Story Time Line

Make a timeline of the important events in the book. Add a dash to the line where you would like to add the event, then explain above what happens at that point.
The goal of this worksheet is to demonstrate character personality through the form of text messaging. In the cell phones, write two different conversations that different characters would have with each other at an important point in the reading. The characters should respond to each other at least 5 times each.
LYRICAL CONNECTION

Choose three songs that you think connect with what you read based on the lyrics. The songs could connect to a character, the plot, the setting, or a specific theme or message. Write the name of the song and explain the connection.

Name of Song: ___________________________ Artist: ___________________________

Name of Song: ___________________________ Artist: ___________________________

Name of Song: ___________________________ Artist: ___________________________
Be A Cartographer

Draw a map of the setting of the text you are reading and label the important places. List important events from the reading that occur in that setting. Go back to the text as much as possible to find information to help you.
NEWSWORTHY

Write an article for the Daily News (a newspaper published at the time of a major event in your story). Make sure to remain unbiased and describe the who, what, where, when, why, and how! Include a picture of the event as well.
AUTHOR EXTRAORDINAIRE!
Imagine that you are the author of what you have just read! In the squares below, discuss what it was like writing this story based on the prompts provided. Make as many specific references to the story as you can.

What was the most difficult part to write? Why?

What part did you enjoy writing the most? Why?

Why did you write this story? Was there an theme/message you wanted to share?
DARE TO COMPARE

Characters reveal traits through their actions, words, and their relationships with other characters. Consider a character you have been reading. How is this particular character like or unlike someone you know personally? Below outline the traits that the character shares with your friend, and the things that makes him/her different.

SIMILARITIES

Differences

© Presto Plans
Anticipation Guide: Writing Numerical Expressions

Before the lesson, write whether you agree or disagree with each statement on the left. After the lesson, fill out the column on the right, correct any false statements, and create your own agree or disagree statement.

<table>
<thead>
<tr>
<th>Before Lesson: Agree or Disagree</th>
<th>Statements</th>
<th>After Lesson: Agree or Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The words “a third of” mean subtract 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The word “altogether” means you multiply.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Parentheses are the first step in the order of operations, so you always solve operations in parentheses first.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The numerical expression $4 + 5 ÷ 3$ in word form is “the sum of 4 and 5 divided by 3.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The numerical expression $5 \times (19-2)$ in word form is “the difference of 2 subtracted from 19 multiplied by 5.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Make up your own:</td>
<td></td>
</tr>
</tbody>
</table>
# Writing Numerical Expressions

**Numerical Expression**: An expression that has _________ and at least one ________

**Goals:**
- Write numerical expressions in word form
- Convert (change) word form to numerical expressions

**IMPORTANT HINTS:**
- Look for key words that tell you what _________ to use.
- Use the order of operations. Solve inside parentheses ________

Fill out the missing numerical expressions and word forms below:

<table>
<thead>
<tr>
<th>Numerical Expression</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>$(5 + 10) \div 3$</td>
<td>Subtract the product of 4 and 3 from 30</td>
</tr>
<tr>
<td>$3 \times (6 - 2)$</td>
<td>A third of 63</td>
</tr>
<tr>
<td>$q + (8 \div 2)$</td>
<td>Divide the sum of 7 and 8 by 3</td>
</tr>
</tbody>
</table>
Numerical Expressions
Practice 1

1) Which expression means 15 subtracted from 30?
   a. 15 - 30
   b. 30 - 15
   c. 15 ÷ 30
   d. 30 ÷ 15

5) Which expression means 4 times more than 12?
   a. 12 + 4
   b. 12 - 4
   c. 12 × 4
   d. 12 ÷ 4

2) Which expression means 2 more than 8?
   a. 8 + 2
   b. 8 - 2
   c. 8 × 2
   d. 8 ÷ 2

6) Which expression means: 7 less than 10, then multiply by 2?
   a. 7 - 10 × 2
   b. 10 - 7 × 2
   c. (7 - 10) × 2
   d. (10 - 7) × 2

3) Sally had 15 cookies that she split between 3 friends. Which expression represents this situation?
   a. 15 + 3
   b. 15 - 3
   c. 15 × 3
   d. 15 ÷ 3

7) Which expression means: The product of 6 and 2 subtracted from 20?
   a. 6 × 2 - 20
   b. 20 - (6 + 2)
   c. 20 - 6 × 2
   d. (20 - 6) × 2

4) Jerry ate 12 pretzels. George ate 4 times as many pretzels as Jerry. Which expression could you use to find the number of pretzels Jerry ate?
   a. 12 + 4
   b. 12 - 4
   c. 12 × 4
   d. 12 ÷ 4

8) Carly bought 5 songs that each cost $2. Carly also bought a movie for $10. Which expression represents this situation?
   a. 5 × $2 - $10
   b. ($10 + 5) × $2
   c. 5 + $2 + $10
   d. 5 × $2 + $10
Numerical Expressions
Practice 2

Convert (change) word forms to numerical expressions

1) 7 fewer than 15
2) 5 subtracted from 50
3) The product of 5 and 6
4) Multiply 8 and 3, then divide by 6
5) The sum of 7 and 9 divided by 4
6) Subtract the product of 6 and 3 from 50
7) Add 5 and 6, then multiply by 3
8) Divide the sum of 4 and 6 by 2

Write Numerical Expressions in Word Form

9) $3 \times (6 + 2)$

10) $15 \div (2 + 3)$

11) $6 + 3 \div 3$

12) $32 - (8 \times 3)$
Numerical Expressions
Practice 3

Write the following numerical expressions in word form two different ways.

1) 15 - (2 + 3)
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2) 6 ÷ (2 + 1)
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3) 3 x (6 - 2)
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Represent the following numerical expressions in word form in two different ways.

1) A third of the sum of 1 and 5
   __________________________________________
   __________________________________________

2) Half of the product of 10 and 4
   __________________________________________
   __________________________________________
Numerical Expressions
Practice 4

1) Kayla wrote the following numerical expression for a phrase.
   \[ 30 - (5 \times 3) \]
   Which could be the phrase she converted? Circle the three correct answers.
   a. 30 minus 5, then multiply by 3
   b. The product of 5 and 3 minus 30
   c. The product of 5 and 3 subtracted from 30
   d. 30 minus the product of 5 and 3
   e. Multiply 5 and 3, then subtract from 30
   f. The difference of 30 and 5 times 3

2) Eric wrote the following numerical expression for a phrase.
   \[ (7 + 5) \div 3 \]
   Which could be the phrase he changed? Circle the three correct answers.
   a. A third of the sum of 7 and 5
   b. The sum of 7 and 5 divided by 3
   c. The product of 7 and 5 divided by 3
   d. 3 divided by the sum of 7 and 5
   e. The quotient of 7 divided by 3 plus 5
   f. Add 7 and 5, then divide by 3

3) Jill wrote the following numerical expression for a phrase.
   \[ 15 - (2 + 3) \]
   Which could be the phrase she changed? Circle the two correct answers.
   a. 15 minus 2, then add 3
   b. The sum of 2 and 3 minus 15
   c. The sum of 2 and 3 subtracted from 15
   d. Add 2 and 3, then subtract 15
   e. Add 2 and 3, then subtract from 15
   f. The difference of 15 and 2, then add 3
1) Three students translated the following expression into words. Explain who is correct, who is incorrect, and why.

\[(20 - 6) \times 2\]

Fred: Subtract 6 from 20, then multiply by 2
Danielle: Twice the difference of 20 and 6
Jack: 20 subtracted from 6, then multiply by 2

2) Three students translated the following expression into words. Explain who is correct, who is incorrect, and why.

\[15 \div (2 + 3)\]

Dan: Add 2 and 3, then divide by 15
Sam: 15 divided by the sum of 2 and 3
Veronica: 15 divided by 2, then add 3
Name __________________

**Numerical Expressions**

**Assessment 1**

Read questions carefully. Show your work for all the questions.

Circle the correct answer for each question.

1) Which expression means a fourth of 16?
   a. $16 + 4$
   b. $16 - 4$
   c. $16 \times 4$
   d. $16 \div 4$

2) Rachel had 2 cakes that she split between 4 friends. Which expression represents this situation?
   a. $2 + 4$
   b. $2 - 4$
   c. $2 \times 4$
   d. $2 \div 4$

3) Tom has 12 baseball cards. Alex has 5 less baseball cards than Tom. Which expression could you use to find the number of baseball cards Alex has?
   a. $12 + 5$
   b. $12 - 5$
   c. $12 \times 5$
   d. $12 \div 5$

4) Which expression means: 50 less than the product of 8 and 7?
   a. $50 - 8 \times 7$
   b. $8 \times 7 - 50$
   c. $(50 - 8) \times 7$
   d. $(8 - 7) \times 50$

5) Which expression means: The product of 9 and 3 subtracted from 30?
   a. $30 - 9 \times 3$
   b. $9 \times 3 - 30$
   c. $30 - (9 + 3)$
   d. $(30 - 9) \times 3$
6) Kayla wrote the following numerical expression for a phrase.

$$20 - (7 \times 2)$$

Which could be the phrase she converted? Circle all three correct answers.

a. 20 minus the product of 7 and 2
b. 20 minus 7, then multiply by 2
c. The difference of 20 and 7 times 2
d. The product of 7 and 2 minus 20
e. The product of 7 and 2 subtracted from 20
f. Multiply 7 and 2, then subtract from 20

7) Three students translated the following expression into words. Explain who is correct, who is incorrect, and why.

$$3 \times (10 - 6)$$

Ally: Three times 10, then subtract 6
Jill: 10 subtracted from 6, then multiply by 3
Dan: Subtract 6 from 10, then multiply by 3
Name ______________________

Numerical Expressions
Assessment 2

Read questions carefully and answer the questions completely.

1) Dan had 3 cookies that she split between 5 friends. Write a numerical expression that represents this situation.

2) Andrea has 15 potato chips. Albert has 7 less potato chips than Andrea. Write a numerical expression you could use to find the number of potato chips Albert has.

3) Write a numerical expression that means a third of 30.

4) Write a numerical expression that means: 10 more than the product of 5 and 7.

5) Write a numerical expression that means: The sum of 6 and 3 subtracted from 40.
6) Eric wrote the following numerical expression for a phrase.

\[(17 + 14) \div 11\]

Which could be the phrase he wrote? Circle all the correct answers.

a. The quotient of 17 divided by 11 plus 14
b. An eleventh of the sum of 17 and 14
c. The sum of 17 and 14 divided by 11
d. 11 divided by the sum of 17 and 14
e. Add 17 and 14, then divide by 11
f. The product of 17 and 14 divided by 11

7) Three students translated the following expression into words. Explain who is correct, who is incorrect, and why.

\[9 \div (1 + 2)\]

Frank: 9 divided by 1, plus 2
Phil: The sum of 1 and 2 divided by nine
Lilly: Nine divided by the sum of 1 and 2
MONSTER FISH

Gone Fishin’

Of all the fish that swim in the ocean the anglerfish is immediately recognizable. Deep water angler fish live in waters between 300m and 5000m deep. As you can imagine living in water so deep means that the fish is in perpetual darkness. If that’s not bad enough there’s not a lot of food at these depths either. Since food is scarce the angler fish will expend as little energy as possible, preferring to roll with the currents rather than use up precious energy by swimming. To reduce its energy bill even further the angler fish, in the same way as a human angler, gets the fish to come to it by using a lure to attract its prey.

The lure, called an esca, looks like a light hanging off a rod. Naturally a lure at these depths will need to be seen or smelled in order to attract prey. It dangles strategically right in front of the fishes mouth. But how does it manage to light up? The esca is filled with symbiotic bacteria called photobacteria. The bacteria get protection and nutrients in exchange for glowing (bioluminescence). It’s a win win partnership between fish and bacteria. Recently researchers have observed for the first time that some angler fish have bioluminescent filaments in addition to the lure. In the darkness of the ocean these filaments glow in the same way as the esca. They may be used to help the fish visualise a 3-D map of its surroundings or they may also help the fish to attract prey.

The head of the angler fish is filled with sharp teeth that are angled inwards (similar to a shark) which helps with grabbing prey and preventing it from escaping. As you’ve probably guessed all anglerfish are carnivorous. Once an unlucky fish swims too close to inspect the lure the angler fish opens its mouth. This creates suction and the unfortunate fish is sucked into the gaping jaws of death. It’s yet another energy saving device in that the fish doesn’t even have to lunge at its prey (some might call it lazy, I think it’s smart).

If your picture of an anglerfish looks like the description above then you’d be thinking about female anglerfish. Male anglerfish have a story of their own. And it’s not pretty. Females are known to be 60 times longer than their male counterparts and up to half a million times as heavy.

For a long time researchers were puzzled because all the anglerfish they caught were female. Where were the males?

The chances of bumping into a mate in the deep ocean in pitch darkness is fairly remote. Only female anglerfish have an esca. As well as attracting prey the esca can be used to attract a mate. Males have large eyes and well developed nostrils. This leads us to believe that scent chemicals (pheromones) play a part in helping the male find a suitable mate.
And here's where it gets ugly. When a male does find a suitable female to mate with it bites into her belly. And that's where he stays. For the rest of his life. Dangling off the body of the female. His body fuses with the females and she nourishes him with food and blood. He is stuck fast. This is called sexual parasitism. The males fins wither (atrophy) away as they're no use anymore. So too his eyes. Even if he wanted to there's no escape. It sounds unbelievable. The naturalist William Beebe wrote (1938):

"But to be driven by impelling odor headlong upon a mate so gigantic, in such immense and forbidding darkness, and willfully eat a hole in her soft side, to feel the gradually increasing transfusion of her blood through one's veins, to lose everything that marked one as other than a worm, to become a brainless, senseless thing that was a fish—this is sheer fiction, beyond all belief unless we have seen the proof of it."

Well we have seen the proof of it. It happens.

So why the size difference? It may be because of food scarcity. If both fish were the same size they would require twice the energy which is already in scarce supply in the deep. This would lead to more competition for food which would be unfavorable for the survival of the species. This unlikely and frankly almost unbelievable method of staying alive and surviving in an inhospitable environment has served the angler fish well.

**Text Questions**

1. Name 3 ways the anglerfish reduces its energy bill.
   a. 
   b. 
   c. 

2. Describe the esca.

3. What's the scientific word for a win-win partnership between two different species? Describe this in the anglerfish.
Text Questions

4. What is bioluminescence?

5. Anglerfish are carnivorous. How could you infer this from looking at a picture of the fish?

6. How does the anglerfish use the esca to attract a mate?

7. Describe what happens when a male anglerfish finds a mate.

8. What reasons are given for the size difference between a male and female anglerfish?