

Super-Journal Week 3:5

Every night, you should be reading at least 30 minutes of whatever book you have checked out from your assigned reading list. Tape or glue (but do not staple) this sheet into your Super-Journal on the left-side page. Fill in the table below *every day* by recording the required data.

| Day | Title | Start Pg. | End Pg. | Parent Sign. |
|-----------|-------|-----------|---------|--------------|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |
| Saturday | | | | |
| Sunday | | | | |

On the right-side page of your Super-Journal, answer two of the questions below throughout the week. Be sure that the questions you choose to answer go with the appropriate type of book (Fiction or Nonfiction). The Super-Journal is due on the first day after the weekend (usually Monday). To earn credit for your journal entry, you *must* respond in at least five complete sentences per response and use **specific evidence from the text to support your claim** based on what you've read this week.

FICTION

1. Who is telling the story in the selection?
2. Is the selection/story written in the first or third person? How do you know?

NONFICTION

1. Who is providing the information?
2. Is the information provided from a firsthand or secondhand account? How do you know?

RL.2.6/RI.2.6

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RL.2.6/RI.2.6

Summary: A New Nation

Name _____

Date _____

Before You Read

Find and underline each vocabulary word.

constitution noun, a written plan for

government

citizen noun, an official member of a city, state, or nation

territory noun, land ruled by a national government but which has no representatives in that government

ordinance noun, a law

After You Read

REVIEW What did Congress do to organize the Northwest Territory?

Highlight the names of each ordinance. Underline what each ordinance said.

REVIEW Why did farmers in western Massachusetts protest? Circle the sentences that tell why the farmers had trouble paying taxes and what happened if they did not pay.

The Articles of Confederation

The 13 colonies had fought for self-government. Each new state had a constitution to protect its citizens. Americans did not want to give up their power to a strong, central government.

In 1781, the Articles of Confederation made Congress the national government. Each state had one vote in Congress. The states had more power than the national government. Congress could declare war, borrow and print money, and make treaties with other nations. It could not start an army, create taxes, or control trade.

People wanted to settle on land won in the Revolutionary War. Congress passed two ordinances to control what happened in the Northwest Territories. The Land Ordinance of 1785 explained how the land would be measured, divided, and sold. The Northwest Ordinance of 1787 described how a territory could become a state. It also outlawed slavery in the territories.

Problems for the New Nation

Congress owed money to banks and to other countries for the Revolutionary War. Congress could not raise money because it could not collect taxes. The states were not working together. They printed their own money. People could not agree on how much the money was worth.

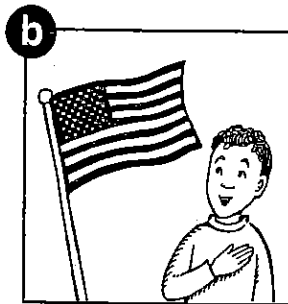
In Massachusetts, many farmers did not earn enough money to pay their debts and high state taxes. If farmers did not pay, the state took their farms. In 1786, Daniel Shays led a rebellion of armed farmers. They demanded more time to pay debts. The state militia stopped them. Shays's Rebellion showed that a weak national government could not keep order. George Washington worried the government was not strong enough to protect people's rights. In February 1787, Congress invited state delegates to meet and change the Articles of Confederation to make the nation stronger.

Support for Language Development

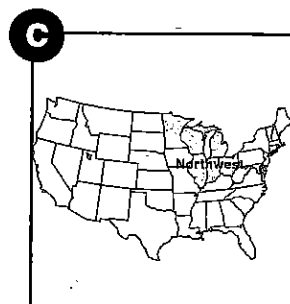
1. Write the letter of the picture that goes with the definition below.



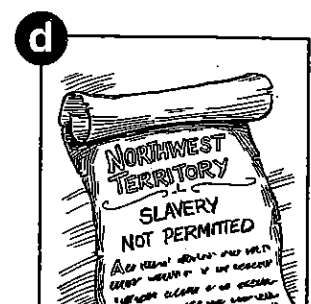
constitution



citizen



territory



ordinance

- _____ A law
- _____ An official member of a city, state, or nation
- _____ Land ruled by a nation that has no representatives in its government
- _____ A written plan for government

2. Read the section of the lesson called "Problems for the New Nation." Then write the word or words that complete each sentence correctly.

- A. By 1786, it was clear that the Articles of Confederation could not make the _____ work together.
- B. Congress still owed money for the _____.
- C. Congress could not raise the money because it was not allowed to collect _____.

3. Read the section of the lesson called "The Articles of Confederation." Then circle whether each question is true or false.

- A. The Articles of Confederation made Congress the national government. True / False
- B. The articles created a strong national government. True / False
- C. The Articles gave most of the power to the state governments. True / False
- D. Congress could not declare war. True / False

Summary: Constitutional Convention

Name _____

Date _____

Leaders of the Convention

The Constitutional Convention met in 1787. Delegates met to give Congress more power. Delegates included only white, male landowners. Some delegates wanted a republic. They thought a republic would protect citizens' rights. Others wanted a federal system. In a federal system, Congress could share power with the states.

Creating a New Government

James Madison suggested that the government should have three branches. One branch, the Congress, would make laws. A second branch would carry out laws. A third branch would settle legal arguments. States compromised in order to support the Constitution. Madison wanted the number of delegates from each state to be based on the state's population. Delegates from smaller states thought this would give bigger states more power. Roger Sherman suggested dividing Congress into two parts. Each state would have the same number of representatives in one house, the Senate. In the other house, the House of Representatives, the number of representatives would depend on the state's population. Southern delegates wanted to count enslaved people in their populations. Northern delegates believed they should not be counted. The states compromised. Every five enslaved persons were counted as three free people. Some states wanted to end slavery. Southern states would not accept this. The states agreed to end the slave trade by 1808.

Ratifying the Constitution

Federalists supported the Constitution. Antifederalists wanted a Bill of Rights added to the Constitution. The Bill of Rights would protect people's liberties. Federalists agreed. Nine of thirteen states needed to ratify the Constitution for it to become law. In June 1788, nine states agreed to ratify the Constitution. The country had a new government.

Before You Read

Find and underline each vocabulary word.

federal adjective, a system of government in which the states share power

with a central government

republic noun, a government in which the citizens elect leaders to represent them

compromise noun, both sides give up something they want to settle a disagreement

ratify verb, to officially accept

After You Read

REVIEW What was the advantage of a federal system? Circle the words that tell how the federal system was better.

REVIEW Why did delegates argue over representation in Congress? Highlight a sentence that tells why small states worried. Circle the sentence that tells about counting enslaved people.

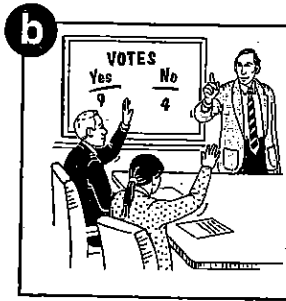
REVIEW Why did Antifederalists demand a Bill of Rights? Circle the sentence that tells what a Bill of Rights would do.

Support for Language Development

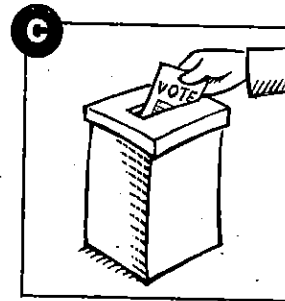
1. Write the letter of the picture that goes with the definition below.



federal



ratify



republic

- _____ A government in which the citizens elect leaders to represent them
- _____ To officially accept
- _____ A system of government in which the states share power with a central government

2. Write the word or words that complete each compromise.

Problem

Solution

The Northern states wanted an end to the slave trade. The Southern states would not accept the new government on these terms.

Northern and Southern states agreed to end the _____ by 1808.

Smaller states argued that bigger states would have more delegates. This would give bigger states more power.

Each state would have the _____ number of representatives in the Senate. In the House of Representatives, the number would depend on each state's _____.

Relate Fractions to Division

Name _____

Review

You can use a representation to help you relate fractions to division.

Consider $6 \div 4$. You are dividing 6 units equally among 4 containers.

To begin, each container gets 1 unit. $6 - 4 = 2$, so there are 2 units remaining to split among 4 containers, or 1 unit split among 2 containers. This means each container gets an additional $\frac{1}{2}$ unit.

| | | | |
|---------------|---------------|---------------|---------------|
| $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ | $\frac{1}{2}$ |
| 1 | 1 | 1 | 1 |

$$6 \div 4 = 1\frac{1}{2}$$

What equation is shown in the representation?

1. $10 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

| | | | |
|---------------|---------------|---------------|---------------|
| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |
| 1 | 1 | 1 | 1 |
| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |
| 1 | 1 | 1 | 1 |

2. $\underline{\hspace{2cm}} \div 9 = \underline{\hspace{2cm}}$

| | | | | |
|---------------|---------------|---------------|---------------|---------------|
| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ |
| 1 | 1 | 1 | 1 | 1 |
| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | |
| 1 | 1 | 1 | 1 | |

What is the division equation? Fill in the missing values.

3. $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \frac{13}{6}$

7. $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \frac{8}{12}$

4. $3 \div 11 = \underline{\hspace{2cm}}$

8. $\underline{\hspace{2cm}} \times 12 = 12 \div 5$

5. $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \frac{2}{9}$

9. $\frac{1}{8} \times 19 = 19 \div \underline{\hspace{2cm}}$

6. $15 \div 4 = \underline{\hspace{2cm}}$

10. $\frac{1}{3} \times \underline{\hspace{2cm}} = 14 \div 3$

Solve Problems Involving Division

Lesson 11-2 • Reinforce Understanding

Name _____

| | |
|--|--|
| <p>Review</p> <p>You can use context to determine whether to write a quotient with a remainder or as a mixed number.</p> | |
| <p>Fiona has 30 paperback books. She gives each of her 4 friends the same number of books. How many books did she give each friend?</p> <p>$30 \div 4 = 7$ with 2 remaining</p> <p>Fiona gives each friend 7 books and has 2 books remaining.</p> | <p>Andy is dividing 30 pounds of flour equally among 4 bags. How many pounds of flour does he put in each bag?</p> <p>$30 \div 4 = 7\frac{4}{2} = 7\frac{2}{1}$</p> <p>Andy puts $7\frac{1}{2}$ pounds of flour in each bag.</p> |

What is the quotient? Determine whether the answer should be written with a remainder or as a mixed number.

- Gavin ran a total of 49 miles the last two weeks. He ran the same number of miles each day. How many miles did Gavin run each day?
- Angela has 100 eggs to sell at the market. She packages the eggs in cartons which hold 12 eggs each. How many cartons does she have to sell at the market?
- Chris has 50 pounds of deer sausage. He puts an equal amount into 18 bags. How much sausage will be in each bag?
- Elyse made 72 bookmarks for her book club. She gave each of the 15 members the same number of bookmarks. How many bookmarks did each club member get?

Summary: The Constitution

A Plan for Government

The Constitution tells us that our government is a democracy. It divides the government into three branches. The legislative branch, or Congress, makes laws. Congress also collects taxes to pay for services. The executive branch carries out the laws. The President is the head of this branch. A new President is elected every four years. The judicial branch is made up of courts. They decide what laws mean and whether they have been followed. Everyone, including the government and its officials, must follow the laws.

Limits on Government

The Constitution includes checks and balances. They keep one branch from becoming stronger than the others. The President makes treaties and chooses judges. Congress can reject these treaties or judges. Congress makes laws. The President can veto these laws. The courts can decide if a law follows the Constitution. A law that is found unconstitutional is no longer in effect.

Changing the Constitution

The Constitution was written so that it can be changed as the country changes. An amendment becomes law when two-thirds of the members of the House and Senate vote for it. Three-fourths of the states also have to ratify it. The first ten amendments are the Bill of Rights. They protect rights, such as freedom of speech. The tenth amendment limits the power of the federal government. In 1790, the Constitution did not protect the rights of all Americans. People have fought for their rights and won. Today the Constitution gives equal protection to more citizens.

Before You Read

Find and underline each vocabulary word.

democracy noun, a government in which the people have the power to make political decisions

checks and balances noun, a system in which each branch of government can limit the power of the other branches

veto verb, to reject

unconstitutional adjective, does not agree with the Constitution

amendment noun, a change made to the Constitution

After You Read

REVIEW What are the jobs of each branch of the national government? Circle the jobs of each branch.

REVIEW Why did the authors of the Constitution create checks and balances and a federal system? Circle the sentence that explains checks and balances.

REVIEW Why does the Constitution include a way to make amendments? Circle the sentence that tells what happens as the country changes.

Support for Language Development

1. Write the letter of the word that goes with the definition below.

- a** unconstitutional **b** amendment **c** checks and balances
d veto **e** democracy

- _____ A government in which the people have the power to make political decisions
- _____ A change made to the Constitution
- _____ Determined by the Supreme Court to not agree with the Constitution
- _____ A system in which each branch of government can limit the power of the other two branches
- _____ When the President rejects laws made by Congress

2. Draw a line from the name of a part of the government on the left to the name for the branch of government. Then write what job it does.

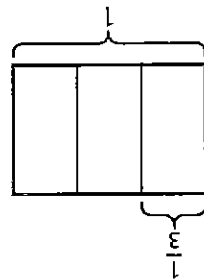
- | | |
|------------------------|--------------------------|
| A. President | Judicial Branch _____ |
| B. Supreme Court judge | Legislative Branch _____ |
| C. Senator | Executive Branch _____ |

Understanding of Division
with Unit Fractions

23

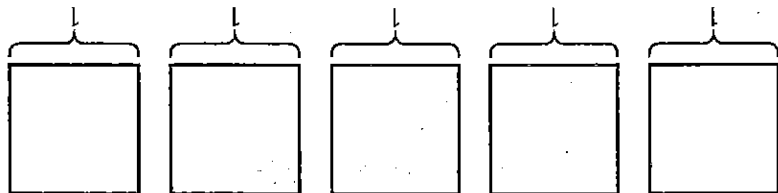
Name: _____

1 What is $\frac{1}{3}$ divided into 2 equal parts? Draw on the area model to solve the problem.



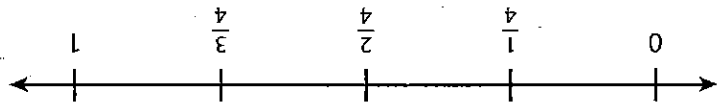
$\frac{1}{3} \div 2 =$ _____

2 How many groups of $\frac{1}{4}$ are in $\frac{5}{4}$? Draw on the area model to solve the problem.



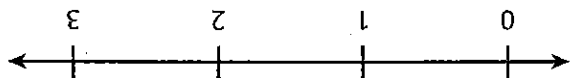
$5 \div \frac{1}{4} =$ _____

3 What is $\frac{1}{4}$ divided into 2 equal parts? Draw on the number line to solve the problem.



$\frac{1}{4} \div 2 =$ _____

4 How many groups of $\frac{1}{5}$ are in 3? Draw on the number line to solve the problem.



$3 \div \frac{1}{5} =$ _____

5 Which method do you like best when dividing with unit fractions?

Dividing a Unit Fraction by a Whole Number

24

Name: _____

- 1** Diane has $\frac{1}{2}$ gallon of frozen yogurt and some bowls. She puts an equal amount of frozen yogurt into each bowl. For each given number of bowls, how much frozen yogurt will she put in each bowl?
- a. 2 bowls _____ gallon
 - b. 3 bowls _____ gallon
 - c. 4 bowls _____ gallon
 - d. 5 bowls _____ gallon
 - e. 6 bowls _____ gallon

2 Eli uses $\frac{1}{4}$ pound of apples to make 4 servings of fruit salad. He uses the same amount of apples for each serving. What amount of apples does he use for each serving of fruit salad?

_____ pound

3 Feng has a piece of wire that is $\frac{1}{6}$ yard long. He cuts the wire into 2 pieces so that each piece is the same length. How long is each piece of wire?

_____ yard

4 Tia walked $\frac{1}{2}$ mile in 5 minutes. She walked at the same rate for the entire distance. How far did Tia walk in 1 minute?

_____ mile

5 What is a pattern that you notice in problem 1?

Dividing a Whole Number by a Unit Fraction

24

Name: _____

1 Eric has 4 pounds of blueberries to make into pies. How many pies can Eric make if each pie needs the given amount of blueberries?

- a. $\frac{1}{2}$ pound _____ pies
- b. $\frac{1}{3}$ pound _____ pies
- c. $\frac{1}{4}$ pound _____ pies
- d. $\frac{1}{5}$ pound _____ pies
- e. $\frac{1}{6}$ pound _____ pies

2 Sunita has 5 quarts of apple cider to fill some empty glasses. She fills each glass with $\frac{1}{4}$ quart of cider. How many glasses does she fill?

_____ glasses

3 Lana has 6 yards of fringe to decorate banners identically. She uses $\frac{1}{3}$ yard of fringe for 1 banner. How many banners can she decorate if she uses all the fringe?

_____ banners

4 Terrance has 2 empty pages in his stamp collection album. Each stamp uses $\frac{1}{8}$ of an album page. How many stamps can Terrance put on the empty pages?

_____ stamps

5 Write a rule to help you divide a whole number by a unit fraction without drawing a model.

Summary: Winning the War

The War in the South and West

After more than three years of war, the British had not defeated the Patriots. They decided on a new strategy. They thought the South had more Loyalists than the North. They hoped these Loyalists could help them. The British invaded the South. At first, the new strategy worked. By the summer of 1780, the British had won Georgia and South Carolina. Many Loyalists helped them, including Benedict Arnold, a famous Patriot hero who secretly changed sides and became a British general. Today he is known as a traitor.

The British won many battles in the South, but the Patriots fought back. One officer used surprise attacks. His soldiers sneaked up on the British, attacked, and quickly retreated. Another Patriot, Nathanael Greene, forced the British to chase his small army. This tired the British and used up their supplies. Patriots in the West fought back too. They captured British forts in the Ohio River Valley. Spain also joined the war and captured British forts.

The War Ends

The Patriots fought the last big battle against the British in Yorktown, Virginia. Washington marched his army from New York to Virginia, where the British leader Cornwallis and his men were. French ships helped the Patriots. Washington's army and the French navy trapped the British army. Cornwallis hoped that British soldiers and ships in New York would help him. But the British could not defeat the French navy. Cornwallis's men fought for a week, but Cornwallis knew they could not win. On October 19, 1781, the British army at Yorktown surrendered. The war continued for two more years, but there was not much fighting. In September 1783, the United States and Britain signed the Treaty of Paris. The treaty said America was independent. Now Americans needed a government for their new country.

Before You Read

Find and underline each

vocabulary word.

strategy noun, a plan of

action

traitor noun, someone who

is not loyal

surrender verb, to give up

After You Read

Check your understanding.

REVIEW What was

Greene's strategy to defeat

the British? Circle the two

sentences that explained

Greene's strategy.

REVIEW What did the

Treaty of Paris say? Draw a



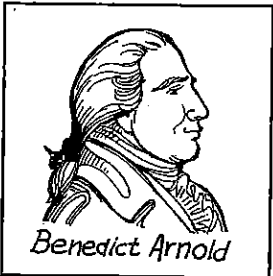
box around the sentence that

tells what the treaty said.

Support for Language Development

1. Write the vocabulary word on the line next to its meaning.

strategy traitor surrender

| | | |
|---|---|---------------------------------|
|  | <hr style="width: 80%; margin: 0 auto;"/> | <p>to give up</p> |
|  | <hr style="width: 80%; margin: 0 auto;"/> | <p>a plan of action</p> |
|  <p><i>Benedict Arnold</i></p> | <hr style="width: 80%; margin: 0 auto;"/> | <p>someone who is not loyal</p> |

2. Which happened first? Write "1" in front of the first event. Write "2" in front of the second event. Write "3" in front of the third event. Write "4" in front of the fourth event.

- | | |
|---|--|
| <p>_____ A. Greene's strategy to wear out the British forced Cornwallis to retreat.</p> <p>_____ B. The British decided to change their strategy by invading the South.</p> | <p>_____ C. The United States and Britain signed the Treaty of Paris.</p> <p>_____ D. Washington's army and the French navy trapped the British at Yorktown.</p> |
|---|--|

Lesson 11-3 • Reinforce Understanding

Explore Division of Whole Numbers by Unit Fractions

Name _____

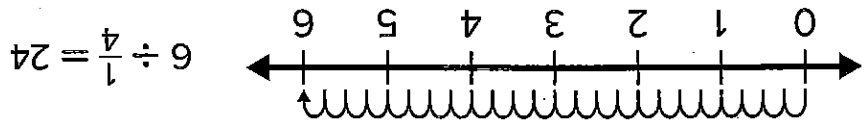
Review

You can use a number line to help you solve division problems of whole numbers by unit fractions.

Consider $6 \div \frac{1}{4}$. Make a number line with tick marks from 0 to 6.

Since you are dividing by $\frac{1}{4}$, start at 0 and draw four jumps from 0 to 1, four jumps from 1 to 2, and so on. Count the total number of

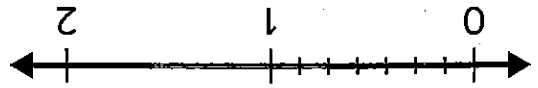
jumps, which should be 24.



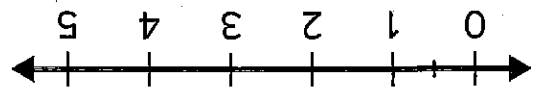
What is the quotient? Use the number line representation to help you solve.



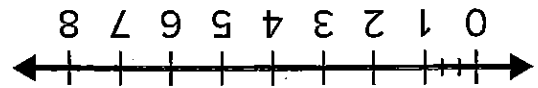
4. $3 \div \frac{1}{4} =$ _____



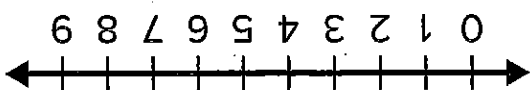
3. $2 \div \frac{1}{3} =$ _____



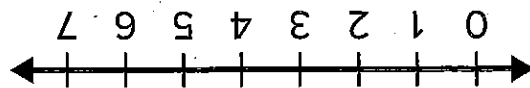
2. $5 \div \frac{1}{2} =$ _____



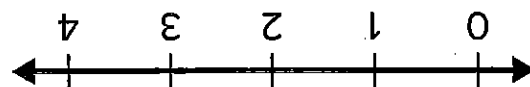
1. $8 \div \frac{1}{3} =$ _____



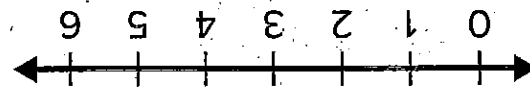
8. $9 \div \frac{1}{2} =$ _____



7. $7 \div \frac{1}{3} =$ _____



6. $4 \div \frac{1}{5} =$ _____



5. $6 \div \frac{1}{3} =$ _____