we will draw it out.”

So they began to hold counsel as to how they were to draw it out. Some of them said, “Do not you know? The monkeys must form a chain, and so draw the moon out.”

So they formed a chain, the first monkey hanging on to the branch of a tree, and the second to the first monkey’s tail, and a third one in its turn to the tail of the second one. When in this way they were all hanging on to one another, the branch began to bend a good deal. The water became troubled, the reflection of the moon disappeared, the branch broke, and all the monkeys fell into the well and were disagreeably damaged.

A deity uttered this verse, “When the foolish have a foolish leader, they all go to ruin, like the monkeys which wanted to draw the moon up from the well.”
1 Heaven contains just as many countries as the Earth does. There is one called Land of Darkness where there is a king who keeps huge, fierce dogs called fire dogs. This king is always trying to think of ways to bring more light to his country.

2 One day, he called the biggest and most ferocious of his fire dogs and told it to go and bring him the sun. Off loped the dog and tried to seize the sun in his jaws. But the sun was so hot that it burned the dog’s mouth. He snapped at it again and again but could not hold on. He had to go back to his master with his tail between his legs.

3 The king summoned his next biggest dog. He sent it to steal the moon for him, thinking that the moon wouldn’t be as hot as the sun. But the second dog fared no better than the first. The moon was so cold that when he tried to bite it, the moon froze the dog’s tongue to his mouth and made his teeth sing with pain. Hard as he tried, he could not hang on to the moon and had to spit it out. He too slunk back to the king.

4 Still, the king of darkness never gives up hope. Every now and then he sends one of his fire dogs to try and steal the sun or the moon. You can see the bite marks whenever there’s an eclipse.

How does the king try to steal the sun and moon? Why? Underline events that help you answer these questions.
Think  Use what you learned from reading the stories to respond to the following questions.

1  Complete the chart by drawing Xs in the boxes next to the statements that describe events in “The Monkeys and the Moon,” “The King’s Fire Dogs,” or both tales.

<table>
<thead>
<tr>
<th>Statement</th>
<th>“The Monkeys and the Moon”</th>
<th>“The King’s Fire Dogs”</th>
</tr>
</thead>
<tbody>
<tr>
<td>A leader wants to bring more light to his land.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A leader wants to rescue the moon.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>A leader sends out a dog to bring back the moon.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Characters reach out to touch the moon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A character cannot hold on to the moon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A character never gives up hope of capturing the moon.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The characters never reach their goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The characters agree to work together on a solution to a problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some characters leave marks showing that they are still trying to reach their goal.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

2  Which statement below **best** describes a pattern of events that is true of both passages?

   A  To avoid hurting themselves, the characters give up on their plans.

   B  The characters capture the moon to bring more light to their countries.

   C  Though trying to be helpful, the characters make unwise decisions.

   D  Because they don’t listen carefully to orders, the characters make mistakes.
3 Read this saying from paragraph 5 of “The Monkeys and the Moon.”

When the foolish have a foolish leader, they all go to ruin . . . .

Which two statements, one describing details from “The Monkeys and the Moon” and one describing details from “The King’s Fire Dogs,” explain what the saying means?

A The characters are hurt because they obey impossible orders.
B The characters agree to bring more light into the world.
C The characters never learn their lesson and still give advice.
D The characters wrongly conclude that a problem exists and fail to fix it.
E The characters try to reach for a thing that keeps disappearing.
F The characters decide to follow their leader on a hard and dangerous journey.

4 Talk

Compare and contrast the patterns of events in both stories. What are the leaders like? What happens when the other characters help their leaders? How do earlier events influence the story outcomes? Use the Patterns of Events Chart on page 439 to list important story details and to organize your thinking.

5 Write

Short Response Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response. Use the space provided on page 439 to write your response.
Write  Use the space below to write your answer to the question on page 433.

TARA AND THE SUN

Lonely MOON

4 Short Response  Describe the similarities and differences in the patterns of events in “Tara and the Sun” and “Lonely Moon.” Include details from both stories in your response.

Don’t forget to check your writing.

HINT Is the boy in “Lonely Moon” also on a quest? Think of how your answer affects your response.

Check Your Writing

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

The King’s Fire Dogs

4 Use the Patterns of Events Chart below to organize your ideas.

<table>
<thead>
<tr>
<th>Order of Events</th>
<th>“The Monkeys and the Moon”</th>
<th>“The King’s Fire Dogs”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 **Short Response**  Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response.

---

**HINT** Look for details that show how the patterns of events are similar or different.
Maui was the son of Hina-lau-ae and Hina, and they dwelt at a place called Makalia, above Kahakuloa, on West Maui. Now, his mother Hina made kapas. And as she spread them out to dry, the days were so short that she was put to great trouble and labor in hanging them out and taking them in day after day until they were dry.

Maui, seeing this, was filled with pity for her. The days were so short that, no sooner had she got her kapas all spread out to dry, than the Sun went down, and she had to take them in again. So he determined to make the Sun go slower.

He first went to Wailohi, in Hamakua, on East Maui, to observe the motions of the Sun. There he saw that it rose toward Hana. He then went up on Haleakala, and saw that the Sun in its course came directly over that mountain.

He then went home again, and after a few days went to a place called Paeloko, at Waihee. He cut down all the cocoanut-trees, and gathered the fibre of the cocoanut husks in great quantity. This he manufactured into strong cord.

One Moemoe, seeing this, said tauntingly to him: “You will never catch the Sun. You are an idle nobody.”
6  Maui answered: “When I conquer my enemy, and my desire is attained, I will be your death.”

7  So he went up Haleakala again, taking his cord with him. And when the Sun arose above where he was stationed, he prepared a noose of the cord. Casting it, he snared one of the Sun’s larger beams and broke it off. And thus he snared and broke off, one after another, all the strong rays of the Sun.

8  Then shouted he exultingly: “You are my captive, and now I will kill you for going so swiftly.”

9  And the Sun said: “Let me live, and you shall see me go more slowly hereafter. Behold, have you not broken off all my strong legs, and left me only the weak ones?”

10  So the agreement was made, and Maui permitted the Sun to pursue its course. And from that time on it went more slowly; and that is the reason why the days are longer at one season of the year than at another.
Long ago when the world was young, the Inuit knew nothing about daylight. They lived and hunted under the stars of the northern darkness and thought nothing of it. Crow, however, had traveled far and wide and had seen daylight for himself. He told the Inuit about the light he saw at the horizon and how it made the earth glow with warmth and brilliance. The people began to think how wonderful it would be to have light. They could hunt more efficiently and gaze upon each other without need of a fire. The village elders begged Crow to find the daylight and bring it to them.

Crow agreed to make the journey south, flying endless hours until he reached a village where the sky turned bright with colors soft and wondrous. Crow saw a man who looked like the village chief and followed him home. Through an open window, Crow spied a ball glowing like a jewel resting in a corner. He knew the ball must be daylight. Waiting until the man went out again, Crow flew through the window, grabbed the ball, and flew away.

Crow’s journey back north was long and even more tiring because he had to hold the ball in his beak. By the time he reached the Inuit village, he was exhausted from his journey. Crow looked like a spark of light as he flew closer, flapping his wings as hard as he could. But Crow could not hold the ball any longer. It fell to the ground and exploded into a brilliant light, chasing away the night. The sky became a bright blue. The shadowed mountains took on color and form.

As the people screamed in delight, Crow warned them that the daylight would not last forever. “It must rest every six months to regain its strength,” he explained.

So, from that day until this, the Inuit have lived half a year in darkness and the other half in light. And they always treat Crow kindly, for it was he who first brought them daylight.
Think  Use what you learned from reading the stories to respond to the following questions.

1. This question has two parts. Answer Part A, and then answer Part B.

   **Part A**
   What problem is shared by both characters at the beginnings of “How Maui Snared the Sun” and “How Crow Brought Daylight”?  
   - A  It is too dark to hunt.  
   - B  The sun never rises.  
   - C  They don’t have enough sunlight.  
   - D  There is not enough light to dry *kapas*.

   **Part B**
   Which statement describes how this problem is resolved in both stories?  
   - A  A character flies and finds a ball of light.  
   - B  A character succeeds in capturing sunlight.  
   - C  A character fashions a cord to capture the Sun.  
   - D  A character tricks the Sun into helping other people.

2. Read the first sentence in paragraph 2 from “How Crow Brought Daylight.” What does the suffix *-less* mean in the word *endless*? 
   - A  full of  
   - B  similar to  
   - C  without  
   - D  in a state of
3. Which two statements below best describe story details that are true of both passages?

   A. A character makes a secret agreement with the Sun.
   B. A character has never seen daylight before.
   C. A character wants to help improve the lives of others.
   D. A character captures sunlight for his own benefit.
   E. A character goes on a quest to get daylight.
   F. A character steals light from other characters.

4. Which statement below best describes one difference between “How Maui Snared the Sun” and “How Crow Brought Daylight”?

   A. Maui causes the Sun to stay. Crow makes the daylight go away.
   B. Maui uses cord to slow the Sun. Crow carries a ball of daylight.
   C. Maui tries to help only himself. Crow tries to help others.
   D. Maui does not have to travel. Crow travels a long way.

**Write**

“How Maui Snared the Sun” and “How Crow Brought Daylight” were told by people in different places, yet the tales share many similarities. Reread the stories. Find events that make them similar and different.

**Plan Your Response** Identify two similarities between the stories and at least one difference. Use a chart to organize your thoughts.

**Write an Extended Response** Use your chart and details from both tales to describe similarities and differences in the patterns of events of “How Maui Snared the Sun” and “How Crow Brought Daylight.”
Learning Target

Now you’ve learned how to compare and contrast patterns of events in different stories and myths. Explain how this skill helped you better understand the stories you read.
Study an Example Problem and Solution

Read this problem involving fractions and decimals. Then look at Luna’s solution to this problem.

Sand Jars
Luna made these notes after she made a sand art design in a 2-cup jar.

- I used a glass jar that holds 2 cups.
- I used less than 1 cup of yellow sand.
- I filled less than 0.4 of the jar with pink sand.
- I filled more than 0.2 of the jar with purple sand.

Luna wants to write specific instructions for making the same kind of design that would work for a jar of any size.

- Find fractions or decimals to tell exactly what part of each jar to fill with pink, purple, and yellow sand.
- Write instructions using those numbers.

Read the sample solution on the next page. Then look at the checklist below. Find and mark parts of the solution that match the checklist.

Problem-Solving Checklist

□ Tell what is known.
□ Tell what the problem is asking.
□ Show all your work.
□ Show that the solution works.

a. Circle something that is known.
b. Underline something that you need to find.
c. Draw a box around what you do to solve the problem.
d. Put a checkmark next to the part that shows the solution works.
Luna’s Solution

- **I already know** the decimals for what fraction of the jar to fill with purple and pink. I **need to find** what fraction of the jar should be yellow.

- The whole jar was 2 cups and yellow was less than 1 cup.
  
  1 cup is half of the jar.
  
  Less than 1 cup means less than \( \frac{1}{2} \) of the jar is yellow.

- **I can list all the information with fractions.**
  
  - pink: less than 0.4, so less than \( \frac{4}{10} \) of the jar.
  
  - purple: more than 0.2, so more than \( \frac{2}{10} \) of the jar.
  
  - yellow: less than \( \frac{1}{2} \), so less than \( \frac{5}{10} \) of the jar.

- **I can make a diagram with 10 equal parts.**
  
  Then color it to find 3 fractions that are the right size and total \( \frac{10}{10} \).

  - pink: \( \frac{3}{10} < \frac{4}{10} \)
  
  - purple: \( \frac{3}{10} > \frac{2}{10} \)
  
  - yellow: \( \frac{4}{10} < \frac{5}{10} \)

- **I can write an equation to show the sum is equivalent to 1.**
  
  \[ \frac{3}{10} + \frac{3}{10} + \frac{4}{10} = \frac{10}{10} \]

- **So, here are instructions for any size jar.**
  
  Fill any jar \( \frac{3}{10} \) with pink sand, \( \frac{3}{10} \) with purple sand and \( \frac{4}{10} \) with yellow sand.

Hi, I’m Luna. Here’s how I solved this problem.

I had to choose either fractions or decimals. I chose fractions because I like them!

I drew a diagram to show all the parts and organize my thinking.

\( \frac{10}{10} = 1 \), so my fractions work.
Another Approach

There are many ways to solve problems. Think about how you might solve the Sand Jars problem in a different way.

Sand Jars
Luna made these notes after she made a sand art design in a 2-cup jar.

- I used a glass jar that holds 2 cups.
- I used less than 1 cup of yellow sand.
- I filled less than 0.4 of the jar with pink sand.
- I filled more than 0.2 of the jar with purple sand.

Luna wants to write specific instructions for making the same kind of design that would work for a jar of any size.

- Find fractions or decimals to tell exactly what part of each jar to fill with pink, purple, and yellow sand.
- Write instructions using those numbers.

Plan It  Answer these questions to help you start thinking about a plan.

A. The example solution showed how to write all the amounts as fractions. How you could write all of the amounts as decimals? Explain and show.

B. There is more than one possible solution for this task. Look back at the problem. How you can tell that a different solution is possible? Explain.
Solve It  Find a different solution for the Sand Jars problem. Show all your work on a separate sheet of paper.

You may want to use the problem-solving tips to get started.

Problem-Solving Tips

- Models

[Image of a number line from 0 to 1]

- Word Bank

fraction  greater than  whole  equivalent

decimal  less than

- Sentence Starters

• I can write fractions as ____________________________

• ________________ is less than ____________________

Reflect

Use Mathematical Practices  As you work through the problem, discuss these questions with a partner.

• Use Structure  How can you use the relationship between fractions and decimals to solve the problem?

• Use Repeated Reasoning  Can you think of problems that you have solved before that could help you solve this problem? Explain.

Problem-Solving Checklist

Make sure that you . . .

☐ tell what you know.
☐ tell what you need to do.
☐ show all your work.
☐ show that the solution works.
Coin Purses

Luna wants to make and sell small coin purses with gold braid around the perimeter. She will show a sample of each of the two styles at a craft fair. If people like them, she will make more.

Here are Luna’s notes about the two styles.

**Square style:**
all sides are $2\frac{1}{2}$ inches

**Rectangle style:**
sides are $3\frac{1}{4}$ inches and $2\frac{1}{4}$ inches

*Note:* I will have to cut pieces of braid to fit, but I won’t put together two small pieces for one side.

Luna needs to buy enough gold braid to make one sample purse for each design. She wants to spend as little as possible.

How can Luna use this price chart to decide what lengths of gold braid to buy?

<table>
<thead>
<tr>
<th>Length (inches)</th>
<th>Cost (dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$2</td>
</tr>
<tr>
<td>4</td>
<td>$4</td>
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Plan It and Solve It  Find a solution for Luna’s Coin Purses problem.
Write a detailed plan and support your answer. Be sure to include:
• a diagram.
• the lengths of gold braid Luna should buy.
• how you used the cost to help make your decision.
You may want to use the problem-solving tips to get started.

Problem-Solving Tips

• Questions
  • What are some steps that I might take to solve the problem?
  • What step should I do first? Why?

• Word Bank
  length  rectangle  whole
  cost    square    perimeter

• Sentence Starters
  • The lengths of gold braid needed for each design is ________
  • The total length of gold braid is ____________________
  • The perimeter of the square is ____________________
  • I can add ____________________

Reflect

Use Mathematical Practices  As you work through the problem, discuss these questions with a partner.

• Make Sense of Problems  How can you decide what to do first?
• Make an Argument  What can you do to support your plan to show that it makes sense?

Problem-Solving Checklist
Make sure that you . . .
□ tell what you know.
□ tell what you need to do.
□ show all your work.
□ show that the solution works.
On Your Own

Unit 4 Math in Action

Use Fractions and Decimals

Read the problems. Write a solution on a separate sheet of paper. Remember, there are many different ways to solve a problem!

Hair Ribbons

Luna is teaching 3 friends how to make hair ribbons. She plans to use leftover ribbons from another project. She will share the ribbon between the 3 friends so they all get the same total length of ribbon. Luna’s notes and the lengths of the pieces of ribbon she has are shown below.

- Cut the ribbons so each friend gets the same total length.
- Cut the pieces to be as long as possible.
- It doesn’t matter how many pieces of ribbon each friend receives.
- It doesn’t matter what color ribbon each friend receives.
- There are $4\frac{3}{4}$ feet of the blue ribbon, $6\frac{1}{4}$ feet of the purple ribbon, and 10 feet of the green ribbon.

How should Luna cut the ribbons?

Solve It

Suggest a way that Luna could cut the ribbons so that each friend gets the same total length.

Tell the number of pieces of ribbon each friend gets and the length of each piece. Explain how you got your answer, and how you made your decision.

Reflect

Use Mathematical Practices

After you complete the task, choose one of these questions to discuss with a partner.

- Persevere
  Did you try approaching the task in different ways before deciding on a plan? Explain.

- Real-Life Problems
  Did you think about a real-life situation that is like this problem? Describe it.
Sports Picture Frame
Luna is designing a sports picture frame. Below are her instructions.

- Paint 6 craft sticks. Each stick is $\frac{3}{4}$ inch wide and $5\frac{3}{4}$ inches long.
- Glue the craft sticks side-by-side on a piece of cardboard.
- Glue a photograph $2\frac{1}{4}$ inches wide and $2\frac{1}{4}$ inches tall on the frame.
- Leave a space at least $2\frac{2}{4}$ inches wide to the right of the photo. Put your decorations here.
- There needs to be at least $2\frac{1}{4}$ inch of space above and below the photo.

Will Luna’s plan work?

**Solve It**  Help Luna design the picture frame.

- Copy the outline of the frame at the right and fill in all the measurements.
- Show and explain why your measurements work.

**Reflect**

*Use Mathematical Practices* After you complete the task, choose one of these questions to discuss with a partner.

- **Use a Model**  How did the frame outline help you solve the problem?
- **Make an Argument**  How did you show that your measurements work?
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