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Common Core State Standards

Fifth Grade Workbook

Grade 5

- English Standards
- Math Standards

Worksheets and Activities that teach every standard!

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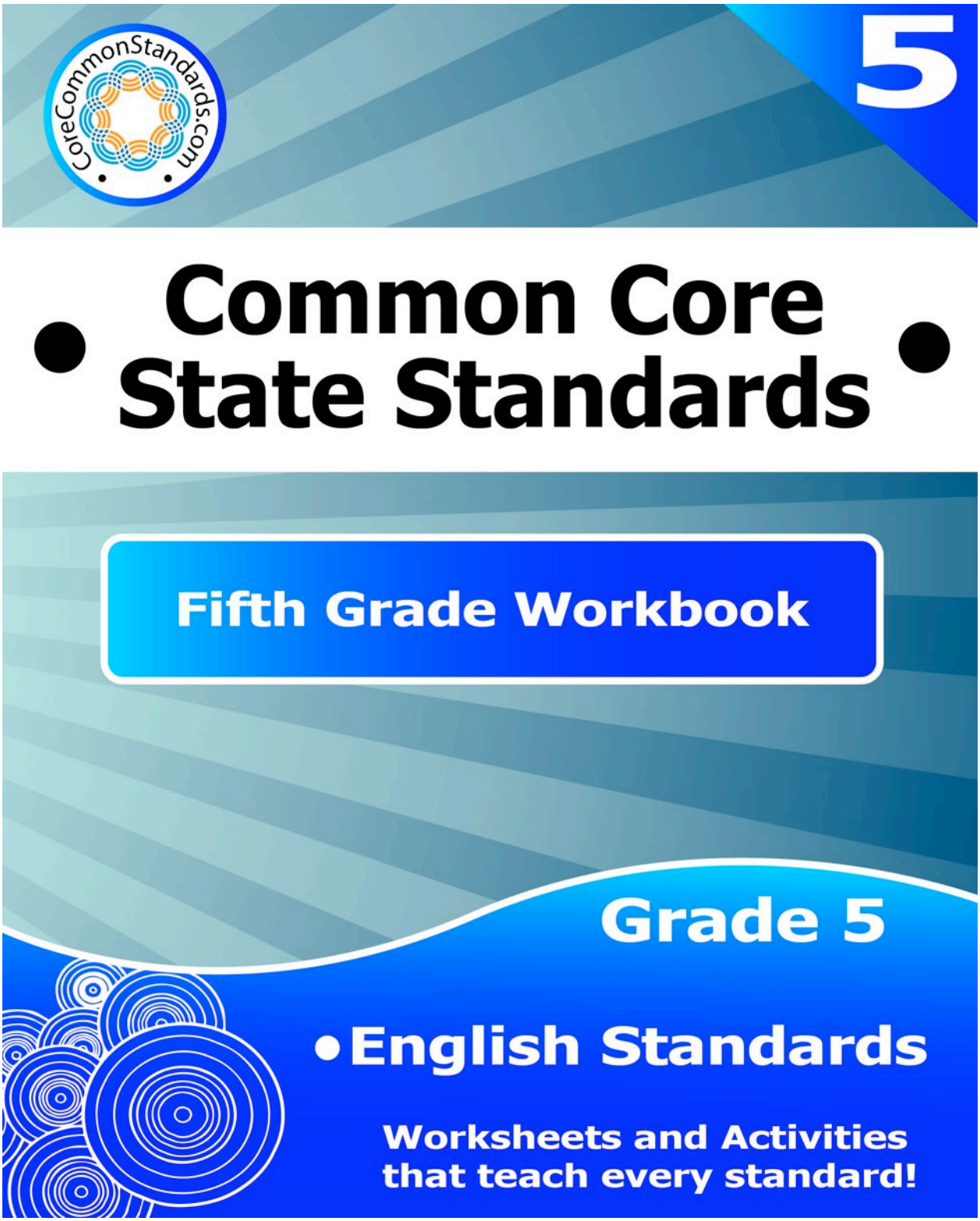
English Language Arts

Mathematics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Common Core State Standards
Fifth Grade Workbook
Grade 5
English Standards
Worksheets and Activities that teach every standard!

ARE YOU SMARTER THAN A 5TH GRADER?

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Four contestants battle it out during eight rounds of game play to decide who is **Smarter Than A 5th Grader!** The youngest player starts by selecting one of eight topics on the **Topic Board.** Once a topic is selected, place nine vocabulary word cards face down on the corresponding board, and the definition cards face up next to the board. Each player takes a turn selecting a vocabulary word and matching the word to its definition. After each player has taken a turn, select another topic and reset the game board. Play continues until all topic rounds have been completed. The player with the most pairs of correct words and definitions is the winner! Use the worksheet to record the eight word and definition pairs you guessed during game play.

Standard: English Language Arts | Reading: Informational Text | RI.5.4

Select a 5th grade topic

- Math
- U.S Expansion
- Literary Terms
- Life Science
- Early America and The Colonies
- The U.S and the World
- Force/Motion
- Earth and Weather

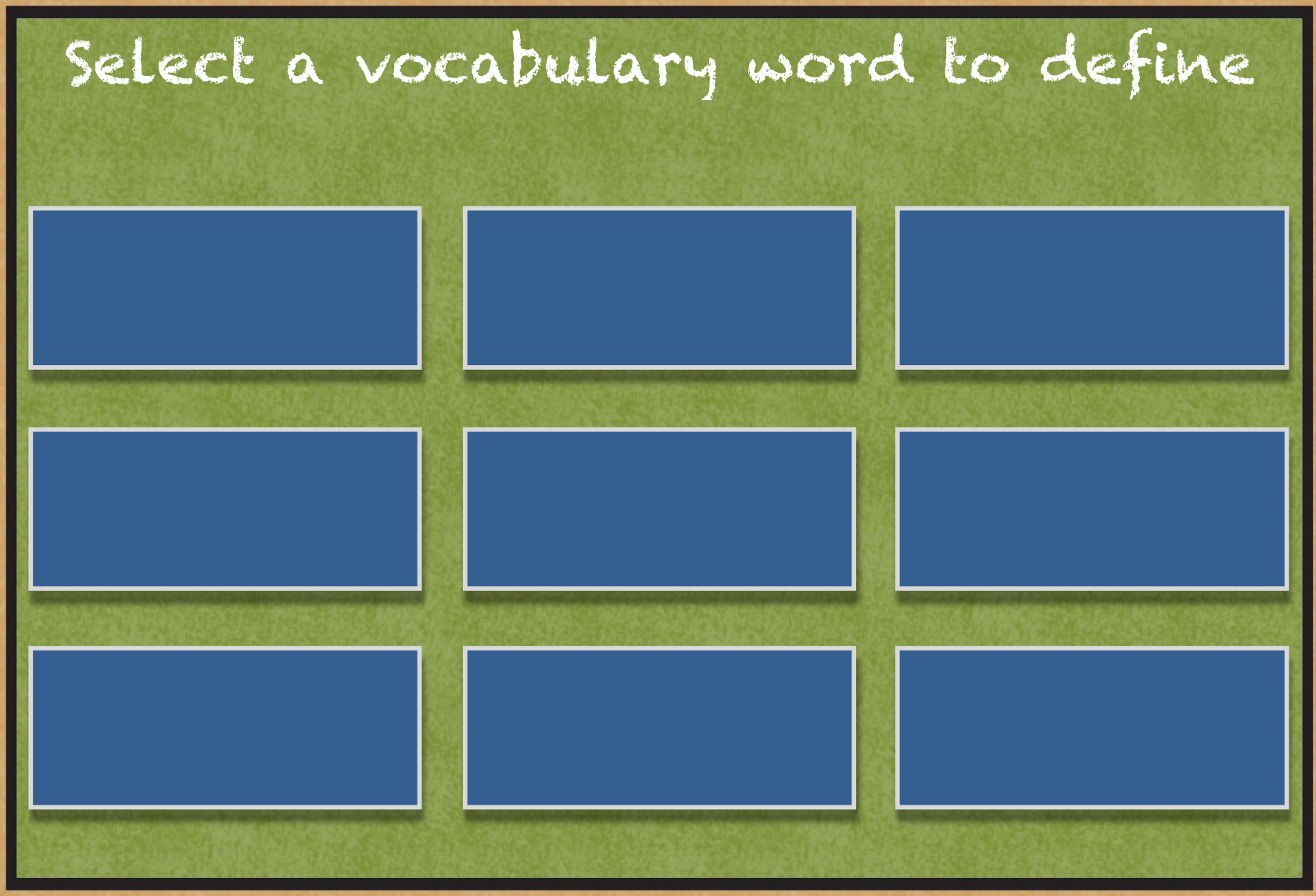
Math

Select a vocabulary word to define

Literary Terms

Select a vocabulary word to define

Early America and the Colonies



Force/Motion

Select a vocabulary word to define

Life Science

Select a vocabulary word to define

U.S Expansion

Select a vocabulary word to define

Earth and Weather

Select a vocabulary word to define

The U.S and the World

Select a vocabulary word to define

quotient	The result of dividing two numbers	solid figure	A three-dimensional figure
dividend	The number that is divided	volume	The total amount of space in a solid
divisor	The number that the dividend will be divided by	perpendicular	Two lines that intersect and form a 90° angle
whole number	A nonnegative number with no fraction or decimal	parallel	Two lines that do not intersect
numerator	The top number in a fraction	coordinate plane	The plane formed by the intersection of the X-axis and Y-axis
denominator	The bottom number in a fraction	quadrants	The four sections in a coordinate plane

narrator	The person who is telling the story	myth	A traditional story that serves to explain a practice, belief, or natural phenomenon
antagonist	The character that opposes the protagonist	folktale	A tale circulated by word of mouth
protagonist	The leading character	affix	An element placed at the beginning or end of a root word to change its meaning
homonym	Two words with the same spelling and pronunciation but have a different meaning	root	The basic form of a word after all affixes are removed
portray	To depict or represent someone in a story	conjunction	A part of speech that connects words, phrases or sentences
Point of View	The perspective of the narrator or author	preposition	A part of speech that tells about the position of a noun

Northwest Passage	A waterway in North America thought to connect the Atlantic and Pacific Ocean	indentured servant	A person who agreed to work for another person without pay for a length of time
conquistador	A Spanish conqueror	apprentice	A person who learns a trade by training with a skilled worker
royal colony	A colony ruled directly by a Monarch	alliance	A formal agreement among nations, states or individuals to cooperate
armada	A Spanish fleet of warships	delegate	A representative
export	A product that leaves a country	Parliament	The lawmaking body of the British government
import	A product brought into a country	Bill of Rights	A list of freedoms to citizens

colonist	A person who lives in a land ruled by a distant country	The Revolutionary War	A war between the American colonies and Britain for independence
colony	A land ruled by a distant country	Patriot	A colonist against British rule who supported the colonies
burgess	A representative in the legislature of colonial Virginia or Maryland	Federalist	A citizen who wanted a strong national government and was in favor of ratifying the Constitution
legislature	The lawmaking branch of government	Anti-Federalist	A citizen who was against the ratification of the Constitution
Puritan	A member of the Church of England who settled in North America	Loyalist	A person who supported the British government during the American Revolution
Great Awakening	A movement that called for greater freedom of choice in religion	The Constitution	The supreme law of the United States

The Louisiana Purchase	The Louisiana Territory that was purchased from France in 1803	gold rush	A sudden rush of new people to an area where gold has been found
doctrine	A government plan of action	Industrial Revolution	The period of time in which machines took place of hand tools in manufacturing
nationalism	Pride in one's country	cotton gin	A machine invented by Eli Whitney that removed seeds and hulls from cotton
War Hawk	A member of Congress who wanted war with Britain	Interchangeable parts	Identical copies of parts made by machines
manifest destiny	The belief that the U.S should stretch from the Atlantic to Pacific Oceans	supply	The amount of product or service that is available
forty-niner	A gold seeker who arrived in California in 1849	demand	The need or want for a product or service

free state	A state that did not allow slavery before the Civil War	The Civil War	A war between the Union and Confederate states
sectionalism	Loyalty to an area	Reconstruction	The time after the Civil War in which the South was rebuilt
tariff	A tax on goods brought into a country	carpetbagger	A Northerner who moved to the South to take part in Reconstruction governments
abolitionist	A person who wanted to end slavery	segregation	The practice of keeping people in separate groups based on race
emancipation	The freeing of enslaved peoples	sharecropping	A system of working the land in which the worker was paid with a share of the crop
Confederacy	A group of 11 states that left the Union	transcontinental railroad	The railway line that crossed North America

armistice	An agreement to stop fighting a war	dictatorship	A form of government where a leader has complete control of the government
imperialism	When one country imposes authority and governs another territory	relocation camp	A temporary settlement where Japanese Americans were forced to live during WWII
civil rights	Rights guaranteed to all citizens by the Constitution	Pearl Harbor	A surprise military attack by the Japanese
isolation	The policy of remaining separate from other countries	Cold War	Opposing nations attack each other using propaganda rather than weapons
assembly line	A system of mass production	Communism	A system in which the government owns all land/business and people have few rights
The Great Depression	A worldwide tragedy of little economic growth after the stock market crash of 1929	Holocaust	The mass murder of people of European Jewish decent during World War II

acceleration	Change in velocity with respect to time	inclined plane	A slanted surface used to move objects higher or lower
action	The force one object applies on another object	inertia	The tendency of an object to stay in motion if moving or stay at rest if not moving
unbalanced forces	When two forces cancel each other out	mass	A measure of the amount of matter in an object
force	A push or pull exerted by one object on another	velocity	The speed and direction of a moving object
friction	A force that opposes the motion of an object	weight	The force of gravity between Earth and an object
gravity	The force of attraction between any two objects due to their mass	simple machines	Devices with few moving parts that make work easier to do

abiotic factor	A nonliving part of an ecosystem	community	All living things in an ecosystem
adaptation	A characteristic that enables a living thing to survive in its environment	consumer	An animal that eats other organisms, such as plants or animals for energy
biome	An ecosystem with its own climate, soil, plants and animals	decomposer	Fungi or bacteria that break down dead plants and animals into useful things like minerals and rich soil
biotic factor	A living part of an ecosystem	ecosystem	All living and nonliving things in an environment
carnivore	An animal that eats another animal	extinct	A species that has died out completely
climate	The average weather pattern of a region	food chain	The path of the energy in food from one organism to another

habitat	The place where a plant or animal lives	grassland	A biome in which grasses are the main plant source; Prairies are grasslands
herbivore	An animal that eats plants and other producers	savanna	A tropical grassland with some trees and shrubs
omnivore	An animal that eats both plants and animals	taiga	A cool forest biome of conifers in the upper Northern Hemisphere
organism	Any living thing that can carry out its life on its own	tundra	Large, treeless plain with frozen ground in the arctic regions
predator	An animal that hunts other animals	tropical rainforest	A hot biome near the equator, with much rain and variety of life
prey	A living thing that is hunted for food	deciduous forest	A forest biome with many kinds of trees that lose their leaves in autumn

air mass	A large region of the atmosphere where the air has similar properties throughout	deposition	The dropping off of bits of eroded rock
air pressure	The force put on a given area by the weight of the air above it	erosion	The picking up and carrying away of pieces of rock
anemometer	A device that measures wind speed	fault	A crack in Earth's crust whose sides show evidence of motion
atmosphere	The blanket of gases that surrounds Earth	front	A boundary between air masses with different temperatures
barometer	A device for measuring air pressure	humidity	The amount of water vapor in the air
cold front	A front where cold air moves in under a warm air mass	luster	The way light bounces off a mineral's surface

metamorphic rock	A rock formed under heat and pressure	thunder	The noise caused by lightning-heated air during a thunderstorm
mineral	A solid material of Earth's crust with a definite composition	troposphere	The layer of the atmosphere closest to Earth's surface
plate	One of the moving pieces of Earth's crust	warm front	A front where warm air moves in over a cold air mass
rock cycle	Rocks changing from one into another in a never-ending process	condensation	The changing of gas into a liquid
sediment	Pieces of material carried and deposited by water or wind	evaporation	The changing of a liquid into a gas
Sedimentary rock	A rock made up of bits of rock joined together	water cycle	The continuous movement of water between Earth's surface and air

Name _____

Directions: Write down the word and definition pairs you played during each of the 8 rounds of *Are You Smarter Than a 5th Grader?*

Word	Definition	Word	Definition

Level: Fifth Grade Name: _____

Word Meaning

Directions: Read about a historical or scientific event. Write key vocabulary words from the text. Choose one vocabulary word from the list and write its synonyms and antonyms, definition and other forms of the word, and finally, a sentence that illustrates the word's meaning.

Vocabulary

Synonyms

Antonyms

My Word

Definition

Other Forms

My Sentence

Standard: Reading I Informational Text I RI.5.4

Level: Fifth Grade Name: _____

A Word's Meaning

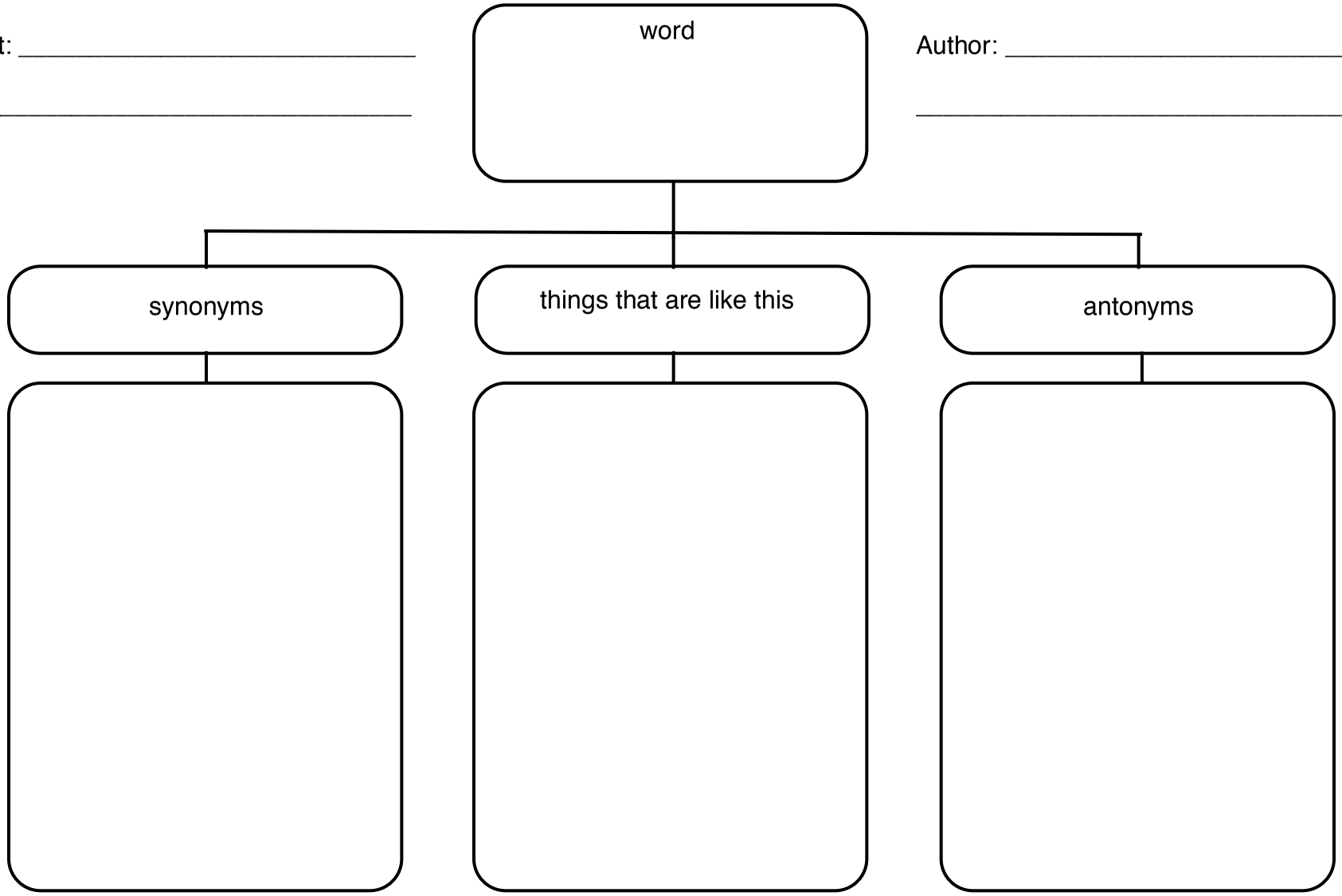
Directions: Read a historical or scientific text. Write a key vocabulary word from the text. Write its synonyms and antonyms, and other things that are like it to show understanding of the word's meaning.

Text: _____

_____

Author: _____

_____



Standard: Reading I Informational Text I RI.5.4

Common Core State Standards

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Research & Report

Directions: Choose a topic card (rectangle) and four detail cards (oval). Use the note-taking paper to record your research sources and information on each detail. Use your notes to write a short essay or presentation about your topic.

Standard: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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dodo

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golden toad

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great auk

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passenger pigeon

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Pyrenean ibex

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range

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years in existence

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food chain

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predators

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prey

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body structure and covering

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reason for extinction

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habitat

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human interaction

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size

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U.S. NATIONAL PARKS & MONUMENTS

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Yellowstone National Park

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www.CoreCommonStandards.com

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location

www.CoreCommonStandards.com

area in square miles

www.CoreCommonStandards.com

year established

www.CoreCommonStandards.com

notable features

www.CoreCommonStandards.com

visitors per year

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climate and weather

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established by which president

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reason established

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regional significance

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impact on state tourism

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NATIONAL SYMBOLS & LANDMARKS

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Mount Rushmore

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Mount Vernon

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Statue of Liberty

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Washington Monument

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The White House

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www.CoreCommonStandards.com

www.CoreCommonStandards.com

location

www.CoreCommonStandards.com

year built

www.CoreCommonStandards.com

historic significance

www.CoreCommonStandards.com

designed by whom

www.CoreCommonStandards.com

built by whom

www.CoreCommonStandards.com

size and dimensions

www.CoreCommonStandards.com

building materials

www.CoreCommonStandards.com

cost

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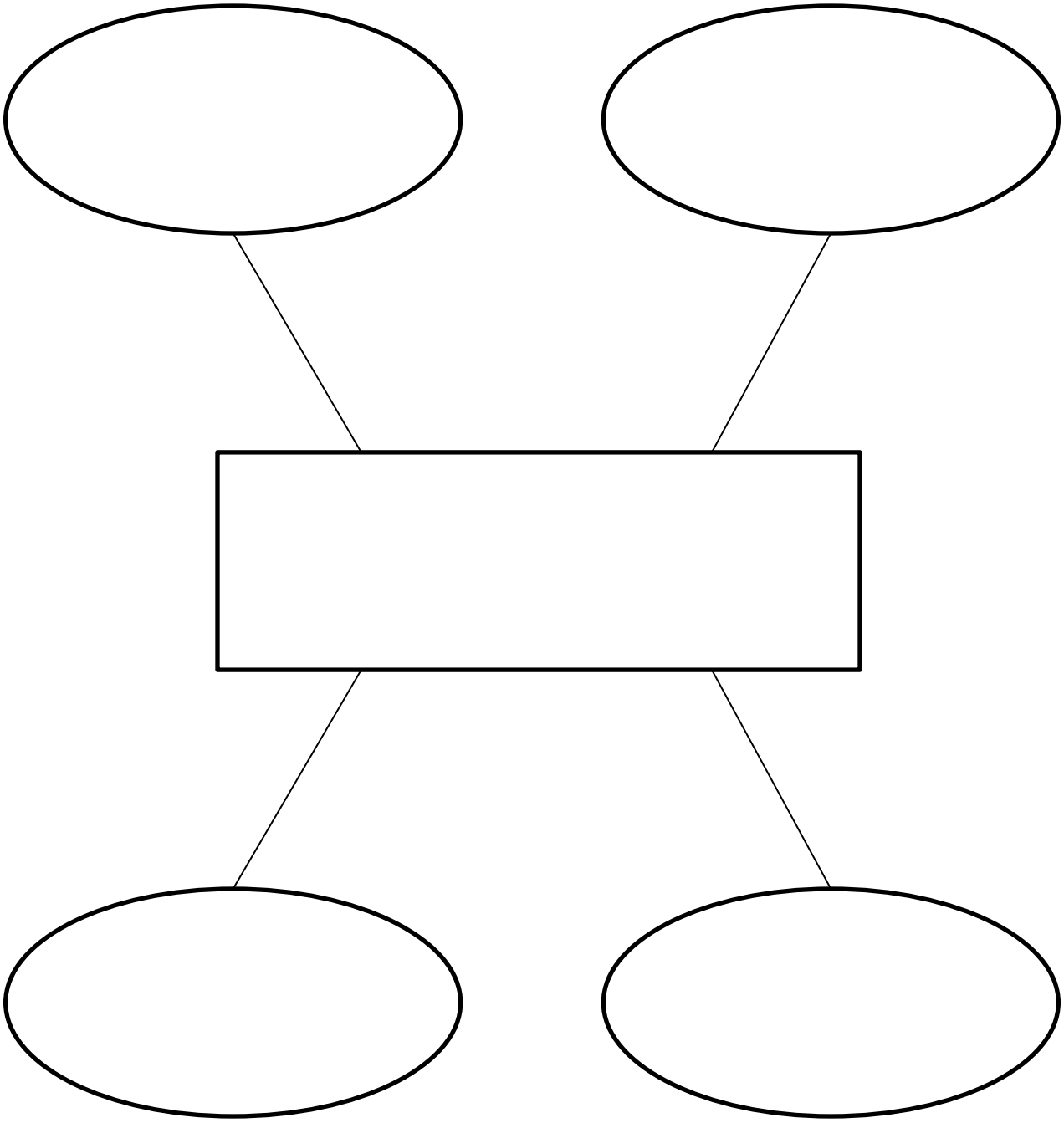
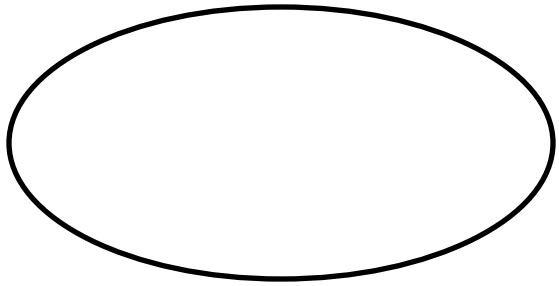
Name_____





Source:

Notes:

Level: Fifth Grade Name: _____

Research Projects

Directions: Using different sources, conduct a research project on an important invention. Provide information about the inventor, how the item works, and why the invention is important.

The _____ was invented by _____ in the year _____.

This invention was created by: _____

_____

Some information about the inventor and where the item was invented: _____

_____

_____

_____

_____

Information about the invention: (What it does, how it works, description...) _____

_____

_____

_____

_____

_____

The importance of the invention: (Is it still used today? Has it changed?)_____

_____

_____

_____

_____

Resources: _____

_____

_____

Level: Fifth Grade Name: _____

Research Projects

Directions: Choose a topic to research. Use various research tools to learn about your topic and obtain information to present to others. Include a bibliography to cite your resources. Use this sheet to help you write your bibliography.

For a Book:

Author Name: _____,_____
(last) (first) (second name or initial)

Second Author: _____,_____
(last) (first) (second name or initial)

Title Underlined: _____

Location Book was Published: _____

Publisher Name: _____

Copyright Date: _____

Example: Cox, Clinton. Mark Twain America's Humorist, Dreamer, Prophet: a Biography. New York Scholastic, 1995.

For the Internet:

Author Name: _____,_____
(last) (first) (second name or initial)

Second Author: _____,_____
(last) (first) (second name or initial)

Web article title in quotes: _____

Website Title Underlined: _____

Date website was accessed by you_____

Website url: _____

Example: Blount, Roy. "Mark Twain: Our Original Superstar." Time Magazine U.S. 2008. Time Magazine Online. 3 July, 2008.
http://www.time.com/time/magazine/article/0,9171,1820166,00.html

Level: Fifth Grade Name: _____

Directions: Choose a topic to research. Use various research tools to learn about your topic and obtain information to present to others. Include a bibliography to cite your resources. Use this sheet to help you write your bibliography.

For a Magazine Article:

Author Name: _____,_____
(last) (first) (second name or initial)

Article title in quotes: _____

Name of Magazine Underlined: _____

Date on magazine cover: _____

Pages numbers of article: _____

Example: Canton, Alex. "Mark Twain: Humorist." Horn Book, September 3, 2007. pages 45 - 49

Personal Interview:

Name of Interviewee: _____,_____
(last) (first) (second name or initial)

Type and Topic of Interview: (phone, person, email: _____

Place of Interview: _____

Date of Interview:_____

Example: Steinau, Christa. Personal Interview on the War in Germany, Providence, RI. June 6, 2012

For a Video or DVD:

Title of Video or DVD Underlined: _____

Name of the Director: _____
(last) (first) (second name or initial)

Name of the Distributor: _____

Year Published: _____

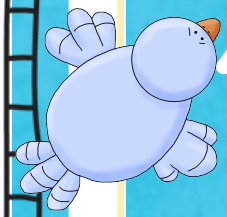
Example: Magic School Bus Going Batty. Jacobs, Larry. Scholastic. 1994

Common Core State Standards

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
-Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.



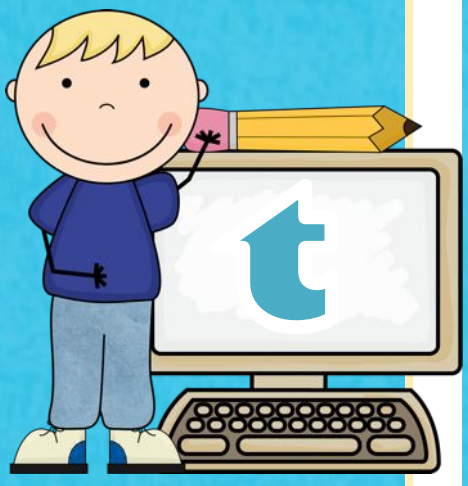
tweeter

What are you doing?

@5thgraders

Place the mini-tweet cards on each person's tweeter page. Read a tweet from each person. Each tweet must either be expanded with more details or reduced by combining and rewriting sentences. The hash tag (#) at the end of the tweet will instruct you to either expand or reduce the tweet. Remember, tweets must be short, to the point, and most importantly, interesting to the reader!

Write down the updated tweets you have written by re-tweeting them on the recording sheet.
#Fun #Language Arts



Standard: English Language Arts | Language | L.5.3

tweeter

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

Page 1

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

tweeter

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

@5thGraders

Follow me on Tweeter!

Place my tweet cards here.

A

@5thgraders
Season 4 of my favorite TV show is starting tonight! It is my friend Jason's favorite show too! We can't wait!
#reduce #combine

B

@5thgraders
I just bought a dress!

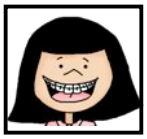
#expand #Add Details

D

@5thgraders
I have a new dog named Spot.

#expand #Add Details

C



@5thgraders
My electricity went out during the thunderstorm. The electricity was working fine, but then the thunderstorm knocked it out about 20 minutes ago. **#reduce**

F

@5thgraders
My favorite singer is on stage.

#expand #Who? #Add Details

E

@5thgraders
I learned so much in Math class today. In Science, I also learned a lot.
#combine

G

@5thgraders
During my baseball game, I hit three homeruns. I struck out once. At the end, I stole a base.
#reduce

H

@5thgraders
My mom is taking me shopping!

#expand #Where? #When? #Add Details

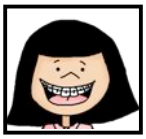
I

@5thgraders
I went to the movies today. I saw my friend Kim there. My friend Joe was also there. We decided to sit together.
#reduce #combine

J

@5thgraders
The weather was so nice today! I decided to go for a walk in the park. I played baseball in the park before dinner.
#combine

K



@5thgraders
Oh no! I need to buy a gift for my Dad!

#expand #Why? #When?
#Add Details

L

@5thgraders
I have a book report due in English tomorrow, and I have to practice for my flute recital, and I just remembered I have to do the dishes.
#reduce

M

@5thgraders
I couldn't make the cake tonight.

#expand #Why? #What Occasion?
#Add Details

N

@5thgraders
I wanted extra dessert after dinner. My brother wanted more dessert. My mother told me no. She told my brother no. Maybe tomorrow. **#reduce #combine**

O

@5thgraders
This summer I want to go on vacation. I think I'd like to go to Florida. I'd like to go to Disney world. My grandparents live in Florida.
#reduce

P

@5thgraders
Time for dinner!

#expand #When? #What?
#Add Details

Q

@5thgraders
I have math homework tonight. Then I got homework in English. My science teacher gave an assignment too. When will I have time? **#reduce #combine**

R

@5thgraders
My team lost the game.

#expand #What? #When? #Why? #Add Details

S

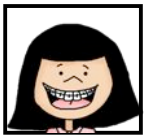
@5thgraders
Uh oh, I am in trouble.

#expand #Why? #What? #Add Details

T

@5thgraders
My friend Jason is coming over to study. Michael is coming over to play video games. I need to study.
#reduce #combine

U



@5thgraders
I just went to the dentist.

#expand #What? #Why? #Add Details

V

@5thgraders
I am excited for my brother to graduate.
#expand #What? #When #Add Details

W

@5thgraders
I just got home from swimming lessons. I can now swim 20 laps. I did three back flips.
#reduce

X

@5thgraders
I have a birthday party to go this weekend. On Saturday, I have to buy a gift. I also need to get a card.
#reduce #combine

Name _____

Directions: Read each tweet card and follow the #directions. Re-tweet the message by following the directions and writing a new, updated tweet. Record the Tweet Letter on the line and write the updated tweets below.

Tweet _____

_____

_____

Tweet _____

_____

_____

Tweet _____

_____

_____

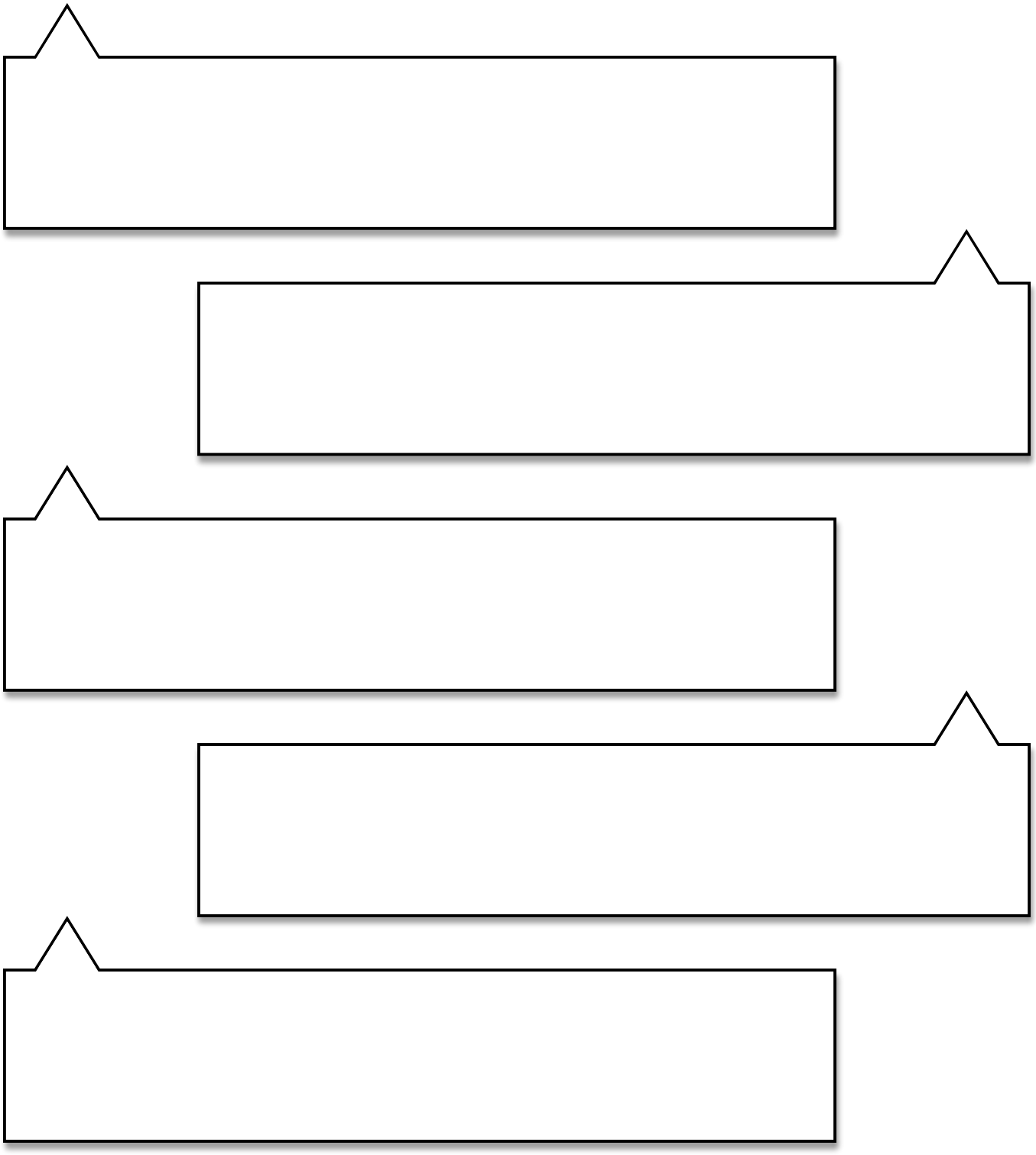
Tweet _____

_____

_____

Name _____

Directions: It's time to tweet your friends! Come up with five original, interesting tweets to share. Make sure they are to the point and with plenty of details.



Level: Fifth Grade

Name: _____

Dialect

Directions: Using dialect in writing can help the reader identify the setting, place and time, as well as get a better understanding of the characters. When reading a text, story, drama, poem, or nonfiction piece, listen to the dialects that are used. Are there words that are used in a way that is different than you are used to hearing them used? Is the dialect familiar? Does it help you understand the story? Or, does it make reading the story more difficult?

Text: _____ Author: _____

Dialect Text	Is it similar to or different from your dialect? What does this text tell you about the setting and character?

4690

Standard: Reading I Language I L.5.3

Level: Fifth Grade Name: _____

Revising

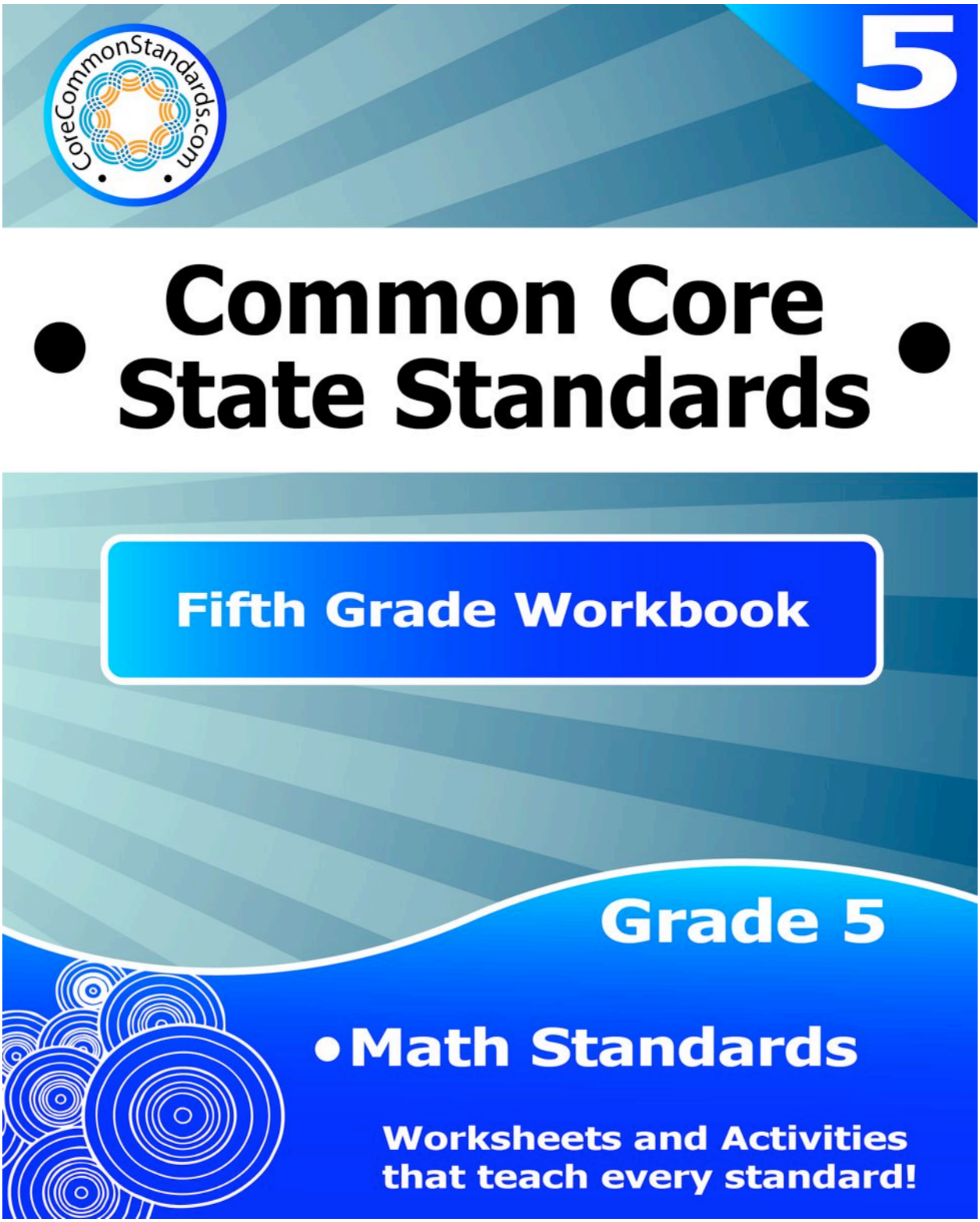
Directions: Read the sentences below. Combine, expand, or reduce the sentences to clarify meaning and create better interest. Rewrite the sentences in the spaces provided. Read your revisions aloud to a partner. Does the writing sound better?

1. George purchased a new, economical car. He bought the car at Munroe Auto Dealership in Tuscon.
2. Last week my class took a trip to the planetarium in Boston and we also walked the Freedom Trail and had lunch at Quincy Market.
3. I am excited to go see the play.
4. After karate class I have homework to do and then I get to watch my favorite show and lastly, I wave to walk the dog.
5. My sister is an actress in Chicago. She is performing in the musical, My Fair Lady.
6. John is watching a frightening thriller. He is biting his nails. John feels scared!

Level: Fifth Grade Name: _____

Revising

Directions: Write the first draft of a fictional story. Listen to the sentences you wrote, and work to improve their flow. Combine, expand, or reduce sentences to clarify meaning and create better interest. Read your revisions aloud to a partner. Does the writing sound better? Show the work you did to improve your writing.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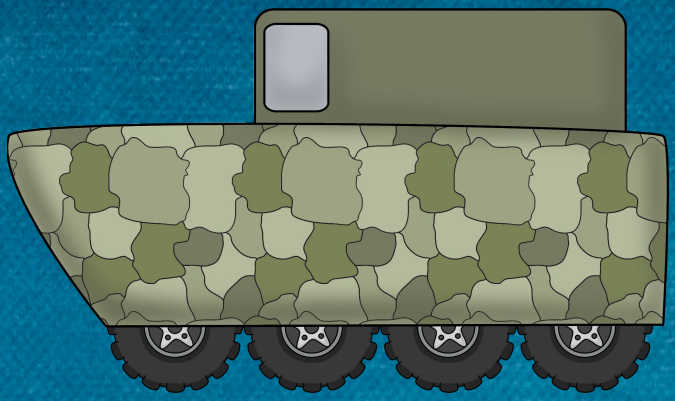
5
Common Core State Standards
Fifth Grade Workbook
Grade 5
Math Standards
Worksheets and Activities that teach every standard!

Grade Level: Fifth Grade

Common Core State Standards

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

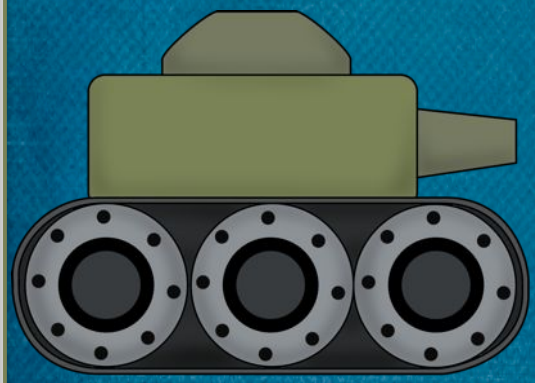
Standard: Mathematics I Number & Operations in Base Ten I 5.NBT.6



RISK

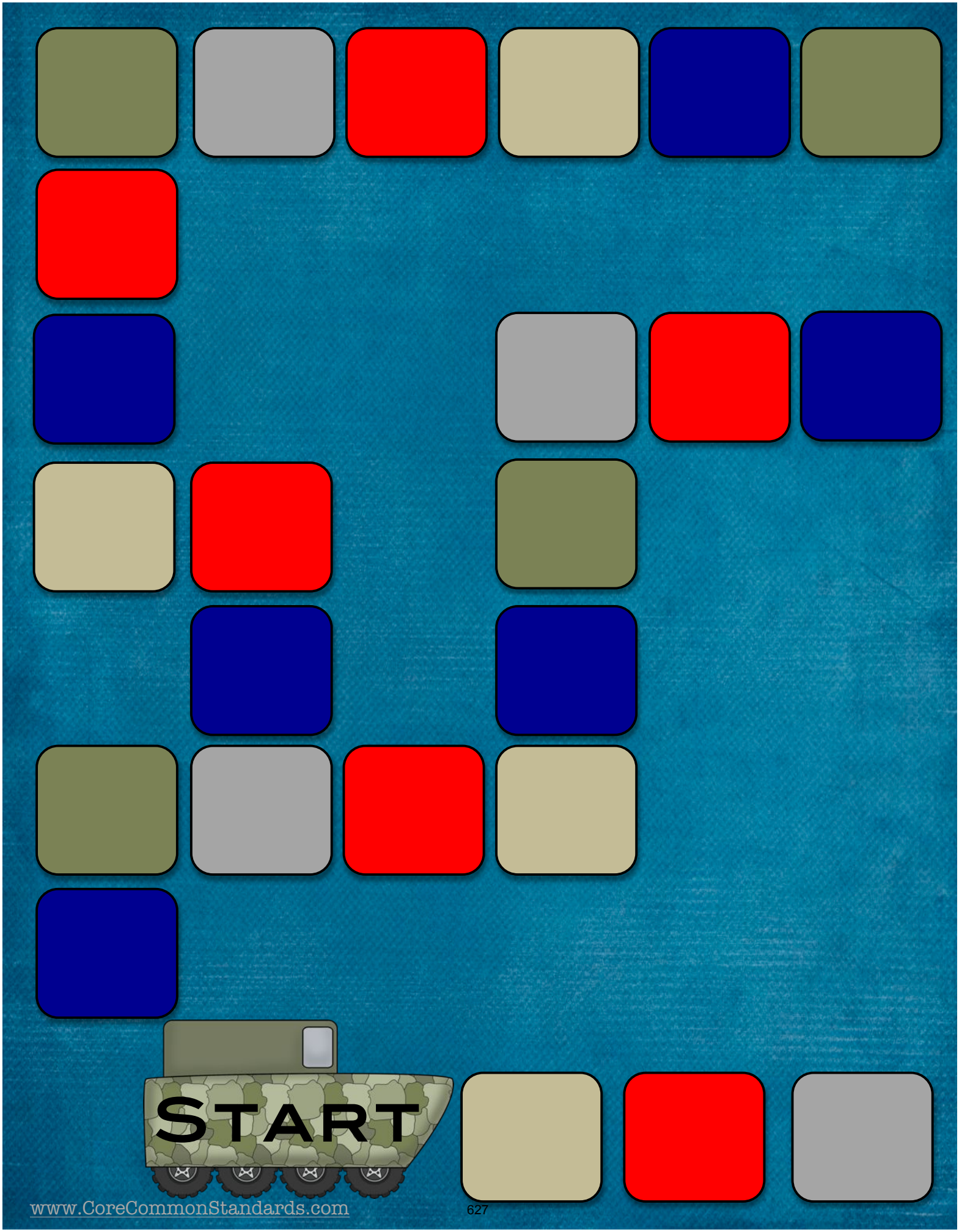
DIVIDE AND CONQUER

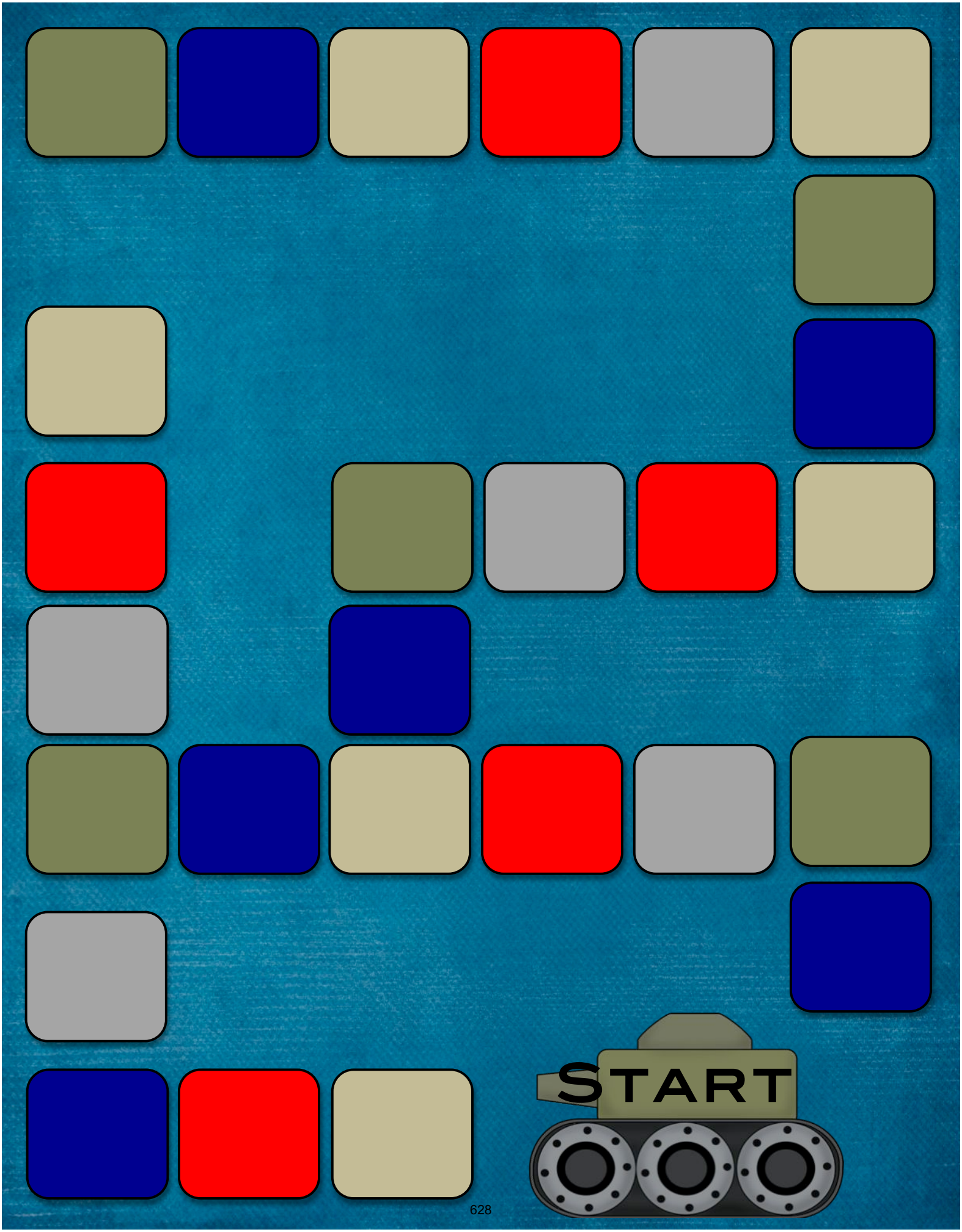
5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.



Grab a partner to play against and get ready to divide and conquer the world! Tape pages 2 and 3 together to make the game board. The object of the game is to collect one of each five colored territory cards by traveling around the game board and solving division problems. Roll the die and move that many spaces. If you land on a territory color that you need to gain, you may attempt to answer a problem card. If you do not need the territory, you must forfeit your turn to the other player. In order to **conquer** a territory, you must correctly **divide** the two numbers on the territory card by using an equation, rectangular array or area model to show your work. If you answer the problem correctly, cover the territory on your board. The first player to divide and conquer all five territories is the winner! **If Player 1 and Player 2 land on the same square, you must battle it out by answering a special battle card. The player who correctly answers the fastest may steal a territory from the other player.

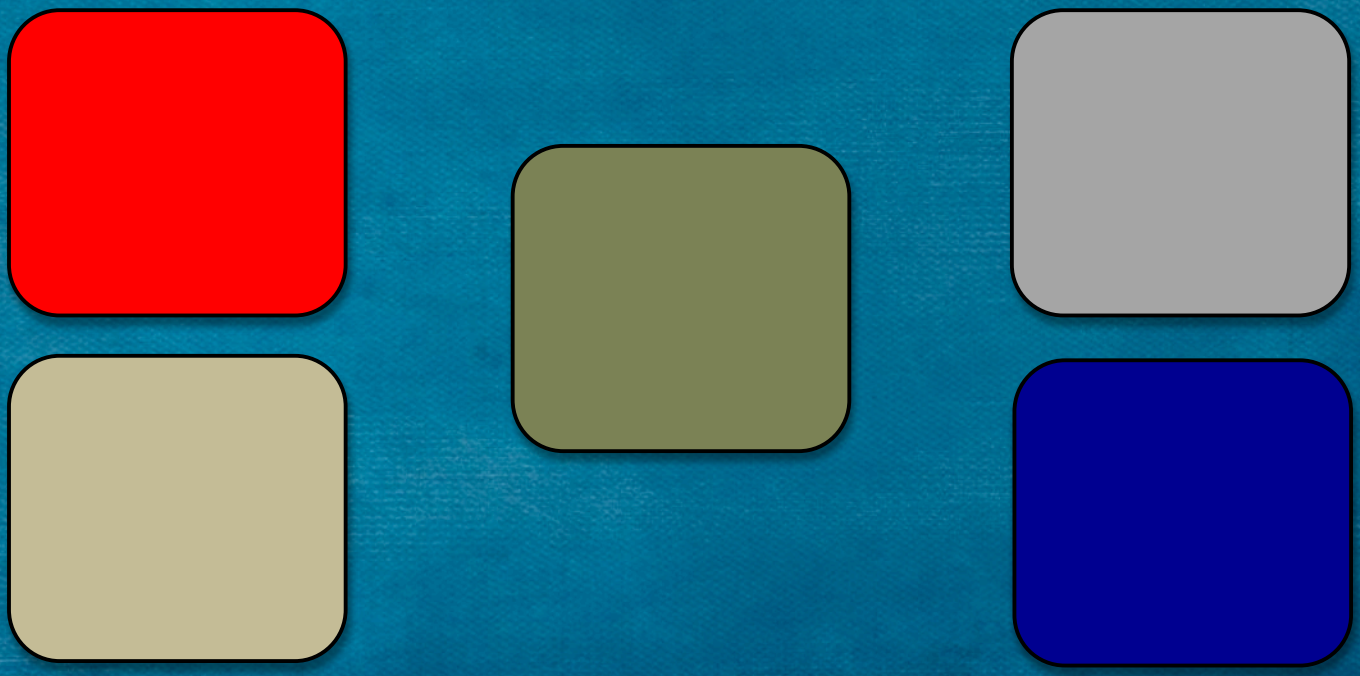
Standard: Mathematics | Numbers & Operations in Base Ten | 5.NBT.6


START


START

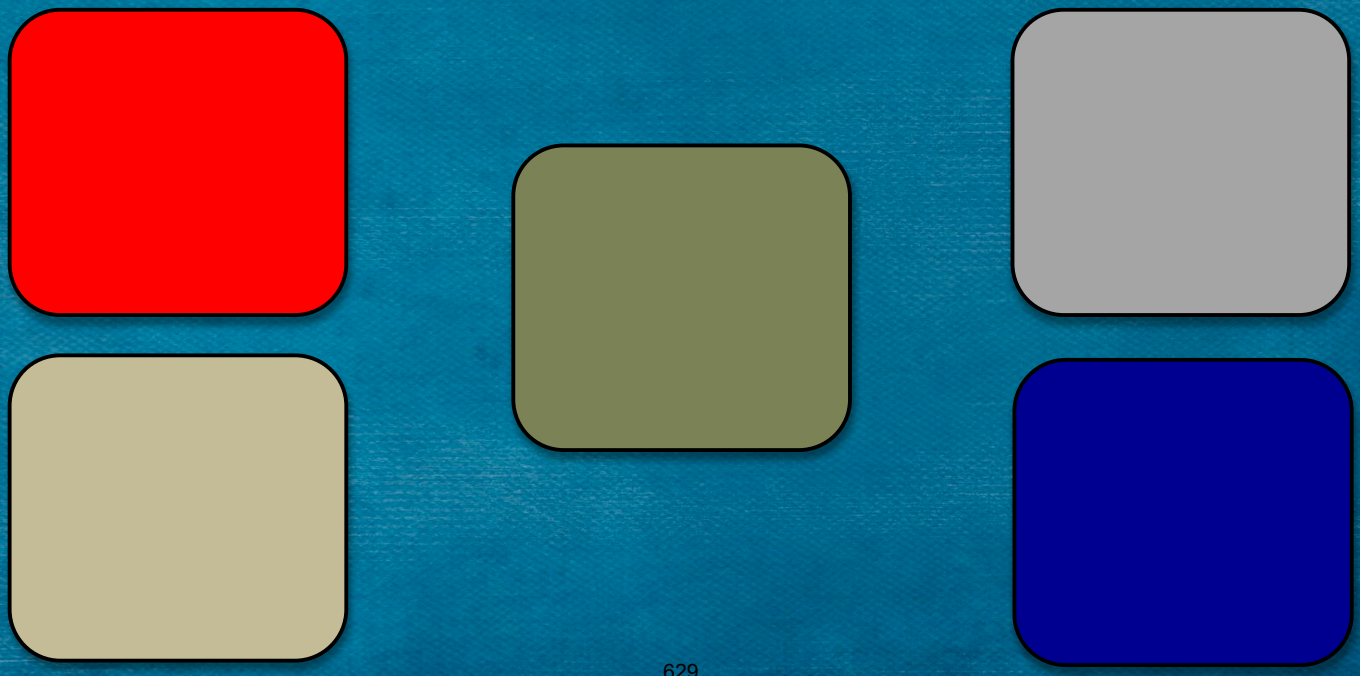
PLAYER 1

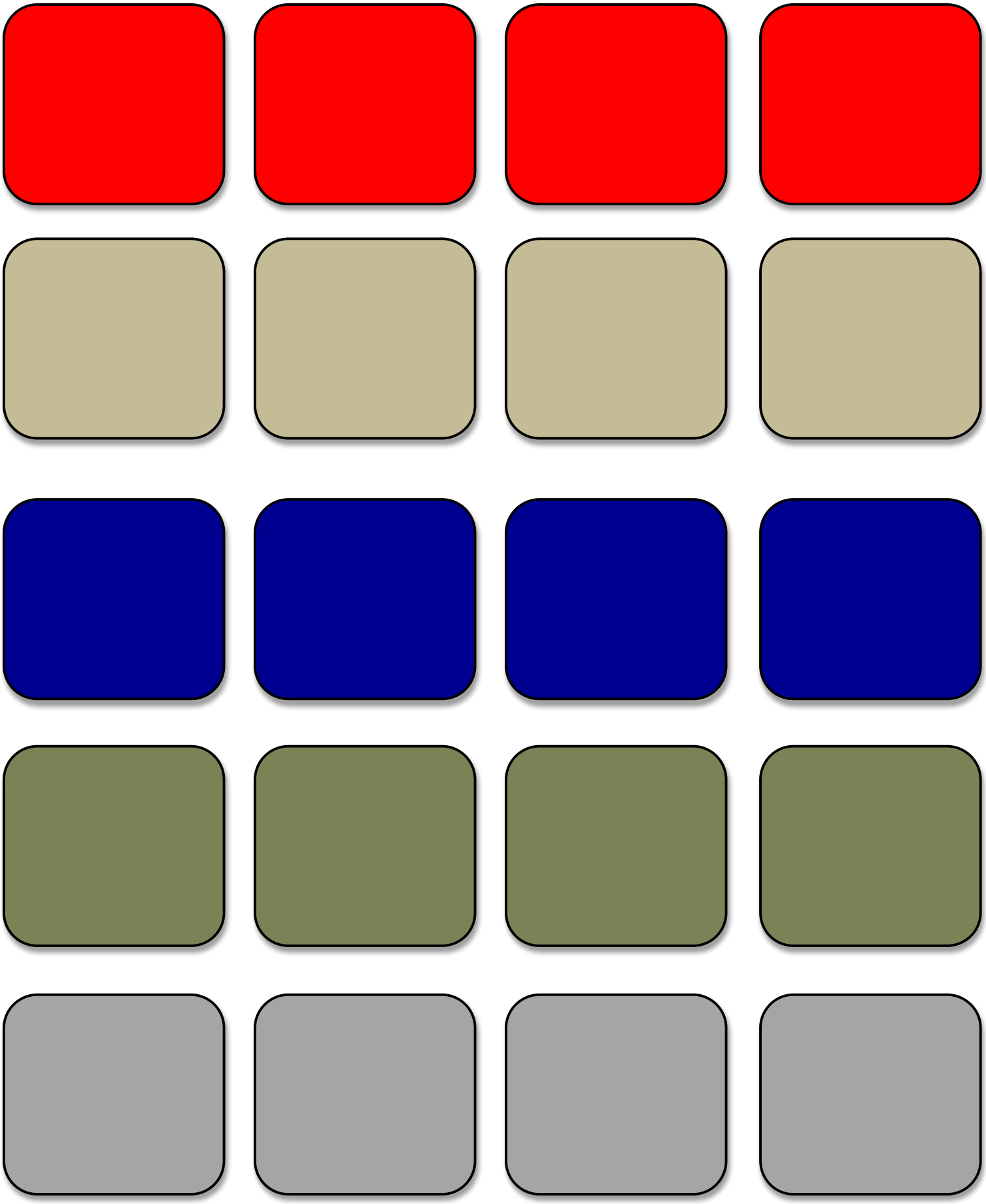
Correctly divide and conquer each territory to collect a colored piece.



PLAYER 2

Correctly divide and conquer each territory to collect a colored piece.





Place red territory cards here

Place tan territory cards here

Place Green territory cards here

Place blue territory cards here

Place gray territory cards here

Place challenge cards here

7728 / 84

A

924 / 14

B

1920 / 30

C

726 / 22

D

5994 / 74

E

261 / 29

F

6248 / 71

G

85 / 17

H

3040 / 38

I

996 / 12

J

5103 / 63

K

776 / 97

L

8820 / 35

A

504 / 42

B

4845 / 95

C

396 / 44

D

7052 / 86

E

310 / 62

F

8272 / 44

G

342 / 19

H

2064 / 43

I

294 / 42

J

1105 / 13

K

336 / 28

L

1600 / 25

A

354 / 59

B

6396 / 82

C

837 / 93

D

4960 / 20

E

162 / 54

F

7885 / 19

G

216 / 36

H

2600 / 40

I

345 / 69

J

2436 / 42

K

432 / 54

L

9968 / 16

A

212 / 53

B

1760 / 55

C

96 / 12

D

1518 / 33

E

315 / 45

F

9212 / 94

G

625 / 25

H

1120 / 16

I

729 / 27

J

2540 / 20

K

819 / 63

L

1645 / 35

A

468 / 26

B

2379 / 61

C

99 / 33

D

2684 / 61

E

570 / 30

F

6862 / 47

G

693 / 99

H

6020 / 70

I

232 / 58

J

2075 / 25

K

384 / 48

L

CHALLENGE

1530 / 51

A

CHALLENGE

384 / 48

B

CHALLENGE

1075 / 43

C

CHALLENGE

276 / 46

D

CHALLENGE

4988 / 58

E

CHALLENGE

462 / 77

F

CHALLENGE

2700 / 75

G

CHALLENGE

555 / 37

H

CHALLENGE

1768 / 52

I

CHALLENGE

890 / 10

J

CHALLENGE

2208 / 46

K

CHALLENGE

658 / 14

L

TERRITORY CARDS ANSWER KEY

RED TERRITORY CARDS

A.	92	G.	88
B.	66	H.	5
C.	64	I.	80
D.	33	J.	83
E.	81	K.	81
F.	9	L.	8

BLUE TERRITORY CARDS

A.	252	G.	188
B.	51	H.	18
C.	64	I.	48
D.	9	J.	7
E.	82	K.	85
F.	5	L.	12

TAN TERRITORY CARDS

A.	64	G.	415
B.	6	H.	6
C.	78	I.	65
D.	9	J.	5
E.	248	K.	58
F.	3	L.	8

GREEN TERRITORY CARDS

A.	623	G.	98
B.	4	H.	25
C.	32	I.	70
D.	8	J.	27
E.	46	K.	127
F.	7	L.	13

GRAY TERRITORY CARDS

A.	47	G.	146
B.	18	H.	7
C.	39	I.	86
D.	3	J.	4
E.	44	K.	83
F.	19	L.	8

CHALLENGE CARDS

A.	30	G.	36
B.	8	H.	15
C.	25	I.	32
D.	6	J.	89
E.	86	K.	48
F.	6	L.	47

Name _____

Directions: Record and solve the five territory problems you earned during game play. Be sure to use an equation, rectangular array or area model to solve.

Level: Fifth Grade Name: _____

Dividing

Directions: Solve the following division examples. Use strategies you have learned to solve the problems.

$35\overline{)4,597}$	$71\overline{)7,390}$	$6\overline{)4,591}$
$73\overline{)2,846}$	$12\overline{)1,290}$	$23\overline{)7,319}$
$9\overline{)6,219}$	$45\overline{)4,599}$	$10\overline{)3,277}$

Standard: Math I Number & Operations in BaseTen I 5.NBT.6

Level: Fifth Grade Name: _____

Dividing II

Directions: Solve the following division examples. Use strategies you have learned to solve the problems.

$56\overline{)7{,}324}$	$78\overline{)8{,}998}$	$3\overline{)5{,}908}$
$23\overline{)4{,}981}$	$23\overline{)5{,}427}$	$45\overline{)8{,}081}$
$5\overline{)3{,}672}$	$60\overline{)3{,}897}$	$12\overline{)4{,}545}$

Standard: Math I Number & Operations in BaseTen I 5.NBT.6 ©http://CommonCoreStandards.com

Common Core State Standards

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

TRIVIAL PURSUIT

To play Trivial Pursuit, select a game piece color and matching playing piece that will hold your wedges. The goal of the game is to collect all four different colored wedges to fill your playing piece. To assemble the game board, tape the two board pages together at the seam. The player whose name is last alphabetically goes first. Roll the die and travel around the game board. When landing on a colored space, select a question of the same color. Read the question and solve either using a visual fraction model or equation. Show your work and write your answer on the recording sheet.

Standard: Mathematics | Number & Operations- Fractions | 5.NF.6

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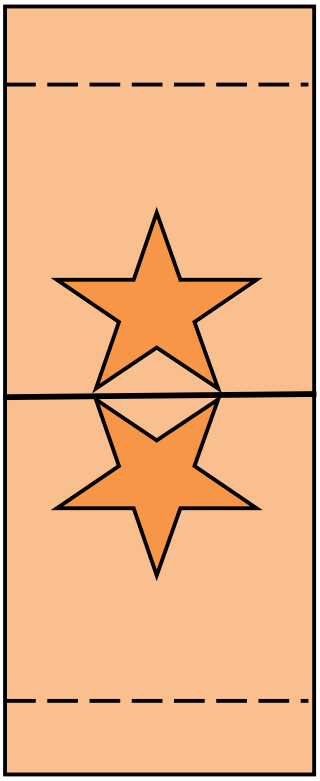
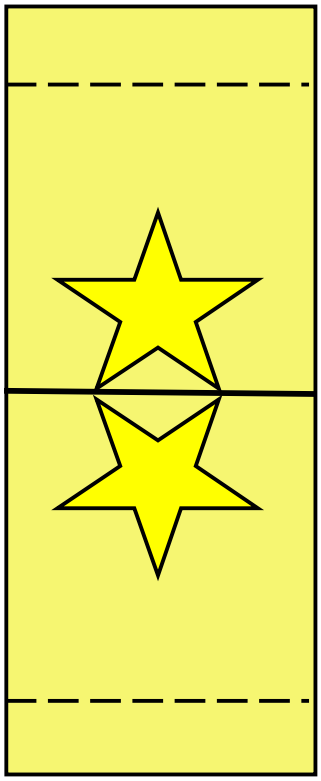
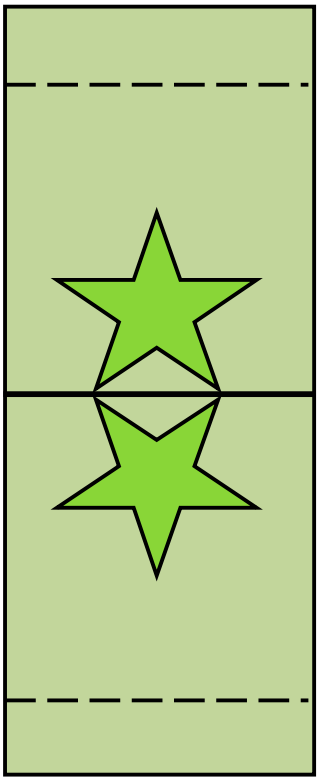
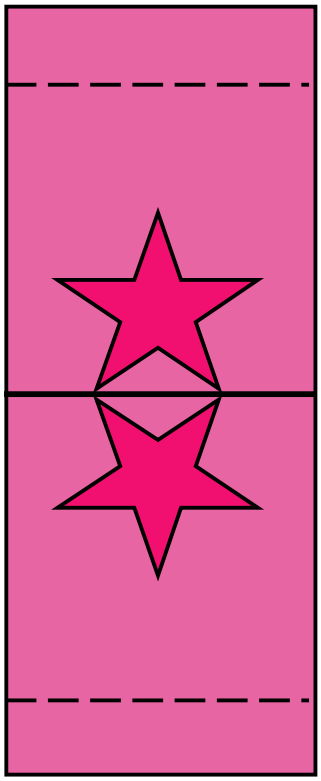
Player Pieces

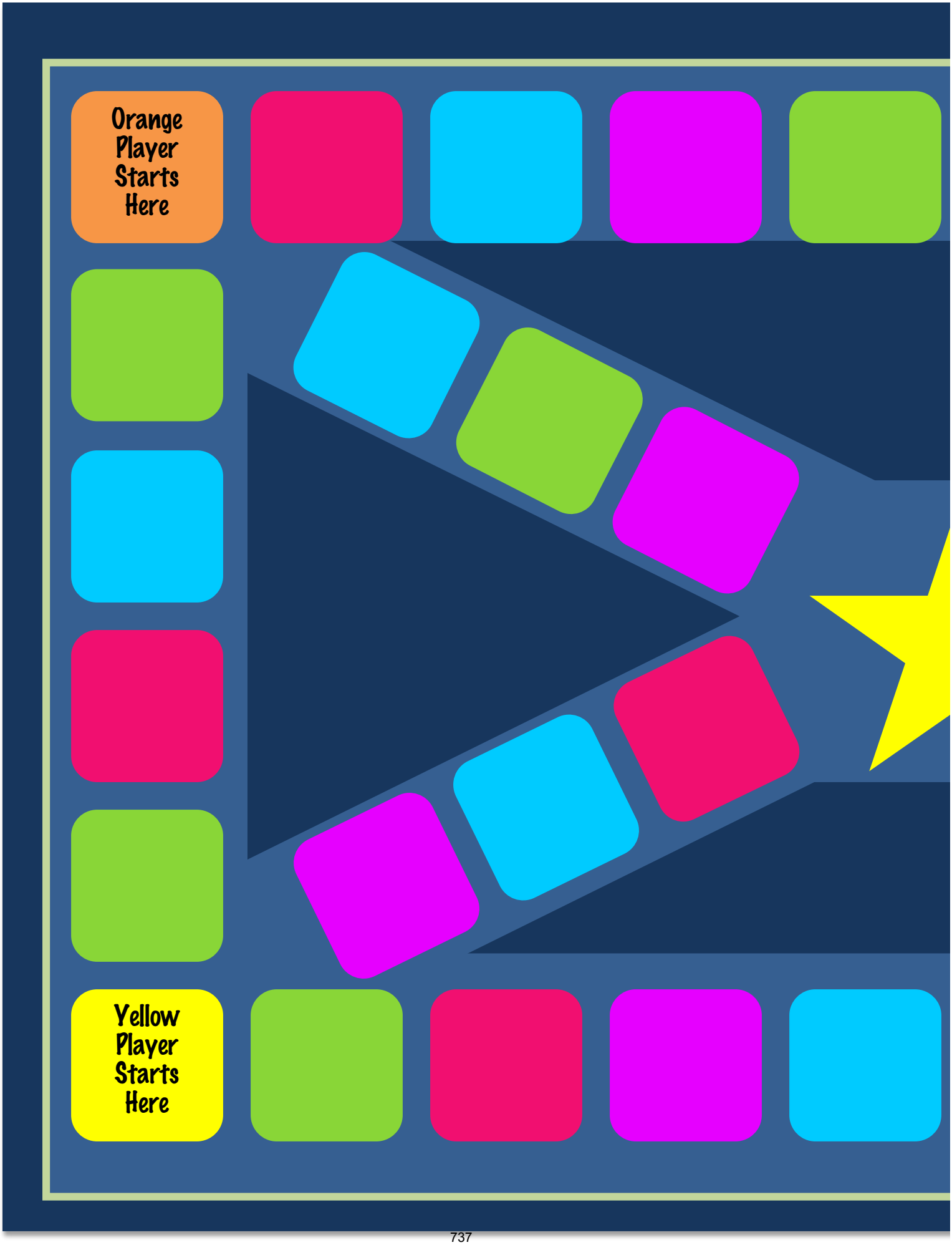
Fold in half on the solid line.
Fold out on the dotted lines to allow the piece to stand.

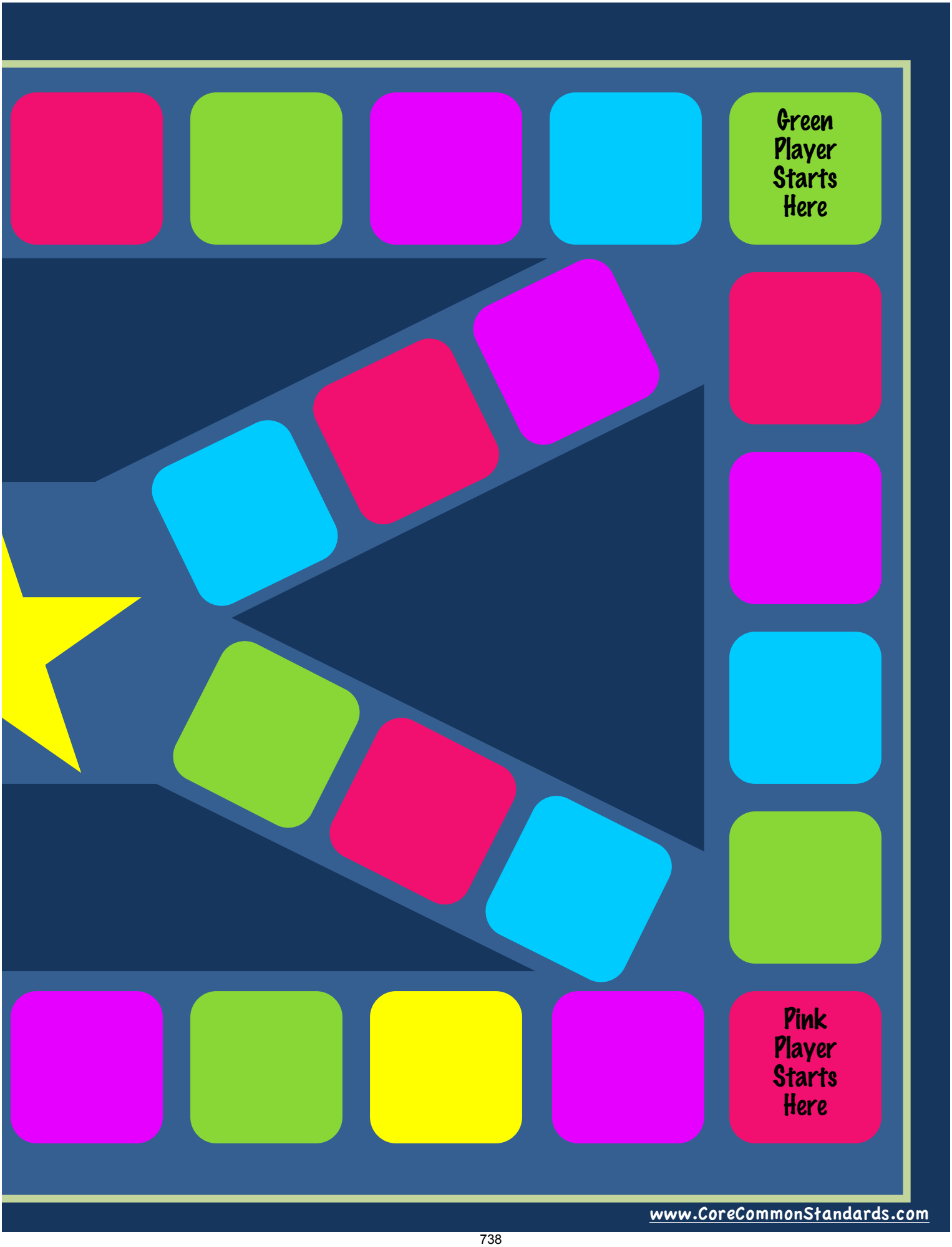


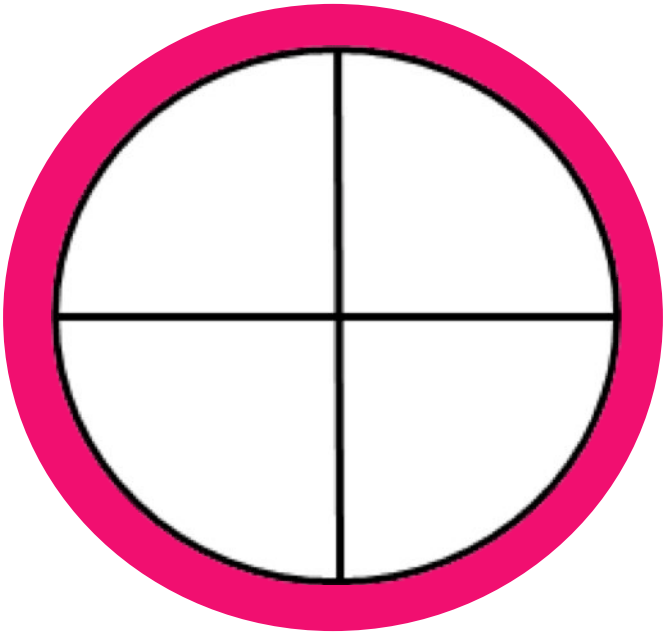


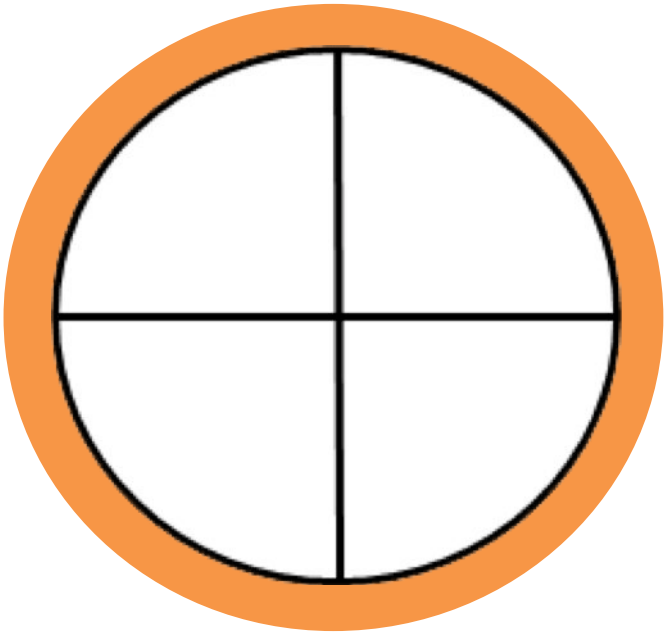


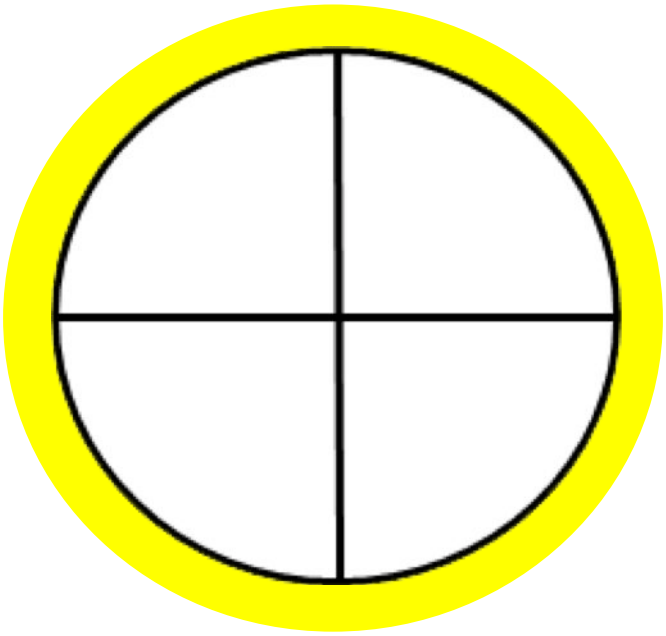


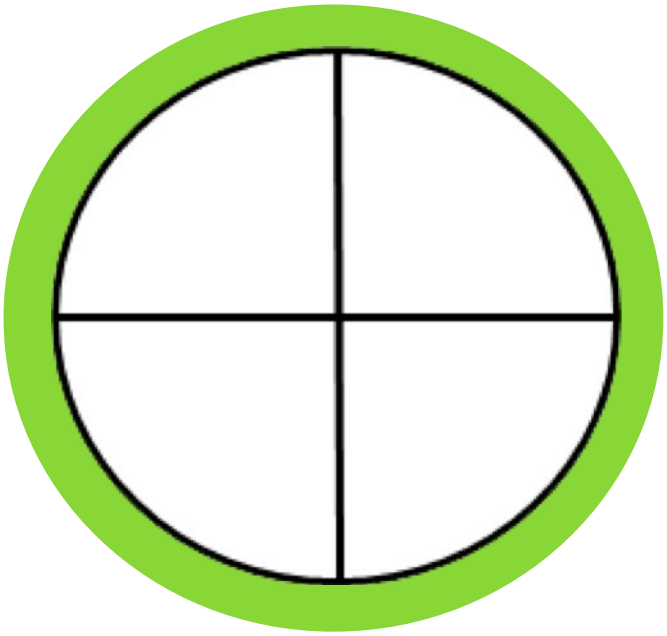

Orange Player Starts Here
Yellow Player Starts Here

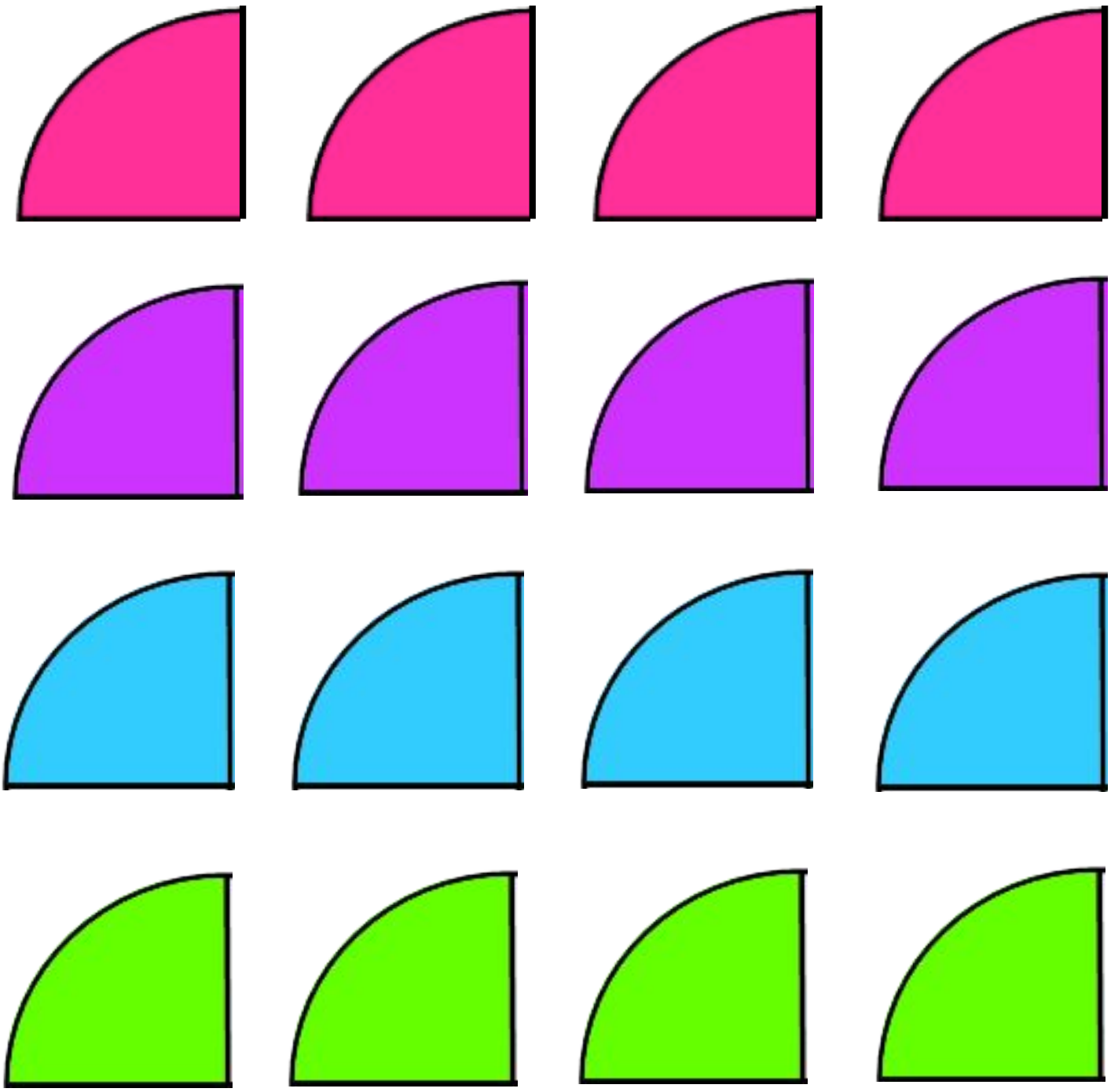

Green Player Starts Here
Pink Player Starts Here
www.CoreCommonStandards.com











On Friday night, Brandon ordered a pizza and had 1/4 left over. On Saturday, he ate 1/2 of the pizza that was left.

How much pizza did he eat on Sunday?

1

In the fifth grade, 1/3 of the students have a brother. Of those students, 1/2 also has a sister.

What fraction of students has a sister and a brother?

2

Samantha is training for an obstacle course race and wants to know the total distance. There are 4 obstacles that are 6/8 of a mile apart.

How long is the course?

3

Jason just opened a very busy pizza shop. On Monday, he sold 75 pizzas in 3 hours. On Tuesday, he sold 1/3 of that.

How many pizzas did he sell on Tuesday?

4

Mrs. Smith's class opened a lemonade stand. The first day, the class went through 3/4 of a pound of sugar. The second day, the class used 2/3 of the amount they used on the first day.

How much sugar did the class use on the second day?

5

Amanda is baking cookies for her elementary school. A recipe calls for 1/2 cup of butter. To make enough cookies, she must make 4 1/2 times the original recipe.

How much butter will she need to make enough cookies?

6

After taking a survey at a dance school, it was found that 2/5 of the dancers preferred faster dance types. Of those dancers, 1/3 liked hip-hop the best.

What fraction of the dance school liked fast-paced, hip-hop dancing?

7

The elephants at the zoo are fed 3/5 of a sack of corn every day. The chickens are fed 4/10 as much as the elephants.

How many sacks of corn are fed to the chickens each day?

8

A school of high school students voted for their favorite sport. 1/2 of the student body voted for football. Of that 1/2, 3/8 were girls.

What fraction of female students voted for football?

1

While running a 5 1/2 mile marathon, 2/3 of the runners finished in one hour.

What was the total distance that these runners ran?

2

Charlotte planted a garden. 1/5 of her garden was peppers. Of these peppers, 1/3 was red.

How much of her garden was made up of red peppers?

3

In the middle school band, 2/3 of the students played a wind instrument. 1/6 of those students played the flute.

What fraction of students in the band played the flute?

4

Robert took home 1/2 of a lasagna. He shared 3/4 of that lasagna with his family.

How much of the original lasagna did his family eat?

5

1/3 of the third graders have an allergy to pollen. Of those students, 1/10 is allergic to nuts.

What fraction of the third graders is allergic to both pollen and nuts?

6

At a restaurant, each table receives 1/8 of a loaf of bread. Halfway through dinner, 2 1/4 of the restaurant needed bread refills.

How many loaves of bread were put out halfway through dinner?

7

At the local aquarium, 4/7 of the animals are fish. 2/3 of these fish live in a salt-water habitat.

What fraction of the aquarium is home to salt-water fish?

8

Brown Elementary School is holding a food drive. The first grade class collected 5 3/4 pounds of food. The second grade class collected 2/3 of that amount.

How many pounds of food did the second graders collect?

1

A Kindergarten class celebrated the first 100 days of school. During 2/5 of these days, students had music class.

How many times did the Kindergarten class go to music?

2

Jack and Jill went blueberry picking. Jack picked 2 5/8 pounds of blueberries. When they arrived home, Jill ate 1/7 of these blueberries.

How many pounds of blueberries did Jill eat?

3

At soccer camp, 1/3 of the campers play defense. Of the defensemen, 1/5 is goalies.

What fraction of campers are goalies?

4

2/5 of the Nook Library's book collection contains nonfiction books. 1/4 of these books are

How much of the original lasagna did his family eat?

5

A recipe for a batch of brownies calls for 3 1/4 cups of flour. Danielle only needed to make half of a batch.

How many cups of flour did Danielle need to make brownies?

6

At Star Academy, 1/5 of the student body is in Honor Roll. Of these students, 1/4 are seniors.

What fraction of students at Star Academy are Honor Roll seniors?

7

During a basketball game, Brian scored 1/6 of the team's total points. Out of his shots, 1/3 were three-point shots.

What fraction of the team's points were Brian's three-point shots?

8

2/5 of the rides at Adventure Land are water rides. 1/3 of these water rides are roller coasters.

What fraction of the rides at Adventure Land are water roller coasters?

1

A coach purchased 10 1/2 gallons of water for his team. By the end of the game, the players finished 2/3 of the water.

How many gallons of water was drank by the end of the game?

2

During a baseball game, a hotdog stand went through 3 1/4 tubs of ketchup. They used 2/3 as much mustard as ketchup.

How many tubs of mustard did the hotdog stand finish?

3

Lauren went to the candy store and bought 4/5 of a pound of candy. ¼ of this candy was chocolate.

How much of Lauren's candy is chocolate?

4

In order to make enough iced tea for the week, Walter must triple the recipe. The recipe calls for 3 1/3 cups of water.

How many cups of water will Walter need?

5

To make sauce, a recipe calls for 2 1/2 liters of crushed tomatoes.

How many liters of tomatoes are needed to make 1/3 of this recipe?

6

3/5 of Robert's shopping cart was filled with produce. 1/5 of this produce was fruit.

What fraction of Robert's groceries was fruit?

7

A clothing store is having a giant sale! 5 1/2 percent of their items were on sale. Of these items, 2/3 was 50% off.

What fraction of the items is on sale for 50% off?

8

Name _____

Directions: Draw a visual fraction model or write an equation to solve each equation. Check your answer on the answer sheet to see if you can collect a colored wedge!

Pink Problem:

_____

Purple Problem:

_____

Green Problem:

_____

Blue Problem:

_____

Standard: Mathematics | Number & Operations- Fractions | 5.NF.6

Answer Sheet

Pink Problem Cards

1. 1/8
2. 1/6
3. 24/8 or 3
4. 75/3 or 25
5. 6/12 or 1/2
6. 9/4 or 2 1/4
7. 2/15
8. 12/50 or 6/25

Purple Problem Cards

1. 3/16
2. 11/3 or 3 2/3
3. 1/15
4. 2/18 or 1/9
5. 3/8
6. 1/30
7. 9/32
8. 8/21

Blue Problem Cards

1. 23/6 or 3 5/6
2. 200/5 or 40
3. 21/56 or 3/8
4. 1/15
5. 2/20 or 1/10
6. 13/8 or 1 5/8
7. 1/20
8. 1/18

Green Problem Cards

1. 2/15
2. 21/3 or 7
3. 13/6 or 2 1/6
4. 4/20 or 1/5
5. 30/3 or 10
6. 5/6
7. 3/25
8. 11/3 or 3 2/3

Level: Fifth Grade Name: _____

Multiplication Fraction Stories

Directions: Solve the multiplication fraction number stories. Use equations or models to explain your work.

Peter checks his email 12 times each day. If it takes Peter 3 1/2 minutes to read through his messages, how many minutes a day is Peter checking his email?

_____minutes

Brandon worked 11 1/3 hours this week and was paid $15 per hour. How much money did Brandon make this week?

$_____

Terrence mows 5 1/2 acres of lawn every week. If he mows 3/5 of the lawn before noon, how many acres of lawn does he have left to mow?

_____acres

Patty filled 4 jars with sunflower seeds. She also filled jars with pumpkin seeds. If she filled 3/4 as many jars with pumpkin seeds as she did with sunflower seeds, how many jars did she fill with pumpkin seeds?

_____ jars

Barbara and Karl both made punch for the party. Barbara added 3/4 cup of apple juice to her punch. If Karl added 5 times as much apple juice to his punch, how much apple juice did Karl add?

_____ apple juice

Level: Fifth Grade Name: _____

Multiplying With Fractions

Directions: Use the data below to calculate the number of baskets each player made during the game.

Triumph High School Basketball Team

Player	Shots Taken	Fraction Made	Baskets
John	14	2/4	
Sven	10	1/5	
Kris	8	3/4	
Louisa	20	3/5	
Fatima	12	2/6	
Donna	16	1/2	
Taylor	25	2/5	
Luis	22	1/2	

Which player should be a starter on the team?

_____

Which player should be encouraged to take more shots?

_____

What fraction of the player's greatest shot score is the player's lowest shot score?

_____

Solve:

1. If 84 markers are 1/10 of a set, how many markers are in the whole set? _____

2. If 45 pages are 2/3 of a book, how many pages are in the full book? _____

3. The cookie jar contains 3/5 of 65 cookies. How many cookies are the jar? _____

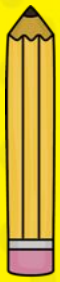
4. Brandon is walking to a friend's house. He walked 4/10 of the 5 miles so far. How far has Brandon walked? _____

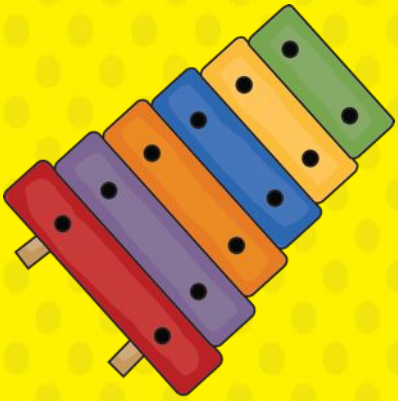
Common Core State Standards

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

826

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

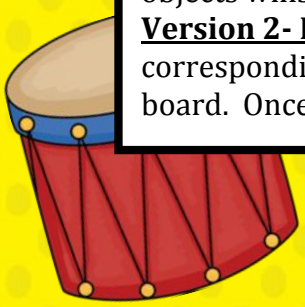










I SPY

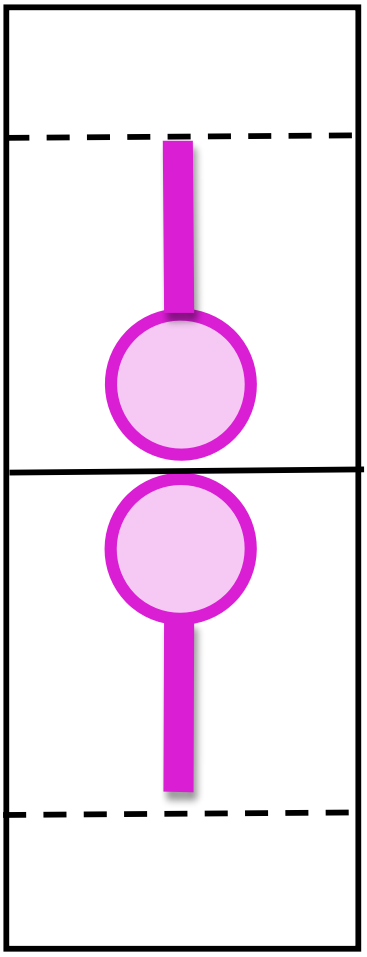
5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

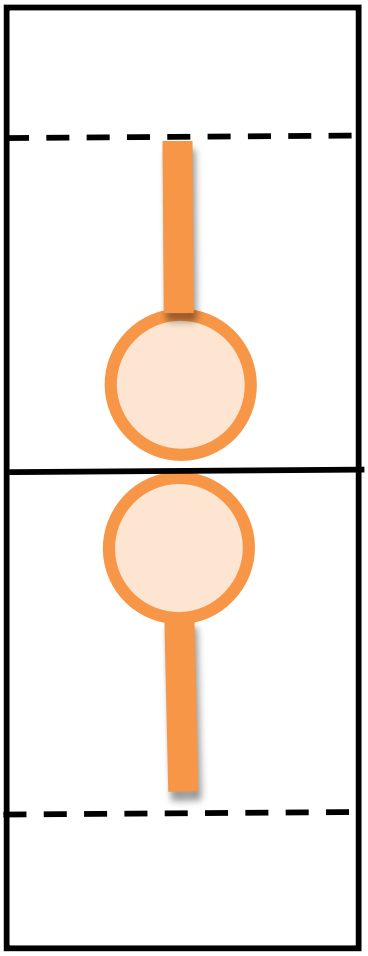
<u>Version 1- Partner Round:</u> Select one of the colored coordinate game boards and corresponding object picture cards. Place your magnifying glass playing pieces on coordinate (0,0). Take turns flipping over the coordinate cards and moving your piece to the coordinate. If you spy an object on that coordinate, collect the picture card. The first person to collect five objects wins! Record the coordinates on the recording sheet labeled "Version 1."

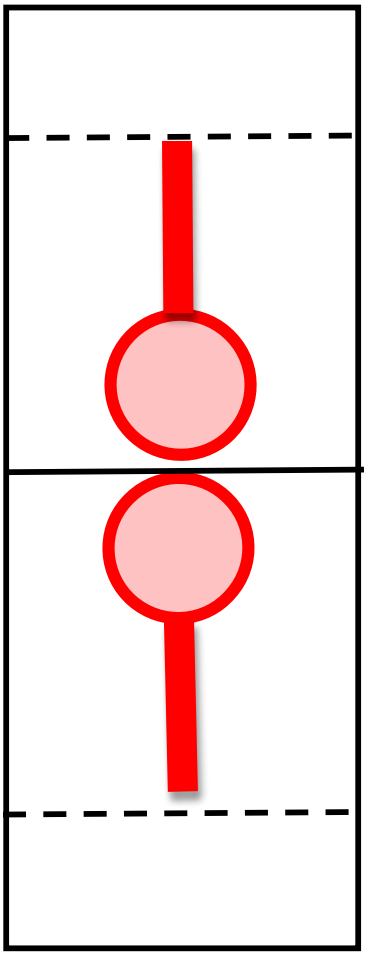
<u>Version 2- I Spy Riddle Round:</u> Select one of the colored coordinate game boards and the corresponding "I Spy" task cards. Read the I Spy riddle and look for the object on the game board. Once you spy the object, record the coordinates on the worksheet labeled "Version 2."

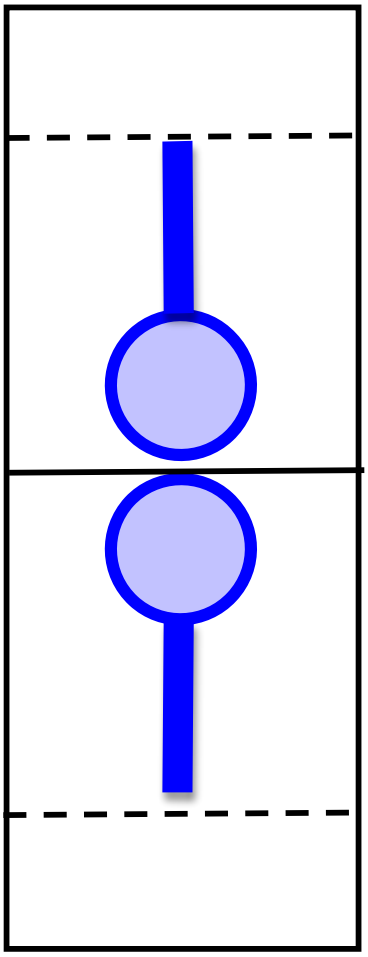
Standard: Mathematics | Geometry | 5.G.1

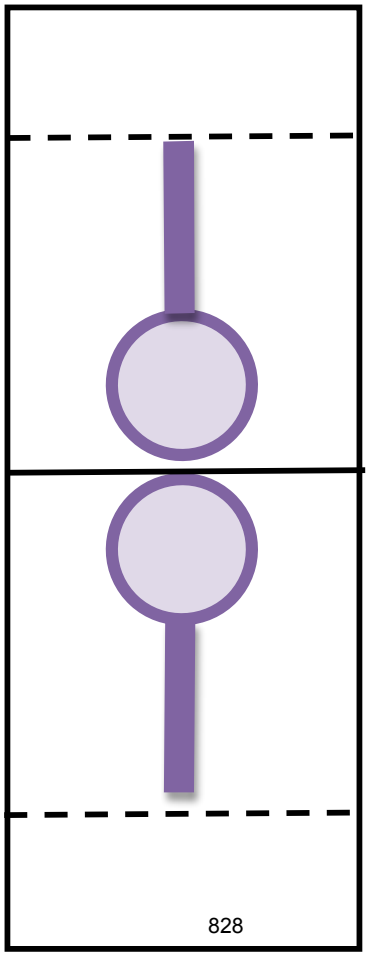
Fold in half on the solid line. Fold outward on the dotted line to stand the magnifying piece up.

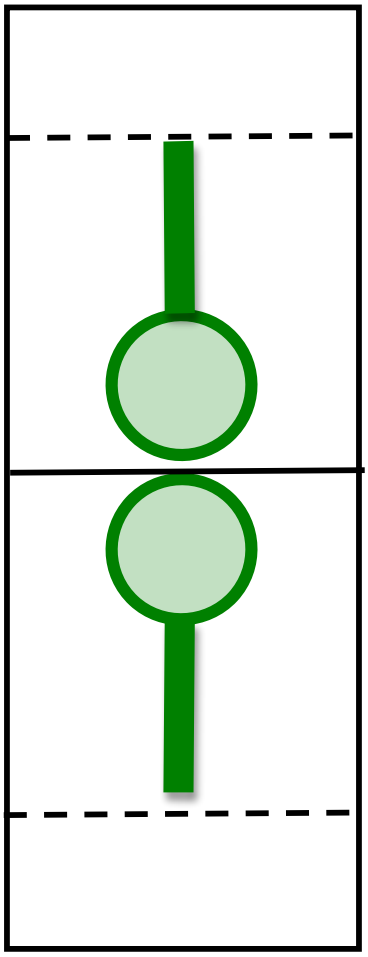










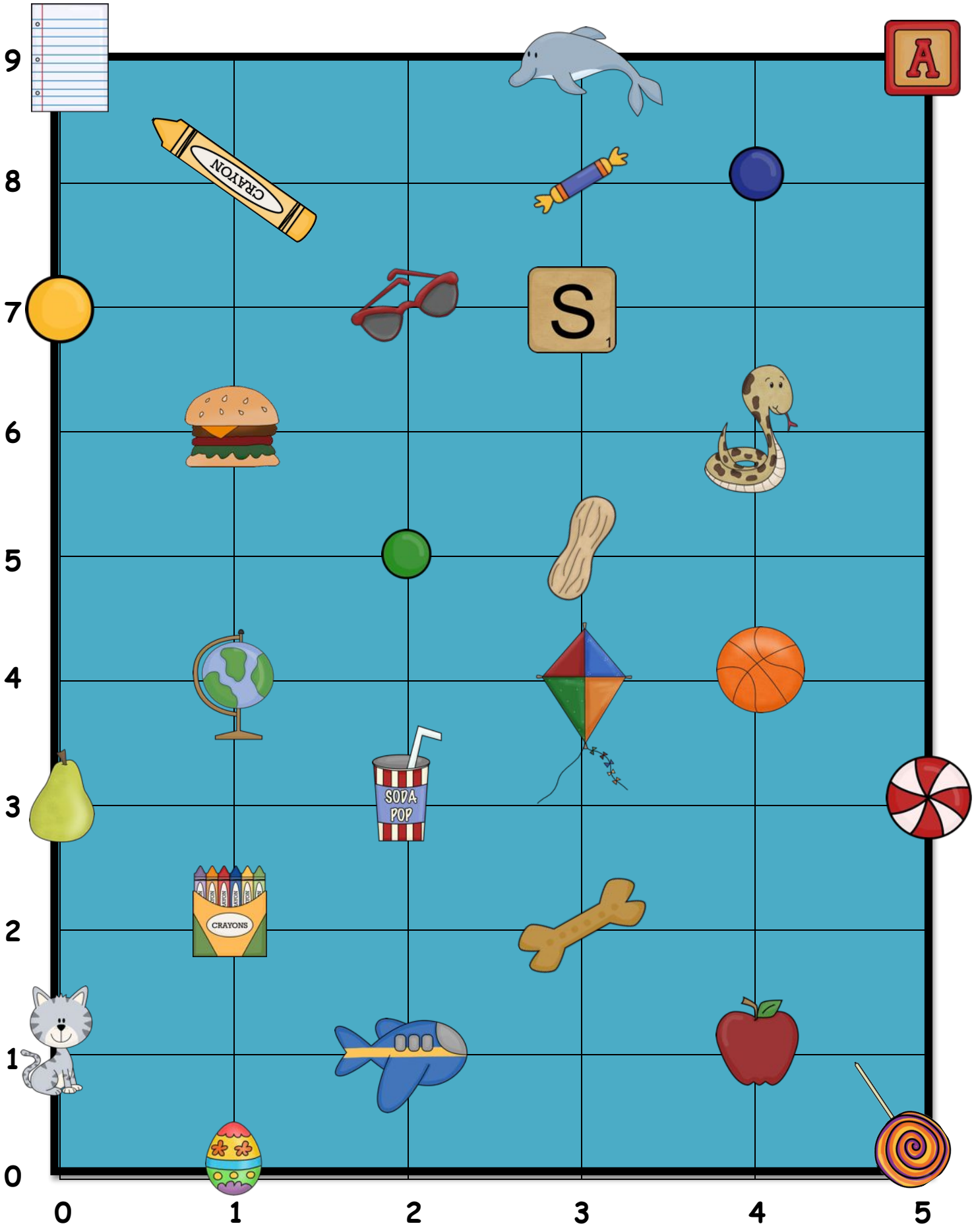


0,0	0,1	0,2
0,3	0,4	0,5
0,6	0,7	0,8
0,9	1,0	1,1
1,2	1,3	1,4
1,2	1,3	1,4

1,5	1,6	1,7
1,8	1,9	2,0
2,1	2,2	2,3
2,4	2,5	2,6
2,7	2,8	2,9
3,0	3,1	3,2

3,3	3,4	3,5
3,6	3,7	3,8
3,9	4,0	4,1
4,2	4,3	4,4
4,5	4,6	4,7
4,8	4,9	5,0

5,1	5,2	5,3
5,4	5,5	5,6
5,7	5,8	5,9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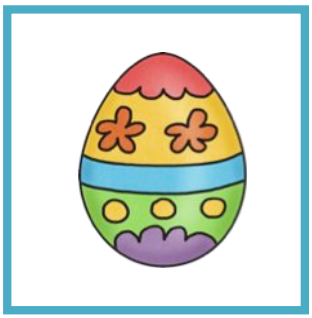
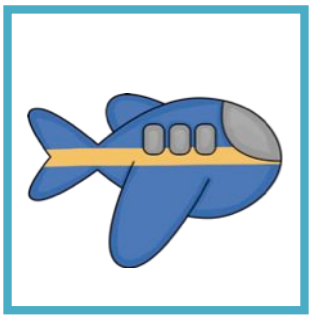
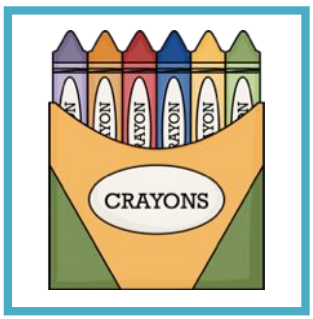
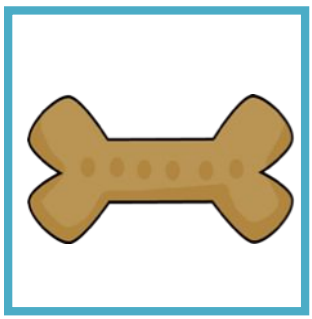
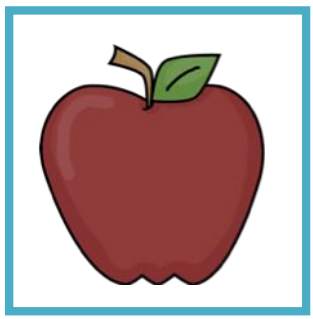
CRAYONS

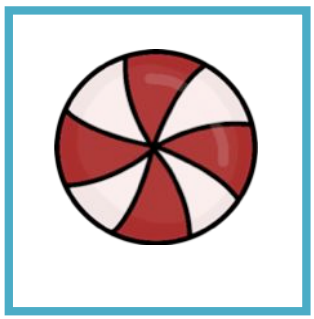


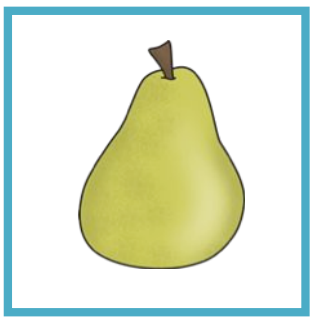


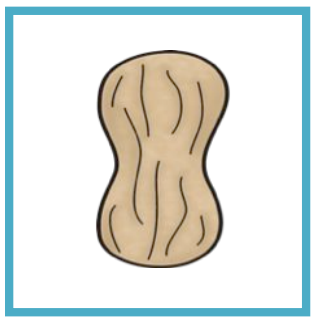

CRAYONS

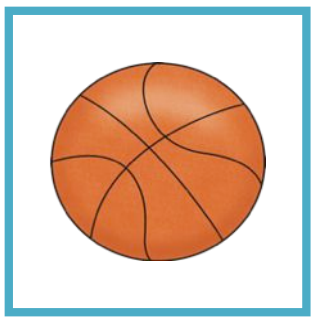




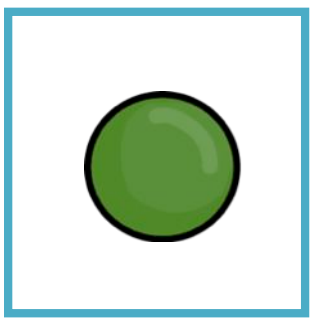


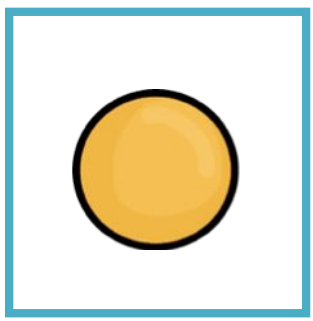


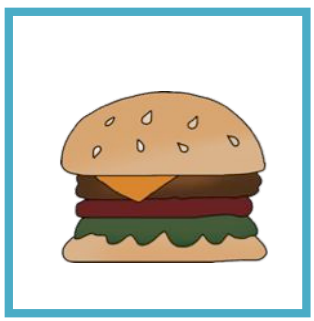


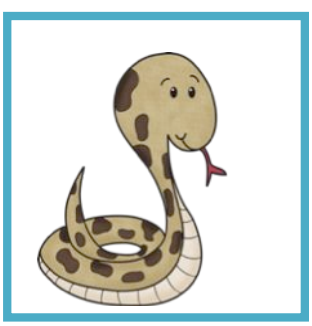


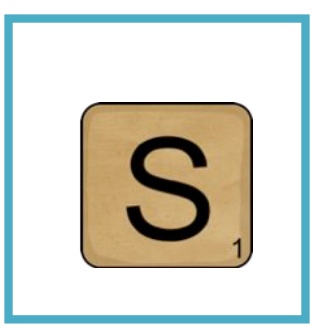

SODA
POP







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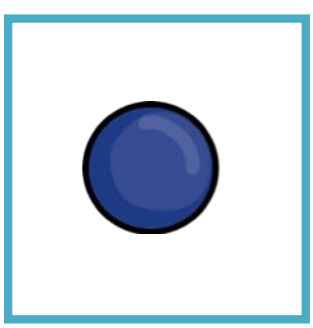
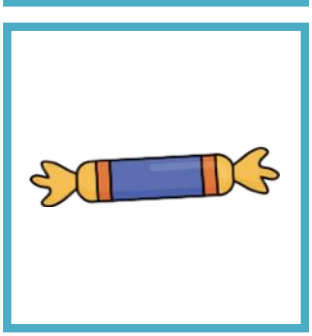
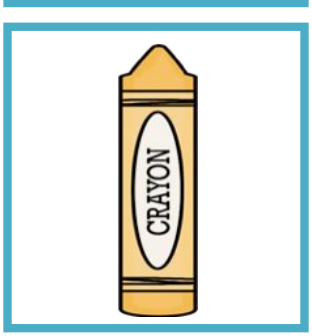
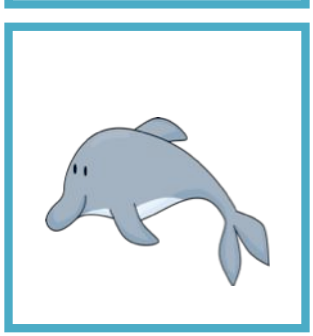
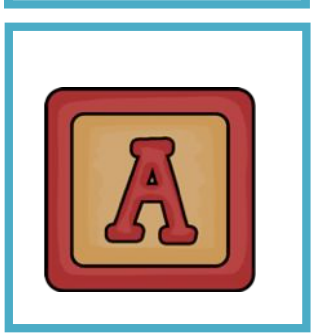





CRAYON




A

Name _____ **Version 1**

Directions: Record the coordinates where the five object cards collected during I Spy Round 1 can be found on the coordinate plane. Write the name of the object you collected and the coordinate points where that object is found. Then, locate the objects listed on the sheet and record their

OBJECT # 1

I SPY A(N) _____

(_____ , _____)

OBJECT # 2

I SPY A(N) _____

(_____ , _____)

OBJECT # 3

I SPY A(N) _____

(_____ , _____)

OBJECT # 4

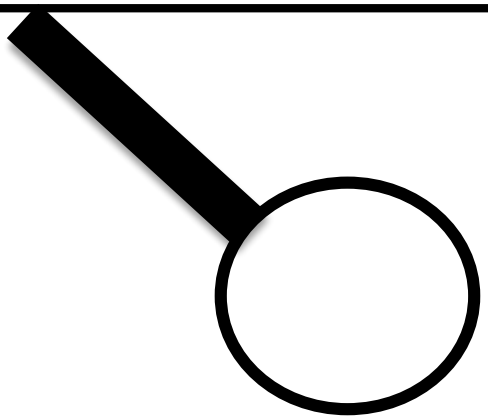
I SPY A(N) _____

(_____ , _____)

OBJECT # 5

I SPY A(N) _____

(_____ , _____)



I spy a lollipop. **(_____ , _____)**

I spy a basketball. **(_____ , _____)**

I spy an airplane. **(_____ , _____)**

I spy sunglasses. **(_____ , _____)**

I spy a colorful object that is found during Easter.

A

I spy an object with wings.

B

I spy a sweet treat on a stick.

C

I spy an animal with whiskers.

D

I spy an object filled with the colors of the rainbow.

E

I spy a food that is made for a dog.

F

I spy a red fruit that grows on trees.

G

I spy a red and white candy.

H

I spy a green fruit that grows on trees.

I

I spy a model of the planet we live on.

J

I spy a food that is used to make a special kind of butter.

K

I spy an object that can be dribbled.

L

I spy a liquid that you can drink when thirsty.

M

I spy a green candy used to blow bubbles.

N

I spy a yellow candy used to blow bubbles.

O

I spy a fast food commonly eaten with French fries.

P

I spy a vertebrate reptile.

Q

I spy an object that helps protect the eyes.

R

I spy a consonant of the alphabet.

S

I spy a blue candy used to blow bubbles.

T

I spy a sweet treat that could give you cavities.

U

I spy an object the same color as a lemon.

V

I spy an animal that lives in the ocean.

W

I spy the first vowel of the alphabet.

X

I spy an object that flies in the wind.

Y

I spy an object that you can write on.

Z

Name _____ **Version 2**

Directions: Read and solve the I SPY clues below to find the objects on your game board. Once you find the mystery objects, record its (x, y) coordinates.

N. (_____ , _____)

O. (_____ , _____)

P. (_____ , _____)

Q. (_____ , _____)

R. (_____ , _____)

S. (_____ , _____)

T. (_____ , _____)

U. (_____ , _____)

V. (_____ , _____)

W. (_____ , _____)

X. (_____ , _____)

Y. (_____ , _____)

Z. (_____ , _____)

A. (_____ , _____)

B. (_____ , _____)

C. (_____ , _____)

D. (_____ , _____)

E. (_____ , _____)

F. (_____ , _____)

G. (_____ , _____)

H. (_____ , _____)

I. (_____ , _____)

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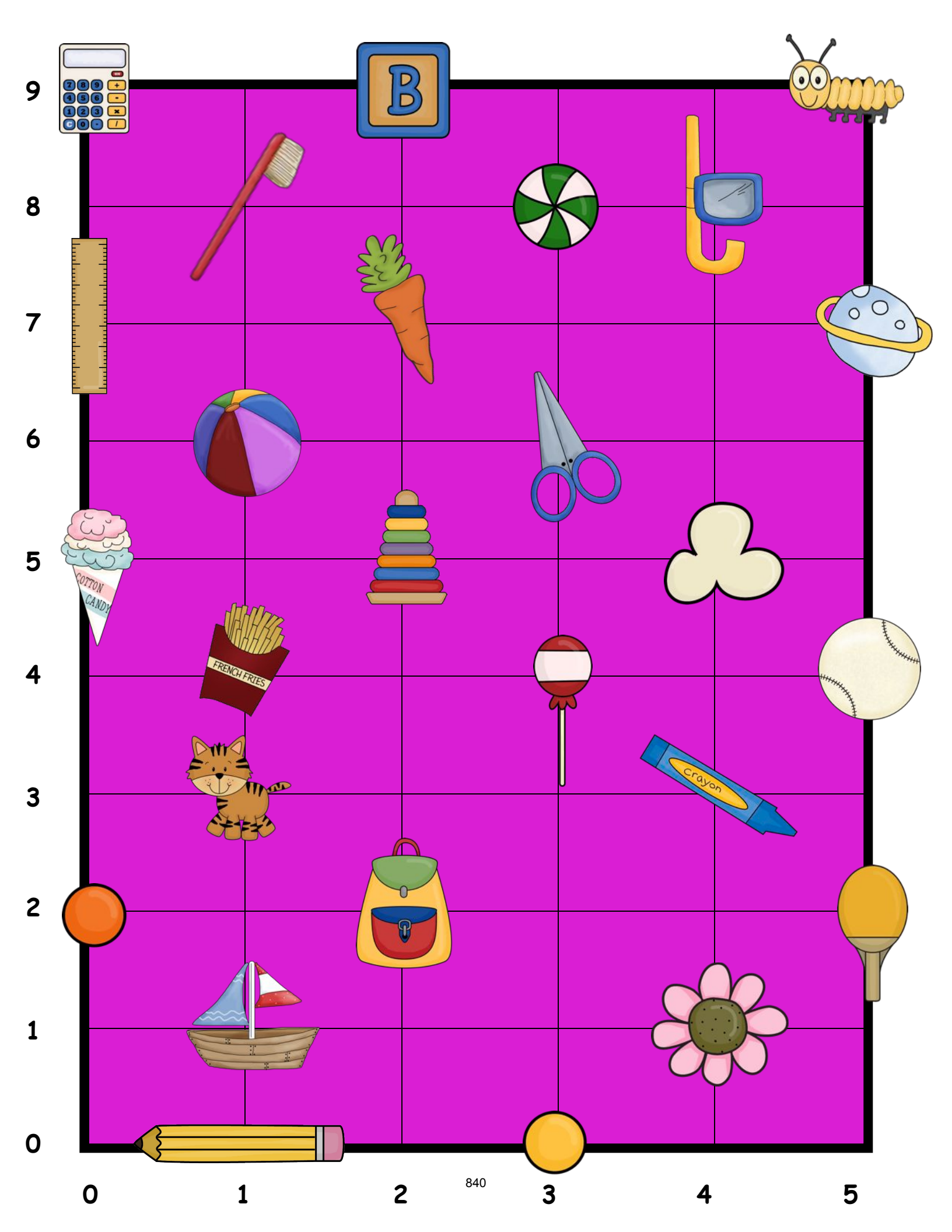
K. (_____ , _____)

L. (_____ , _____)

M. (_____ , _____)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COTTON CANDY
FRENCH FRIES
Crayon
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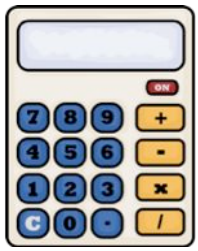
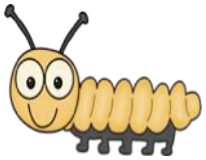
5



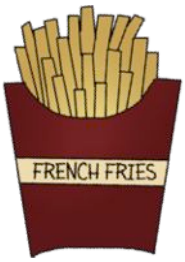
B




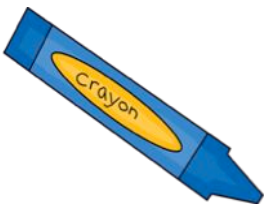







COTTON
CANDY

FRENCH FRIES





Crayon




Name _____ **Version 1**

Directions: Record the coordinates where the five object cards collected during I Spy Round 1 can be found on the coordinate plane. Write the name of the object you collected and the coordinate points where that object is found. Then, locate the objects listed on the sheet and record their

OBJECT # 1

I SPY A(N) _____

(_____ , _____)

OBJECT # 2

I SPY A(N) _____

(_____ , _____)

OBJECT # 3

I SPY A(N) _____

(_____ , _____)

OBJECT # 4

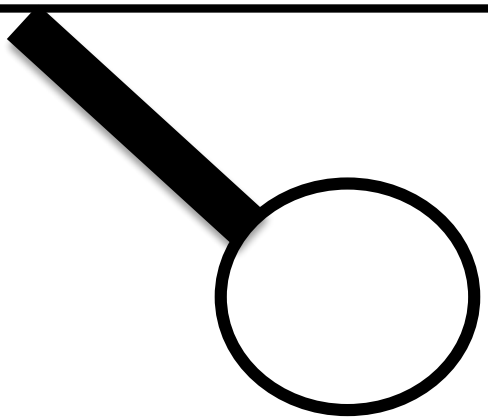
I SPY A(N) _____

(_____ , _____)

OBJECT # 5

I SPY A(N) _____

(_____ , _____)



I spy French fries. **(_____ , _____)**

I spy a lollipop. **(_____ , _____)**

I spy a calculator. **(_____ , _____)**

I spy a toothbrush. **(_____ , _____)**

I spy an object that helps to solve a problem.

A

I spy the second consonant of the alphabet.

B

I spy an insect that builds a cocoon.

C

I spy an object that helps keep your teeth clean.

D

I spy a green and white candy.

E

I spy an object that helps you breathe underwater.

F

I spy a vegetable that grows in the ground.

G

I spy an object that orbits around the Sun.

H

I spy an object that is inflated with a gas.

I

I spy a toy with all colors of the rainbow.

J

I spy an object that can trim and cut something.

K

I spy a food that is made from corn.

L

I spy a sweet treat commonly found at a carnival.

M

I spy a fast food commonly eaten with a hamburger.

N

I spy a sweet treat on a stick.

O

I spy an object that is hit with a bat.

P

I spy an animal with whiskers and stripes.

Q

I spy an object that helps carry items to school.

R

I spy an object that that is colored blue.

S

I spy an object that is used to hit a ping-pong ball.

T

I spy an orange candy used to blow a bubble.

U

I spy an object that uses the wind to cross water.

V

I spy a yellow candy used to blow a bubble.

W

I spy an object that is used to measure.

X

I spy an object that is used to write.

Y

I spy a plant with pink petals.

Z

Name _____ **Version 2**

Directions: Read and solve the I SPY clues below to find the objects on your game board. Once you find the mystery objects, record its (x, y) coordinates.

A. (_____ , _____)

B. (_____ , _____)

C. (_____ , _____)

D. (_____ , _____)

E. (_____ , _____)

F. (_____ , _____)

G. (_____ , _____)

H. (_____ , _____)

I. (_____ , _____)

J. (_____ , _____)

K. (_____ , _____)

L. (_____ , _____)

M. (_____ , _____)

N. (_____ , _____)

O. (_____ , _____)

P. (_____ , _____)

Q. (_____ , _____)

R. (_____ , _____)

S. (_____ , _____)

T. (_____ , _____)

U. (_____ , _____)

V. (_____ , _____)

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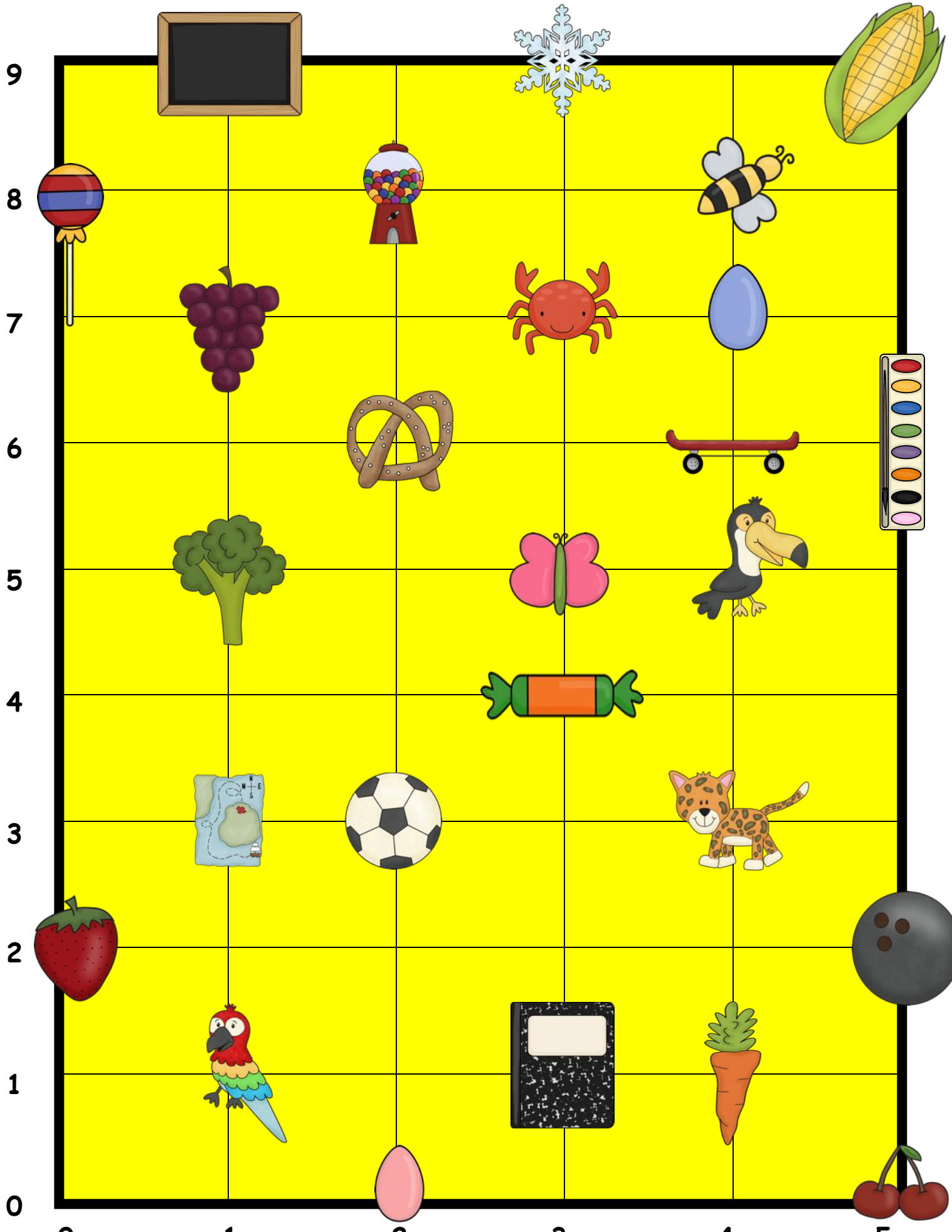
X. (_____ , _____)

Y. (_____ , _____)

Z. (_____ , _____)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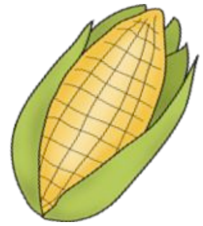








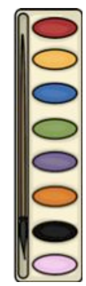


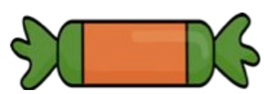




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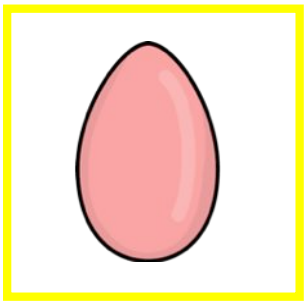
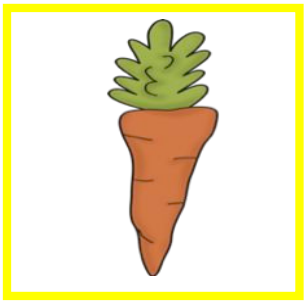
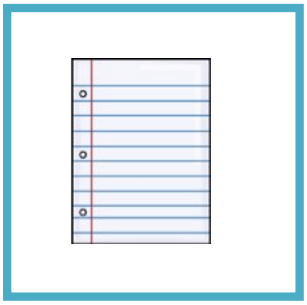
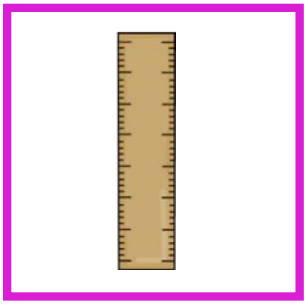
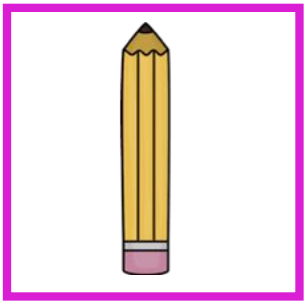







SODA
POP





Name _____ **Version 1**

Directions: Record the coordinates where the five object cards collected during I Spy Round 1 can be found on the coordinate plane. Write the name of the object you collected and the coordinate points where that object is found. Then, locate the objects listed on the sheet and record their

OBJECT # 1

I SPY A(N) _____

(_____ , _____)

OBJECT # 2

I SPY A(N) _____

(_____ , _____)

OBJECT # 3

I SPY A(N) _____

(_____ , _____)

OBJECT # 4

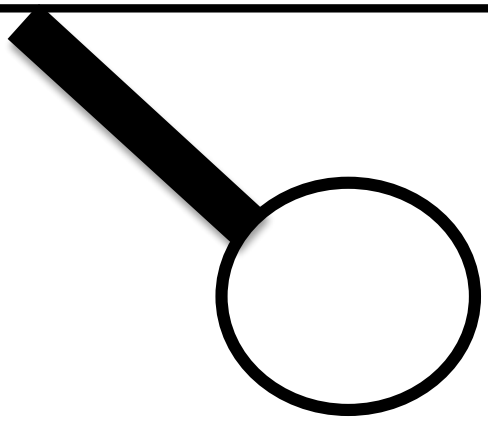
I SPY A(N) _____

(_____ , _____)

OBJECT # 5

I SPY A(N) _____

(_____ , _____)



I spy a snowflake. **(_____ , _____)**

I spy a chalkboard. **(_____ , _____)**

I spy a skateboard. **(_____ , _____)**

I spy a map. **(_____ , _____)**

I spy an object that you can write on with chalk.

A

I spy an object that you see when it is below 32°F.

B

I spy a vegetable that grows on a stalk.

C

I spy a sweet treat on a stick.

D

I spy a machine that gives you candy.

E

I spy an object that flies and can sting you.

F

I spy a purple fruit that comes in bunches.

G

I spy an animal with a hard shell.

H

I spy a blue object that is seen during Easter.

I

I spy a hot food made of dough.

J

I spy an object that you can ride on.

K

I spy an object that has all colors of the rainbow.

L

I spy a green vegetable.

M

I spy an object that metamorphoses from a caterpillar.

N

I spy a sweet candy treat.

O

I spy an object that will lead you to treasure.

P

I spy an object that can score a goal.

Q

I spy an object with black spots.

R

I spy an object that knocks down pins.

S

I spy a fruit that is covered with seeds.

T

I spy a colorful bird that likes to mimic.

U

I spy an object that you can write on with a pencil.

V

I spy a vegetable that grows in the ground.

W

I spy a pink object that is seen during Easter.

X

I spy a pair of red fruits.

Y

I spy a bird with a large beak.

Z

Name _____ **Version 2**

Directions: Read and solve the I SPY clues below to find the objects on your game board. Once you find the mystery objects, record its (x, y) coordinates.

A. (_____ , _____)

B. (_____ , _____)

C. (_____ , _____)

D. (_____ , _____)

E. (_____ , _____)

F. (_____ , _____)

G. (_____ , _____)

H. (_____ , _____)

I. (_____ , _____)

J. (_____ , _____)

K. (_____ , _____)

L. (_____ , _____)

M. (_____ , _____)

N. (_____ , _____)

O. (_____ , _____)

P. (_____ , _____)

Q. (_____ , _____)

R. (_____ , _____)

S. (_____ , _____)

T. (_____ , _____)

U. (_____ , _____)

V. (_____ , _____)

W. (_____ , _____)

X. (_____ , _____)

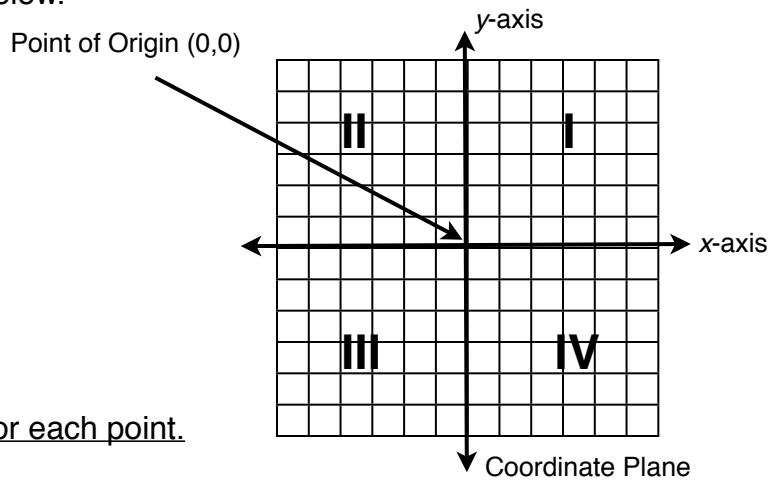
Y. (_____ , _____)

Z. (_____ , _____)

Level: Fifth Grade Name: _____

Plotting on a Coordinate Plane

Directions: Use the graph for the problems below.



Write the ordered pair for each point.

1. ***A*** _____

2. ***C*** _____

3. ***E*** _____

4. ***G*** _____

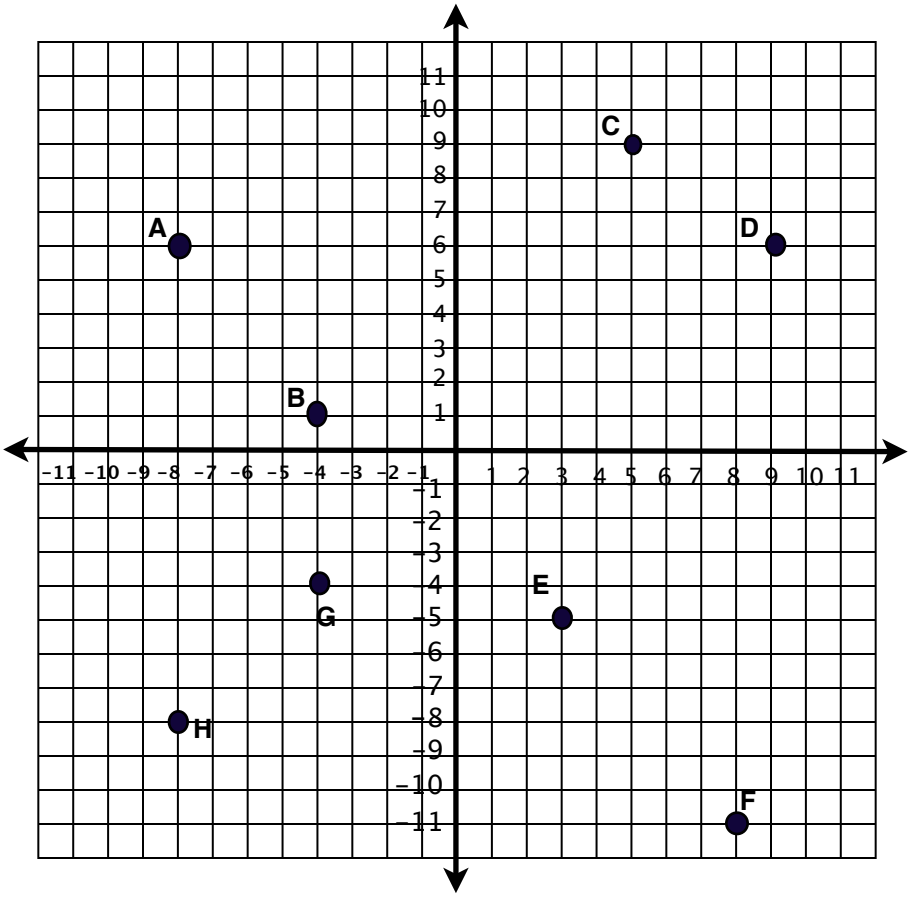
Write the letter name for each point.

5. (8, -11) _____

6. (9, 6) _____

7. (-8, -8) _____

8. (-4, 1) _____



Level: Fifth Grade Name: _____

Plotting Points

Directions: Use the ordered pairs to find the coordinate points in the grid below.

Write the coordinates for each point.

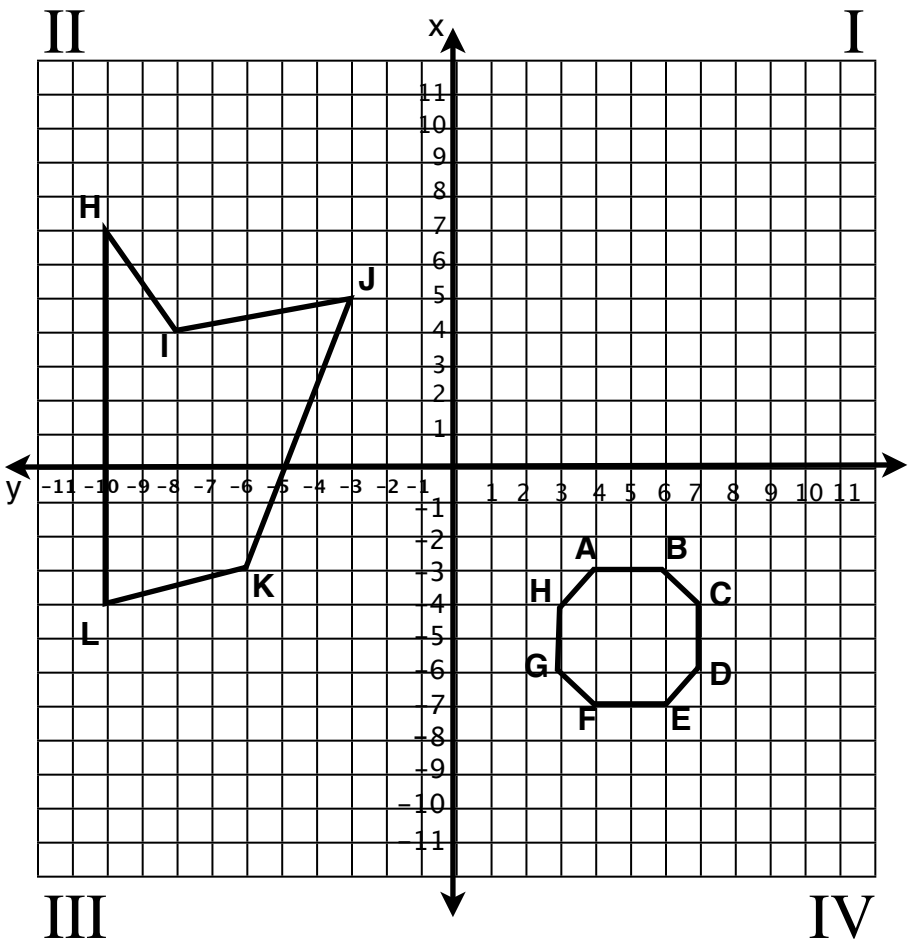
H _____

I _____

J _____

K _____

L _____



Write the points for each set of coordinates.

(3, -6) _____

(4, -7) _____

(6, -3) _____

(7, -4) _____

(6, -7) _____

(4, -3) _____

(7, -6) _____

(3, -4) _____

Plot the following points on the grid above, or on a new piece of grid paper and connect the points in order.

A (-11, 11)

B (-11, 1)

C (-9, 1)

D (-9, 7)

E (6, -9)

F (8, -7)

G (-7, 9)

H (-1, 9)

I (-1, 11)

J (-11, 11)

What did the coordinates create?

_____

Which ordered pair would appear in quadrant II?

A. (3, 7) B. (-3, -7)

C. (-3, 7) D. (3, -7)

Standard: Math I Geometry I 5.G.1

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