

Name _____



Lesson 11-1

Convert Customary Units of Length

★ Solve & Share ★

William has a piece of wire that measures 1 yard long. He will use wire to fix several electrical outlets in his house. How many inches long is the wire? *Solve this problem by using bar diagrams.*

I can ...

convert customary units of length.

© Content Standards 5.MD.A.1, 5.NBT.B.5, 5.NBT.B.6
Mathematical Practices MP.2, MP.4, MP.6, MP.8



Model with Math

You can show the relationship between yards and inches in a bar diagram. *Show your work!*



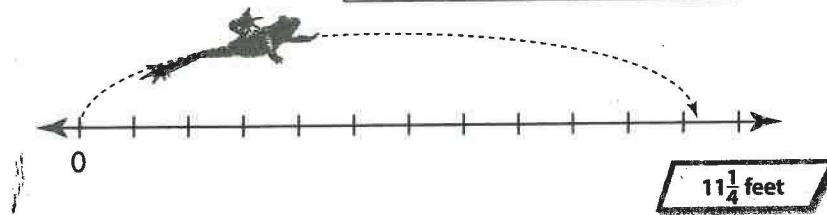
Look Back! © MP.8 Generalize How can you convert inches to yards? Would you multiply or divide when converting from a smaller unit to a larger unit? Explain.

How Do You Change from One Unit of Length to Another?

Some frogs can jump $11\frac{1}{4}$ feet. What are some other ways to describe the same distance?

1 foot (ft) = 12 inches (in.)
 1 yard (yd) = 3 ft = 36 in.
 1 mile (mi) = 1,760 yd = 5,280 ft

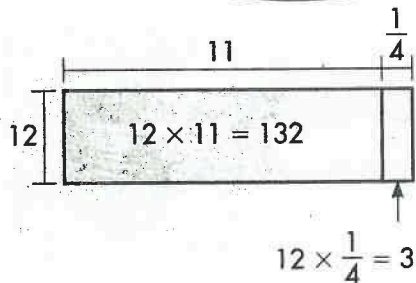
The table shows equivalent measures.



B To change larger units to smaller units, multiply.

$11\frac{1}{4}$ ft = in.

You know 1 foot equals 12 inches.



$11\frac{1}{4} \times 12 = 132 + 3 = 135$

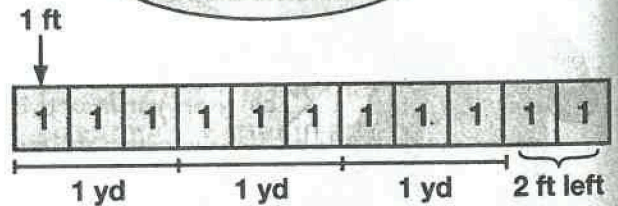
So, $11\frac{1}{4}$ feet = 135 inches.

C To change smaller units to larger units, divide.

Ed's frog jumped 11 feet. How many yards is this?

11 ft = yd ft

You know 3 feet is equal to 1 yard.



$11 \div 3 = 3 \text{ R}2$ So, 11 feet = 3 yards, 2 feet.

Convince Me! © MP.8 Generalize In the example above, explain how you could use a mixed number to write 11 feet as an equivalent measure in yards.

★ Guided Practice ★

Do You Understand?

1. If you want to convert yards to feet, what operation would you use?
2. If you want to convert feet to miles, what operation would you use?
3. What are some tools you could select to measure length? Explain when you would use them.

Do You Know How?

In 4–8, convert each unit of length.

4. 9 ft = ____ yd
5. 8 ft 7 in. = ____ in.
6. $5\frac{1}{2}$ ft = ____ in.
7. 288 in. = ____ yd
8. 219 in. = ____ ft ____ in. or ____ ft

★ Independent Practice ★

In 9 and 10, complete the table to show equivalent measures.

9.

Feet	Inches
1	
2	
	36
4	

10.

Yards	Feet
1	
	6
3	
4	

Will your answer be greater than or less than the given measurement?



In 11–16, convert each unit of length.

11. 3 yd = ____ in.
12. 324 ft = ____ yd
13. $2\frac{2}{3}$ mi = ____ ft
14. 56 ft = ____ yd ____ ft
15. $12\frac{1}{2}$ ft = ____ in.
16. 6 in. = ____ ft

In 17–19, compare lengths. Write $>$, $<$, or $=$ for each \bigcirc .

17. 100 ft \bigcirc 3 yd
18. 74 in. \bigcirc 2 yd 2 in.
19. 5,200 ft 145 in. \bigcirc 1 mi 40 in.

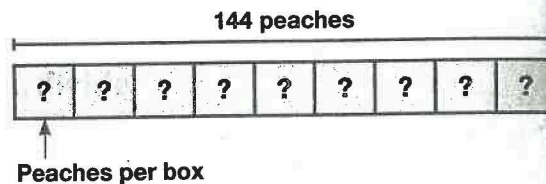
★ Math Practices and Problem Solving ★

20. **Number Sense** Which number would be greater, the height of a tree in feet or the height of the same tree in yards?

21. **MP.2 Reasoning** The dimensions of the nation's smallest post office are 8 feet 4 inches by 7 feet 3 inches. Why would you use the measurement 8 feet 4 inches instead of 7 feet 16 inches?

22. Roger earns \$24 a week mowing lawns. He spends $\frac{1}{6}$ of his earnings on lunch and $\frac{2}{3}$ of his earnings on music. He saves the rest. How many dollars does Roger save? Tell how you found the answer.

23. Ariana has 144 peaches. She has to pack 9 boxes with an equal number of peaches. How many peaches should she pack in each box?



24. **Higher Order Thinking** How do you convert 108 inches to yards?

25. **A-Z Vocabulary** What is an appropriate customary unit to use when measuring the length of a driveway? Justify your answer.

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26. Is the measurement greater than 7 feet? Choose Yes or No.

- 2 yards Yes No
- 2 yards 2 inches Yes No
- 2 yards 2 feet Yes No
- 3 yards Yes No

27. Is the measurement less than 435 inches? Choose Yes or No.

- 37 feet Yes No
- 36 feet 2 inches Yes No
- 12 yards 3 inches Yes No
- 12 feet 3 inches Yes No

Homework & Practice 11-1

Convert Customary Units of Length

Another Look!

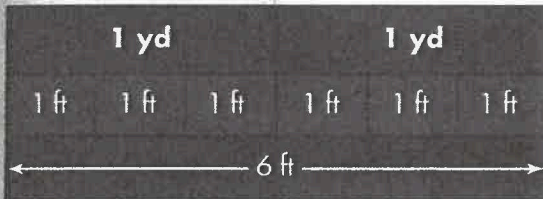
Remember:
 1 foot equals 12 inches.
 1 yard equals 3 feet, or 36 inches.
 1 mile equals 1,760 yards,
 or 5,280 feet.



How to change from one customary unit of length to another:

Converting from a smaller unit
to a larger unit:

$$6 \text{ feet} = \underline{\hspace{2cm}} \text{ yards}$$

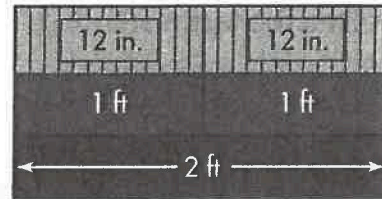


You know $3 \text{ ft} = 1 \text{ yd}$. Divide $6 \div 3$.

So, $6 \text{ ft} = 2 \text{ yd}$.

Converting from a larger unit
to a smaller unit:

$$2 \text{ feet} = \underline{\hspace{2cm}} \text{ inches}$$



You know $1 \text{ ft} = 12 \text{ in.}$ Multiply 2×12 .

So, $2 \text{ ft} = 24 \text{ in.}$

In 1–9, convert each unit of length.

1. $12 \text{ ft} = \underline{\hspace{2cm}} \text{ yd}$

2. $2 \text{ mi} = \underline{\hspace{2cm}} \text{ yd}$

3. $46 \text{ in.} = \underline{\hspace{2cm}} \text{ ft } \underline{\hspace{2cm}} \text{ in.}$

4. $7 \text{ ft} = \underline{\hspace{2cm}} \text{ in.}$

5. $3 \text{ mi} = \underline{\hspace{2cm}} \text{ ft}$

6. $108 \text{ in.} = \underline{\hspace{2cm}} \text{ ft}$

7. $72 \text{ in.} = \underline{\hspace{2cm}} \text{ yd}$

8. $2 \text{ ft } 3 \text{ in.} = \underline{\hspace{2cm}} \text{ in.}$

9. $45 \text{ in.} = \underline{\hspace{2cm}} \text{ yd } \underline{\hspace{2cm}} \text{ in.}$

In 10–15, compare lengths. Write $>$, $<$, or $=$ for each \bigcirc .

10. $64 \text{ in.} \bigcirc 5 \text{ ft}$

11. $2 \text{ mi} \bigcirc 3,333 \text{ yd}$

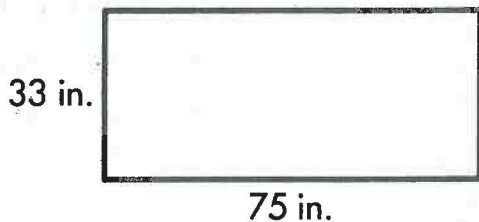
12. $36 \text{ yd } 2 \text{ ft} \bigcirc 114 \text{ ft } 2 \text{ in.}$

13. $9 \text{ yd} \bigcirc 324 \text{ in.}$

14. $4 \text{ ft } 7 \text{ in.} \bigcirc 56 \text{ in.}$

15. $25 \text{ ft} \bigcirc 8 \text{ yd } 11 \text{ in.}$

16. Find the perimeter of the rectangle in yards.



17. Lucy wants to make different types of cheesecake. Each cheesecake uses $\frac{2}{3}$ pound of cream cheese. She has 2 pounds of cream cheese. How many cheesecakes can she make?

For 18 and 19, use the table.

18. Four friends each took a different path walking from the lunchroom to the gymnasium. The table shows the distance that each of them walked. Who walked the farthest?

19. Write the distance Domingo walked in feet and in inches.

Distance Walked	
Rowan	: 150 yd
Janelle	: 429 ft 8 in.
Domingo	: 130 yd 2 ft
Lydia	: 460 ft

20. © MP.6 Be Precise Jordan is 4 feet 8 inches tall. Her mother is 5 feet 10 inches tall. How much taller is Jordan's mother than Jordan? Give your answer in feet and inches.

21. Higher Order Thinking How can you find the number of inches in 1 mile? Show your work.

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22. Is the measurement greater than 100 inches? Choose Yes or No.

- 8 feet 6 inches Yes No
- 8 feet Yes No
- 3 yards Yes No
- 2 yards 19 inches Yes No

23. Is the measurement less than 4 yards? Choose Yes or No.

- 143 inches Yes No
- 47 feet Yes No
- 12 feet Yes No
- 11 feet Yes No

Name _____



Solve

Solve & Share

A recipe makes 16 cups of soup.
How many quarts does the recipe make? Remember,
there are 2 cups in a pint and 2 pints in a quart.
Solve this problem any way you choose!

____ cups = 1 quart

16 cups = ____ quarts

Lesson 11-2

Convert Customary Units of Capacity

I can ...

convert customary units of capacity.

© Content Standards 5.MD.A.1, 5.NBT.B.5,
5.NBT.B.6
Mathematical Practices MP.2, MP.8

You can use reasoning to help you convert between different units.



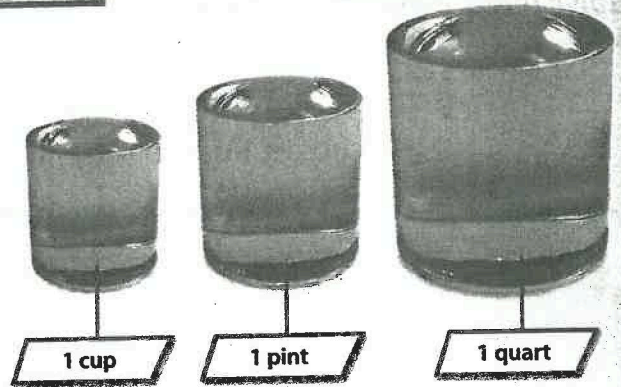
Look Back! © MP.8 Generalize Is the number of cups greater than or less than the number of quarts? Why do you think that is?

Sue is making punch. She needs $3\frac{3}{4}$ cups of orange juice and 5 pints of lemonade. How many fluid ounces of orange juice and how many quarts of lemonade does she need?

You can multiply or divide to convert one unit of capacity to a different one.

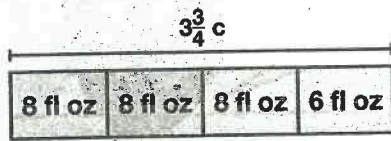


- 1 gallon (gal) = 4 quarts (qt)
- 1 quart = 2 pints (pt)
- 1 pint = 2 cups (c)
- 1 cup = 8 fluid ounces (fl oz)



B To change a larger unit to a smaller unit, multiply.

$$3\frac{3}{4} \text{ c} = \square \text{ fl oz}$$



$$3\frac{3}{4} \times 8 = (3 \times 8) + \left(\frac{3}{4} \times 8\right)$$

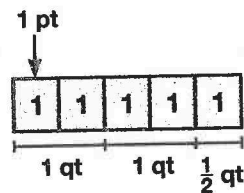
$$= 24 + 6 = 30$$

So, $3\frac{3}{4}$ cups = 30 fluid ounces.

C To change a smaller unit to a larger unit, divide.

$$5 \text{ pt} = \square \text{ qt}$$

2 pints equals 1 quart.



Find $5 \div 2$.

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

So, 5 pints = $2\frac{1}{2}$ quarts.

Convince Me! © MP.8 Generalize When you convert from pints to quarts, why do you divide?

★ Guided Practice ★

Do You Understand?

1. © MP.2 Reasoning Why would you change 4 gallons 5 quarts to 5 gallons 1 quart?
2. Why is $\frac{1}{8}$ cup equal to 1 fluid ounce?

Do You Know How?

In 3–8, convert each unit of capacity.

3. 32 c = ____ gal
4. $\frac{1}{2}$ qt = ____ gal
5. 48 qt = ____ pt
6. $6\frac{1}{8}$ qt = ____ c
7. 3 qt 1 pt = ____ pt
8. 9 pt = ____ qt ____ pt or ____ qt

★ Independent Practice ★

In 9–20, convert each unit of capacity.

9. 10 pt = ____ qt
10. 48 fl oz = ____ c
11. $\frac{1}{2}$ c = ____ pt
12. $9\frac{1}{4}$ pt = ____ c
13. 36 pt = ____ qt
14. 30 qt = ____ gal ____ qt
15. 1 qt = ____ gal
16. 5 gal = ____ c
17. 1 gal 1 c = ____ fl oz
18. 7 c = ____ fl oz
19. 72 pt = ____ gal
20. $\frac{1}{3}$ pt = ____ c

You may need to convert more than once.

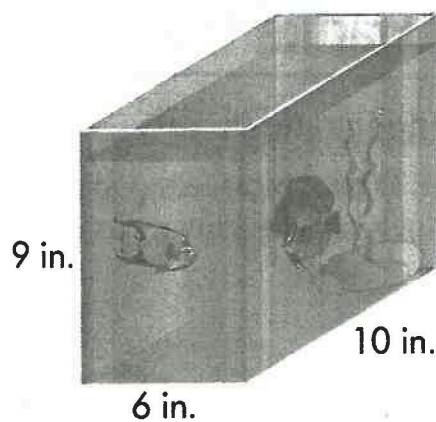


21. Complete the table to show equivalent measures.

Gallons	Quarts	Pints	Cups	Fluid Ounces
1		8		
2				256

Math Practices and Problem Solving

For 22–24, use the aquarium.



22. The class aquarium holds 2 gallons of water. How many cups is this? How many fluid ounces is this?

23. Susan finds that 2 pints, 1 cup of water has evaporated from the class aquarium. How many pints of water are left in the aquarium?

24. If all of the dimensions of the aquarium were doubled, what would be the volume of the new aquarium?

25. Carrie has 3 gallons of paint. Bryan has 10 quarts of paint. How many more pints of paint does Carrie have than Bryan?

26. © **MP.2 Reasoning** Lorelei filled her 5-gallon jug with water. How many times could she fill her 2-quart canteen with water from the jug? Explain.

27. **Higher Order Thinking** A recipe calls for 3 tablespoons of pineapple juice. A can of pineapple juice is 12 fluid ounces. How many teaspoons of juice are in the can?

DATA

1 tablespoon (tbsp) = 3 teaspoons (tsp)

1 fluid ounce (fl oz) = 2 tablespoons (tbsp)

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28. Choose all the measurements that are greater than 4 cups.

- 30 fluid ounces
- 2 pints
- 3 pints
- 1 quart
- 1 gallon

29. Choose all the statements that are true.

- 15 pt < 2 gal
- 1 gal < 5 qt
- 12 fl oz > 2 c
- 2 qt 1 cup > 10 cups
- 20 pints = 10 quarts



Homework & Practice 11-2

Convert Customary Units of Capacity

Another Look!

Remember:

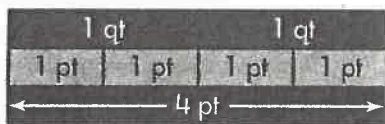
1 gallon equals 4 quarts,
1 quart equals 2 pints,
1 pint equals 2 cups, and
1 cup equals 8 fluid ounces.



How to change from one customary unit of capacity to another:

Converting from a smaller unit
to a larger unit:

$$4 \text{ pints} = \underline{\hspace{2cm}} \text{ quarts}$$



Operation: Divide.

You know $2 \text{ pt} = 1 \text{ qt}$.

Find $4 \div 2$; $4 \text{ pt} = 2 \text{ qt}$

Converting from a larger unit
to a smaller unit:

$$2 \text{ gallons} = \underline{\hspace{2cm}} \text{ quarts}$$



Operation: Multiply.

You know $1 \text{ gal} = 4 \text{ qt}$.

Find 2×4 ; $2 \text{ gal} = 8 \text{ qt}$

1. Convert 2 quarts to fluid ounces. Write in the missing amounts.

$$2 \text{ quarts} = \underline{\hspace{1cm}} \text{ pints} \quad \underline{\hspace{1cm}} \text{ pints} = 8 \text{ cups} \quad \underline{\hspace{1cm}} \text{ cups} = \underline{\hspace{1cm}} \text{ fluid ounces}$$

In 2-13, convert each unit of capacity.

2. $14 \text{ fl oz} = \underline{\hspace{2cm}} \text{ c}$

3. $8 \text{ gal} = \underline{\hspace{2cm}} \text{ qt}$

4. $3\frac{1}{4} \text{ pt} = \underline{\hspace{2cm}} \text{ fl oz}$

5. $\frac{1}{4} \text{ c} = \underline{\hspace{2cm}} \text{ pt}$

6. $6\frac{1}{4} \text{ qt} = \underline{\hspace{2cm}} \text{ pt}$

7. $28 \text{ c} = \underline{\hspace{2cm}} \text{ qt}$

8. $2 \text{ qt} = \underline{\hspace{2cm}} \text{ pt}$

9. $5 \text{ c} = \underline{\hspace{1cm}} \text{ pt} \underline{\hspace{1cm}} \text{ c}$

10. $3 \text{ gal} = \underline{\hspace{2cm}} \text{ pt}$

11. $96 \text{ fl oz} = \underline{\hspace{2cm}} \text{ c}$

12. $4 \text{ qt} = \underline{\hspace{2cm}} \text{ c}$

13. $8\frac{1}{4} \text{ pt} = \underline{\hspace{2cm}} \text{ c}$

14. **Number Sense** Estimate the number of pints in 445 fluid ounces. Explain your work.

15. If you needed only 1 cup of milk, what is your best choice at the grocery store—a quart container, a pint container, or a $\frac{1}{2}$ -gallon container?

In 16 and 17, use the recipe.

16. Sadie is making punch. How many more quarts of lemon-lime juice will she use than orange juice?

17. **Higher Order Thinking** How many gallons of punch will Sadie make?



Ingredients for Punch

8 quarts lemon-lime juice
4 pints vanilla ice cream
8 cups orange juice

18. Callie bought 2 gallons of juice for \$2.58 per gallon. She sold the juice in 1-cup servings for \$0.75 each. Each serving is $\frac{1}{16}$ gallon. How much more did she get for selling the juice than she paid to buy it? Tell how you found the answer.

19. **MP.2 Reasoning** How would you convert a measurement given in fluid ounces into pints?



Which operation would you use?

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20. Choose all measurements that are equal to 4 quarts.

- 2 gallons
- 2 pints
- 8 pints
- 16 cups
- 48 fl oz

21. Choose all statements that are true.

- 7 pints > 2 quarts
- 4 pints 1 cup > 10 cups
- 1 quart > 40 fl oz
- 1 gallon < 8 pints 1 cup
- 8 quarts = 32 gallons



Lesson 11-3

Convert Customary Units of Weight

I can ...

convert customary units of weight.

© Content Standards 5.MD.A.1, 5.NBT.B.5, 5.NBT.B.6
Mathematical Practices MP.4, MP.5, MP.6, MP.8

Name _____

Solve & Share

Maria adopted 4 dogs. All together they eat $1\frac{3}{4}$ pound of food each day. One pound is equal to 16 ounces. How many ounces of food will the dogs eat in 5 days? *Solve this problem any way you choose.*

Use Appropriate Tools You can use drawings or equations to solve the problem. *Show your work!*



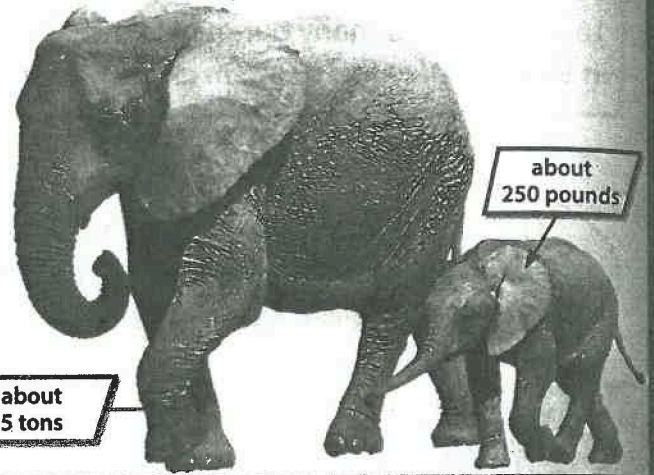
Look Back! © MP.8 Generalize Which is the larger unit of weight, an ounce or a pound? How can you use this relationship to find the number of ounces in 5 pounds?

A

An adult African elephant weighs about 5 tons. A baby African elephant weighs about 250 pounds. How many pounds does the adult elephant weigh? How can you convert 250 pounds to tons?

1 ton (T) = 2,000 pounds (lb)
1 pound (lb) = 16 ounces (oz)

To convert from one unit of weight to another, you can use multiplication or division.

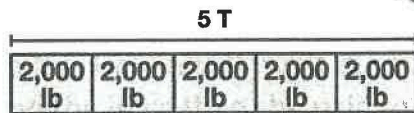


B

To convert from larger units to smaller units, multiply.

$$5 \text{ T} = \square \text{ lb}$$

1 ton equals 2,000 pounds.



Find $5 \times 2,000$.

$$5 \times 2,000 = 10,000$$

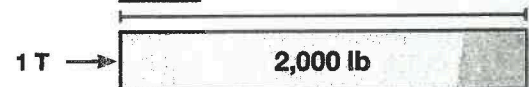
So, 5 tons = 10,000 pounds.

C

To convert from smaller units to larger units, divide.

$$250 \text{ lb} = \square \text{ T}$$

2,000 pounds equals 1 ton.



Find $\frac{250}{2,000}$.

$$\frac{250 \div 250}{2,000 \div 250} = \frac{1}{8} \quad \text{So, 250 pounds} = \frac{1}{8} \text{ ton.}$$

Convince Me! © MP.8 Generalize When you convert 16 pounds to ounces, do you multiply or divide? Explain.

Guided Practice*

Do You Understand?

1. Would it be best to measure the weight of an egg in tons, pounds, or ounces? Explain.
2. What types of tools do people select to measure weight? Explain your example.

Do You Know How?

In 3–6, convert each unit of weight.

3. 2,000 lb = ____ T 4. 48 oz = ____ lb
 5. 6,500 lb = ____ T 6. $\frac{1}{2}$ lb = ____ oz

In 7 and 8, compare. Write $>$, $<$, or $=$ for each \bigcirc .

7. 2 T \bigcirc 45,000 lb 8. 4 lb \bigcirc 64 oz

Independent Practice*

In 9–14, convert each unit of weight.

9. 240 oz = ____ lb 10. $7\frac{1}{10}$ T = ____ lb 11. 8 lb = ____ oz
 12. 4 oz = ____ lb 13. 250 lb = ____ T 14. 1 T = ____ oz

In 15–17, compare. Write $>$, $<$, or $=$ for each \bigcirc .

15. 5,000 lb \bigcirc 3 T 16. 24 lb \bigcirc 124 oz 17. 64,000 oz \bigcirc 2 T

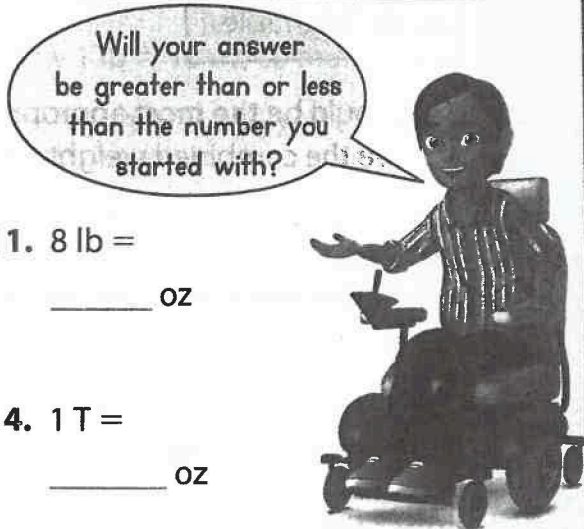
In 18 and 19, complete each table to show equivalent measures.

18.

pounds	$\frac{1}{2}$		5
ounces		32	

19.

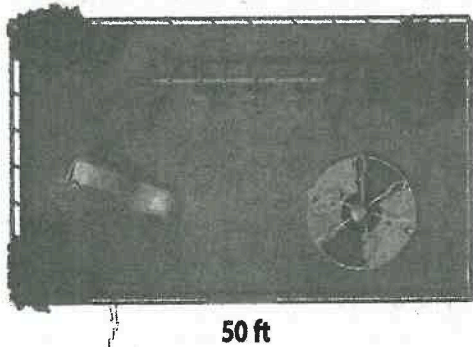
tons	$\frac{1}{2}$	2	
pounds			12,000



*For another example, see Set C on page 689.

★ Math Practices and Problem Solving ★

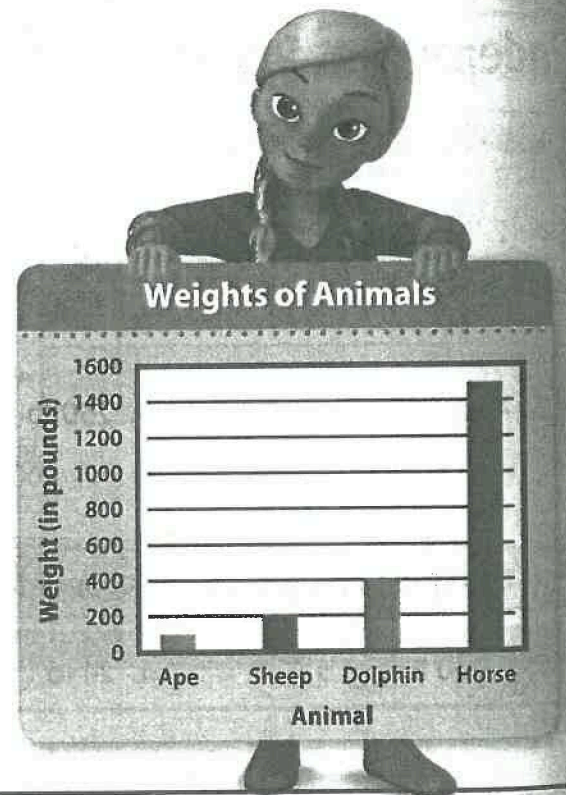
20. © **MP.6 Be Precise** The perimeter of the rectangular playground shown below is 160 feet. What is the area of the playground?



21. **Math and Science** Humans exploring space have left behind bags of trash, bolts, gloves, and pieces of satellites. There are currently about 4,000,000 pounds of litter in orbit around Earth. Julia says that this amount using number names is four billion. Do you agree? Explain your thinking.

In 22–25, use the table.

22. What would be the most appropriate unit to measure the combined weight of 4 horses?
23. About how much would 4 horses weigh? Write the weight two different ways.
24. How many more ounces does the sheep weigh than the ape?
25. **Higher Order Thinking** What is the difference in weight between the horse and the combined weight of the dolphin and the ape? Write your answer in tons.



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26. Part A

The world's heaviest lobster weighed 44 pounds 6 ounces. Write the lobster's weight in ounces in the box below.

44 lb 6 oz = _____ ounces

Part B

Describe the steps you took to find your answer.

Homework & Practice 11-3

Convert Customary Units of Weight

Another Look!

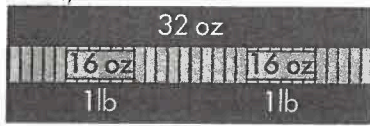
Remember:
1 ton equals 2,000 pounds and
1 pound equals 16 ounces.



How to change from one unit of weight to another:

Converting from a smaller unit to a larger unit:

32 ounces = _____ pounds

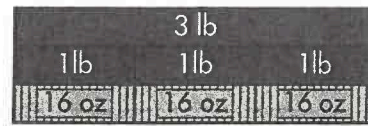


You know 16 oz = 1 lb, so divide.

Find $32 \div 16$; 32 oz = 2 lb

Converting from a larger unit to a smaller unit:

3 pounds = _____ ounces



You know 1 lb = 16 oz, so multiply.

Find 3×16 ; 3 lb = 48 oz

In 1–6, convert each unit of weight.

1. 4 T = _____ lb

2. 5 lb = _____ oz

3. 5,500 lb = _____ T

4. $2\frac{1}{2}$ lb = _____ oz

5. 90 lb = _____ oz

6. 224 oz = _____ lb

In 7–12, compare. Write $>$, $<$, or $=$ for each \bigcirc .

7. 16 lb \bigcirc 16 oz

8. 1,500 lb \bigcirc 2 T

9. 3 T \bigcirc 5,999 lb

10. 1,600 oz \bigcirc 10 lb

11. 19 lb \bigcirc 300 oz

12. 8 oz \bigcirc $\frac{1}{2}$ lb

In 13 and 14, complete each table to show equivalent measures.

13.

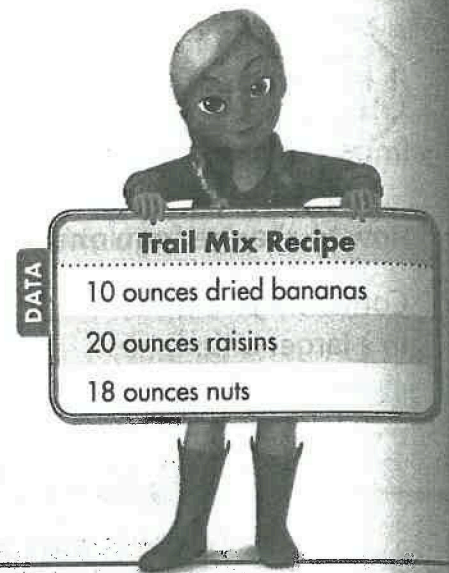
pounds	2,000	3,000	
tons			3

14.

ounces	16	48	
pounds			10

In 15 and 16, use the recipe.

15. Aaron bought these ingredients to make the trail mix recipe. How many pounds of trail mix will he make?
16. © MP.4 Model with Math Aaron wants to divide the trail mix equally into 6 bags to give to his friends. How much trail mix will be in each bag? Draw a bar diagram and write an equation to help you find the answer.



17. **Number Sense** A candy maker buys a bar of chocolate weighing 162 ounces. About how many pounds does the bar weigh?
18. **Higher Order Thinking** Karla bought 2 pounds of broccoli, $1\frac{3}{4}$ pounds of green beans, and 10 ounces of kale. How much do Karla's vegetables weigh in all? Write your answer two different ways.
19. Students visited a zoo where they learned that a large white rhinoceros could weigh as much as 6,000 pounds. How many tons is this?
20. **Algebra** Complete the table. Write the expression that can be used to find the missing value in the second row.

n	12	15	21	28
$n + \underline{\quad}$	18	21	27	

© Common Core Assessment

21. Part A

Paula's kitten weighs $3\frac{1}{2}$ pounds. Write this weight in the boxes using pounds and ounces.

_____ pounds _____ ounces

Part B

Explain how you found your answer.

Home Letter

**Vaqueros: America's
First Cowboys**
Home Letter

Dear Family,

This week students will explore the question “What kinds of lessons were learned by people who lived in the Old West?” In our main selection, the informational text **Vaqueros: America’s First Cowboys**, author George Ancona captures the history and traditions of the original cowboys of Spanish Mexico. Later, our class will read **Rhyme on the Range**, poetry written by cowboys.

This week’s...

Target Vocabulary: extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline

Vocabulary Strategy: Adages and proverbs

Comprehension Skill: Text and graphic features—examine how words and pictures help us understand ideas

Comprehension Strategy: Summarize—briefly tell the important parts of the text in your own words

Writing Focus: Opinion writing—persuasive argument

Activities to Do Together

Vocabulary

Use this week’s **Target Vocabulary** to make up sentences about the Old West with your child. For example, “Cowboys **acknowledged** folks by tipping their hats.” You might do some online research together to get information for your sentences.

Get on Your Horse and Ride

Talk with your child about some tools of cowboy culture: leather boots, cowboy hat, western saddle, lasso, chaps. Discuss the function each has for a cowboy.

What Made It Happen?

Have your child find out more about one of the cowboy tools you discussed. Have your child jot down notes for a research report about it, describing what prompted its invention or development.



Go to the *eBook* to read and listen to this week’s selection.

Name _____ Date _____

Weekly To-Do List

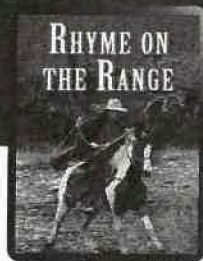
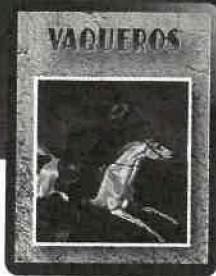
Put an X in each box when you finish the activity.

<h2 style="margin: 0;">Must Do</h2>	<h2 style="margin: 0;">May Do</h2>
<input type="checkbox"/> Practice pages <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<input type="checkbox"/> Reading Log
<input type="checkbox"/> Comprehension and Fluency Literacy Center	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/> Word Study Literacy Center	<input type="checkbox"/> Practice Spelling Words
<input type="checkbox"/> Think and Write Literacy Center	<input type="checkbox"/> Work on Writing Assignment
<input type="checkbox"/> Daily Independent Reading	<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

Daily Independent Reading

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Lesson 23



Vocabulary in Context

Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Take turns asking and answering questions about the photos. Use the blue Vocabulary words in your questions and answers.

1 dominated

Herds of cattle once dominated the plains. They were often the biggest thing in sight.



2 extending

This cowgirl wears chaps extending, or reaching, from the hips to the ankles.



3 sprawling

This cowboy rides his horse over the vast and sprawling range.



4 hostile

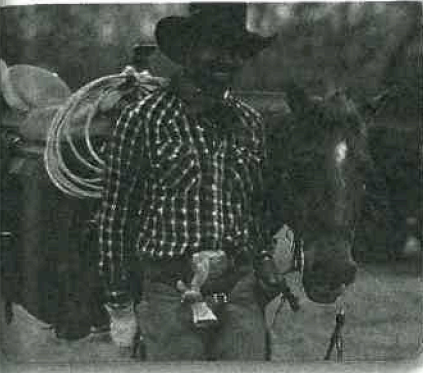
A farmer who is hostile, or unfriendly, to cattle ranchers can use fences to stop cattle drives.



- ▶ Study each Context Card.
- ▶ Use a dictionary or a glossary to verify the meaning of each Vocabulary word.

5 acknowledged

This rodeo cowboy acknowledged, or recognized, his fans with a smile.



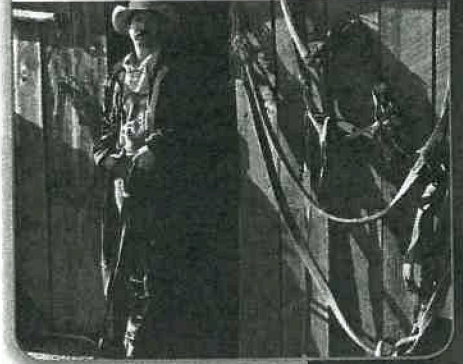
6 flourished

Cattle were driven to towns near rail lines. These towns flourished and grew rich.



7 residents

When cowboys were not living on the trail, they were residents in the ranch bunkhouse.



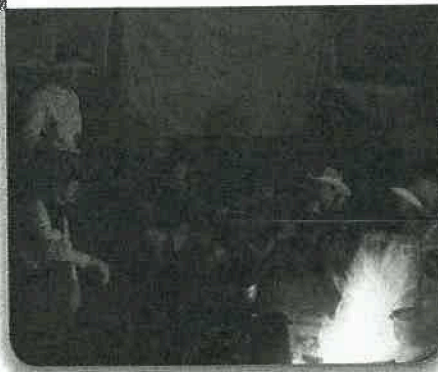
8 prospered

A cowboy who has prospered, or succeeded, may buy fancy boots and a hat.



9 acquainted

Cowboys get to know one another on cattle drives. They become well acquainted.



10 decline

Because there has been a decline in cattle drives, there are fewer cowboys today.





Read and Comprehend

✓ TARGET SKILL

Text and Graphic Features In "Vaqueros: America's First Cowboys," you will see headings, captions, and other **text features** the author uses to organize information. You will also see **graphic features**, such as maps and photographs, that highlight and show relationships between important ideas. Use a graphic organizer like the one below to record information about the text and graphic features in the selection.

Text or Graphic Feature	Location and Purpose

✓ TARGET STRATEGY

Summarize When you **summarize**, you use your own words to tell about the main ideas and details in a text. As you read the selection, pause now and then to summarize key points. Doing so will improve your understanding and help you remember what you read.

PREVIEW THE TOPIC

The West

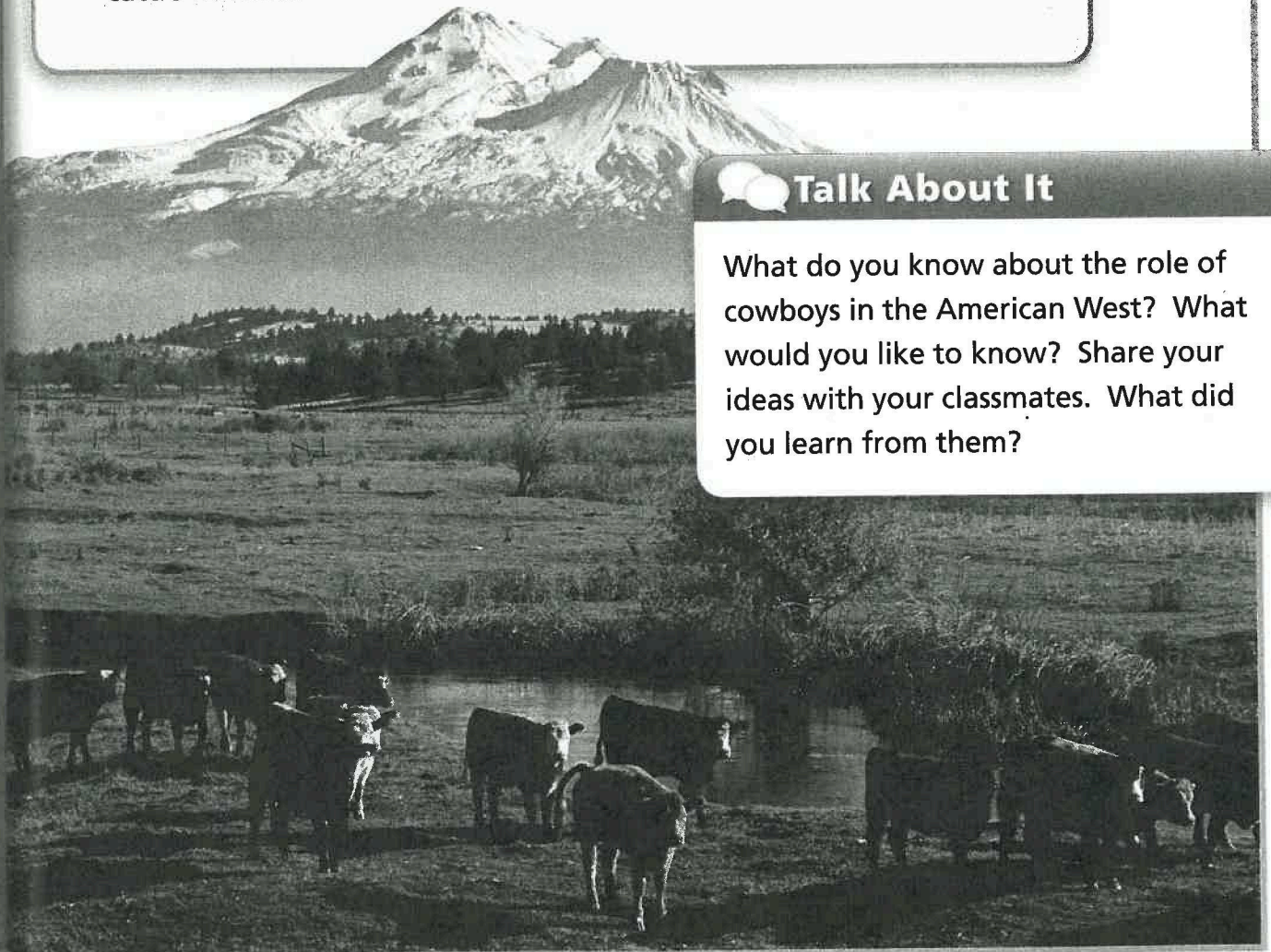
California, Texas, and other parts of the American West were once controlled by Spain. As a result, many terms associated with cowboys are from the Spanish language. By the early 1800s, however, Spanish control of the region was declining. Mexico won its independence from Spain in 1821. Texas, California, Arizona, and other states later gained independence from Mexico and joined the United States.

The huge expanses of land in the West were ideal for cattle ranching. "Vaqueros: America's First Cowboys" explains the vaqueros' essential role in managing the cattle ranches.

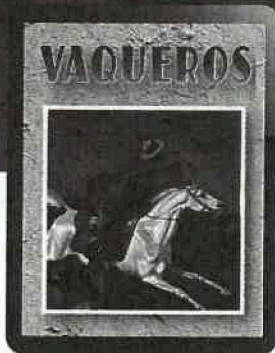


Talk About It

What do you know about the role of cowboys in the American West? What would you like to know? Share your ideas with your classmates. What did you learn from them?



ANCHOR TEXT



✓ GENRE

Informational text gives facts and details about a topic. As you read, look for:

- ▶ text features, such as headings, that organize information and help explain the topic
- ▶ photographs and captions
- ▶ domain-specific words that help you better understand the topic

MEET THE AUTHOR AND PHOTOGRAPHER

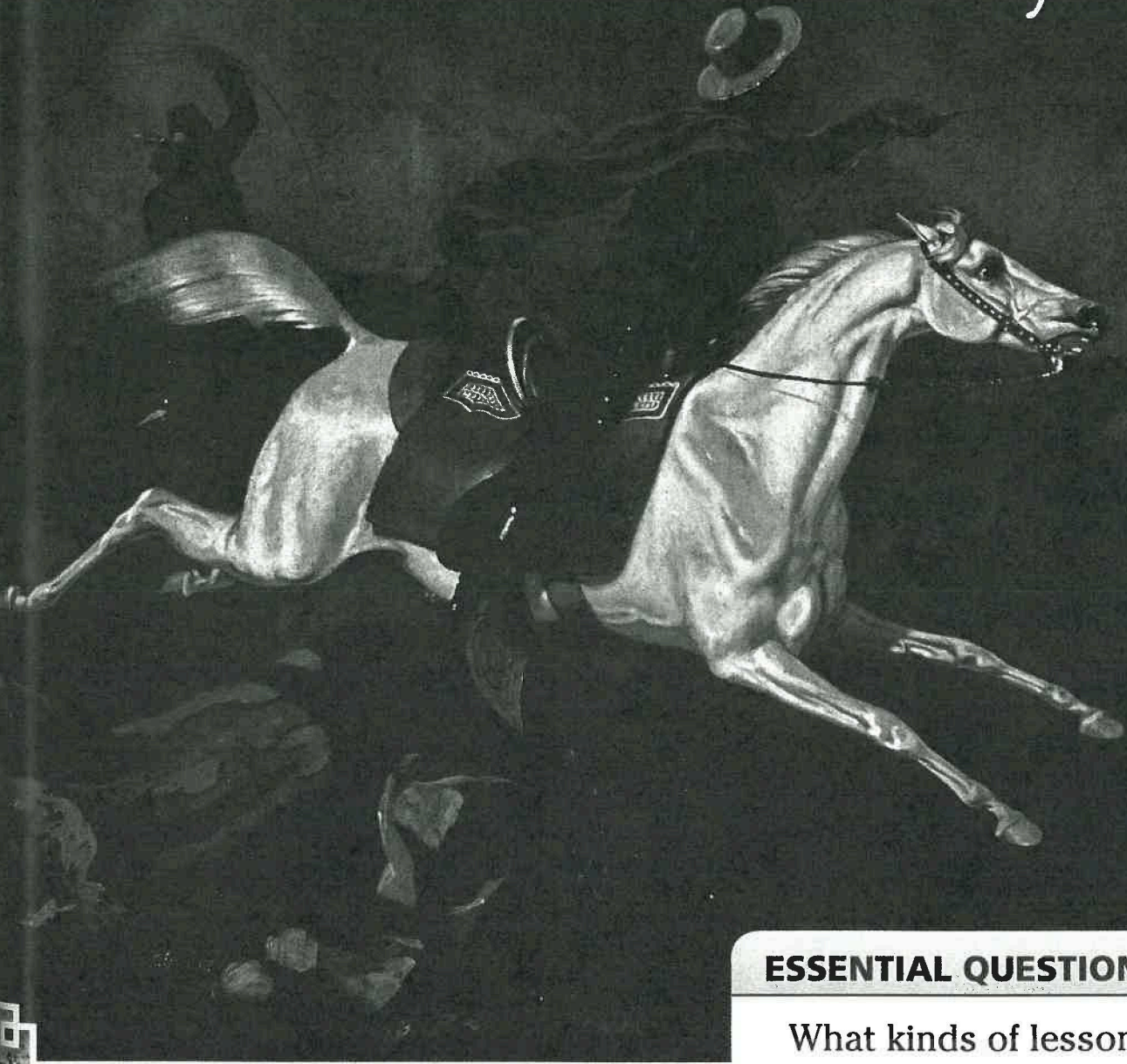
George Ancona



George Ancona grew up in Coney Island, New York, where his father practiced photography as a hobby. Ancona says that “as a photographer, I can participate in other people’s lives...producing something that can be shared and has a life of its own.” He has created books about horses and helicopters, cowboys and carnivals, migrant workers and murals. Ancona’s book *Charro* tells about the fascinating culture of Mexican horsemen and their rodeo-like *charrería*.

VAQUEROS

America's First Cowboys



by George Ancona

ESSENTIAL QUESTION

What kinds of lessons were learned by people who lived in the old West?

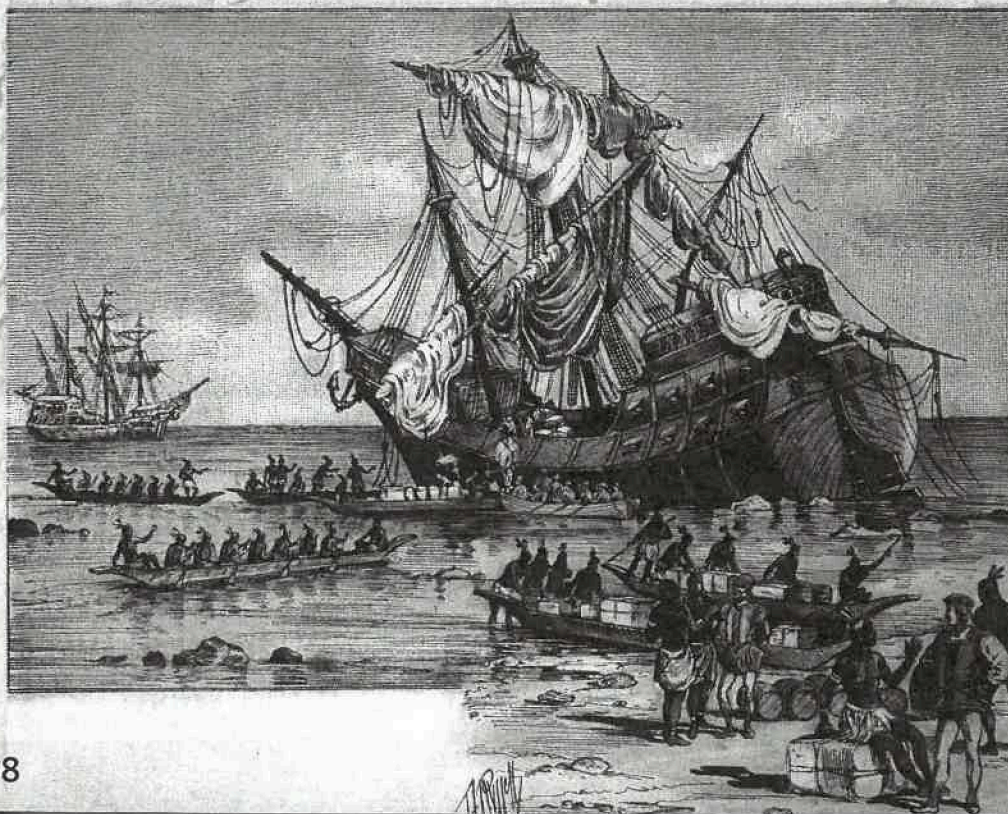
Imagine: five hundred years ago there were no cows or horses in North and South America. Thousands of years earlier there had been horses, but they disappeared. Since there were no cows, there were no cowboys. Of course, today there are cowboys. It is all because of Christopher Columbus.

The Journeys

After his voyage to the Americas in 1492, Christopher Columbus returned to Spain. He told the Spanish king and queen of the riches to be found in the paradise he discovered. He described the native people who lived there. The royal couple agreed to more voyages. They needed gold to help pay for their expanding empire.

The following year, Columbus returned to the West Indies. He brought seventeen ships loaded with over a thousand settlers, horses and cattle. The ships dropped anchor at an island they named Hispaniola (ees pah NYOH lah). Today the island is shared by Haiti and the Dominican Republic.

For the next twenty-five years Spanish ships sailed in and out of Hispaniola. The Spaniards explored and conquered the nearby islands. The native islanders were enslaved. Thousands died of smallpox, a terrible disease for which they had no resistance. As the islanders disappeared, they were replaced by the settlers and their animals.



Christopher Columbus landing on the island of Hispaniola, 1493

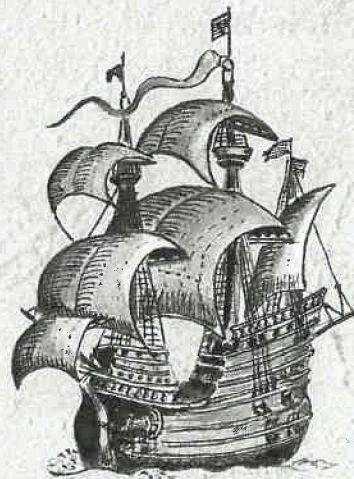


Hernán Cortés brought horses back to the mainland of North America.

In 1503, Hernán Cortés (ayr NAHN kor TEHS), a Spanish adventurer, arrived in the West Indies. He spent several years helping to conquer Cuba. Then in 1518, Cortés set out with a fleet of six ships to explore the nearby coast to the west. On board were five hundred men and sixteen horses strong enough to carry a man in full armor.

The ships dropped anchor near where the port of Veracruz, Mexico, is today. The Totonac people who lived there welcomed Cortés. They offered to help him conquer the hostile Aztec empire that had long dominated them.. Cortés did so in two years. He claimed all the lands in the name of the Spanish king. He called the land New Spain.

It wasn't long before the Spanish conquerors brought more livestock to the colonies. The animals were allowed to graze on the open grasslands. Many took off into the wilderness, forming large herds of wild horses and cattle.

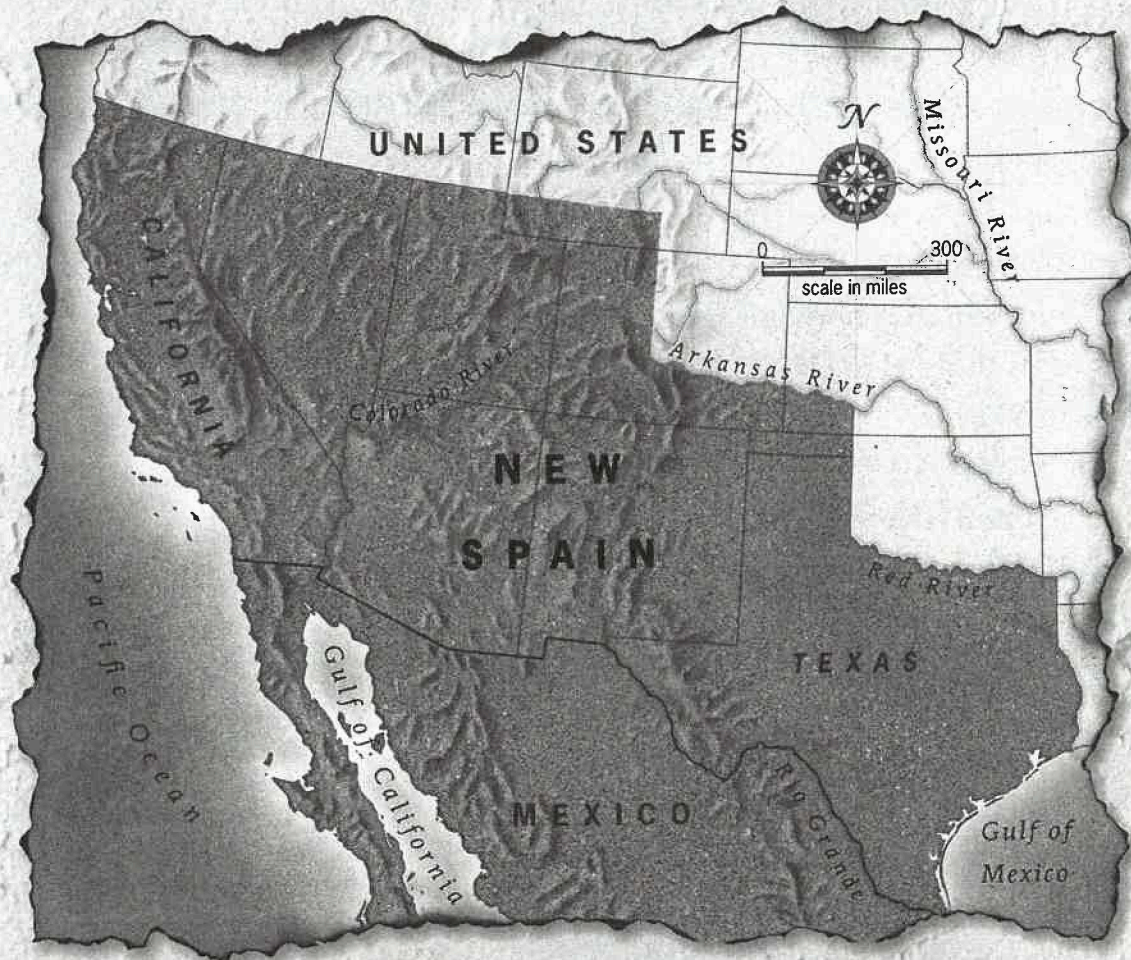


The Expanding Colony

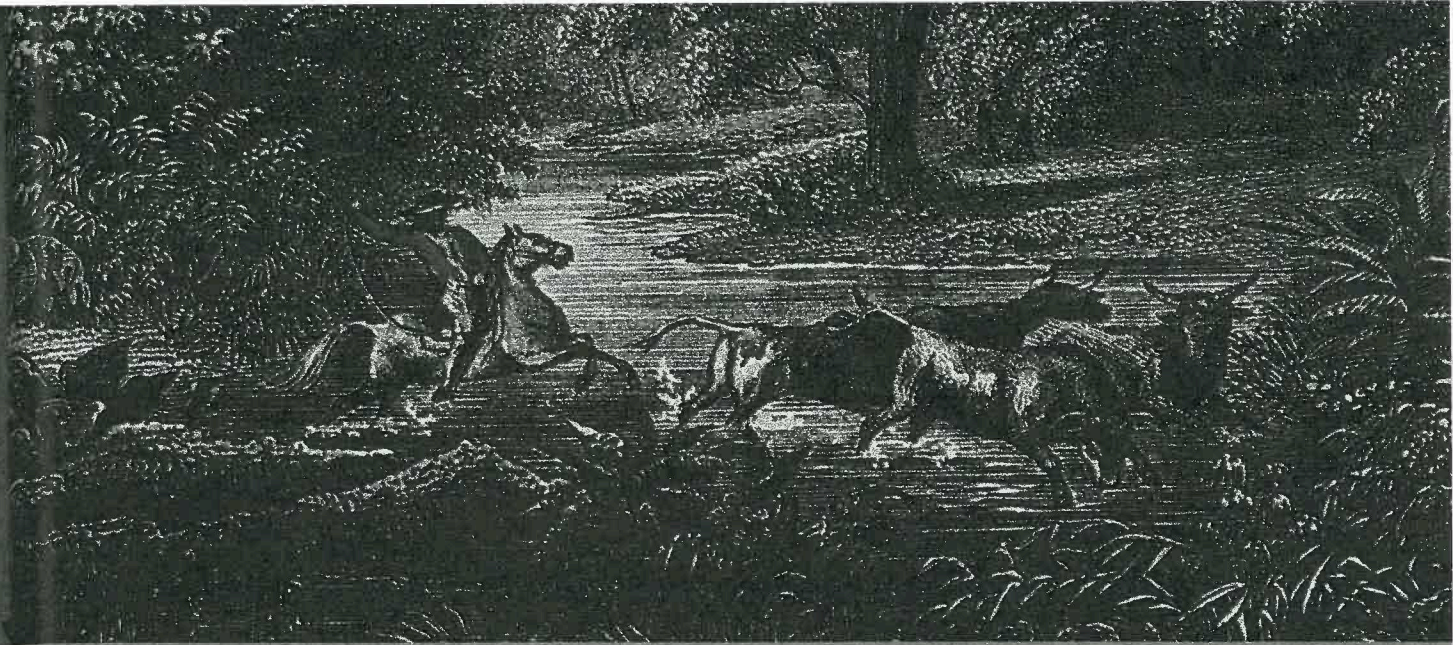
The Spanish king rewarded Cortés and his soldiers with gifts of land. Throughout New Spain they built ranches called *haciendas* (ah SYEHN dahs) and prospered.

Accompanying the soldiers and settlers were Catholic missionaries. They had come to convert the native people. They moved north, building missions and churches along the California coast, extending the lands of New Spain.

In 1540, Francisco Vázquez de Coronado (VAHS kehs day koh roh NAH doh) organized an expedition into the northern territories. Coronado was searching for the legendary Golden Cities of Cíbola (SEE boh lah). Along with the men and supplies he brought five hundred longhorn cattle to supply meat and hides.



Review the map. What water sources run through the area known as New Spain?



An early vaquero lassoes a steer.

The expedition never found the city of gold. However, it did introduce the first longhorns to what is now the American Southwest. From those first five hundred longhorns, ten million had spread across the Texas plains by the 1800s.

The soldiers and priests of New Spain were already acquainted with raising cattle in Spain. Many were skilled horsemen. Even so, they needed help in rounding up the livestock on their sprawling lands.

At that time it was against the law for any native person to ride a horse. But the ranchers and priests needed help. They taught the native converts to ride and use the *lazo* (LAH soh), or lasso, a looped rope. These men who worked with horses and cattle were called *vaqueros* (vah KAY rohs). In Spanish, the word means “cow-men.” With the vaqueros, a new culture took root in the west. It lives on today.



Coronado introduced the longhorn.

ANALYZE THE TEXT

Main Ideas and Details

Summarize the sections “The Journeys” and “The Expanding Colony” on pages 698–701. What is the main idea of each section? What details does the author use to support these main ideas?



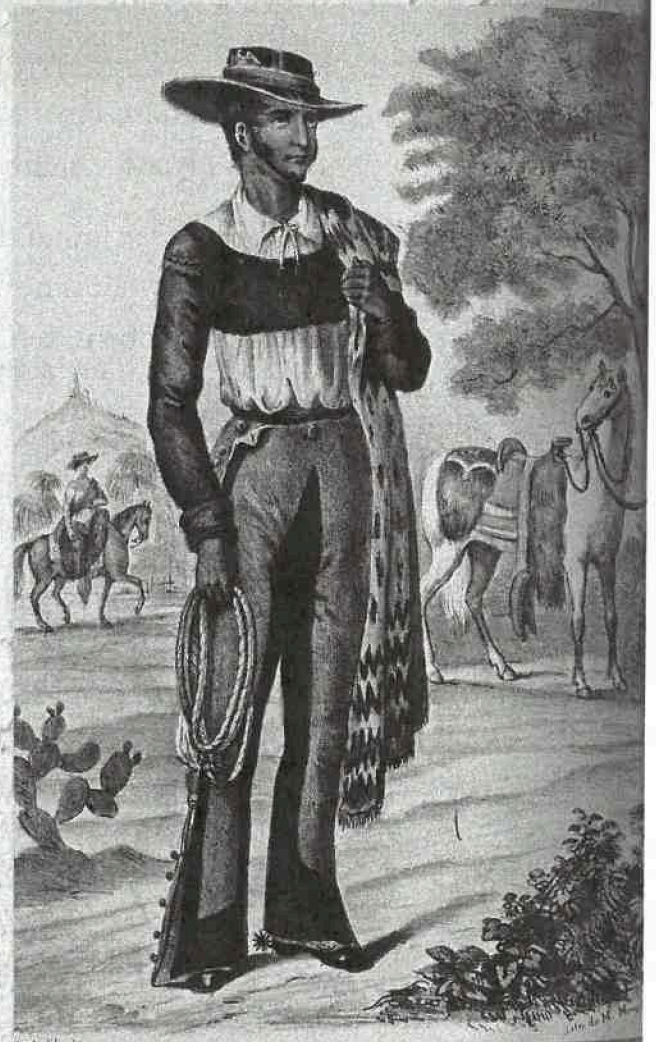
A herd of mustangs

A Way of Life


The vaquero's job was to keep tabs on cattle in the wild and round them up. It took many vaqueros to surround a herd so that it could be moved to the hacienda. These roundups are called *rodeos* (roh DEH ohs) in Spanish. Rodeo comes from a verb that means "to go around."

The vaqueros were also needed to capture the wild horses that flourished on the prairies and valleys of the large haciendas. The vaqueros called the horses *mesteños* (mehs TAY nyohs), a word that would become "mustangs."

Vaqueros spent most of their lives in the saddle, riding hard, in all kinds of weather. At night they sat around the fire where they cooked their meals. They told stories and sang songs about their lives. Then they rolled up into their ponchos to sleep. From California to Texas, native vaqueros were acknowledged to be the best horsemen in the world.



An early vaquero with his lariat



Doing the Job

A vaquero had to cope with a rough landscape and harsh weather. He needed the right tools to do his job.

Vaqueros wore wide-brimmed hats called *sombreros* (sohm BRAY rohs). *Sombra* (SOHM brah) means “shade” in Spanish. The sombrero protected vaqueros from the burning sun.

A vaquero also wore *chaparreras* (chah pah REH rahs) or chaps. These were leather leggings, worn over trousers. They protected the vaquero from cactus, thickets of wild brush, and rope burns.

The horses belonged to the owner of the hacienda. The vaquero, however, owned the saddle that he put on the horse. The saddle had to be comfortable for both horse and rider. The vaquero’s feet slid into two wooden stirrups that hung from the saddle.

A vaquero’s most trusted tool was his lasso, also known as the lariat. Often a vaquero would have to gallop after a runaway steer. He would toss the loop of the lariat around the steer’s horns, neck, or foot. Then he would wrap the rope around his saddle horn and rein in his horse. This would hold the steer or bring it to the ground.

Once the herds were together they calmed down and began to graze. Mounted vaqueros would separate the calves from their mothers to brand them with the hacienda’s mark.



A modern saddle

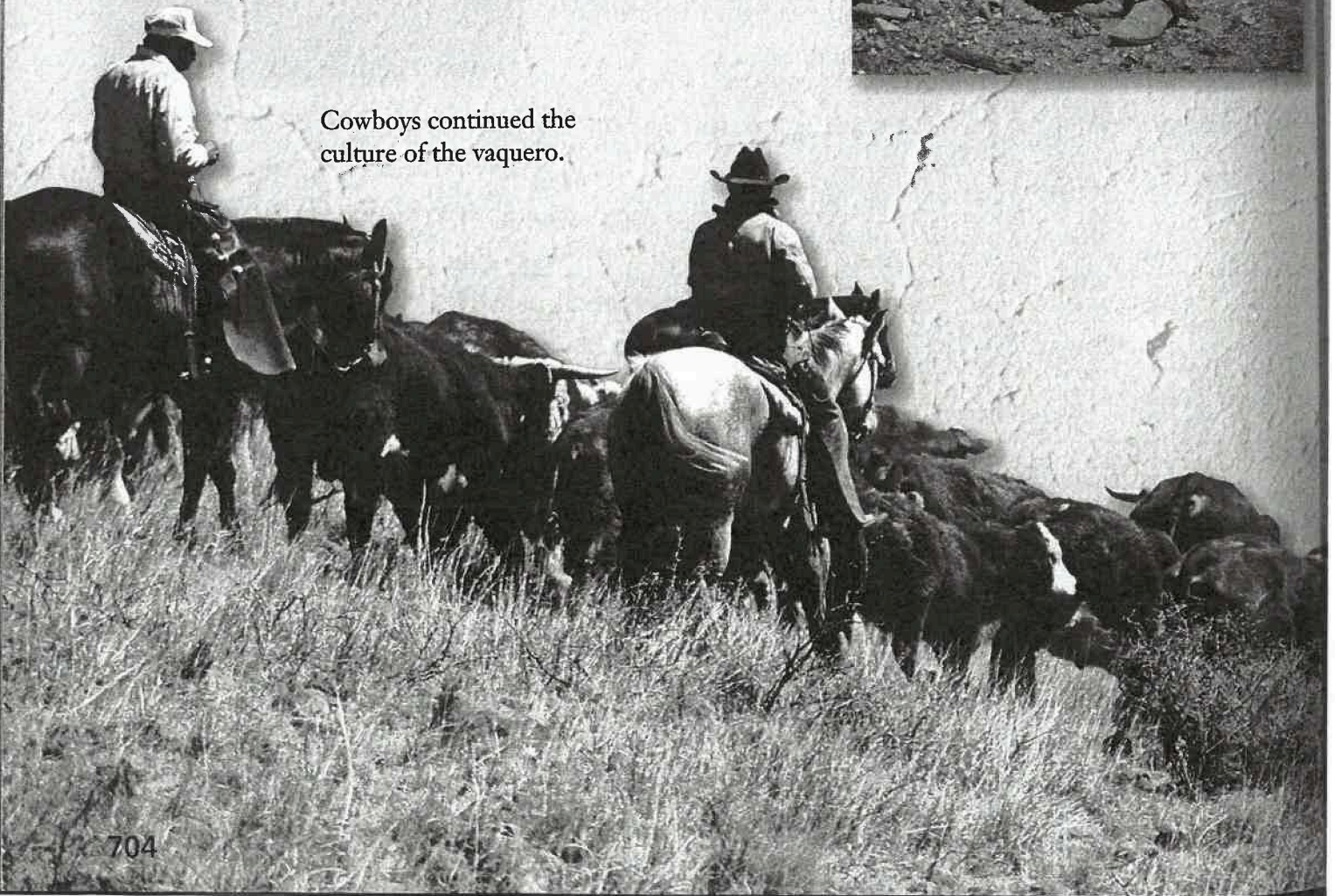
The Vaquero Legend

In 1821 Mexico won its war of independence from Spain. All of New Spain became the independent nation of Mexico. The northern lands of Mexico, however, were difficult to govern. Many American immigrants crossed into the territory that would one day become Texas. Soon there was a large population of Americans in Texas. In fact, they outnumbered the Mexican residents who lived there for generations.

With the Americans came changes in the culture of the vaquero. Even the word changed. When the Americans tried to say *vaqueros* it came out "bukera." Later the word became *buckaroo*. It was only after 1860 that men who worked with cattle were called cowboys.



Cowboys continued the culture of the vaquero.



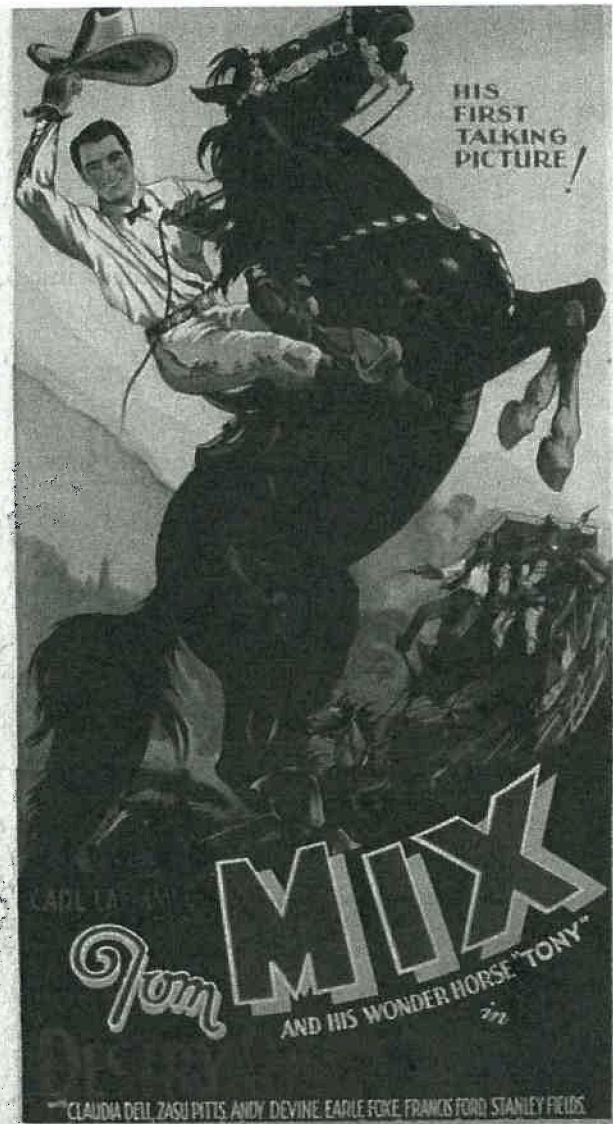
In 1836 Texas declared itself independent from Mexico. Nine years later it joined the United States. Then, in 1847, Mexico lost a war with the U.S. As a result, it lost its northern lands. They would become the states of California, Nevada, Utah and parts of Arizona, New Mexico, Colorado and Wyoming.

After the end of the Civil War, the vaqueros were joined by freed slaves and young men from the east. These newcomers wanted a new life in the wide-open spaces. They had to learn what the vaqueros had been doing for centuries.

The large ranches needed many men to manage the huge herds of cattle on the vast prairies. Cattle drives would take weeks to travel from ranches to railroads. From there, the cattle traveled to the markets in eastern and western cities.

The invention of barbed wire made it possible to build fences to keep cattle in pastures. The vaquero was not needed to ride the wide-open spaces. Long cattle drives became unnecessary. The decline of the vaquero began.

Yet the vaquero's traditions did not fade from the American imagination. At the turn of the century the cowboy became the hero of the west. Books, magazine stories, and the early movies featured the brave exploits of the American cowboy.



Cowboy movies were among the first movies made.

ANALYZE THE TEXT

Text and Graphic Features

Identify the photos, illustrations, map, captions, and headings that the author uses on pages 698–705. What do these features help you understand about the vaqueros?

A horse rears, throwing
its rodeo rider.



Celebrating Traditions

Today the arts and skills of the vaquero can be seen in two countries. They appear in the *charrerías* (chah ray REE ahs) of Mexico and the rodeos of the United States. Both vaqueros and cowboys pride themselves in their skills. They keep alive the traditions and cultures of their past.

On September 14th, Mexicans celebrate *El día del charro*. It is a holiday of parades, church services, music and *charrerías*. The *charrería* is a rodeo where vaqueros can exhibit their skills. They perform with *charros* (CHAH rohs) and *charras* (CHAH rahs), gentlemen and women riders. The men dress in their elegant silver-buttoned outfits and large sombreros. The women wear the traditional dress of the *China Poblana* (CHEE nah poh BLAH nah).

Many of the events performed in rodeos and *charrerías* are similar. Both may include riding a bucking horse or bull and getting thrown off, for example. But like the first vaqueros, the riders are ready. There is an old saying in the corrals. It goes: "There's never been a horse that can't be rode. There's never been a cowman who hasn't been throwed."

The grammar may not be right, but the idea is pure cowboy.

ANALYZE THE TEXT

Adages The author uses an **adage**, or a traditional saying, in the third paragraph on this page. Why do you think he chooses to end the selection this way? What do you think the author means when he says "the idea is pure cowboy"?

**In the Days of the
Missions and Ranchos**
Target Vocabulary

Target Vocabulary

Fill in one more example and non-example for *extending* on the Four-Square Map below. Then create your own Four-Square Maps for four of the remaining Target Vocabulary words.

Vocabulary

extending	dominated	residents
flourished	acquainted	prospered
hostile	acknowledged	sprawling
decline		

<p>Definition</p> <p>stretching from one point to another</p>	<p style="text-align: right;">Example</p> <p>reaching down your hand to help a person who has fallen</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>extending</p>	
<p>Sentence</p> <p>The teams were extending their hands to shake after the game.</p>	<p style="text-align: right;">Non-example</p> <p>folding your arms across your chest</p> <p>_____</p> <p>_____</p>

Adages and Proverbs

Vaqueros:
America's First Cowboys
Vocabulary Strategies:
Adages and Proverbs

Read the paragraph. On the lines below, write down the three adages and proverbs that appear in the paragraph. Then write a sentence or two explaining what each adage or proverb means.

I was really mad at my friend. But I knew that it takes two to quarrel and that the fight wasn't just her fault. So I decided to let bygones be bygones. She was very happy that we were friends again. I wish we had made up sooner, but better late than never.

Ride, Vaqueros, Ride!

**Vaqueros: America's
First Cowboys**
Oral Language Chant

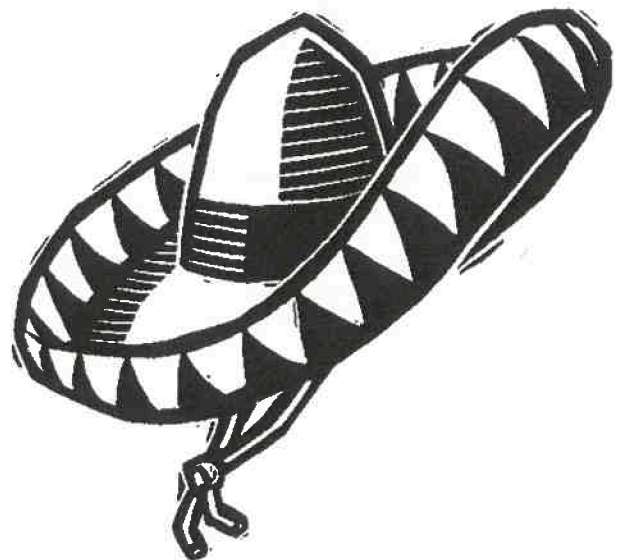
Read the chant with a partner. Then talk about what you already know about cowboys and the Old West.

Ride, vaqueros, ride!
Sitting high in your saddles, you were
the first cowboys to herd cattle
across the **sprawling** plains.

Ride, vaqueros, ride!
You drove cows over prairies,
working for the ranch.
Driving herds for miles and miles,
you endured harsh weather and rough landscape.

Ride, vaqueros, ride!
From Mexico and **extending** to the north,
through Texas and California,
with lassos in your hands,
you rode across the sprawling lands.

Though ranching is in **decline**,
the cowboy hero, the vaquero, lives on!
Ride, vaqueros, ride!



Comprehension

Answer Numbers 1 through 10 on your Answer Sheet. Base your answers on the article "Vaqueros: America's First Cowboys."

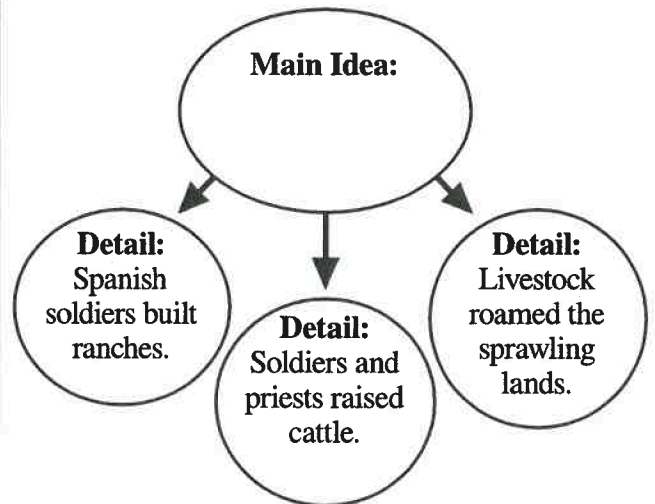
- 1 The best way to get a quick overview of what each section in this article is about is to skim the
- A. headings.
 - B. illustrations.
 - C. pronunciation guides.
 - D. first and last paragraphs.

- 2 How can the reader get a better understanding of the illustrations in the article?
- F. by looking at the maps
 - G. by looking at the captions
 - H. by looking at the first paragraph
 - I. by looking at the section headings

- 3 The map of New Spain makes it easy to see
- A. how California got its name.
 - B. the large size of the new territory.
 - C. how many countries are in South America.
 - D. when Coronado claimed the region of Texas.

- 4 Which animal did Coronado introduce to the American Southwest?
- F. wild horses
 - G. longhorn cattle
 - H. pot-bellied pigs
 - I. mountain goats

- 5 Read the diagram of information from the article.



Which sentence belongs in the empty circle?

- A. Catholic missionaries converted the people.
- B. The Spanish king gave soldiers gifts of land.
- C. Coronado searched for the legendary Golden Cities.
- D. Vaqueros were needed to take care of the livestock.

**Vaqueros: America's
First Cowboys**
Comprehension

- 6 How is the cowboy movie poster different from the other illustrations in the article?
- F. It shows cowboys as hard workers.
 - G. It contains several different colors.
 - H. It is a less realistic portrayal of cowboys.
 - I. It provides useful facts about the American Southwest.
- 7 What is the main reason that vaqueros no longer needed to ride the wide-open spaces after the Civil War?
- A. Freed slaves and young men from the East became cowboys.
 - B. Ranches were reduced in size and had smaller herds of cattle.
 - C. Barbed wire allowed ranchers to keep their cattle in fenced pastures.
 - D. Railroads were used to transport cattle to markets in eastern and western cities.
- 8 How is the final photograph of a cowboy on page 706 different from the other illustrations in the article?
- F. It shows a present-day cowboy at a rodeo.
 - G. It shows a horse rising on its hind legs.
 - H. It suggests that the article is fictional.
 - I. It includes a caption.

- 9 What is the meaning of the sentences below?
- “There’s never been a horse that can’t be rode. There’s never been a cowman who hasn’t been throwed.”**
- A. Cowboys are braver than their horses.
 - B. Sometimes cowboys have to accept defeat.
 - C. It takes years of training to become a cowboy.
 - D. Both horses and cowboys are tough and determined.
- 10 The last section, “Celebrating Traditions,” is mostly about
- F. cowboys and native people.
 - G. old and new haciendas.
 - H. rodeos and *charrerías*.
 - I. corrals and barns.

Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening

Text and Graphic Features, Main Ideas and Details,
Adages, Anchor Text



Background Cowboy poet N. Howard Thorp (1867–1940), better known as “Jack Thorp,” was well acquainted with the cowboys and other residents of the Southwest. For over twenty years he collected their poems and songs. In 1908 he published them in a book called *Songs of the Cowboys*. Whenever possible, he acknowledged the authors, but often they were unknown.

Setting a Purpose Read the texts to see, hear, and feel what the cowboys of long ago experienced and appreciated.

Rhyme on the Range

Poetry

1 Read As you read, collect and cite text evidence.

- Underline words and phrases in the poem that describe sounds.
- Circle words and phrases that create a visual image in the reader’s mind.

sprawling:

Cowboy poetry flourished in the 1800s when ranches and farms dominated the American West. These poems, which were sometimes sung, cover subjects like the **sprawling** landscape,

hostile:

5 hostile weather, and the loneliness of cowboy life.

The Cowboy's Life

Poet unknown, from *Songs of the Cowboys*

The **bawl** of a steer
To a cowboy's ear
Is music of sweetest strain;
And the yelping notes
5 Of the gray coyotes
To him are a glad refrain.

bawl:

For a kingly crown
In the noisy town
His saddle he wouldn't change;
10 No life so free
As the life we see
Way out on the Yaso **range**.

range:

The winds may blow
And the thunder growl
15 Or the breeze may safely moan;
A cowboy's life
Is a royal life,
His saddle his kingly throne.

2 Reread Reread "The Cowboy's Life." What kind of sensory details does the poet focus on more—sights or sounds? Cite text details to support your answer.

3 Read As you read, collect and cite text evidence.

- Underline details that describe what the speaker sees and experiences on the range.
- Circle what the speaker does not experience on the range.

Home on the Range

by Brewster Higley

discouraging:

Oh, give me a home where the Buffalo roam
 Where the Deer and the Antelope play;
 Where never is heard a **discouraging** word,
 And the sky is not clouded all day.

5 Home, home on the Range
 Where the Deer and the Antelope play,
 Where never is heard a discouraging word,
 And the sky is not clouded all day.

curlew:

I love the wild flowers in this bright land of ours,
10 I love the wild **curlew's** shrill scream;
 The bluffs and white rocks, and antelope flocks
 That graze on the mountains so green.

4 Reread Reread "Home on the Range." Consider the images in the poem, especially those the poet chose to repeat. What mood, or feeling, do these create? Use details from the poem to explain your response.

5 Read As you read, collect and cite text evidence.

- Underline words and phrases that appeal to the reader's senses.
- Circle what the cowboy often thinks about at night.

The Cowboy's Meditation

Poet unknown, from *Songs of the Cowboys*

At midnight, when the cattle are sleeping,
On my saddle I pillow my head,
And up at the heavens lie peeping
From out of my cold grassy bed;—

- 5 Often and often I wondered,
At night when lying alone,
If every bright star up **yonder**
Is a big peopled world like our own.

yonder:

6 Reread and Discuss Reread lines 1–4. Based on text details, what time of day is it? What is the speaker experiencing? What might he also be hearing?

SHORT RESPONSE

Cite Text Evidence Based on these poems, what might you conclude about how cowboys lived and why they liked it? Cite text evidence to support your response.

Background How much do you know about the role African Americans played in the westward expansion of the United States? This text introduces you to some of those brave pioneers, many of whom endured lives in slavery before they helped settle the West.

Setting a Purpose Read the text and review the timeline to learn how, when, and why African Americans became western pioneers.

Westward to Freedom

Informational Text by Tracy Moncure

1 Read As you read, collect and cite text evidence.

- Underline reasons why African Americans may have moved westward.
- Circle the names of African American pioneers and the years associated with each person.

To many African Americans in the 1800s, the West meant freedom, independence, adventure, and the good life. For those who wanted to leave behind memories of slavery, the West offered a chance to start a new life. The trip west was not easy. Travelers risked danger and mishap. Every rustling of the brush might signal a threat. After the torment of slavery, however, African American pioneers were up to the challenge.