Current 4ᵗʰ Grade, Rising 5ᵗʰ Grade
Summer Life's Work

2020

Name

_____

READING

Log

Daily Reading Log

Student Name:

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Every student must read or have a book read to him or her for at least **twenty (20) minutes each night**-- including holidays and weekends. Family members should be sure to fill in the following information each night. Then check their homework to ensure that it is neat and complete.

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READING COMPREHENSION

Name: _____   Class: _____

A Quick Note on Getting Better at Difficult Things
By Ta-Nehisi Coates
2015

Ta-Nehisi Coates is an American writer, journalist, and educator. Coates is a correspondent for The Atlantic who often writes about cultural, social, and political issues, especially as they relate to African Americans. In this text, Coates discusses how to get better at difficult things and shares his own struggles learning a new skill. As you read, take note of the obstacles that the author encounters and how he overcomes them.

[1]   I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother's tutelage.[1] I always "felt" I could write. I did not always "feel" I could effectively study a foreign language.
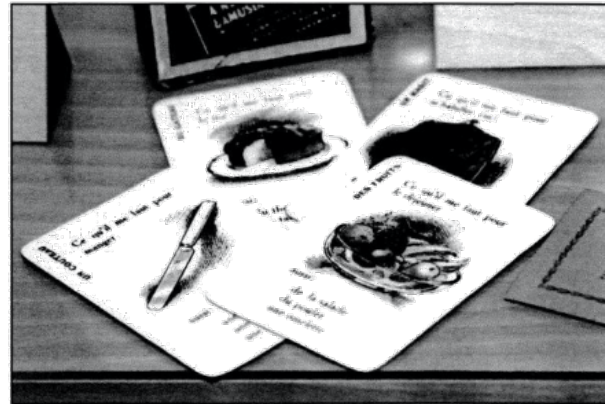
"Learn French" by Leo Reynolds is licensed under CC BY-NC-SA 2.0.

But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don't really believe in fluency.[2] If there is such a thing, I don't have it. I mishear words. I confuse tenses. I can't really use the subjunctive. Yet.

Something has happened to me and the something is this — I have gotten better. I don't know when I first felt it. I didn't feel it this summer at Middlebury,[3] despite the difference in my entrance and exit scores. I didn't feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.
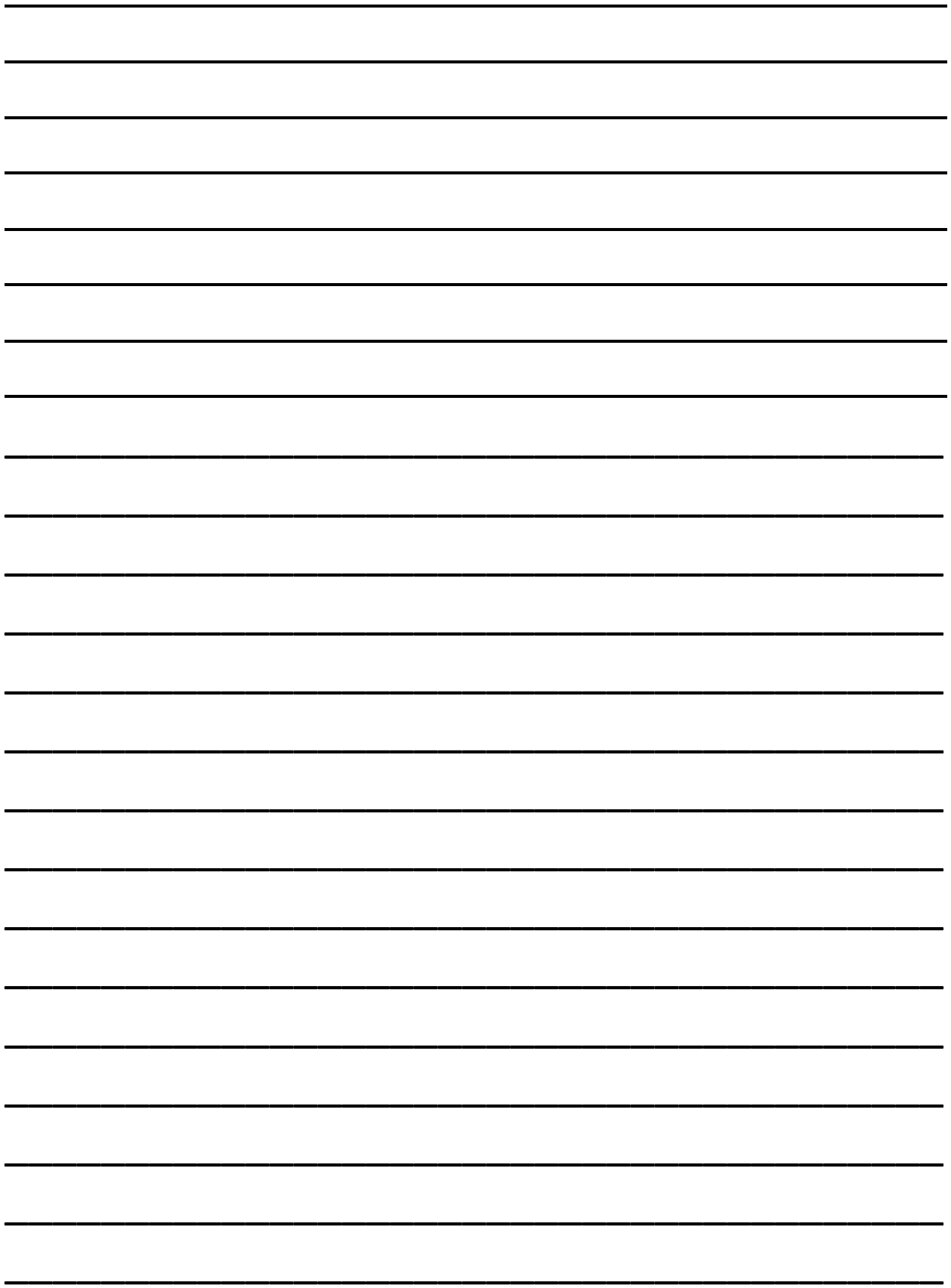
I am emphasizing how I "feel" because, when studying, it is as important as any objective[4] reality. Hopelessness feeds the fatigue[5] that leads the student to quit. It is not the study of language that is hard, so much as the "feeling" that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the "feeling" of despair. That is why I ignore all the research about children and their language advantage. I don't want to hear it. I just don't care. As Carolyn Forché would say — "I'm going to have it."

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1. support
2. **Fluency** *(noun)*: the ability to speak or write a foreign language easily and accurately
3. Middlebury College is located in Vermont. They offer a 6-week summer graduate school program for students who want to learn French. Students who attend must pledge to speak only French for the entire time they're there.
4. **Objective** *(adjective)*: neutral
5. **Fatigue** *(noun)*: extreme tiredness

[5]   To "have it," I must manage my emotional health. Part of that long-term management — beyond French — is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of sucking at something and then improving at it. Everyone should do it every ten years or so.

I don't know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, "Wow that was really far." And then you realize that China is still so very far away. "Feelings" come and go. Likely, someone will say something — in the next hour or so — which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

"A Quick Note on Getting Better at Difficult Things"

Answer the following question using RACCE.

In the context of the text, why do people succeed? What does Ta-Nehisi Coates think is necessary in order to succeed at new skills? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

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Name: _____   Class: _____

The Golden Touch

By Nathaniel Hawthorne
From A Wonder Book For Girls And Boys ● 1851

Nathaniel Hawthorne (1804-1864) was an American novelist and short story writer, best known for his work The Scarlett Letter. In this story, Hawthorne retells the myth of King Midas and how his wish for a "golden touch" affected his beloved daughter. As you read, take notes on how Hawthorne foreshadows the ill effects of Midas' gift, and how this helps reveal the theme of the story.

[1] Once upon a time, there lived a very rich man, and a king besides, whose name was Midas; and he had a little daughter, whom nobody but myself ever heard of, and whose name I either never knew, or have entirely forgotten. So, because I love odd names for little girls, I choose to call her Marygold.

This King Midas was fonder of gold than of anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better, or half so well, it was the one little maiden who played so merrily around her father's footstool. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought, foolish man! that the best thing he could possibly do for this dear child would be to bequeath[1] her the immensest pile of yellow, glistening coin, that had ever been heaped together since the world was made. Thus, he gave all his thoughts and all his time to this one purpose. If ever he happened to gaze for an instant at the gold-tinted clouds of sunset, he wished that they were real gold, and that they could be squeezed safely into his strong box. When little Marygold ran to meet him, with a bunch of buttercups and dandelions, he used to say, "Poh, poh, child! If these flowers were as golden as they look, they would be worth the plucking!"

"King Midas with his daughter" is in the public domain.

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1. **Bequeath** *(verb):* to give or leave by will, to hand down

And yet, in his earlier days, before he was so entirely possessed of this insane desire for riches, King Midas had shown a great taste for flowers. He had planted a garden, in which grew the biggest and beautifullest and sweetest roses that any mortal ever saw or smelt. These roses were still growing in the garden, as large, as lovely, and as fragrant, as when Midas used to pass whole hours in gazing at them, and inhaling their perfume. But now, if he looked at them at all, it was only to calculate how much the garden would be worth if each of the inmimerable[2] rose-petals were a thin plate of gold. And though he once was fond of music (in spite of an idle story about his ears, which were said to resemble those of an ass),[3] the only music for poor Midas, now, was the chink of one coin against another.

At length (as people always grow more and more foolish, unless they take care to grow wiser and wiser), Midas had got to be so exceedingly unreasonable, that he could scarcely hear to see or touch any object that was not gold. He made it his custom, therefore, to pass a large portion of every day in a dark and dreary apartment, underground, at the basement of his palace. It was here that he kept his wealth. To this dismal hole—for it was little better than a dungeon—Midas betook himself, whenever he wanted to be particularly happy. Here, after carefully locking the door, he would take a bag of gold coin, or a gold cup as big as a washbowl, or a heavy golden bar, or a peckmeasure of gold-dust, and bring them from the obscure corners of the room into the one bright and narrow sunbeam that fell from the dungeon-like window. He valued the sunbeam for no other reason but that his treasure would not shine without its help. And then would he reckon over the coins in the bag; toss up the bar, and catch it as it came down; sift the gold-dust through his fingers; look at the funny image of his own face, as reflected in the burnished circumference of the cup; and whisper to himself, "O Midas, rich King Midas, what a happy man art thou!" But it was laughable to see how the image of his face kept grinning at him, out of the polished surface of the cup. It seemed to be aware of his foolish behavior, and to have a naughty inclination to make fun of him.

[5] Midas called himself a happy man, but felt that he was not yet quite so happy as he might be. The very tiptop of enjoyment would never be reached, unless the whole world were to become his treasure-room, and be filled with yellow metal which should be all his own.

Now, I need hardly remind such wise little people as you are, that in the old, old times, when King Midas was alive, a great many things came to pass, which we should consider wonderful if they were to happen in our own day and country. And, on the other hand, a great many things take place nowadays, which seem not only wonderful to us, but at which the people of old times would have stared their eyes out. On the whole, I regard our own times as the strangest of the two; but, however that may be, I must go on with my story.

Midas was enjoying himself in his treasure-room, one day, as usual, when he perceived a shadow fall over the heaps of gold; and, looking suddenly up, what should he behold but the figure of a stranger, standing in the bright and narrow sunbeam! It was a young man, with a cheerful and ruddy face. Whether it was that the imagination of King Midas threw a yellow tinge over everything, or whatever the cause might be, he could not help fancying that the smile with which the stranger regarded him had a kind of golden radiance in it. Certainly, although his figure intercepted the sunshine, there was now a brighter gleam upon all the piled-up treasures than before. Even the remotest corners had their share of it, and were lighted up, when the stranger smiled, as with tips of flame and sparkles of fire.

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2. **Inmimerable** *(adjective):* cannot be copied; unique
3. A reference to another myth of King Midas—after questioning the Greek god Apollo's victory in a musical competition against the god of wilderness Pan, Midas was cursed by Apollo with the ears of a donkey.

As Midas knew that he had carefully turned the key in the lock, and that no mortal strength could possibly break into his treasure-room, he, of course, concluded that his visitor must be something more than mortal. It is no matter about telling you who he was. In those days, when the earth was comparatively a new affair, it was supposed to be often the resort of beings endowed with supernatural power, and who used to interest themselves in the joys and sorrows of men, women, and children, half playfully and half seriously. Midas had met such beings before now, and was not sorry to meet one of them again. The stranger's aspect, indeed, was so good-humored and kindly, if not beneficent,[4] that it would have been unreasonable to suspect him of intending any mischief. It was far more probable that he came to do Midas a favor. And what could that favor be, unless to multiply his heaps of treasure?

The stranger gazed about the room; and when his lustrous smile had glistened upon all the golden objects that were there, he turned again to Midas.

[10] "You are a wealthy man, friend Midas!" he observed. "I doubt whether any other four walls, on earth, contain so much gold as you have contrived to pile up in this room."

"I have done pretty well,—pretty well," answered Midas, in a discontented tone. "But, after all, it is but a trifle, when you consider that it has taken me my whole life to get it together. If one could live a thousand years, he might have time to grow rich!"

"What!" exclaimed the stranger. "Then you are not satisfied?"

Midas shook his head.

"And pray what would satisfy you?" asked the stranger. "Merely for the curiosity of the thing, I should be glad to know."

[15] Midas paused and meditated. He felt a presentiment[5] that this stranger, with such a golden lustre in his good-humored smile, had come hither with both the power and the purpose of gratifying his utmost wishes. Now, therefore, was the fortunate moment, when he had but to speak, and obtain whatever possible, or seemingly impossible thing, it might come into his head to ask. So he thought, and thought, and thought, and heaped up one golden mountain upon another, in his imagination, without being able to imagine them big enough. At last, a bright idea occurred to King Midas. It seemed really as bright as the glistening metal which he loved so much.

Raising his head, he looked the lustrous stranger in the face.

"Well, Midas," observed his visitor, "I see that you have at length hit upon something that will satisfy you. Tell me your wish."

"It is only this," replied Midas. "I am weary of collecting my treasures with so much trouble, and beholding the heap so diminutive,[6] after I have done my best. I wish everything that I touch to be changed to gold!"

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4. **Beneficent** *(adjective):* generous, charitable, helpful
5. **Presentiment** *(noun):* a feeling that something will or is about to happen; a premonition
6. **Diminutive** *(adjective):* very small

The stranger's smile grew so very broad, that it seemed to fill the room like an outburst of the sun, gleaming into a shadowy dell, where the yellow autumnal leaves—for so looked the lumps and particles of gold—lie strewn in the glow of light.

[20] "The Golden Touch!" exclaimed he. "You certainly deserve credit, friend Midas, for striking out so brilliant a conception. But are you quite sure that this will satisfy you?"

"How could it fail?" said Midas.

"And will you never regret the possession of it?"

"What could induce me?" asked Midas. "I ask nothing else, to render me perfectly happy."

"Be it as you wish, then," replied the stranger, waving his hand in token of farewell. "To-morrow, at sunrise, you will find yourself gifted with the Golden Touch."

[25] The figure of the stranger then became exceedingly bright, and Midas involuntarily closed his eyes. On opening them again, he beheld only one yellow sunbeam in the room, and, all around him, the glistening of the precious metal which he had spent his life in hoarding up.

Whether Midas slept as usual that night, the story does not say. Asleep or awake, however, his mind was probably in the state of a child's, to whom a beautiful new plaything has been promised in the morning. At any rate, day had hardly peeped over the hills, when King Midas was broad awake, and, stretching his arms out of bed, began to touch the objects that were within reach. He was anxious to prove whether the Golden Touch had really come, according to the stranger's promise. So he laid his finger on a chair by the bedside, and on various other things, but was grievously disappointed to perceive that they remained of exactly the same substance as before. Indeed, he felt very much afraid that he had only dreamed about the lustrous stranger, or else that the latter had been making game of him. And what a miserable affair would it be, if, after all his hopes, Midas must content himself with what little gold he could scrape together by ordinary means, instead of creating it by a touch!

All this while, it was only the gray of the morning, with but a streak of brightness along the edge of the sky, where Midas could not see it. He lay in a very disconsolate mood, regretting the downfall of his hopes, and kept growing sadder and sadder, until the earliest sunbeam shone through the window, and gilded the ceiling over his head. It seemed to Midas that this bright yellow sunbeam was reflected in rather a singular way on the white covering of the bed. Looking more closely, what was his astonishment and delight, when he found that this linen fabric had been transmuted to what seemed a woven texture of the purest and brightest gold! The Golden Touch had come to him with the first sunbeam!

Midas started up, in a kind of joyful frenzy, and ran about the room, grasping at everything that happened to be in his way. He seized one of the bed-posts, and it became immediately a fluted golden pillar. He pulled aside a window-curtain, in order to admit a clear spectacle of the wonders which he was performing; and the tassel grew heavy in his hand,–a mass of gold. He took up a book from the table. At his first touch, it assumed the appearance of such a splendidly bound and gilt-edged volume as one often meets with, nowadays; but, on running his fingers through the leaves, behold! it was a bundle of thin golden plates, in which all the wisdom of the book had grown illegible. He hurriedly put on his clothes, and was enraptured[7] to see himself in a magnificent suit of gold cloth, which retained its flexibility and softness, although it burdened him a little with its weight. He drew out his handkerchief, which little Marygold had hemmed for him. That was likewise gold, with the dear child's neat and pretty stitches running all along the border, in gold thread!

Somehow or other, this last transformation did not quite please King Midas. He would rather that his little daughter's handiwork should have remained just the same as when she climbed his knee and put it into his hand.

[30] But it was not worthwhile to vex[8] himself about a trifle. Midas now took his spectacles from his pocket, and put them on his nose, in order that he might see more distinctly what he was about. In those days, spectacles for common people had not been invented, but were already worn by kings; else, how could Midas have had any? To his great perplexity,[9] however, excellent as the glasses were, he discovered that he could not possibly see through them. But this was the most natural thing in the world; for, on taking them off, the transparent crystals turned out to be plates of yellow metal, and, of course, were worthless as spectacles, though valuable as gold. It struck Midas as rather inconvenient that, with all his wealth, he could never again be rich enough to own a pair of serviceable spectacles.

"It is no great matter, nevertheless," said he to himself, very philosophically. "We cannot expect any great good, without its being accompanied with some small inconvenience. The Golden Touch is worth the sacrifice of a pair of spectacles, at least, if not of one's very eyesight. My own eyes will serve for ordinary purposes, and little Marygold will soon be old enough to read to me."

Wise King Midas was so exalted by his good fortune, that the palace seemed not sufficiently spacious to contain him. He therefore went down stairs, and smiled, on observing that the balustrade[10] of the staircase became a bar of burnished gold, as his hand passed over it, in his descent. He lifted the door latch (it was brass only a moment ago, but golden when his fingers quitted it), and emerged into the garden. Here, as it happened, he found a great number of beautiful roses in full bloom, and others in all the stages of lovely bud and blossom. Very delicious was their fragrance in the morning breeze. Their delicate blush was one of the fairest sights in the world; so gentle, so modest, and so full of sweet tranquility,[11] did these roses seem to be.

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7. **Enraptured** *(adjective):* filled with delight
8. **Vex** *(verb):* to distress or agitate
9. **Perplexity** *(noun):* bewilderment, confusion
10. A balustrade is an old term for a railing.
11. **Tranquility** *(noun):* calm, peace

But Midas knew a way to make them far more precious, according to his way of thinking, than roses had ever been before. So he took great pains in going from bush to bush, and exercised his magic touch most indefatigably;[12] until every individual flower and bud, and even the worms at the heart of some of them, were changed to gold. By the time this good work was completed, King Midas was summoned to breakfast; and as the morning air had given him an excellent appetite, he made haste back to the palace.

What was usually a king's breakfast in the days of Midas, I really do not know, and cannot stop now to investigate. To the best of my belief, however, on this particular morning, the breakfast consisted of hot cakes, some nice little brook trout, roasted potatoes, fresh boiled eggs, and coffee, for King Midas himself, and a bowl of bread and milk for his daughter Marygold. At all events, this is a breakfast fit to set before a king; and, whether he had it or not, King Midas could not have had a better.

[35] Little Marygold had not yet made her appearance. Her father ordered her to be called, and, seating himself at table, awaited the child's coming, in order to begin his own breakfast. To do Midas justice, he really loved his daughter, and loved her so much the more this morning, on account of the good fortune which had befallen him. It was not a great while before he heard her coming along the passageway crying bitterly. This circumstance surprised him, because Marygold was one of the cheerfullest little people whom you would see in a summer's day, and hardly shed a thimbleful of tears in a twelvemonth. When Midas heard her sobs, he determined to put little Marygold into better spirits, by an agreeable surprise; so, leaning across the table, he touched his daughter's bowl (which was a China one, with pretty figures all around it), and transmuted[13] it to gleaming gold.

Meanwhile, Marygold slowly and disconsolately[14] opened the door, and showed herself with her apron at her eyes, still sobbing as if her heart would break.

"How now, my little lady!" cried Midas. "Pray what is the matter with you, this bright morning?"

Marygold, without taking the apron from her eyes, held out her hand, in which was one of the roses which Midas had so recently transmuted.

"Beautiful!" exclaimed her father. "And what is there in this magnificent golden rose to make you cry?"

[40] "Ah, dear father!" answered the child, as well as her sobs would let her; "it is not beautiful, but the ugliest flower that ever grew! As soon as I was dressed I ran into the garden to gather some roses for you; because I know you like them, and like them the better when gathered by your little daughter. But, oh dear, dear me! What do you think has happened? Such a misfortune! All the beautiful roses, that smelled so sweetly and had so many lovely blushes, are blighted and spoilt! They are grown quite yellow, as you see this one, and have no longer any fragrance! What can have been the matter with them?"

"Poh, my dear little girl,—pray don't cry about it!" said Midas, who was ashamed to confess that he himself had wrought the change which so greatly afflicted her. "Sit down and eat your bread and milk. You will find it easy enough to exchange a golden rose like that (which will last hundreds of years) for an ordinary one which would wither in a day."

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12. **Indefatigably** *(adverb):* without fatigue, untiringly
13. **Transmute** *(verb):* to change or alter; to apply the fabled alchemical process of changing base metals into gold
14. **Disconsolately** *(adverb):* without cheer, in a downcast or dejected manner

"I don't care for such roses as this!" cried Marygold, tossing it contemptuously[15] away. "It has no smell, and the hard petals prick my nose!"

The child now sat down to table, but was so occupied with her grief for the blighted roses that she did not even notice the wonderful transmutation of her China bowl. Perhaps this was all the better; for Marygold was accustomed to take pleasure in looking at the queer figures, and strange trees and houses, that were painted on the circumference of the bowl; and these ornaments were now entirely lost in the yellow hue of the metal.

Midas, meanwhile, had poured out a cup of coffee, and, as a matter of course, the coffee-pot, whatever metal it may have been when he took it up, was gold when he set it down. He thought to himself, that it was rather an extravagant style of splendor, in a king of his simple habits, to breakfast off a service of gold, and began to be puzzled with the difficulty of keeping his treasures safe. The cupboard and the kitchen would no longer be a secure place of deposit for articles so valuable as golden bowls and coffee-pots.

[45] Amid these thoughts, he lifted a spoonful of coffee to his lips, and, sipping it, was astonished to perceive that, the instant his lips touched the liquid, it became molten gold, and, the next moment, hardened into a lump!

"Ha!" exclaimed Midas, rather aghast.

"What is the matter, father?" asked little Marygold, gazing at him, with the tears still standing in her eyes.

"Nothing, child, nothing!" said Midas. "Eat your milk, before it gets quite cold."

He took one of the nice little trouts on his plate, and, by way of experiment, touched its tail with his finger. To his horror, it was immediately transmuted from an admirably fried brook-trout into a gold-fish, though not one of those gold-fishes which people often keep in glass globes, as ornaments for the parlor. No; but it was really a metallic fish, and looked as if it had been very cunningly made by the nicest gold-smith in the world. Its little bones were now golden wires; its fins and tail were thin plates of gold; and there were the marks of the fork in it, and all the delicate, frothy appearance of a nicely fried fish, exactly imitated in metal. A very pretty piece of work, as you may suppose; only King Midas, just at that moment, would much rather have had a real trout in his dish than this elaborate and valuable imitation of one.

[50] "I don't quite see," thought he to himself, "how I am to get any breakfast!"

He took one of the smoking-hot cakes, and had scarcely broken it, when, to his cruel mortification,[16] though, a moment before, it had been of the whitest wheat, it assumed the yellow hue of Indian meal. To say the truth, if it had really been a hot Indian cake, Midas would have prized it a good deal more than he now did, when its solidity and increased weight made him too bitterly sensible that it was gold. Almost in despair, he helped himself to a boiled egg, which immediately underwent a change similar to those of the trout and the cake. The egg, indeed, might have been mistaken for one of those which the famous goose, in the story-book, was in the habit of laying; but King Midas was the only goose[17] that had had anything to do with the matter.

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15. **Contemptuously** *(adverb):* expressing hatred or disapproval

"Well, this is a quandary!"[18] thought he, leaning back in his chair, and looking quite enviously at little Marygold, who was now eating her bread and milk with great satisfaction. "Such a costly breakfast before me, and nothing that can be eaten!"

Hoping that, by dint of great dispatch, he might avoid what he now felt to be a considerable inconvenience, King Midas next snatched a hot potato, and attempted to cram it into his mouth, and swallow it in a hurry. But the Golden Touch was too nimble for him. He found his mouth full, not of mealy potato, but of solid metal, which so burnt his tongue that he roared aloud, and, jumping up from the table, began to dance and stamp about the room, both with pain and affright.

"Father, dear father!" cried little Marygold, who was a very affectionate child, "pray what is the matter? Have you burnt your mouth?"

[55] "Ah, dear child," groaned Midas, dolefully,[19] "I don't know what is to become of your poor father!"

And, truly, my dear little folks, did you ever hear of such a pitiable case in all your lives? Here was literally the richest breakfast that could be set before a king, and its very richness made it absolutely good for nothing. The poorest laborer, sitting down to his crust of bread and cup of water, was far better off than King Midas, whose delicate food was really worth its weight in gold. And what was to be done? Already, at breakfast, Midas was excessively hungry. Would he be less so by dinner-time? And how ravenous would be his appetite for supper, which must undoubtedly consist of the same sort of indigestible dishes as those now before him! How many days, think you, would he survive a continuance of this rich fare?

These reflections so troubled wise King Midas, that he began to doubt whether, after all, riches are the one desirable thing in the world, or even the most desirable. But this was only a passing thought. So fascinated was Midas with the glitter of the yellow metal, that he would still have refused to give up the Golden Touch for so paltry[20] a consideration as a breakfast. Just imagine what a price for one meal's victuals![21] It would have been the same as paying millions and millions of money (and as many millions more as would take forever to reckon up) for some fried trout, an egg, a potato, a hot cake, and a cup of coffee!

"It would be quite too dear," thought Midas.

Nevertheless, so great was his hunger, and the perplexity of his situation, that he again groaned aloud, and very grievously too. Our pretty Marygold could endure it no longer. She sat, a moment, gazing at her father, and trying, with all the might of her little wits, to find out what was the matter with him. Then, with a sweet and sorrowful impulse to comfort him, she started from her chair, and, running to Midas, threw her arms affectionately about his knees. He bent down and kissed her. He felt that his little daughter's love was worth a thousand times more than he had gained by the Golden Touch.

[60] "My precious, precious Marygold!" cried he.

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16. **Mortification** *(noun):* embarrassment, humiliation or shame; denial of bodily appetite
17. The term "goose," besides referring to the animal, also means "dolt or idiot."
18. **Quandary** *(noun):* a state of confusion or doubt
19. **Dolefully** *(adverb):* expressing grief or sadness
20. **Paltry** *(adjective):* trivial
21. **Victual** *(noun):* supply of food, provisions

But Marygold made no answer.

Alas, what had he done? How fatal was the gift which the stranger bestowed! The moment the lips of Midas touched Marygold's forehead, a change had taken place. Her sweet, rosy face, so full of affection as it had been, assumed a glittering yellow color, with yellow tear-drops congealing on her cheeks. Her beautiful brown ringlets took the same tint. Her soft and tender little form grew hard and inflexible within her father's encircling arms. Oh, terrible misfortune! The victim of his insatiable desire for wealth, little Marygold was a human child no longer, but a golden statue!

Yes, there she was, with the questioning look of love, grief, and pity, hardened into her face. It was the prettiest and most woeful sight that ever mortal saw. All the features and tokens of Marygold were there; even the beloved little dimple remained in her golden chin. But, the more perfect was the resemblance, the greater was the father's agony at beholding this golden image, which was all that was left him of a daughter. It had been a favorite phrase of Midas, whenever he felt particularly fond of the child, to say that she was worth her weight in gold. And now the phrase had become literally true. And now, at last, when it was too late, he felt how infinitely a warm and tender heart, that loved him, exceeded in value all the wealth that could be piled up betwixt[22] the earth and sky!

It would be too sad a story, if I were to tell you how Midas, in the fullness of all his gratified desires, began to wring his hands and bemoan himself; and how he could neither bear to look at Marygold, nor yet to look away from her. Except when his eyes were fixed on the image, he could not possibly believe that she was changed to gold. But, stealing another glance, there was the precious little figure, with a yellow tear-drop on its yellow cheek, and a look so piteous and tender, that it seemed as if that very expression must needs soften the gold, and make it flesh again. This, however, could not be. So Midas had only to wring his hands, and to wish that he were the poorest man in the wide world, if the loss of all his wealth might bring back the faintest rose-color to his dear child's face.

[65] While he was in this tumult[23] of despair, he suddenly beheld a stranger standing near the door. Midas bent down his head, without speaking; for he recognized the same figure which had appeared to him, the day before, in the treasure-room, and had bestowed on him this disastrous faculty[24] of the Golden Touch. The stranger's countenance[25] still wore a smile, which seemed to shed a yellow lustre all about the room, and gleamed on little Marygold's image, and on the other objects that had been transmuted by the touch of Midas.

"Well, friend Midas," said the stranger, "pray how do you succeed with the Golden Touch?"

Midas shook his head.

"I am very miserable," said he.

"Very miserable, indeed!" exclaimed the stranger. "And how happens that? Have I not faithfully kept my promise with you? Have you not everything that your heart desired?"

[70]   "Gold is not everything," answered Midas. "And I have lost all that my heart really cared for."

---

22. **Betwixt** *(preposition)*: archaic term for between
23. **Tumult** *(noun)*: violent agitation of mind or feelings
24. **Faculty** *(noun)*: ability, power
25. **Countenance** *(noun)*: expression

"Ah! So you have made a discovery, since yesterday?" observed the stranger. "Let us see, then. Which of these two things do you think is really worth the most,—the gift of the Golden Touch, or one cup of clear cold water?"

"O blessed water!" exclaimed Midas. "It will never moisten my parched throat again!"

"The Golden Touch," continued the stranger, "or a crust of bread?"

"A piece of bread," answered Midas, "is worth all the gold on earth!"

[75]   "The Golden Touch," asked the stranger, "or your own little Marygold, warm, soft, and loving as she was an hour ago?"

"Oh my child, my dear child!" cried poor Midas wringing his hands. "I would not have given that one small dimple in her chin for the power of changing this whole big earth into a solid lump of gold!"

"You are wiser than you were, King Midas!" said the stranger, looking seriously at him. "Your own heart, I perceive, has not been entirely changed from flesh to gold. Were it so, your case would indeed be desperate. But you appear to be still capable of understanding that the commonest things, such as lie within everybody's grasp, are more valuable than the riches which so many mortals sigh and struggle after. Tell me, now, do you sincerely desire to rid yourself of this Golden Touch?"

"It is hateful to me!" replied Midas.

A fly settled on his nose, but immediately fell to the floor; for it, too, had become gold. Midas shuddered.

[80]   "Go, then," said the stranger, "and plunge into the river that glides past the bottom of your garden. Take likewise a vase of the same water, and sprinkle it over any object that you may desire to change back again from gold into its former substance. If you do this in earnestness and sincerity, it may possibly repair the mischief which your avarice[26] has occasioned."

King Midas bowed low; and when he lifted his head, the lustrous stranger had vanished.

You will easily believe that Midas lost no time in snatching up a great earthen pitcher (but, alas me! it was no longer earthen after he touched it), and hastening to the river-side. As he scampered along, and forced his way through the shrubbery, it was positively marvelous to see how the foliage turned yellow behind him, as if the autumn had been there, and nowhere else. On reaching the river's brink, he plunged headlong in, without waiting so much as to pull off his shoes.

"Poof! poof! poof!" snorted King Midas, as his head emerged out of the water. "Well; this is really a refreshing bath, and I think it must have quite washed away the Golden Touch. And now for filling my pitcher!"

---

26. **Avarice** *(noun)*: greed

As he dipped the pitcher into the water, it gladdened his very heart to see it change from gold into the same good, honest earthen vessel which it had been before he touched it. He was conscious, also, of a change within himself. A cold, hard, and heavy weight seemed to have gone out of his bosom. No doubt, his heart had been gradually losing its human substance, and transmuting itself into insensible metal, but had now softened back again into flesh. Perceiving a violet, that grew on the bank of the river, Midas touched it with his finger, and was overjoyed to find that the delicate flower retained its purple hue, instead of undergoing a yellow blight. The curse of the Golden Touch had, therefore, really been removed from him.

[85] King Midas hastened back to the palace; and, I suppose, the servants knew not what to make of it when they saw their royal master so carefully bringing home an earthen pitcher of water. But that water, which was to undo all the mischief that his folly had wrought, was more precious to Midas than an ocean of molten gold could have been. The first thing he did, as you need hardly be told, was to sprinkle it by handfuls over the golden figure of little Marygold.

No sooner did it fall on her than you would have laughed to see how the rosy color came back to the dear child's cheek and how she began to sneeze and sputter!—and how astonished she was to find herself dripping wet, and her father still throwing more water over her!

"Pray do not, dear father!" cried she. "See how you have wet my nice frock, which I put on only this morning!"

For Marygold did not know that she had been a little golden statue; nor could she remember anything that had happened since the moment when she ran with outstretched arms to comfort poor King Midas.
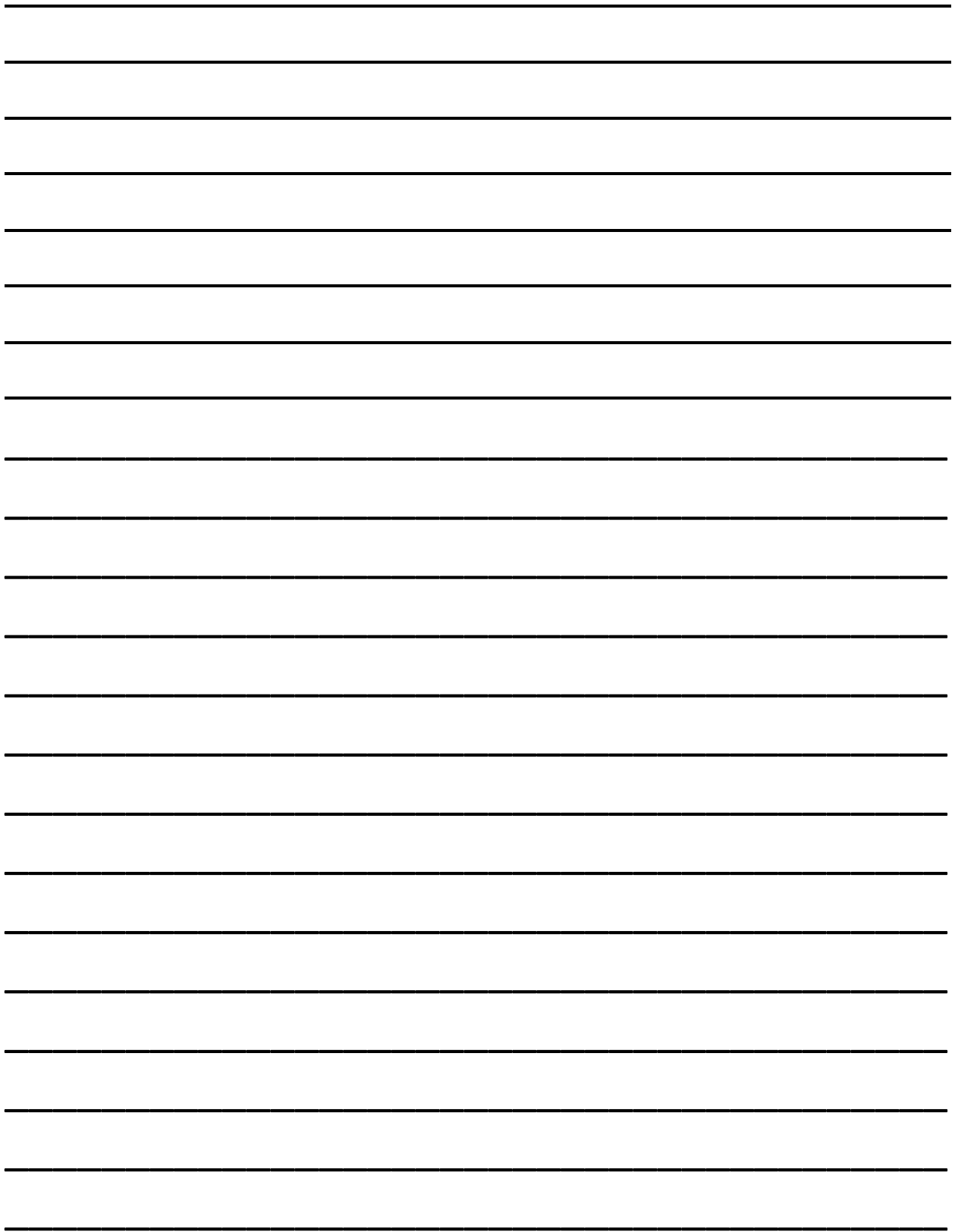
Her father did not think it necessary to tell his beloved child how very foolish he had been, but contented himself with showing how much wiser he had now grown. For this purpose, he led little Marygold into the garden, where he sprinkled all the remainder of the water over the rose-bushes, and with such good effect that above five thousand roses recovered their beautiful bloom. There were two circumstances, however, which, as long as he lived, used to put King Midas in mind of the Golden Touch. One was, that the sands of the river sparkled like gold; the other, that little Marygold's hair had now a golden tinge, which he had never observed in it before she had been transmuted by the effect of his kiss. This change of hue was really an improvement, and made Marygold's hair richer than in her babyhood.

[90] When King Midas had grown quite an old man, and used to trot Marygold's children on his knee, he was fond of telling them this marvelous story, pretty much as I have now told it to you. And then would he stroke their glossy ringlets, and tell them that their hair, likewise, had a rich shade of gold, which they had inherited from their mother.

"And to tell you the truth, my precious little folks," quoth King Midas, diligently[27] trotting the children all the while, "ever since that morning, I have hated the very sight of all other gold, save this!"

27. **Diligently** *(adverb):* characterized by steady, earnest, and energetic effort

"The Golden Touch"

Answer the following question using RACCE.

How would you describe King Midas? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

_____

_____

_____

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_____

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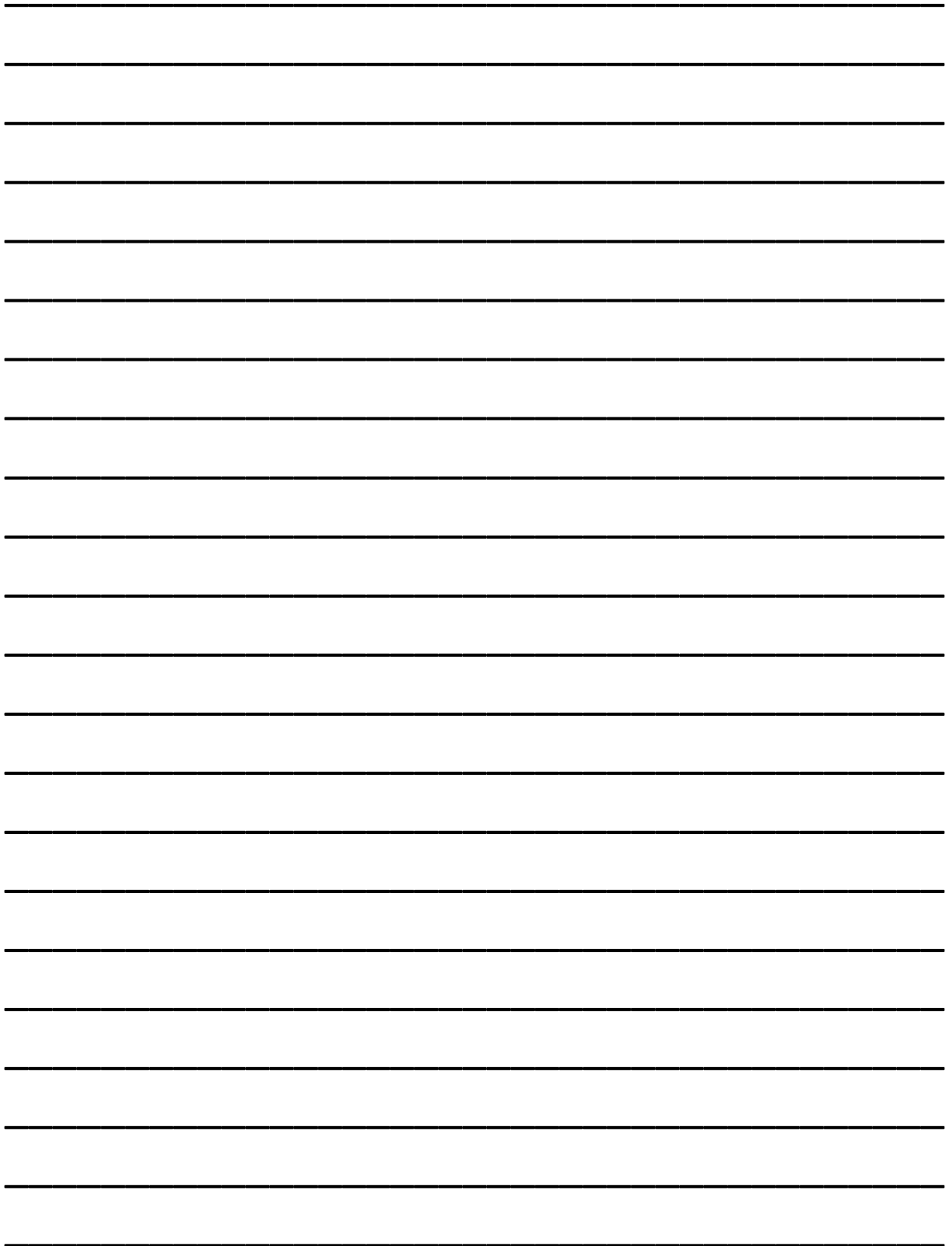
_____

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_____

The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an American rapper, producer, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. In this poem, the speaker describes a rose that grew in an unlikely place. As you read, take notes on how the speaker describes the rose.

[1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.

[5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.

A Rose that Grew from Concrete

Answer the following question using RACCE. Make sure to cite your evidence using page numbers from the text.

Reread the first two lines. What do the words "rose" and "concrete" represent as used in this poem? Be sure to use specific details from the text to support your answer.

_____

_____

_____

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_____

MATH

Name _____   Date _____

1. Shade the first 7 units of the tape diagram. Count by tenths to label the number line using a fraction and a decimal for each point. Circle the decimal that represents the shaded part.

0   0.1   ___ ___ ___ ___ ___ ___ ___ ___ 1
     $\frac{1}{10}$
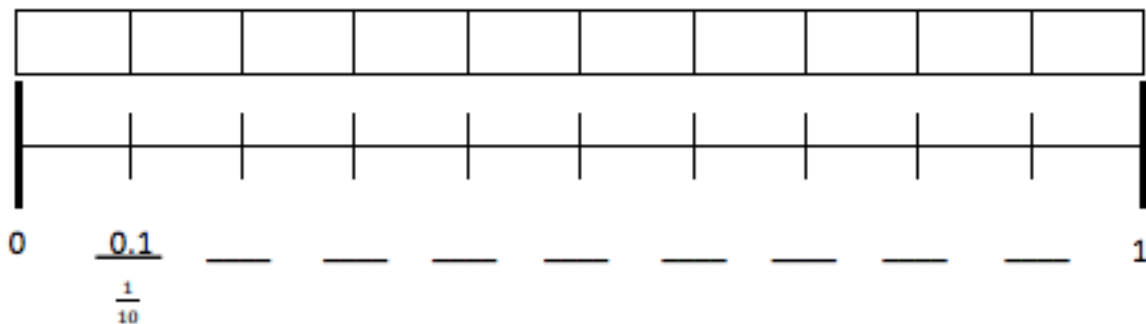
2. Write the total amount of water in fraction form and decimal form. Shade the last bottle to show the correct amount.
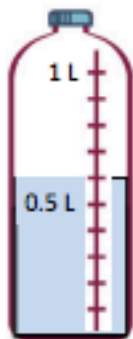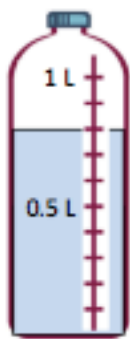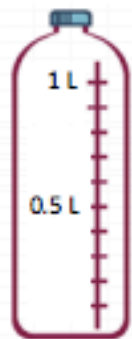
□/□ L = □ L   □/□ L = □ L   □/□ L = 0.9 L

3. Write the total weight of the food on each scale in fraction form or decimal form.

0.4 kg   ___ kg   0.5 kg
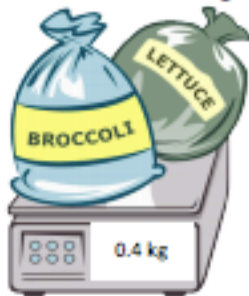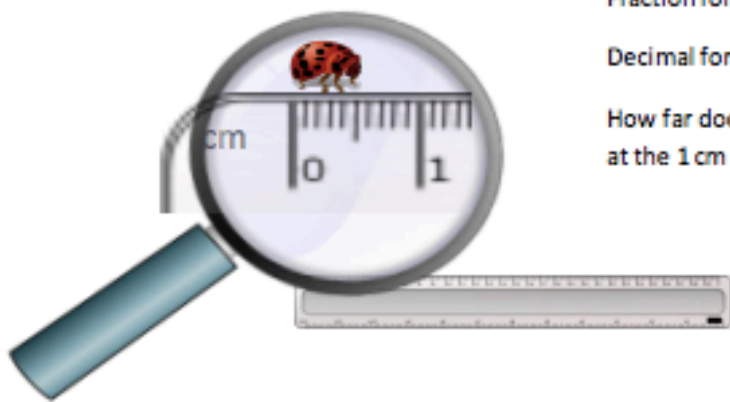
□ kg $\frac{8}{10}$ kg   □ kg

4. Write the length of the bug in centimeters. (The drawing is not to scale.)

Fraction form: _____ cm

Decimal form: _____ cm

How far does the bug need to walk before its nose is at the 1 cm mark? _____ cm

5. Fill in the blank to make the sentence true in both fraction form and decimal form.

a. $\frac{8}{10}$ cm + _____ cm = 1 cm   0.8 cm + _____ cm = 1.0 cm

b. $\frac{2}{10}$ cm + _____ cm = 1 cm   0.2 cm + _____ cm = 1.0 cm

c. $\frac{6}{10}$ cm + _____ cm = 1 cm   0.6 cm + _____ cm = 1.0 cm

6. Match each amount expressed in unit form to its equivalent fraction and decimal forms.

3 tenths		$\frac{5}{10}$		0.2
5 tenths		$\frac{9}{10}$		0.6
6 tenths		$\frac{2}{10}$		0.3
9 tenths		$\frac{3}{10}$		0.5
2 tenths		$\frac{6}{10}$		0.9

EUREKA MATH | Lesson 1: Use metric measurement to model the decomposition of one whole into tenths.

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Modified from original

Name _____   Date _____

1. For each length given below, draw a line segment to match. Express each measurement as an equivalent mixed number.

    a. 2.6 cm

    b. 3.4 cm

    c. 3.7 cm

    d. 4.2 cm

    e. 2.5 cm

2. Write the following as equivalent decimals. Then, model and rename the number as shown below.

    a. 2 ones and 6 tenths = _____

$$2\frac{6}{10} = 2 + \frac{6}{10} = 2 + 0.6 = 2.6$$

Modified from original

b. 4 ones and 2 tenths = _____

c. $3\frac{4}{10}$ = _____

d. $2\frac{5}{10}$ = _____

How much more is needed to get to 5? _____

e. $\frac{37}{10}$ = _____

How much more is needed to get to 5? _____

EUREKA MATH

Lesson 2: Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers.

engage^ny

34

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Name _____   Date _____

1. Circle groups of tenths to make as many ones as possible.

a. How many tenths in all?	Write and draw the same number using ones and tenths.
0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 There are _____ tenths.	Decimal Form: _____ How much more is needed to get to 3? _____
b. How many tenths in all?	Write and draw the same number using ones and tenths.
0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1 There are _____ tenths.	Decimal Form: _____ How much more is needed to get to 4? _____

2. Draw disks to represent each number using tens, ones, and tenths. Then, show the expanded form of the number in fraction form and decimal form as shown. The first one has been completed for you.

a. 4 tens 2 ones 6 tenths	b. 1 ten 7 ones 5 tenths
10 10 10 10 1 1 0.1 0.1 0.1 0.1 0.1 0.1 Fraction Expanded Form $(4 \times 10) + (2 \times 1) + (6 \times \frac{1}{10}) = 42\frac{6}{10}$ Decimal Expanded Form $(4 \times 10) + (2 \times 1) + (6 \times 0.1) = 42.6$	

c. 2 tens 3 ones 2 tenths	d. 7 tens 4 ones 7 tenths

3. Complete the chart.

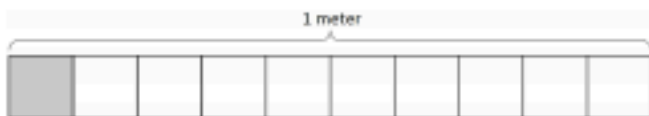| Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.			$3\frac{9}{10}$		0.1
b.	17 18				
c.				$(7 \times 10) + (4 \times 1) + (7 \times \frac{1}{10})$	
d.			$22\frac{2}{10}$		
e.				$(8 \times 10) + (8 \times 0.1)$	

Name _____   Date _____

1. a. What is the length of the shaded part
        of the meter stick in centimeters?

    b. What fraction of a meter is 1 centimeter?

    c. In fraction form, express the length of
        the shaded portion of the meter stick.

    d. In decimal form, express the length of the shaded portion of the meter stick.

    e. What fraction of a meter is 10 centimeters?

2. Fill in the blanks.

    a. 1 tenth = _____ hundredths

    b. $\frac{1}{10}$ m = $\frac{}{100}$ m

    c. $\frac{2}{10}$ m = $\frac{20}{}$ m

3. Use the model to add the shaded parts as shown. Write a number bond with the total written in decimal
    form and the parts written as fractions. The first one has been done for you.

    a.

    $\frac{1}{10}$ m + $\frac{3}{100}$ m = $\frac{13}{100}$ m = 0.13 m

EUREKA MATH | Lesson 4: Use meters to model the decomposition of one whole into hundredths.
Represent and count hundredths.
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b.

1 meter

c.
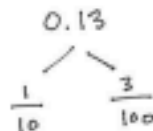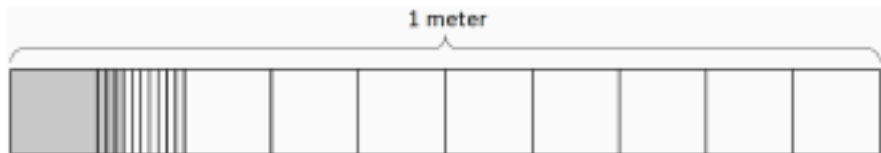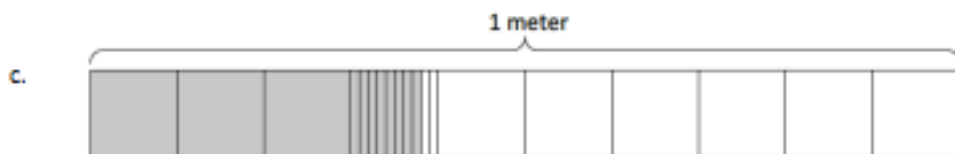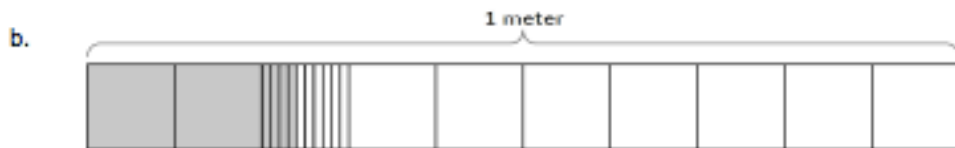
1 meter

4. On each meter stick, shade in the amount shown. Then, write the equivalent decimal.

a. $\frac{8}{10}$ m

1 meter

b. $\frac{7}{100}$ m

1 meter

c. $\frac{19}{100}$ m

1 meter

5. Draw a number bond, pulling out the tenths from the hundredths as in Problem 3. Write the total as the equivalent decimal.

a. $\frac{19}{100}$ m

b. $\frac{28}{100}$ m

c. $\frac{77}{100}$

d. $\frac{94}{100}$

EUREKA MATH

Lesson 4: Use meters to model the decomposition of one whole into hundredths. Represent and count hundredths.

engage^ny

66

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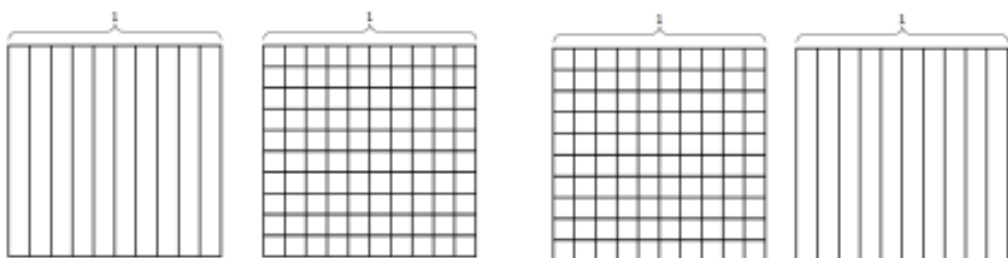This work is licensed under a

Name _____ Date _____

1. Find the equivalent fraction using multiplication or division. Shade the area models to show the equivalency. Record it as a decimal.

a. $\dfrac{3 \times}{10 \times} = \dfrac{}{100}$

b. $\dfrac{50 \div}{100 \div} = \dfrac{}{10}$

2. Complete the number sentences. Shade the equivalent amount on the area model, drawing horizontal lines to make hundredths.

a. 37 hundredths = _____ tenths + _____ hundredths

   Fraction form: _____
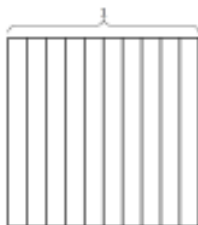
   Decimal form: _____

b. 75 hundredths = _____ tenths + _____ hundredths

   Fraction form: _____
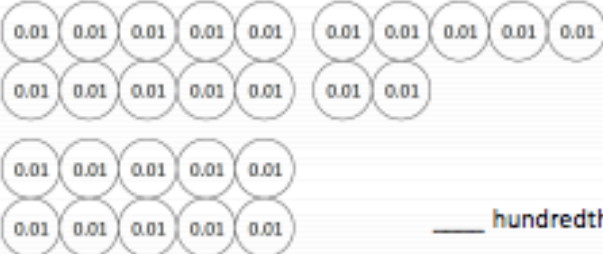
   Decimal form: _____
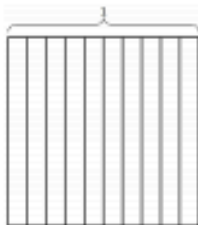
3. Circle hundredths to compose as many tenths as you can. Complete the number sentences. Represent each with a number bond as shown.

a.
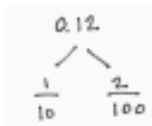
_____ hundredths = _____ tenth + _____ hundredths

EUREKA MATH | Lesson 5: Model the equivalence of tenths and hundredths using the area model and place value disks.
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b.

0.01	0.01	0.01	0.01	0.01		0.01	0.01	0.01	0.01	0.01
0.01	0.01	0.01	0.01	0.01		0.01	0.01			

0.01	0.01	0.01	0.01	0.01
0.01	0.01	0.01	0.01	0.01

_____ hundredths = _____ tenths + _____ hundredths

4. Use both tenths and hundredths place value disks to represent each number. Write the equivalent number in decimal, fraction, and unit form.

a. $\frac{3}{100}$ = 0. _____ _____ hundredths	b. $\frac{15}{100}$ = 0. _____ _____ tenth _____ hundredths
c. —— = 0.72 _____ hundredths	d. —— = 0.80 _____ tenths
e. —— = 0. _____ 7 tenths 2 hundredths	f. —— = 0. _____ 80 hundredths

EUREKA MATH

Lesson 5: Model the equivalence of tenths and hundredths using the area mode and place value disks.

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Name _____ Date _____

1. Shade the area models to represent the number, drawing horizontal lines to make hundredths as needed. Locate the corresponding point on the number line. Label with a point, and record the mixed number as a decimal.

   a. $1\frac{15}{100} =$ ___._____
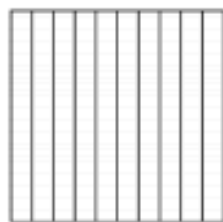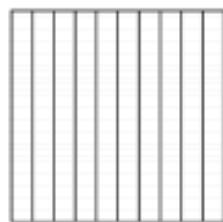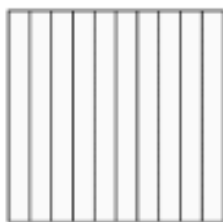
   b. $2\frac{47}{100} =$ ___._____
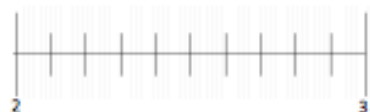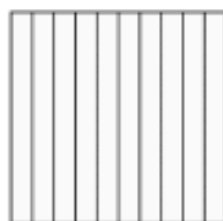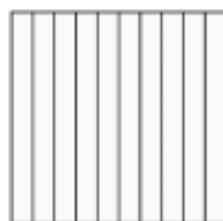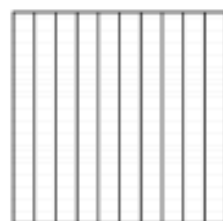
2. Estimate to locate the points on the number lines.

   a. $2\frac{95}{100}$ b. $7\frac{52}{100}$

EUREKA MATH | **Lesson 6:** Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms. engage^{ny}   93

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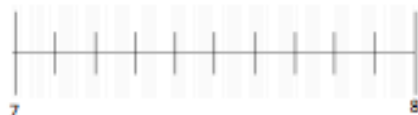
3. Write the equivalent fraction and decimal for each of the following numbers.

a. 1 one 2 hundredths	b. 1 one 17 hundredths
c. 2 ones 8 hundredths	d. 2 ones 27 hundredths
e. 4 ones 58 hundredths	f. 7 ones 70 hundredths

4. Draw lines from dot to dot to match the decimal form to both the unit form and fraction form. All unit forms and fractions have at least one match, and some have more than one match.

7 ones 13 hundredths ●

7 ones 3 hundredths ●

7 ones 3 tenths ●

7 tens 3 ones ●

● 7.30 ●

● 7.3 ●

● 7.03 ●

● 7.13 ●

● 73 ●

● $7\frac{3}{100}$

● 73

● $7\frac{13}{100}$

● $7\frac{30}{100}$

EUREKA MATH | Lesson 6: Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms. engage^ny 94

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Name _____   Date _____

1. Write a decimal number sentence to identify the total value of the place value disks.

    a.

    (10)(10) (0.1)(0.1)(0.1)(0.1)(0.1)   (0.01)(0.01)(0.01)

        2 tens   5 tenths   3 hundredths

    _____ + _____ + _____ = _____

    b.

    (100)(100)(100)(100)(100) | (0.01)(0.01)(0.01)(0.01)

          5 hundreds   4 hundredths

                    _____ + _____ = _____

2. Use the place value chart to answer the following questions. Express the value of the digit in unit form.

hundreds	tens	ones	.	tenths	hundredths
4	1	6		8	3

    a. The digit _____ is in the hundreds place. It has a value of _____.

    b. The digit _____ is in the tens place. It has a value of _____.

    c. The digit _____ is in the tenths place. It has a value of _____.

    d. The digit _____ is in the hundredths place. It has a value of _____.

hundreds	tens	ones	.	tenths	hundredths
5	3	2		1	6

    e. The digit _____ is in the hundreds place. It has a value of _____.

    f. The digit _____ is in the tens place. It has a value of _____.

    g. The digit _____ is in the tenths place. It has a value of _____.

    h. The digit _____ is in the hundredths place. It has a value of _____.

EUREKA MATH | **Lesson 7:**   Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.   **engage**^ny   108

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3. Write each decimal as an equivalent fraction. Then, write each number in expanded form, using both decimal and fraction notation. The first one has been done for you.

Decimal and Fraction Form	Expanded Form	
	Fraction Notation	Decimal Notation
$15.43 = 15\frac{43}{100}$	$(1 \times 10) + (5 \times 1) + (4 \times \frac{1}{10}) + (3 \times \frac{1}{100})$ $10 \ + \ 5 \ + \ \frac{4}{10} \ + \ \frac{3}{100}$	$(1 \times 10) + (5 \times 1) + (4 \times 0.1) + (3 \times 0.01)$ $10 \ + \ 5 \ + \ 0.4 \ + \ 0.03$
$21.4 =$ _____		
$38.09 =$ _____		
$50.2 =$ _____		
$301.07 =$ _____		
$620.80 =$ _____		
$800.08 =$ _____		

EUREKA MATH

Lesson 7: Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart.

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Name _____   Date _____

1. Use the area model to represent $\frac{250}{100}$. Complete the number sentence.

   a. $\frac{250}{100}$ = _____ tenths = _____ ones _____ tenths = __.____

   b. In the space below, explain how you determined your answer to part (a).

2. Draw place value disks to represent the following decompositions:

2 ones = _____ tenths

ones	.	tenths	hundredths

2 tenths = _____ hundredths

ones	.	tenths	hundredths

1 one 3 tenths   = ____ tenths

ones	.	tenths	hundredths

2 tenths 3 hundredths = ____ hundredths

ones	.	tenths	hundredths

EUREKA MATH

Lesson 8:   Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.

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3. Decompose the units to represent each number as tenths.

   a. 1 = _____ tenths

   b. 2 = _____ tenths

   c. 1.7 = _____ tenths

   d. 2.9 = _____ tenths

   e. 10.7 = _____ tenths

   f. 20.9 = _____ tenths

4. Decompose the units to represent each number as hundredths.

   a. 1 = _____ hundredths

   b. 2 = _____ hundredths

   c. 1.7 = _____ hundredths

   d. 2.9 = _____ hundredths

   e. 10.7 = _____ hundredths

   f. 20.9 = _____ hundredths

5. Complete the chart. The first one has been done for you.

Decimal	Mixed Number	Tenths	Hundredths
2.1	$2\frac{1}{10}$	21 tenths $\frac{21}{10}$	210 hundredths $\frac{210}{100}$
4.2			
8.4			
10.2			
75.5			

EUREKA MATH™ | Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units.

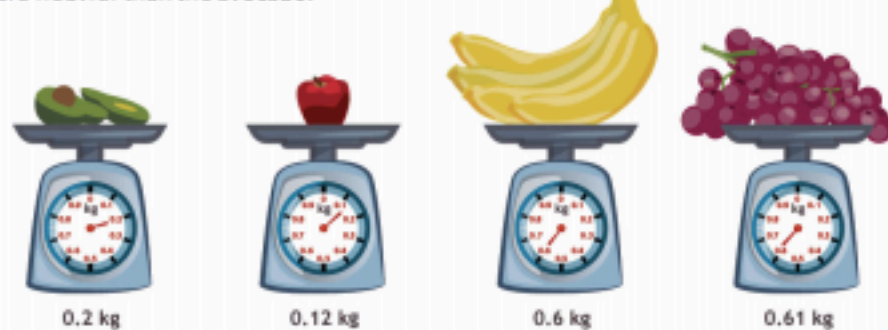Modified from original

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Name _____ Date _____

1. Express the lengths of the shaded parts in decimal form. Write a sentence that compares the two lengths. Use the expression *shorter than* or *longer than* in your sentence.

a.

1 meter

1 meter

b.

1 meter

1 meter
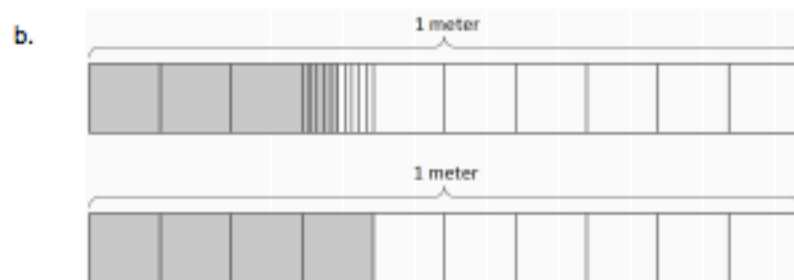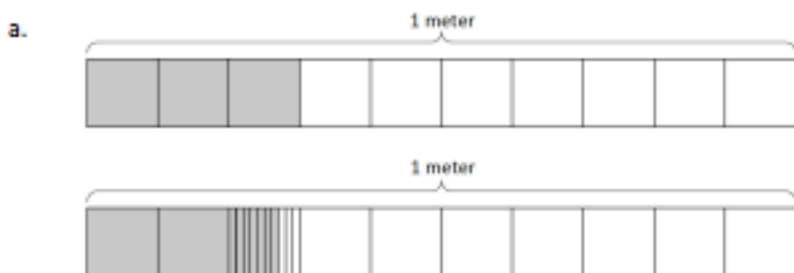
c. List all four lengths from least to greatest.

2. a. Examine the mass of each item as shown below on the 1-kilogram scales. Put an X over the items that are heavier than the avocado.

0.2 kg   0.12 kg   0.6 kg   0.61 kg

EUREKA MATH   Lesson 9:   Use the place value chart and metric measurement to compare decimals and answer comparison questions.
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b. Express the mass of each item on the place value chart.

Mass of Fruit (kilograms)

Fruit	ones	.	tenths	hundredths
avocado				
apple				
bananas				
grapes				

c. Complete the statements below using the words *heavier than* or *lighter than* in your statements.

The avocado is _____ the apple.

The bunch of bananas is _____ the bunch of grapes.

3. Record the volume of water in each graduated cylinder on the place value chart below.

A	B	C	D	E	F

0.6 liter   0.3 liter   0.9 liter   0.97 liter   0.19 liter   0.48 liter
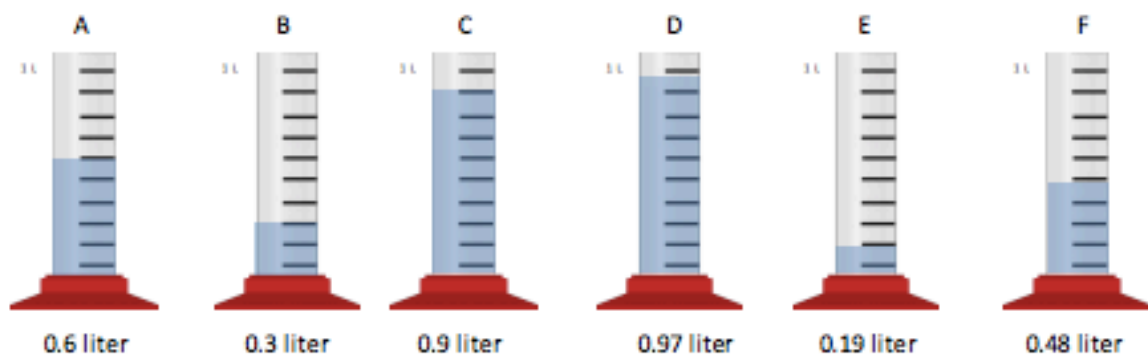
Volume of Water (liters)

Cylinder	ones	.	tenths	hundredths
A				
B				
C				
D				
E				
F				

Compare the values using >, <, or =.

a. 0.9 L _____ 0.6 L

b. 0.48 L _____ 0.6 L

c. 0.3 L _____ 0.19 L

d. Write the volume of water in each graduated cylinder in order from least to greatest.

EUREKA MATH

Lesson 9:   Use the place value chart and metric measurement to compare decimals and answer comparison questions.

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Name _____ Date _____

1. Shade the area models below, decomposing tenths as needed, to represent the pairs of decimal numbers. Fill in the blank with <, >, or = to compare the decimal numbers.

    a.   0.23 _____ 0.4

    b.   0.6 _____ 0.38

    c.   0.09 _____ 0.9

    d.   0.70 _____ 0.7

2. Locate and label the points for each of the decimal numbers on the number line. Fill in the blank with <, >, or = to compare the decimal numbers.

    a.   10.03 _____ 10.3

    10.0   10.1   10.2   10.3

    b.   12.68 _____ 12.8

    12.6   12.7   12.8   12.9

3. Use the symbols <, >, or = to compare.

    a. 3.42 _____ 3.75   b. 4.21 _____ 4.12

    c. 2.15 _____ 3.15   d. 4.04 _____ 6.02

    e. 12.7 _____ 12.70   f. 1.9 _____ 1.21

4. Use the symbols <, >, or = to compare. Use pictures as needed to solve.

    a. 23 tenths _____ 2.3   b. 1.04 _____ 1 one and 4 tenths

   c. 6.07 _____ $6\frac{7}{10}$ d. 0.45 _____ $\frac{45}{10}$

    e. $\frac{127}{100}$ _____ 1.72   f. 6 tenths _____ 66 hundredths

EUREKA MATH

Lesson 10:   Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and =.

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Name _____ Date _____

1. Complete the number sentence by expressing each part using hundredths. Model using the place value chart, as shown in part (a).

ones		tenths	hundredths
	•		
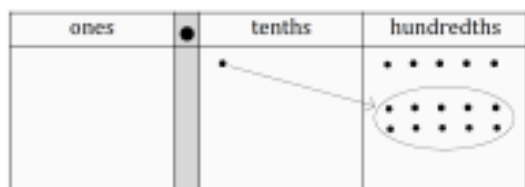
a. 1 tenth + 5 hundredths = _____ hundredths

ones		tenths	hundredths
	•		

b. 2 tenths + 1 hundredth = _____ hundredths

ones		tenths	hundredths
	•		

c. 1 tenth + 12 hundredths = _____ hundredths

2. Solve by converting all addends to hundredths before solving.

a. 1 tenth + 3 hundredths = _____ hundredths + 3 hundredths = _____ hundredths

b. 5 tenths + 12 hundredths = _____ hundredths + _____ hundredths = _____ hundredths

c. 7 tenths + 27 hundredths = _____ hundredths + _____ hundredths = _____ hundredths

d. 37 hundredths + 7 tenths = _____ hundredths + _____ hundredths = _____ hundredths

EUREKA MATH

Lesson 12: Apply understanding of fraction equivalence to add tenths and hundredths.

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3. Find the sum. Convert tenths to hundredths as needed. Write your answer as a decimal.

   a. $\frac{2}{10} + \frac{8}{100}$

   b. $\frac{13}{100} + \frac{4}{10}$

   c. $\frac{6}{10} + \frac{39}{100}$

   d. $\frac{70}{100} + \frac{3}{10}$

4. Solve. Write your answer as a decimal.

   a. $\frac{9}{10} + \frac{42}{100}$

   b. $\frac{70}{100} + \frac{5}{10}$

   c. $\frac{68}{100} + \frac{8}{10}$

   d. $\frac{7}{10} + \frac{87}{1v00}$

5. Beaker A has $\frac{63}{100}$ liter of iodine. It is filled the rest of the way with water up to 1 liter. Beaker B has $\frac{4}{10}$ liter of iodine. It is filled the rest of the way with water up to 1 liter. If both beakers are emptied into a large beaker, how much iodine does the large beaker contain?

EUREKA MATH

Lesson 12: Apply understanding of fraction equivalence to add tenths and hundredths.

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Name _____   Date _____

1. Solve. Convert tenths to hundredths before finding the sum. Rewrite the complete number sentence in decimal form. Problems 1(a) and 1(b) are partially completed for you.

a. $2\frac{1}{10} + \frac{3}{100} = 2\frac{10}{100} + \frac{3}{100} = $ _____ $2.1 + 0.03 = $ _____	b. $2\frac{1}{10} + 5\frac{3}{100} = 2\frac{10}{100} + 5\frac{3}{100} = $ _____
c. $3\frac{24}{100} + \frac{7}{10}$	d. $3\frac{24}{100} + 8\frac{7}{10}$

2. Solve. Then, rewrite the complete number sentence in decimal form.

a. $6\frac{9}{10} + 1\frac{10}{100}$	b. $9\frac{9}{10} + 2\frac{45}{100}$
c. $2\frac{4}{10} + 8\frac{90}{100}$	d. $6\frac{37}{100} + 7\frac{7}{10}$

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Coach Davis has 36 t-shirts to give out to students. $\frac{1}{4}$ of the t-shirts are blue. $\frac{1}{2}$ of the t-shirts are red. The rest of the t-shirts are purple.

- **How many t-shirts are blue?**
- **How many t-shirts are red?**
- **What fraction of the t-shirts are purple?**

Mr. Gray decided to buy prizes for his class. He bought 6 erasers for 15 cents each, two packs of pencils for $1.25 each, and a notebook that cost $1.00. If Mr. Gray received $2.50 change, how much money did he hand the clerk?

Label each of the lines below as parallel, perpendicular, or neither.
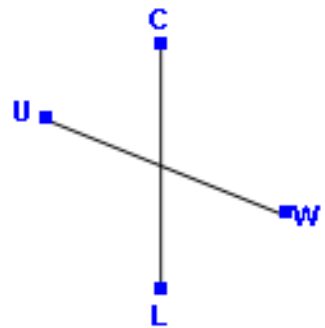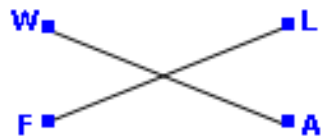
1)

Answer: _____
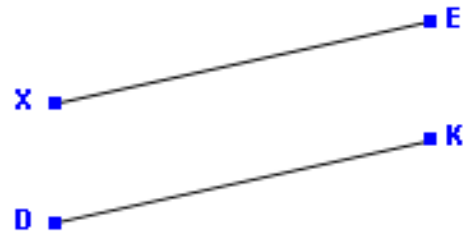
2)

Answer: _____

3)

Answer: _____

4)

Answer: _____

5)
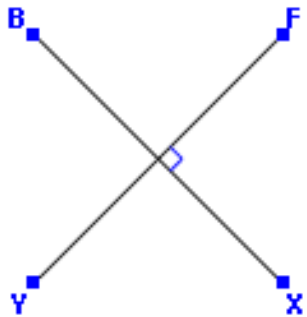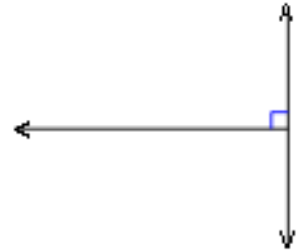
Answer: _____

6)

Answer: _____

Apples come in boxes of 16. Joshua bought 9 boxes of apples. If Joshua wanted to make gift baskets with 3 apples in each basket, how many baskets will Joshua need to order?

Write each number in expanded notation.

1) 5,593,882 = _____

2) 9,532,129 = _____

3) 9,264,690 = _____

4) 7,569,134 = _____

5) 1,287,338 = _____

6) 1,334,870 = _____

7) 8,964,665 = _____

8) 8,756,944 = _____

9) 7,081,961 = _____

10) 4,057,514 = _____

Write Each Number in Standard Form.

11) _____ = $(9 \times 1000000) + (2 \times 100000) + (0 \times 10000) + (0 \times 1000) + (9 \times 100) + (7 \times 10) + (3 \times 1)$

12) _____ = $(9 \times 1000000) + (4 \times 100000) + (6 \times 10000) + (2 \times 1000) + (9 \times 100) + (7 \times 10) + (3 \times 1)$

13) _____ = $(4 \times 1000000) + (6 \times 100000) + (2 \times 10000) + (2 \times 1000) + (2 \times 100) + (2 \times 10) + (8 \times 1)$

14) _____ = $(4 \times 1000000) + (3 \times 100000) + (4 \times 10000) + (8 \times 1000) + (6 \times 100) + (0 \times 10) + (4 \times 1)$

15) _____ = $(7 \times 1000000) + (5 \times 100000) + (4 \times 10000) + (3 \times 1000) + (9 \times 100) + (0 \times 10) + (2 \times 1)$

16) _____ = $(6 \times 1000000) + (3 \times 100000) + (2 \times 10000) + (6 \times 1000) + (5 \times 100) + (4 \times 10) + (4 \times 1)$

17) _____ = $(6 \times 1000000) + (5 \times 100000) + (6 \times 10000) + (8 \times 1000) + (9 \times 100) + (2 \times 10) + (1 \times 1)$

18) _____ = $(7 \times 1000000) + (7 \times 100000) + (5 \times 10000) + (9 \times 1000) + (1 \times 100) + (1 \times 10) + (1 \times 1)$

19) _____ = $(9 \times 1000000) + (3 \times 100000) + (6 \times 10000) + (2 \times 1000) + (4 \times 100) + (1 \times 10) + (9 \times 1)$

20) _____ = $(9 \times 1000000) + (7 \times 100000) + (4 \times 10000) + (5 \times 1000) + (8 \times 100) + (4 \times 10) + (5 \times 1)$