

# 5th Grade

## April 27 - May 1



Name \_\_\_\_\_

As you read the passage, notice the features of historical fiction.

**Nancy's First Interview**

11 Nancy listened to her father finish a telephone call. "You're really  
11 putting me on the spot," he said. "I already have plans today, Jim."  
24 Mr. Jenson listened for a few moments, sighed, and then hung up the  
37 telephone. Nancy prepared herself to hear some bad news.

46 Her father said sadly, "I'm really sorry, Nance, but I have to work  
59 today. We'll have to go fishing another time." Mr. Jenson was a  
71 reporter for the city newspaper. After the stock market crash of 1929,  
83 his newspaper had laid off most of the reporters. He was glad to  
96 have a job, but working on a skeleton crew left him overworked and  
109 underpaid.

110 Nancy tried not to look upset. She wished she could do something  
122 to comfort her dad. She didn't want him to feel guilty. "It's okay, Dad,  
136 don't worry," she said, forcing a smile.

143 "All of our photographers are on other assignments," he grumbled.  
153 "What am I supposed to do now?" He paused for a moment, lost in  
167 thought. "Nancy," he said, "do you remember when I showed you how  
179 to use my camera?" She nodded. "If you think you can help me today,  
193 we can spend some time together."

199 Nancy jumped up from her chair and ran to her bedroom to change  
212 out of her fishing clothes. "Make it fast," her dad called down the  
225 hallway, "because we're in a hurry!"

Name \_\_\_\_\_

Mr. Jenson told Nancy about the assignment as they drove out of town. They were going to interview a family of migrant workers who had moved from Oklahoma to California in search of work.

Mr. Jenson pulled up to a crooked shack on the edge of a farm. A tall, thin man and a round woman greeted them at the door.

Nancy and her father followed Mr. and Mrs. Carter into the tiny house. All of their belongings were in one room: two old mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove. Nancy felt self-conscious; her family's small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. "What brought you folks to California?" he asked.

"Work," Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg, and the drought killed our chances of a good crop."

"Don't you miss home?" Nancy asked. She immediately felt bad for interrupting, but her father smiled.

"There's nothing to miss," Mrs. Carter said. "I reckon the only thing we have left in this world is each other."

Nancy was full of questions. The Carters answered them all. She realized that her family was a lot like the Carters. When times were tough, families supported one another.

After the interview, Nancy's father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, "Y'all got a good little reporter there."

Mr. Jenson grinned. "I taught her everything she knows," he said. "She's a chip off the old block."



**During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.**

Library of Congress Prints and Photographs Division  
[LC-DIG-pbmca-03054]

Name \_\_\_\_\_

A. Use text evidence to answer the questions.

1. Reread the third paragraph on page A1. How do you know that Nancy is disappointed about not being able to go fishing?

The author describes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Reread the third paragraph on page A2. What does this paragraph help you understand about the Carters?

The author describes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Reread paragraph 9 on page A2. “Y’all” is an example of dialect. Why do you think the author uses dialect in this story?

The author wanted \_\_\_\_\_  
\_\_\_\_\_

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



# Cool Cats



Department of Transport, South Africa

*Cheetahs*

These guys are the cat's meow. They're cute, furry, spunky, and downright cuddly. And when they get older, they'll run faster than any other animal on the planet.

Five cheetah cubs were born in the spring of 2005 at the National Zoo in Washington, D.C. Their mother, Zazi, was 4 years old. When the cubs were 10 weeks old, they weighed 9 pounds and were about the size of house cats. They are the second cheetah litter to be born at the zoo in seven months and the second litter to be born in the zoo's 116-year history.

"They're pretty quick," Lauren Afdahl, an animal keeper at the zoo, told *Senior Edition*.  
"Whenever they see something moving, they take off and run."

And, boy, do cheetahs like to run! They can reach speeds as high as 60 miles per hour. The cubs will reach their top speed when they are about a year old. Cheetahs are endangered animals. About 100 years ago, the wild cats roamed an area from North Africa to India. Today, cheetahs inhabit only the countries south of the Sahara desert. Just 12,000 to 15,000 now live in the wild.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How does the author describe the cheetah cubs at 10 weeks old?

- A. The cheetahs were about the size of teddy bears.
- B. The cheetahs were about the size of house cats.
- C. The cheetahs were about the size of 10 year old children.
- D. The cheetahs were about the size of hamsters.

2. What adjectives does the author use to describe the cheetah cubs?

- A. fun, slow, and cute
- B. fast, spunky, and grouchy
- C. cute, furry, and spunky
- D. yellow, fun, and snuggly

3. Read these sentences from the text.

They are the second cheetah litter to be born at the zoo in seven months and the second litter to be born in the zoo's 116-year history.

What can you conclude about cheetahs at the National Zoo based on this evidence?

- A. It is common for the National Zoo to have several litters of cheetahs born every month.
- B. Overall, very few litters of cheetahs have been born at the National Zoo.
- C. The new cheetahs will bring in many new visitors to the National Zoo.
- D. The National Zoo is the only Zoo in the United States that will have two litters of cheetahs in one year.

4. Over the last 100 years, the area that cheetahs lived in has changed. Based on the text, how has that affected the number of cheetahs in the wild?

- A. The area had more people living on it, so cheetahs had more friends and their population increased.
- B. The area moved, so cheetahs had to get used to new weather and their population decreased.
- C. The area increased, so cheetahs built bigger homes and their population stayed the same.
- D. The area decreased, so cheetahs had less land to live on and their population decreased.

5. What is this text mostly about?

- A. cheetahs in the National Zoo
- B. cubs in the wild
- C. cats that live in houses
- D. endangered animals in Asia

6. Read these sentences from the text.

Cheetahs are **endangered** animals. About 100 years ago, the wild cats roamed an area from North Africa to India. Today, cheetahs inhabit only the countries south of the Sahara desert.

As used in these sentences, what does the word "**endangered**" mean?

- A. hurt
- B. cuddly
- C. harmful
- D. threatened

7. Choose the word that best completes the sentence.

Cheetahs are the fastest animals on Earth \_\_\_\_\_ are still endangered.

- A. because
- B. when
- C. so
- D. yet

8. The author says that cheetahs are endangered. How many cheetahs live in the wild now?

9. What are cheetahs the best at? Use evidence from the text to support your answer.

# Piecing Together the Story of Dinosaurs from Fossils

by American Museum of Natural History

This text is provided courtesy of the American Museum of Natural History.

You've probably seen pictures, models, or movies about dinosaurs that lived millions of years ago. But how do we know so much about these animals? How do we know what they looked like and how they lived? Since the early 1800s, scientists have been piecing together this mystery with fossils.

Fossils are the remains of ancient life that are usually buried in rock. Most fossils formed from the hard parts of organisms such as teeth, shells, and bones. They also form from things a plant or animal leaves behind, like a footprint, a leaf print, and even eggs. Fossils show us what Earth was like long ago. They give us a picture of ancient environments. Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.



Photo Credits: © AMNH

*From left to right: fossil skin impressions, fossil eggs, fossil theropod foot, fossil dinosaur trackway*

Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be.

## Egg Thief or Egg Protector?

In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia's Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur.

The leader of the expedition, Roy Chapman Andrews, guessed that the dinosaur had been

stealing the eggs from the nest. He named it *Oviraptor* (OH-vee-rap-tor) or "egg thief."

Seventy years later, in 1993, another team from the Museum found very similar fossil eggs in the same desert. One of the eggs held an embryo, or developing baby dinosaur. It turned out to be a baby *Citipati* (sit-uh-PAH-tee), a kind of dinosaur very similar to *Oviraptor*. Later, the team discovered an adult *Citipati* over a nest. It was brooding, or sitting on the nest, the same way birds do: with its arms spread to protect the eggs. And if its arms were covered with feathers, as scientists suspected, these wings would have shielded the eggs from heat and cold. Paleontologists realized that these dinosaurs nested like birds living today.



Photo Credit: © AMNH / M. Ellison

*This is one of the Citipati fossils. The feathered wings are spread over the nest to protect the eggs, the same way birds do today.*

These dinosaurs didn't steal eggs. They were caring parents!

When the discovery was made, the group of dinosaurs that includes *Citipati* and *Oviraptor* had already been named "oviraptorids." Even though scientists no longer think these dinosaurs were "egg thieves," the name stuck.

## The Link Between Ancient Dinosaurs and Birds

Over 100 years ago, scientists started to notice similarities between birds and a group of dinosaurs called theropods (THERE-uh-pods).

This group included *Tyrannosaurus rex*, *Velociraptor*, and *Citipati*. As new theropod fossils were discovered, the link with birds became even clearer. Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them. They also had three-toed feet with claws, an s-shaped neck, and hollow bones. Some even had sharp, bird-like beaks. And many theropods had feathers!



Illustration Credit: Zhao Chuang, Courtesy of Peking Natural Science Organization

*Citipati lived about 80 million years ago. These bird-like theropods grew to about nine feet long, with a toothless beak and feathered tail and front limbs.*

Because birds are so similar to these animals, scientists have placed them in the same group. Birds are theropods. This means birds are a kind of dinosaur! By piecing together fossils of extinct dinosaurs, we've learned that dinosaurs aren't extinct after all.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are fossils?

- A. dinosaurs that were once thought to steal eggs out of nests
- B. feathers that the *Citipati* dinosaur may have had on its arms
- C. remains of ancient life that are usually buried in rock
- D. s-shaped necks and other similarities between birds and dinosaurs

2. To organize this text, the author has divided it into sections. In the section called "Egg Thief or Egg Protector?" what does the author compare to *Citipati*?

- A. *Tyrannosaurus rex*
- B. living birds
- C. leaf prints
- D. fossil eggs

3. Birds are theropod dinosaurs.

What is one piece of evidence that supports this theory?

- A. *Tyrannosaurus rex* and *Citipati* were theropod dinosaurs.
- B. Some extinct theropod dinosaurs laid eggs, just like birds do today.
- C. Birds have feathers, but not all extinct theropod dinosaurs had feathers.
- D. Scientists once thought that some theropod dinosaurs were egg thieves.

4. The author describes *Citipati* dinosaurs as "caring parents." What evidence supports this description?

- A. *Citipati* walked on two feet with their legs directly underneath them.
- B. *Citipati* and *Oviraptors* are known as "oviraptorids," which means "egg thieves."
- C. *Citipati* laid eggs, had three-toed feet with claws, an s-shaped neck, and hollow bones.
- D. An adult *Citipati* was discovered sitting on a nest with its arms spread to protect the eggs.



**5. What is the main idea of this text?**

- A. Fossils can form from teeth, shells, bones, footprints, leaf prints, and eggs.
- B. In 1923, a team of scientists from the American Museum of Natural History made a surprising discovery in the Gobi Desert.
- C. Theropods are a group of dinosaurs that included *Tyrannosaurus rex*, *Velociraptor*, and *Citipati*.
- D. Discovering fossils of extinct dinosaurs helped scientists figure out that birds are a kind of dinosaur.

**6. Read these sentences from the text.**

"Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.

"Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be."

Why might the author have compared fossils to puzzle pieces?

- A. to help readers understand how scientists use fossils
- B. to prove that being a scientist is hard work
- C. to argue that studying fossils is more fun than putting together puzzles
- D. to explain why some puzzles are more difficult than others

**7. Read these sentences from the text.**

"Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them."

What or whom does "they" refer to here?

- A. "Scientists"
- B. "birds"
- C. "theropods"
- D. "eggs"

**8.** Read these sentences from the text.

"In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia's Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur."

What did the leader of this expedition guess the dinosaur had been doing?

**9.** Describe the adult *Citipati* fossil that led scientists to realize "oviraptorids" were caring parents. Support your answer with information from the text.

**10.** The title of this text is "Piecing Together the Story of Dinosaurs from Fossils." Its author compares studying fossils to putting together a puzzle. Later, the author writes, "Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like."

Explain how "piecing together" fossils has helped scientists learn more about dinosaurs. Be sure to discuss the adult *Citipati* fossil discovered in the Gobi Desert. Support your answer with information from the text.

# Unit 5 Writing Prompt

## Research Paper

### Week 1 and 2

Week 1 and 2: Pick a topic and draft your Research Paper

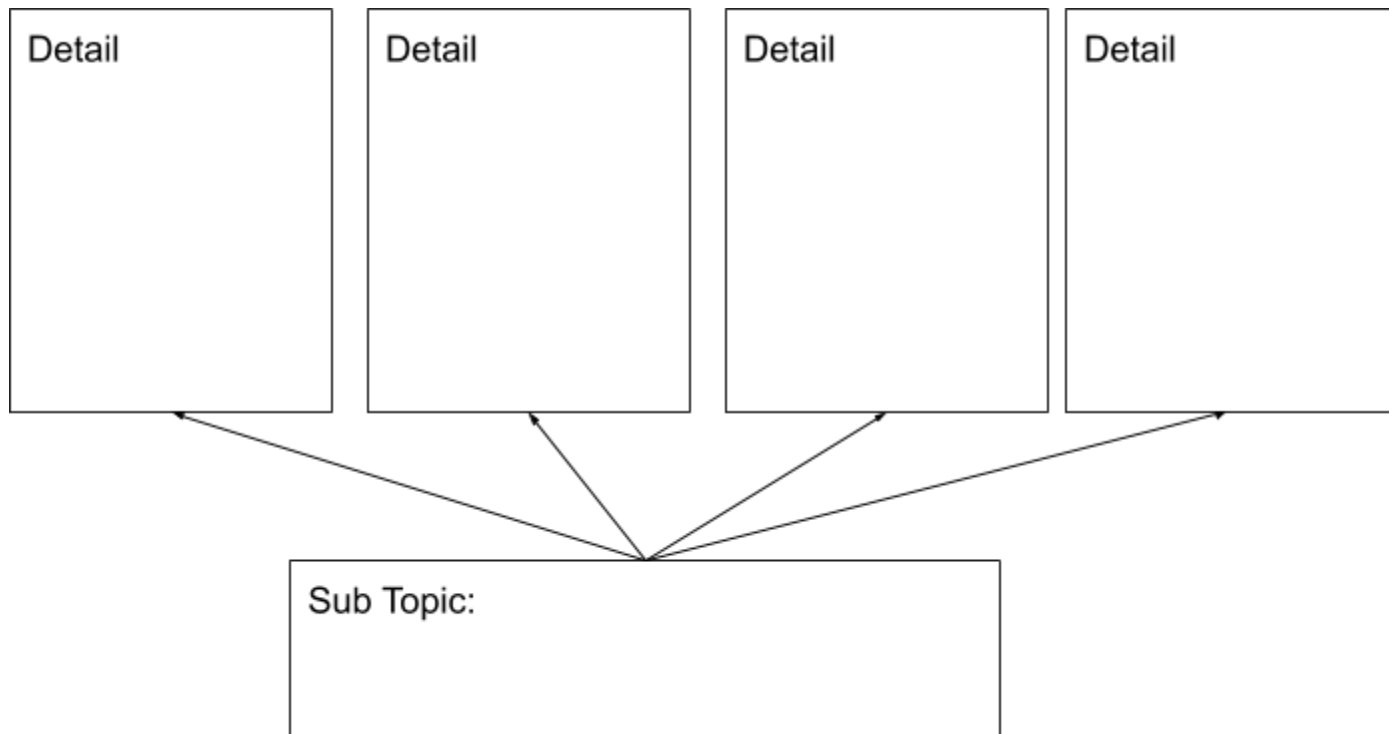
*Write about one science or technology topic. Write a research report telling about this topic.*

To help come up with an idea, ask yourself what you are interested in and what do you want to learn about this topic?

Examples of Scientific or Technological Topics you could write about:

- The discovery of the planets
- The invention of the world wide web
- How video games are developed
- Mammals of the sea

Week 1 - Use a graphic organizer like the one below to record some facts about your topic. You should come up with three subtopics within your main topic. Then the subtopic can be your Topic Sentence of each paragraph followed by details.



Week 2 - Continuing researching your topic and writing the rough draft.

Follow an outline like this when writing your research paper

The image shows a handwritten outline for an informational writing paper on lined paper. The title "Informational Writing" is written in pink cursive at the top, underlined with a wavy line. Below the title, the outline is organized into five numbered sections, each in a blue box. A pink bracket on the right side groups sections 2, 3, and 4 under the label "Body".

# Informational Writing

- 1. Introduction** 2-3
  - Lead / hook / grabber
  - Topic Sentence - Subtopics
- 2. Sub Topic 1** 5+
  - Topic Sentence
  - 3 or more details or facts
  - Closing Sentence
- 3. Sub Topic 2** 5+
  - Topic Sentence
  - 3 or more details or facts
  - Closing Sentence
- 4. Sub Topic 3** 5+
  - Topic Sentence
  - 3 or more details or facts
  - Closing sentence
- 5. Closing** 2-3
  - Tie it together
  - Mention 3 subtopics

Body

# Sheet for Rough Draft

Topic:

Introduction:

---

---

---

---

Paragraph 1 (subtopic 1 with details)

---

---

---

---

---

---

Paragraph 2 (subtopic 2 with details)

---

---

---

---

---

---

Paragraph 3 (subtopic 3 with details)

---

---

---

---

---

---

Conclusion:

---

---

---

---

---

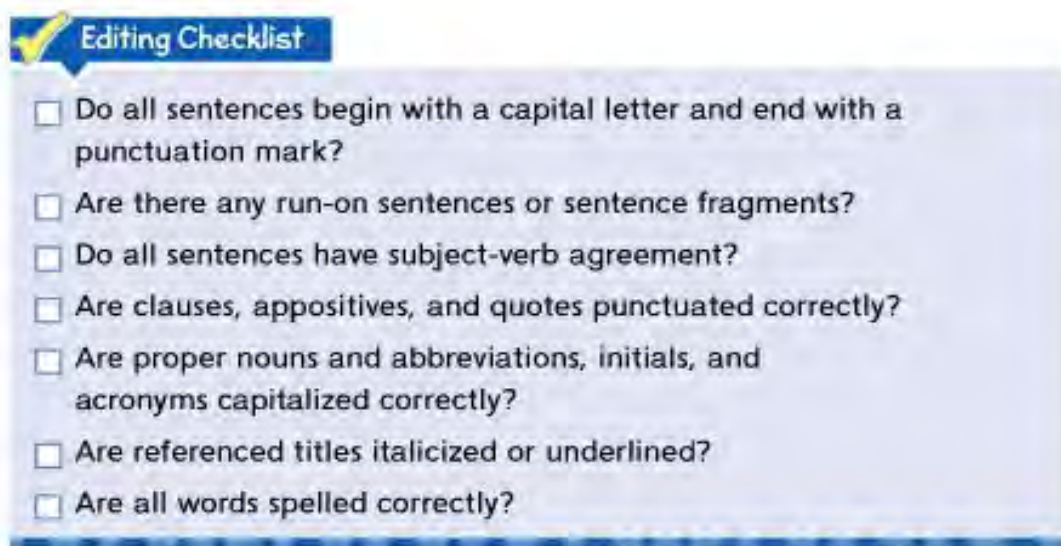
## Unit 5 Writing Prompts

### Research Paper

#### Week 3 and 4

#### Week 3 and 4 - Revising and Final copy

1. Now that you have your rough draft done. Make sure you have it in a 5 paragraph writing form. Once you are done with your draft. Have a family member read it and have them look for the following editing skills.



**Editing Checklist**

- ☐ Do all sentences begin with a capital letter and end with a punctuation mark?
- ☐ Are there any run-on sentences or sentence fragments?
- ☐ Do all sentences have subject-verb agreement?
- ☐ Are clauses, appositives, and quotes punctuated correctly?
- ☐ Are proper nouns and abbreviations, initials, and acronyms capitalized correctly?
- ☐ Are referenced titles italicized or underlined?
- ☐ Are all words spelled correctly?

2. Once you have checked your grammar using the editing checklist, write your final paper or type it. Make sure your paper follows these guidelines.
  - a. Guidelines for the Research Paper:
    - i. Introduces the topic in a way that captures readers' attention and clearly states the purpose of the report.
    - ii. Provides research facts, specific details, examples, and explanations relevant to the topic.
    - iii. Information is presented in a logical order
3. Publish your paper to your teacher. Here are different ways your teacher would love to see your research paper.
  - a. Email it to your teacher
  - b. Share it, if you typed it in google docs.
  - c. Take a picture of it and send it to your teacher through dojo messenger.

# Final Copy Sheet

Topic:

Introduction:

---

---

---

---

Paragraph 1 (subtopic 1 with details)

---

---

---

---

---

---

Paragraph 2 (subtopic 2 with details)

---

---

---

---

---

---

Paragraph 3 (subtopic 3 with details)

---

---

---



---

---

---

Conclusion:

---

---

---

---

---

# Fifth Grade Writing Prompts

## Persuasive Essay Writing Prompts

Persuasive essays are those written to convince another person to agree with the writer or take action. These persuasive essay prompts inspire 5th graders to share their passions with an audience.

1. **Pets Day.** You've just gone to work with your parent for "bring your child to work day." Write an essay convincing your school to have a "bring your pet to school" day.
2. **Yuck.** What is your least-favorite cafeteria food? Give three compelling reasons why your school should quit serving it.
3. **Let's Trade.** Your friend's lunches from home always look better than yours. Write an essay convincing your buddy that you should start swapping meals every day. Be sure to highlight the benefits of the food you bring!
4. **Home Alone.** Write an essay convincing your parents that you are old enough and responsible enough to stay at home alone.
5. **Sunny Day.** The weather outside is beautiful for the first time in weeks. Persuade your teacher not to assign any homework so that you'll have time to go out to play.
6. **The Sequel.** The long-awaited sequel to your favorite book or video game is now available. Convince your brother or sister to do your chores this week so that you have plenty of time for reading or gaming.
7. **Seating Chart.** Because of your teacher's seating chart, you're not going to be able to sit next to your friend all year! Persuade your teacher to let students choose their seats.
8. **Birth Order.** Are you an only child, the oldest sibling, the youngest, or the middle? What makes your birth order the best?
9. **The Ultimate Game.** What is the best video game on the planet? Explain why it's better than similar games.
10. **Life Lessons.** What are the three most important lessons parents should teach their children and why?

11. **Test Time.** Do you think standardized tests are helpful or harmful? Explain your answer.
12. **Tunes.** Some studies have shown that listening to music can help students concentrate. Should students be allowed to listen to music using headphones during independent work times at school? Persuade the reader of your answer.
13. **Catch-22.** You're not a big fan of writing. Write an essay convincing your teacher that you shouldn't have to write any more essays this year.

## Expository Essay Writing Prompts

Expository essays are often called how-to essays. They usually teach the reader something or provide facts about a particular topic.

1. **Let's Play.** Your family frequently attends community theater productions, but your friend has never seen one. Write an essay describing what he or she can expect during the evening.
2. **Band.** You're graduating elementary school, and a younger student is taking your spot in the school band. Explain to him or her how to clean and care for your musical instrument.
3. **Lessons Learned.** Write an essay to a younger sibling explaining two or three key strategies for having a positive 5th-grade experience.
4. **Class Pet.** You've cared for your class pet this week, but now it's another classmate's turn. Explain how to feed and care for the pet properly.
5. **Upgrade Ahead.** You have an idea to improve your school. Explain it.
6. **Safety Zone.** Explain three of the best steps kids can take to be safe online.
7. **Family Traditions.** Does your family have any customs or traditions that might be unfamiliar to a classmate? Describe them.
8. **Pen Pal.** Describe for your pen pal who lives in another state an animal native to your area, including its physical characteristics, behaviors, and any sounds that it makes.
9. **Creepy Crawlies.** Compare and contrast two insects or animals that are similar, but have different characteristics such as a bumblebee and a

yellow jacket or a horse and a mule. How are they alike and how are they different?

10. **Clean Up.** Your class is going to spend a day cleaning up at a local park. You've done this with another group before, but some of your classmates haven't. Explain the process.
11. **Action.** Your favorite book was made into a movie. Compare and contrast the film and book versions.
12. **Team Players.** Explain how contributing responsibly helps or how it hurts a group when someone doesn't do his part.
13. **Tell and Show.** Your class is having a "tell and show" day. You have to describe your item in as much detail as possible without naming it. Only when the class guesses or gives up can you show your item. Write out the description of your item

Name \_\_\_\_\_

- A **complex sentence** contains an independent clause and a dependent clause.
- **Dependent clauses** are introduced by **subordinating conjunctions**, such as *while, because, if, and although*: *I jumped because I was happy.*
- Dependent clauses can also be introduced by **relative pronouns**, such as *who, whose, which, whom, and that*, and **relative adverbs**, such as *where, when, and why*.

*It is the only store that sells them. I will go when I have time.*

**Read each sentence. Underline the dependent clause. Then circle the introductory word in that clause. Finally, on the line provided, write whether the introductory word is a *subordinating conjunction*, *relative pronoun*, or *relative adverb*.**

1. I volunteer at the animal shelter when I have free time. \_\_\_\_\_
2. I help care for pets that are awaiting adoption. \_\_\_\_\_
3. I walk them outside while their cages are being cleaned. \_\_\_\_\_
4. If I have time, I help prepare their meals. \_\_\_\_\_
5. The manager, who is also a veterinarian, is one of my heroes. \_\_\_\_\_
6. She runs the shelter because she loves animals. \_\_\_\_\_
7. I give special care to the animals whose needs are the greatest. \_\_\_\_\_
8. Although I have worked there for years, I still have much to learn.  
\_\_\_\_\_



**In your writer's notebook, write a short passage about somewhere you would like to volunteer. Include at least three complex sentences. Circle any subordinating conjunctions, relative pronouns, or relative adverbs that introduce the dependent clauses. Edit and proofread your work.**

Name \_\_\_\_\_

- A **dependent clause** in a complex sentence can come after an independent clause: *I will take some ice cream if there is any left.*
- A dependent clause can also come before an independent clause, separated by a comma: *If we leave now, we will arrive by noon.*

Use the word in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided.

1. I went shopping/I made a list (before)

---

2. I got to the store/I realized I had forgotten the list (when)

---

3. I tried to remember/I had written down (what)

---

4. I was thinking hard/you called on the phone and read me the list (while)

---

Writing  
Connection

Write a paragraph about a time you forgot something. Include one dependent clause that comes before an independent clause, and one that comes after. Then check your work to make sure you use commas correctly.

---

---

---

---

---

---

---

Name \_\_\_\_\_

- An **essential clause** is necessary to identify a person or thing that is being described. It is not separated by commas: *The car that costs less is perfect.*
- A **nonessential clause** is not necessary to the meaning of the sentence. Commas are needed to set apart the clause: *Her new book, which I finished yesterday, is my favorite.*

Read the two clauses. Combine them into one sentence and write the new sentence on the line provided.

1. the day was a Saturday/that I was born

\_\_\_\_\_

2. my parents were well prepared/who were living in Chicago

\_\_\_\_\_

3. they had rented a house/that already had a nursery

\_\_\_\_\_

4. the neighborhood had many children/which was near the lake

\_\_\_\_\_

Read this excerpt from “The Crow and the Pitcher.” Underline the clause. Then rewrite the sentence using a different essential or nonessential clause.

A crow, whose throat was parched and dry with thirst, saw a pitcher in the distance.

\_\_\_\_\_  
\_\_\_\_\_

Reading/Writing  
Connection

Write one sentence describing an animal. Include an essential or nonessential clause. Check for grammar and punctuation.

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- When a **dependent clause** in a complex sentence comes before an independent clause, it is separated by a comma.
- An **essential clause** is necessary to identify a person or thing that is being described. It is not separated by commas.
- A **nonessential clause** is not necessary to the meaning of the sentence. Commas are needed to set apart the clause.

**Proofread the paragraph. On the lines below, correct mistakes in complex sentence construction and comma usage.**

The original settlers of our town who had arrived by boat came from Holland. The area, that they settled, was mostly forest at the time. After they chopped down the trees they created fields and pastures. Farming, which was difficult at first became their main source of food. Because they faced shortages in winter they began to hunt and fish as well. The fact that wildlife was plentiful, helped them survive.

#### COMMON ERRORS

Use the pronoun **that** in clauses that are essential to the meaning of the sentence: *The plays that Shakespeare wrote are classics.*

Use the pronoun **which** in clauses that are nonessential: *Charlotte's Webb, which White wrote in 1952, is still read today.* The relative pronoun **who** can be used in either case.



Name \_\_\_\_\_

Read the student draft and look for any corrections that need to be made. Then choose the best answer to each question.

(1) The game whom I invented is similar to hockey. (2) While hockey uses hockey sticks broomball uses brooms. (3) We replaced pucks which are too hard to hit with, soccer balls. (4) Each team has four players and a goalie which doesn't wear skates. (5) The first team that scores three goals wins the game. (6) When I shared my idea for "broomball" with the coach. (7) She had it printed in the school newspaper, *The Tiger Times*!

1. What change needs to be made in sentence 1?
  - A Change **whom** to **while**
  - B Change **whom** to **who**
  - C Change **whom** to **that**
  - D Change **whom** to **whose**
2. What change, if any, should be made in sentence 2?
  - F Change **While** to **Because**
  - G Insert a comma after **sticks**
  - H Insert a comma after **broomball**
  - J Make no change
3. What change, if any, should be made in sentence 3?
  - A Insert a comma after **pucks**
  - B Change **which** to **that**
  - C Delete the comma
  - D Make no change
4. How does sentence 4 need to be changed?
  - F Change **and** to **but**
  - G Insert a comma after **players**
  - H Insert a comma after **goalie**
  - J Change **which** to **who**
5. What change, if any, needs to be made to sentence 5?
  - A Insert a comma after **team**
  - B Insert a comma after **goals**
  - C Insert a comma after **wins**
  - D Make no change
6. What is the correct way to write sentences 6 and 7?
  - F When I shared my idea for "broomball" with the coach, she had it printed in the school newspaper, *The Tiger Times*!
  - G When I shared my idea for "broomball" with the coach she had it printed in the school newspaper, *The Tiger Times*!
  - H When I shared my idea for "broomball" with the coach, she had it printed, in the school newspaper *The Tiger Times*!
  - J When I shared my idea for "broomball," with the coach, she had it printed in the school newspaper, *The Tiger Times*!

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
- Review Words** 21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
- Challenge Words** 24. \_\_\_\_\_
25. \_\_\_\_\_

1. sweet
2. suite
3. pray
4. prey
5. poll
6. pole
7. waste
8. waist
9. manor
10. manner
11. pier
12. peer
13. currant
14. current
15. presence
16. presents
17. council
18. counsel
19. stationery
20. stationary
21. eruption
22. forgetful
23. allergic
24. kernel
25. colonel

Name \_\_\_\_\_

**Homophones** are words that sound alike but are spelled differently and have different meanings, such as *ant* and *aunt*. Here is another example:

• **break, brake**

*I was careful not to **break** the vase.*

*When the light turned green, Mom took her foot off the **brake**.*

### SPELLING TIP

Memory tricks can help you spell some homophones.

• **Stationery** is used to write letters. Someone who is **stationary** is standing still.

• Your **waist** is above your hips. You throw **waste** in a garbage baset.

Create homophone pairs. Write a spelling word on a line in List 1. Match that word to another spelling word that has the same pronunciation but different spelling. Write the matching word in List 2.

sweet

poll

manor

currant

council

suite

pole

manner

current

counsel

pray

waste

pier

presence

stationery

prey

waist

peer

presents

stationary

#### List 1

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

#### List 2

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Name \_\_\_\_\_

**Homophones** are words that sound alike but are spelled differently and have different meanings, such as *ant* and *aunt*. Here is another example:

• **break, brake**

*I was careful not to **break** the vase.*

*When the light turned green, Mom took her foot off the **brake**.*

### SPELLING TIP

- Try this memory trick for *waist/waste*: Your **waist** is above your *hips*. You throw **waste** in a garbage *basket*.
- Remember that **you're** is a contraction for *you are*, whereas **your** shows possession.

Create homophone pairs. Write a spelling word on a line in List 1. Match that word to another spelling word that has the same pronunciation but different spelling. Write the matching word in List 2.

sweet	poll	manner	you're	choose
suite	pole	manor	your	chews
peel	waste	pier	presents	flower
peal	waist	peer	presence	flour

#### List 1

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### List 2

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

- A. Create homophone pairs. Write a spelling word on a line in List 1. Match that word to another spelling word that has the same pronunciation but different spelling. Write the matching word in List 2.**

sweet	bazaar	manner	pier	council
suite	bizarre	manor	peer	counsel
principal	allowed	current	presents	stationery
principle	aloud	currant	presence	stationary

**List 1**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**List 2**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- B. Compare the words *presents* and *presence*. How are they alike? How are they different?**

---



---



---



---

Name \_\_\_\_\_

sweet	poll	manor	currant	council
suite	pole	manner	current	counsel
pray	waste	pier	presence	stationery
prey	waist	peer	presents	stationary

**A. Write the spelling word that goes with the words in each group below.**

1. paper, envelopes, \_\_\_\_\_
2. unmoving, fixed, \_\_\_\_\_
3. survey, opinion, \_\_\_\_\_
4. post, flag, \_\_\_\_\_
5. river, flow, \_\_\_\_\_
6. fruit, berry, \_\_\_\_\_
7. style, way, \_\_\_\_\_
8. house, estate, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

9. An owl hunts for its \_\_\_\_\_ at night.
10. I \_\_\_\_\_ that the weather is good for our picnic.
11. It's a joy to be in the \_\_\_\_\_ of my friends.
12. My brother received many \_\_\_\_\_ for his birthday.
13. The ripe peaches were juicy and \_\_\_\_\_.
14. Our hotel \_\_\_\_\_ had two large bedrooms.
15. The city \_\_\_\_\_ voted to change the zoning law.
16. My sister and I often go to Grandfather for \_\_\_\_\_.
17. Jason is a \_\_\_\_\_ from my fifth-grade class.
18. We walked out on the \_\_\_\_\_ to watch the sailboats.
19. I don't think this old belt will fit around my \_\_\_\_\_.
20. It is a \_\_\_\_\_ of time to rake leaves on a windy day.

Name \_\_\_\_\_

**Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

Alex walked up to the old manner house. The son of the owner was Alex's pier from school. Alex and the boy were in class together, but they were never close friends. The boy always seemed shy in Alex's presents.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

The house was now closed up, and the family was gone for the summer. Alex thought it was a waist to leave such a beautiful house empty. Before the family left, the boy's father had told Alex he could fish in the stream on the property. Alex had his poll with him today, and he walked to a spot where the currant flowed gently.

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

## Writing Connection

**Write a passage for a story about two other peers. The story can be set in the past or the present. Use at least four spelling words in your writing.**

[illegible]

Name \_\_\_\_\_

**Remember**

**Homophones** are words that have the same pronunciation but different spellings and meanings, as in the following examples.

• **sea, see**

*The waves crashed in the **sea**.*

*It was so foggy that I could hardly **see** the moon.*

*We walked away from the noisy crowd, hoping to find some **peace**.*

*My friend offered me a **piece** of raspberry cake.*

• **peace, piece**

sweet	poll	manor	currant	council
suite	pole	manner	current	counsel
pray	waste	pier	presence	stationery
prey	waist	peer	presents	stationary

Fill in the missing letters to form a spelling word. Then write the spelling word.

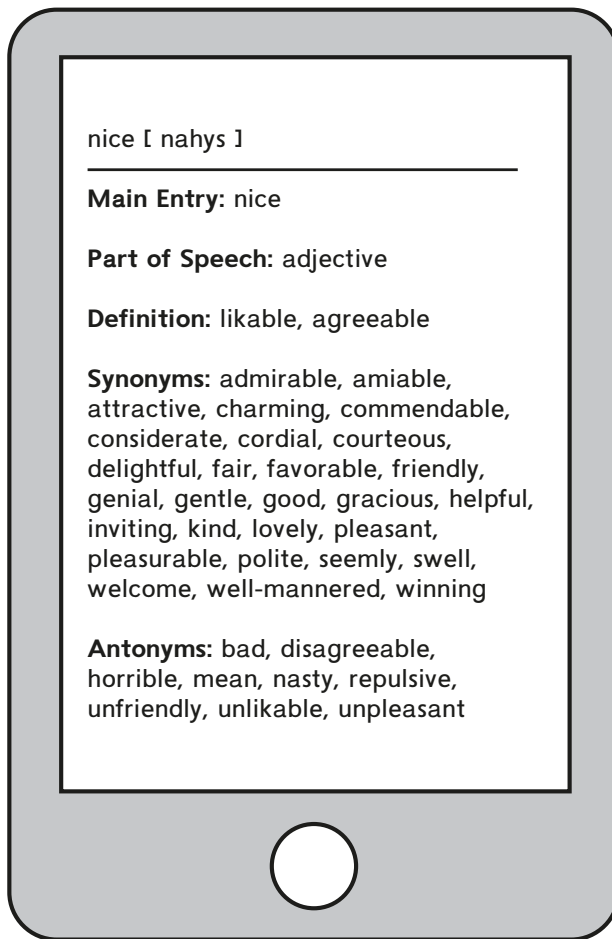
- |                    |       |                    |       |
|--------------------|-------|--------------------|-------|
| 1. wai _ _ _       | _____ | 11. cur _ _ en _ _ | _____ |
| 2. was _ _ _       | _____ | 12. curr _ _ _ t   | _____ |
| 3. prese _ _ _ s   | _____ | 13. man _ _ _ r    | _____ |
| 4. pre _ e _ _ ce  | _____ | 14. ma _ _ _ r     | _____ |
| 5. stati _ _ _ ary | _____ | 15. p _ _ _ e      | _____ |
| 6. station _ _ _ _ | _____ | 16. p _ _ _ l      | _____ |
| 7. sw _ _ _ t      | _____ | 17. coun _ _ i _ _ | _____ |
| 8. s _ _ _ te      | _____ | 18. coun _ _ e _ _ | _____ |
| 9. pi _ _ _        | _____ | 19. p _ _ a _ _    | _____ |
| 10. pe _ _ _       | _____ | 20. _ _ _ ey       | _____ |



Name \_\_\_\_\_

A **thesaurus** is a print or digital reference that lists words and their synonyms, or words with similar meanings, and antonyms, or words with opposite meanings. A thesaurus can help you find alternative word choices to make your writing voice more powerful.

Use the online thesaurus entry below to help you revise and improve the student draft. Fill in the synonym or antonym that you think best replaces the word in parentheses.



It was so (nice) \_\_\_\_\_ to visit my grandparents last weekend! They live in a very (nice) \_\_\_\_\_ neighborhood surrounded by some of the (nicest) \_\_\_\_\_ people I have ever met! In the morning, Mema, Pop Pop, and I went for a walk around the park. Unfortunately, the weather quickly became (bad) \_\_\_\_\_. We saw a (bad) \_\_\_\_\_ dog chase a kitten up a tree. Pop Pop rescued the (nice) \_\_\_\_\_ cat and brought it back to the house. After finding its owner, we all sat down to a (nice) \_\_\_\_\_ lunch with the neighbors.

Name \_\_\_\_\_

By learning the meaning of roots, you can figure out the meaning of unfamiliar words and use the words correctly in your writing.

*aero* = air*chemo* = chemical*sphaira* = globe, ball*atmos* = vapor, steam*hydro* = water*syntithenai* = making or  
putting together*astro* = star*logy* = the study of*therme* = heat*bio* = life*photo* = light*geo* = of the earth

Read each passage from “Is There Life Out There?” For each word in bold, write the Greek root or roots from the box above. Use the Greek roots and context clues to write the word’s meaning.

1. “Is there life out there?” is a question scientists who study **astrobiology** are trying to answer. These scientists are looking for life in space.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

2. During a process called **photosynthesis**, plants use energy from sunlight to make food and to release oxygen into the **atmosphere**.

Greek root(s) (photosynthesis): \_\_\_\_\_

Meaning: \_\_\_\_\_

Greek root(s) (atmosphere): \_\_\_\_\_

Meaning: \_\_\_\_\_

3. **Aerobic** creatures rely on that oxygen to breathe.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

4. The animals living around **hydrothermal** vents eat a form of bacteria that live on or below the ocean floor.

Greek root(s): \_\_\_\_\_

Meaning: \_\_\_\_\_

Name \_\_\_\_\_

- An **adjective** modifies a noun or a pronoun. Adjectives can tell what kind (*new, bright, tiny*), how many (*eight, few*), or how much (*some, all*). **Proper adjectives** should be capitalized: *Spanish language*.
- **Demonstrative adjectives** tell which one: *this, that, these, those*.
- The words *the, a, and an* are special adjectives called **articles**. Use *a* and *an* to refer to any one item in a group. Use *the* to refer to a specific item or more than one item.

**Read each sentence. Underline each adjective. Circle any demonstrative adjectives or articles that you find.**

1. Three horses approached the fence.
2. The Arabian horse had a long tail.
3. We held fresh grass up to his wet nose.
4. The white horse gave us a playful wink.
5. Two ranchers filled this large trough with cold water.
6. Those thirsty horses gathered to drink.
7. A warm breeze blew across the rolling prairie.
8. White clouds drifted along in the blue sky.
9. We headed back to the main house for an early dinner.
10. The third day of our vacation was nearing its end.



**In your writer's notebook, write a short passage describing an outdoor scene. Underline each adjective, and circle each demonstrative adjective and article that you include. Check your work for correct grammar.**

Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion**, **size**, **age**, and **color**: *a delicious red cake; two beautiful old chairs; a large brown blanket.*
- **Commas** often separate two or more adjectives that describe the same noun: *Jorge played a quiet, sensitive song on the piano.* A comma does not normally follow a number in a description, however.

Read each sentence. Then include the adjectives in parentheses and rewrite the sentence on the line provided.

1. A truck drove down the road. (broken-down, noisy)

---

2. The driver wore a hat. (blue, silly, old)

---

3. He honked his horn. (brassy, annoying)

---

4. Dogs started barking inside the truck. (wet, three, frightened)

---

Reading/Writing  
Connection

Read this sentence from “The Day the Rollets Got Their Moxie Back.” Underline one adjective. Then rewrite the sentence using a second adjective to describe the noun.

For those short moments, the past didn’t matter, and the future blossomed ahead of us like a beautiful flower.

---



---

Name \_\_\_\_\_

- **Acronyms** are abbreviations usually formed with all capital letters and no periods, such as *TV*, *NASA*, and the *UN*.
- Underline or italicize **titles** from long works, such as books and magazines. Put quotation marks around the titles of shorter works, such as articles and chapters. Capitalize all major words in titles.

*I picked up a copy of Sunny Day magazine and turned to an article called "Hiking at Daybreak."*

**Read each sentence. Correct any errors in capitalization or punctuation and rewrite the sentence on the line provided.**

1. We read about a program called Most, or "Make Our School Terrific."

\_\_\_\_\_

\_\_\_\_\_

2. It was featured in last month's issue of education ideas.

\_\_\_\_\_

\_\_\_\_\_

3. The article, Ten tips from top schools, offered many great suggestions.

\_\_\_\_\_

\_\_\_\_\_

4. For example, students could decorate a room like a nasa control center.

\_\_\_\_\_

\_\_\_\_\_

5. The author explained how in his first book, the intergalactic classroom.

\_\_\_\_\_

\_\_\_\_\_



**In your writer's notebook, write a short passage describing a school program you would like to start. Include quotation marks and at least one acronym. Make sure to edit and proofread your work for punctuation and capitalization.**

Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion**, **size**, **age**, and **color**. Commas are often used to separate two or more adjectives related to the same noun.
- **Acronyms** are abbreviations that usually contain all capital letters and no periods.
- Underline or italicize titles from long works. Put quotation marks around the titles of shorter works. Capitalize the important words in titles.

**Proofread the paragraph. On the lines below, correct mistakes in adjective usage, capitalization, and punctuation.**

In short five days, our ecology club will talk about the Epa, or Environmental Protection Agency. I borrowed new three books about the subject, including The history of the E.P.A., from the library. These first chapter, entitled A day for The Earth, offers an lengthy fascinating timeline of events leading up to Earth Day. I will copy it onto a poster using the red big marker.

**HANDWRITING CONNECTION**

Be sure to write legibly in cursive. Leave appropriate spaces between words.

---

---

---

---

---

---

---

---

---

---

Name \_\_\_\_\_

**Read the student draft and look for any corrections that need to be made. Then choose the best answer to each question.**

(1) We waited in a long line for the first showing of that new movie, Chasing the Storm. (2) Some images came from N.o.a.a., the agency that monitors weather. (3) Famous several actors and actresses walked by and waved. (4) The director spoke for five minutes in front of these excited audience. (5) After an director's speech, we rushed into the crowded theater. (6) My three friends agreed that this suspenseful movie debut was the amazing experience!

1. What change needs to be made in sentence 1?
  - A Insert a comma after *long*
  - B Change *that* to *these*
  - C Italicize *Chasing the Storm*
  - D No change is needed
2. What change, if any, should be made in sentence 2?
  - F Insert a comma after *some*
  - G Delete the comma
  - H Change *N.o.a.a.* to **NOAA**
  - J Make no change
3. What change, if any, should be made in sentence 3?
  - A Change *Famous several* to **Several famous**
  - B Change *Famous several* to **Famous, several**
  - C Change *Famous several* to **Several, famous**
  - D Make no change
4. How does sentence 5 need to be changed?
  - F Change *these* to **the**
  - G Change *these* to **that**
  - H Change *these* to **a**
  - J Change *these* to **this**
5. What change, if any, needs to be made to sentence 6?
  - A Change *an* to **a**
  - B Change *an* to **that**
  - C Change *an* to **the**
  - D Make no change
6. What is the correct way to write sentence 6?
  - F My three friends agreed that this suspenseful movie debut was a amazing experience!
  - G My three friends agreed, that this suspenseful movie debut was the amazing experience!
  - H My three friends agreed that this, suspenseful movie debut, was the amazing experience!
  - J My three friends agreed that this suspenseful movie debut was an amazing experience!

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |                   |
|----------------------------------|-------------------|
| 1. _____                         | 1. prewash        |
| 2. _____                         | 2. disable        |
| 3. _____                         | 3. discolor       |
| 4. _____                         | 4. mistaken       |
| 5. _____                         | 5. preheats       |
| 6. _____                         | 6. mistrust       |
| 7. _____                         | 7. incorrect      |
| 8. _____                         | 8. disconnect     |
| 9. _____                         | 9. preview        |
| 10. _____                        | 10. prejudice     |
| 11. _____                        | 11. misjudge      |
| 12. _____                        | 12. discomfort    |
| 13. _____                        | 13. dismount      |
| 14. _____                        | 14. misunderstand |
| 15. _____                        | 15. disobey       |
| 16. _____                        | 16. dishonest     |
| 17. _____                        | 17. injustice     |
| 18. _____                        | 18. disapprove    |
| 19. _____                        | 19. inexpensive   |
| 20. _____                        | 20. indefinite    |
| <b>Review Words</b> 21. _____    | 21. presence      |
| 22. _____                        | 22. stationary    |
| 23. _____                        | 23. current       |
| <b>Challenge Words</b> 24. _____ | 24. prehistoric   |
| 25. _____                        | 25. misbehave     |



Name \_\_\_\_\_

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning. For example:

- **dis-** ("not" or "opposite of"): distaste
- **in-** ("not" or "opposite of"): inaction
- **mis-** ("wrong" or "badly"): mislead
- **pre-** ("before"): prevent

Read these words aloud.

### DECODING WORDS

Look at the beginning part of the word *preview*. The prefix *pre-* means "before." Use the prefix to figure out the word's meaning. The word *preview* means "an earlier or advance view." Now read the word aloud: /prē/ /vyü/.

Write the spelling words that begin with each prefix. Then read the words aloud, with and without their prefixes.

prewash	preheats	preview	dismount	injustice
disable	mistrust	prejudge	misunderstand	disapprove
discolor	incorrect	misjudge	disobey	inexpensive
mistaken	disconnect	discomfort	dishonest	indefinite

**dis-**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**in-**

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
- mis-**
13. \_\_\_\_\_
14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

**pre-**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Look through this week's readings for more words with prefixes. Record the words you find in your writer's notebook. If you find new prefixes, use a dictionary to help determine their meaning.

Name \_\_\_\_\_

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning. For example:

- **dis-** ("not" or "opposite of"): distaste
- **in-** ("not" or "opposite of"): inaction
- **mis-** ("wrong" or "badly"): mislead
- **pre-** ("before"): prevent

Read these words alouds.

**DECODING WORDS**

Look at the beginning part of the word *preview*. The prefix *pre-* means "before." Use the prefix to figure out the word's meaning. The word *preview* means "an earlier or advance view." Now read the word aloud: /prē/ /vyü/.

Write the spelling words that begin with each prefix. Then read the words aloud, with and without their prefixes.

prewash	preheats	preview	dismount	instep
disable	misplace	pretest	misunderstand	disagree
discolor	incorrect	mislead	disobey	indirect
mistaken	dislike	discomfort	dishonest	invisible

**dis-**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**in-**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

**mis-**

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

**pre-**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Look through this week's readings for more words with prefixes. Record the words you find in your writer's notebook. If you find new prefixes, use a dictionary to help determine their meaning.

Name \_\_\_\_\_

**A. Write the spelling words that begin with each prefix. Then read the words aloud, with and without their prefixes.**

preview	dismount	disconnect	discomfort	injustice
disable	mistrust	inaccurate	misunderstand	disapprove
dismantle	prejudge	misjudge	discontent	inexpensive
mistaken	prerequisite	predisposition	dishearten	indefinite

**dis-**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**in-**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

**mis-**

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

**pre-**

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**B. Compare the words *prejudge* and *misjudge*. How are they alike? How are they different?**

---



---



---



---



Look through this week's readings for more words with prefixes. Record the words you find in your writer's notebook. If you find new prefixes, use a dictionary to help determine their meaning.

Name \_\_\_\_\_

prewash	preheats	preview	dismount	injustice
disable	mistrust	prejudge	misunderstand	disapprove
discolor	incorrect	misjudge	disobey	inexpensive
mistaken	disconnect	discomfort	dishonest	indefinite

**A. Write the spelling word that matches each definition below.**

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. untruthful _____       | 7. unclear or unsure _____      |
| 2. detach _____           | 8. make a first cleaning _____  |
| 3. judge wrongly _____    | 9. not get the meaning _____    |
| 4. unfair treatment _____ | 10. decide before knowing _____ |
| 5. see in advance _____   | 11. wrong about something _____ |
| 6. not accurate _____     | 12. make unable to work _____   |

**B. Write the spelling word that best completes each analogy.**

13. *Costly* is to *cheap* as *pricey* is to \_\_\_\_\_.
14. *Allow* is to *permit* as *defy* is to \_\_\_\_\_.
15. *Sorrow* is to *joy* as \_\_\_\_\_ is to *ease*.
16. *Climb* is to *rise* as \_\_\_\_\_ is to *descend*.
17. *Condemn* is to \_\_\_\_\_ as *support* is to *favor*.
18. *Believe* is to \_\_\_\_\_ as *trust* is to *doubt*.
19. \_\_\_\_\_ is to *fade* as *unravel* is to *fray*.
20. \_\_\_\_\_ is to *warms* as *freezes* is to *cools*.

Name \_\_\_\_\_

**Underline the six misspelled words in the paragraphs below. Using your knowledge of prefixes, write the words correctly on the lines.**

If you feel discomfort in a dirty, polluted environment but think you can't prevent it, you are pretaken. In fact, there are plenty of easy, nonexpensive ways to take action.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Some people disobey recycling rules, litter parks and streets, or pollute the water system. You can write letters to voice how you feel about this. Don't overjudge others, but tell people in charge that you disapprove of these actions. Then do your best to recycle, reuse, and clean up litter in your own neighborhood.

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

## Writing Connection

**Write information about what you can do to protect the environment in your community. Use at least four spelling words in your writing. Edit and proofread your work.**

[illegible]

Name \_\_\_\_\_

**Remember**

A **prefix** is a group of letters added to the beginning of a word. It changes the meaning of the base word. Read each prefix and italicized word aloud.

- **dis-**, often means “not,” “absence of,” or “opposite of”: *disown*
- **in-**, often means “not” or “opposite of”: *incorrect*
- **mis-**, often means “wrong”: *miscount*
- **pre-**, often means “before”: *precaution*

prewash	preheats	preview	dismount	injustice
disable	mistrust	prejudge	misunderstand	disapprove
discolor	incorrect	misjudge	disobey	inexpensive
mistaken	disconnect	discomfort	dishonest	indefinite

**A. Add the prefix to each word to form a spelling word. Then write the word.**

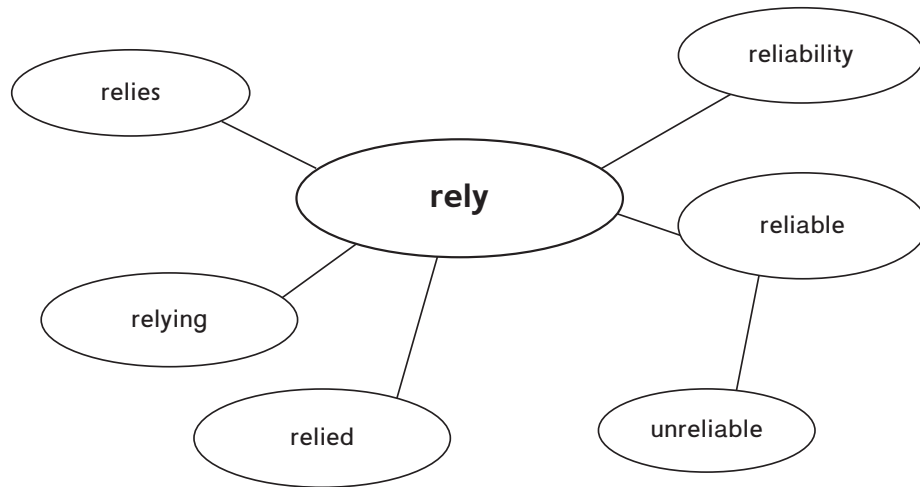
- |                           |                              |
|---------------------------|------------------------------|
| 1. dis + obey = _____     | 9. in + definite = _____     |
| 2. in + expensive = _____ | 10. dis + comfort = _____    |
| 3. dis + connect = _____  | 11. pre + wash = _____       |
| 4. mis + trust = _____    | 12. mis + understand = _____ |
| 5. dis + approve = _____  | 13. dis + honest = _____     |
| 6. mis + taken = _____    | 14. pre + heats = _____      |
| 7. pre + judge = _____    | 15. dis + mount = _____      |
| 8. dis + color = _____    |                              |

**B. Write these spelling words in alphabetical order. Alphabetize them to the third letter. *incorrect, disable, preview, misjudge, injustice***

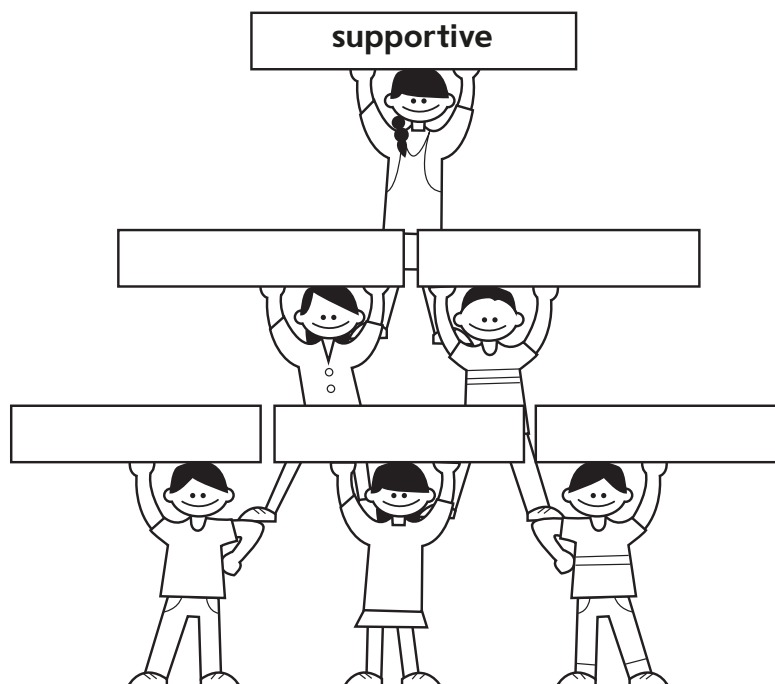
- |           |           |           |
|-----------|-----------|-----------|
| 16. _____ | 18. _____ | 20. _____ |
| 17. _____ | 19. _____ |           |

Name \_\_\_\_\_

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Add people to the human pyramid to write as many related words as you can. Use a dictionary to help you.




Name \_\_\_\_\_


**Field Goal! Match the definitions on the left with the vocabulary words on the right. Use a dictionary if you get stuck.**

1. sphere 


nearly; almost

2. astronomical 

whole or complete

3. evaluate to examine closely to  
decide value4. intact 


curious

5. approximately 


shaped like balls or globes

6. perplexed 


use math to find the answer

7. calculation relating to outer space  
or astronomy8. inquisitive 


amazed and surprised

9. criteria 

confused

10. diameter 

to circle around

11. astounded measurement across  
the center of a circle12. orbit rules for judging or  
making a decision



**B**

Improvement \_\_\_\_\_

# Correct \_\_\_\_\_

Multiply.

1	$46.1 \times 10 =$		23	$5.2 \times 1000 =$	
2	$46.1 \times 100 =$		24	$8.7 \times 1000 =$	
3	$46.1 \times 1000 =$		25	$0.01 \times 1000 =$	
4	$89.2 \times 10 =$		26	$0.08 \times 1000 =$	
5	$89.2 \times 100 =$		27	$0.083 \times 10 =$	
6	$89.2 \times 1000 =$		28	$0.903 \times 10 =$	
7	$0.3 \times 10 =$		29	$0.017 \times 1000 =$	
8	$0.03 \times 10 =$		30	$8.523 \times 1000 =$	
9	$0.003 \times 10 =$		31	$7.9 \times 100 =$	
10	$0.9 \times 10 =$		32	$5.802 \times 10 =$	
11	$0.9 \times 100 =$		33	$27.08 \times 100 =$	
12	$0.9 \times 1000 =$		34	$8.18 \times 10 =$	
13	$0.04 \times 10 =$		35	$29.3 \times 100 =$	
14	$0.04 \times 100 =$		36	$25.8 \times 1000 =$	
15	$0.04 \times 1000 =$		37	$3.032 \times 100 =$	
16	$0.007 \times 10 =$		38	$283.1 \times 10 =$	
17	$0.007 \times 100 =$		39	$2.1 \times 20 =$	
18	$0.007 \times 1000 =$		40	$3.3 \times 20 =$	
19	$0.45 \times 10 =$		41	$3.1 \times 30 =$	
20	$0.78 \times 10 =$		42	$1.2 \times 30 =$	
21	$0.28 \times 100 =$		43	$2.11 \times 40 =$	
22	$0.19 \times 100 =$		44	$13.11 \times 40 =$	

© Bill Davidson

**A**

# Correct \_\_\_\_\_

Find the midpoint.

1	0	10	23	8.5	8.6
2	0	1	24	2.8	2.9
3	0	0.01	25	0.03	0.04
4	10	20	26	0.13	0.14
5	1	2	27	0.37	0.38
6	2	3	28	80	90
7	3	4	29	90	100
8	7	8	30	8	9
9	1	2	31	9	10
10	0.1	0.2	32	0.8	0.9
11	0.2	0.3	33	0.9	1
12	0.3	0.4	34	0.08	0.09
13	0.7	0.8	35	0.09	0.1
14	0.1	0.2	36	26	27
15	0.01	0.02	37	7.8	7.9
16	0.02	0.03	38	1.26	1.27
17	0.03	0.04	39	29	30
18	0.07	0.08	40	9.9	10
19	6	7	41	7.9	8
20	16	17	42	1.59	1.6
21	38	39	43	1.79	1.8
22	0.4	0.5	44	3.99	4

© Bill Davidson

**A**

# Correct \_\_\_\_\_

Round to the nearest whole number.

1	3.1 $\approx$		23	12.51 $\approx$	
2	3.2 $\approx$		24	16.61 $\approx$	
3	3.3 $\approx$		25	17.41 $\approx$	
4	3.4 $\approx$		26	11.51 $\approx$	
5	3.5 $\approx$		27	11.49 $\approx$	
6	3.6 $\approx$		28	13.49 $\approx$	
7	3.9 $\approx$		29	13.51 $\approx$	
8	13.9 $\approx$		30	15.51 $\approx$	
9	13.1 $\approx$		31	15.49 $\approx$	
10	13.5 $\approx$		32	6.3 $\approx$	
11	7.5 $\approx$		33	7.6 $\approx$	
12	8.5 $\approx$		34	49.5 $\approx$	
13	9.5 $\approx$		35	3.45 $\approx$	
14	19.5 $\approx$		36	17.46 $\approx$	
15	29.5 $\approx$		37	11.76 $\approx$	
16	89.5 $\approx$		38	5.2 $\approx$	
17	2.4 $\approx$		39	12.8 $\approx$	
18	2.41 $\approx$		40	59.5 $\approx$	
19	2.42 $\approx$		41	5.45 $\approx$	
20	2.45 $\approx$		42	19.47 $\approx$	
21	2.49 $\approx$		43	19.87 $\approx$	
22	2.51 $\approx$		44	69.51 $\approx$	

© Bill Davidson

### **Problem 1**

At the 2012 London Olympics, Michael Phelps won the gold medal in the men's 100-meter butterfly. He swam the first 50 meters in 26.96 seconds. The second 50 meters took him 25.39 seconds. What was his total time?

## **Problem 2**

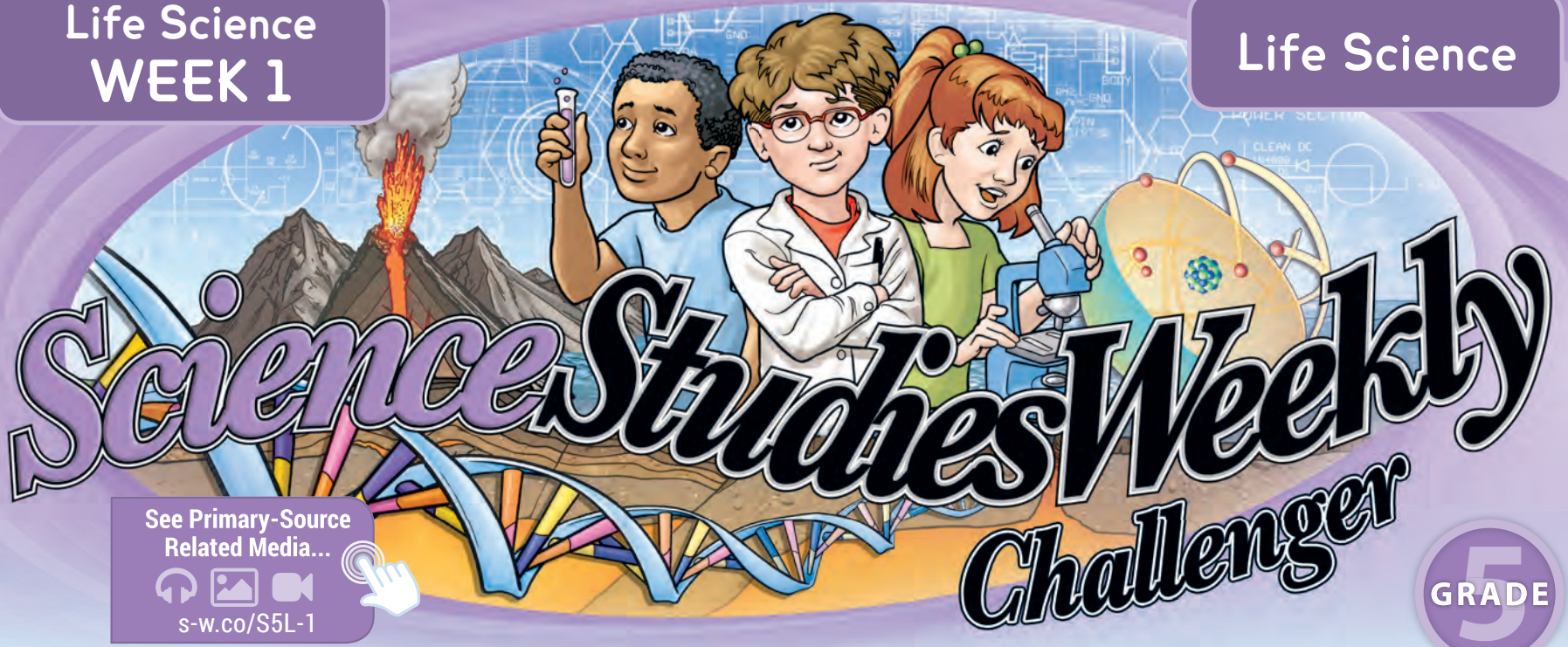
Patty buys 7 juice boxes a month for lunch. If one juice box costs \$2.79, how much money does Patty spend on juice each month?

Extension: How much will Patty spend on juice in 10 months? In 12 months?

### **Problem 3**

Louis buys 4 chocolates. Each chocolate costs \$2.35.  
Louis multiplies  $4 \times 235$  and gets 940. Place the decimal to show the cost of the chocolates, and explain your reasoning using words, numbers, and pictures.





# Welcome, Life Scientists!

*Hey, science adventurers! Welcome to a super-duper special issue of Science Studies Weekly. This is the first week we start learning about something we all have in common—life! We are now entering the “living zone,” and this is the first issue of life science.*

Ever notice how many living things there are crawling, flying and buzzing around? Whether you live in the city, in the country, or on an island, life is all around you. Some living things hang out in the tiniest places, like in your blood and in dust. Scientists have identified about 2 million types (species) of living things on Earth.

Life science is the science of observing and gaining knowledge about living things. As we learned way back in Week 1, there are lots of different kinds of life scientists. But all life scientists were once kids interested in learning more about living things.

Perhaps the best way you can learn about life science is to find a living thing you are interested in, like a pet, and learn about it. Some people like to have furry pets, or they are interested in creepy-crawly things. Other people grow flowers and plants as a hobby. You may want to start a cactus garden or grow your own beans as a way of studying life.

It is very important for us to know as much as we can about life science. It helps us survive. So we observe living things very closely. Scientists often hide in bushes, look into microscopes, or swim in the ocean to

watch living things in action. They do some pretty amazing things, and watching them is sometimes like watching a great show.

In the past 200 years, we’ve discovered lots of different forms of life. The problem is, we’ve found so many types of living things that it is hard to remember them all. So we had to come up with a way of classifying, or keeping track of, living things. You might call it a filing system. So get ready because this week, we’re going to learn about the basic “groups” of living things and how we keep track of them.



## Biography Curiosity Solves a Mystery!

Do you remember reading about Alfred Wegener and his idea that there was once a super-continent called Pangaea? Many people disagreed with Alfred’s idea of “continental drift.” They didn’t understand what could cause the continents to move. Thanks to Frederick J. Vine we now have evidence that this really did happen.

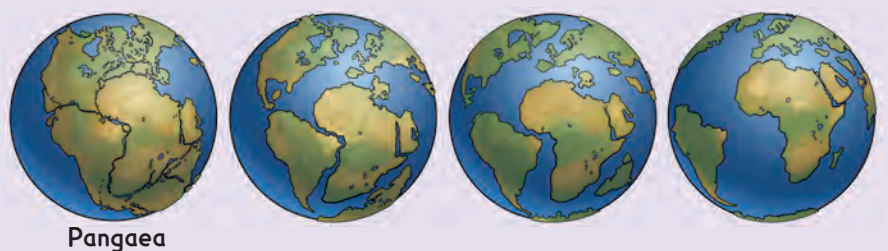
Frederick Vine was born in England in 1939. He became interested in geology (study of rocks) when he was 15. In school, he read about how scientists believed that South America and Africa were once connected but they couldn’t prove it. (Have you noticed how

those two continents look like puzzle pieces?) Frederick decided to learn more about continental drift.

After many years of hard work Vine and a scientist named Drum Matthews were able to provide evidence of continental drift. They did this by showing how the bottom of the ocean spreads apart, causing ridges to form. When these ridges form, the minerals in the rocks are magnetized in the direction of Earth’s magnetic field. The

magnetic force pushed the continents apart.

Vine is still studying the history of Earth. His successful career all began with reading and curiosity. Next time you are reading and you ask why, it just may lead to an amazing discovery!







# Diversity of Life

*Biology comes from the Greek word meaning “knowledge of life.”*

## The Father of Taxonomy

The famous Greek thinker Aristotle traveled along as the tutor and teacher of Alexander the Great. During their travels, Aristotle created a system of labeling things, called taxonomy.

What is taxonomy? A taxon is a group of similar things with similar traits. One group is part of another group, and so on. For instance, put all the fifth graders in your school who are wearing blue in one group. Keep going until you have a taxon of fifth-graders for each color. Put all the ones who are wearing blue and have long hair in a smaller group, and so on.

Since the days of Aristotle, we’ve discovered millions of different kinds of living things. But scientists still use Aristotle’s basic approach of labeling different life forms or putting them into different taxons. That is what taxonomy is all about.

## Important Traits

There are three traits scientists consider important when they place living creatures in different kingdoms:

1. The structure of an organism’s cells—  
Scientists look at an organism’s

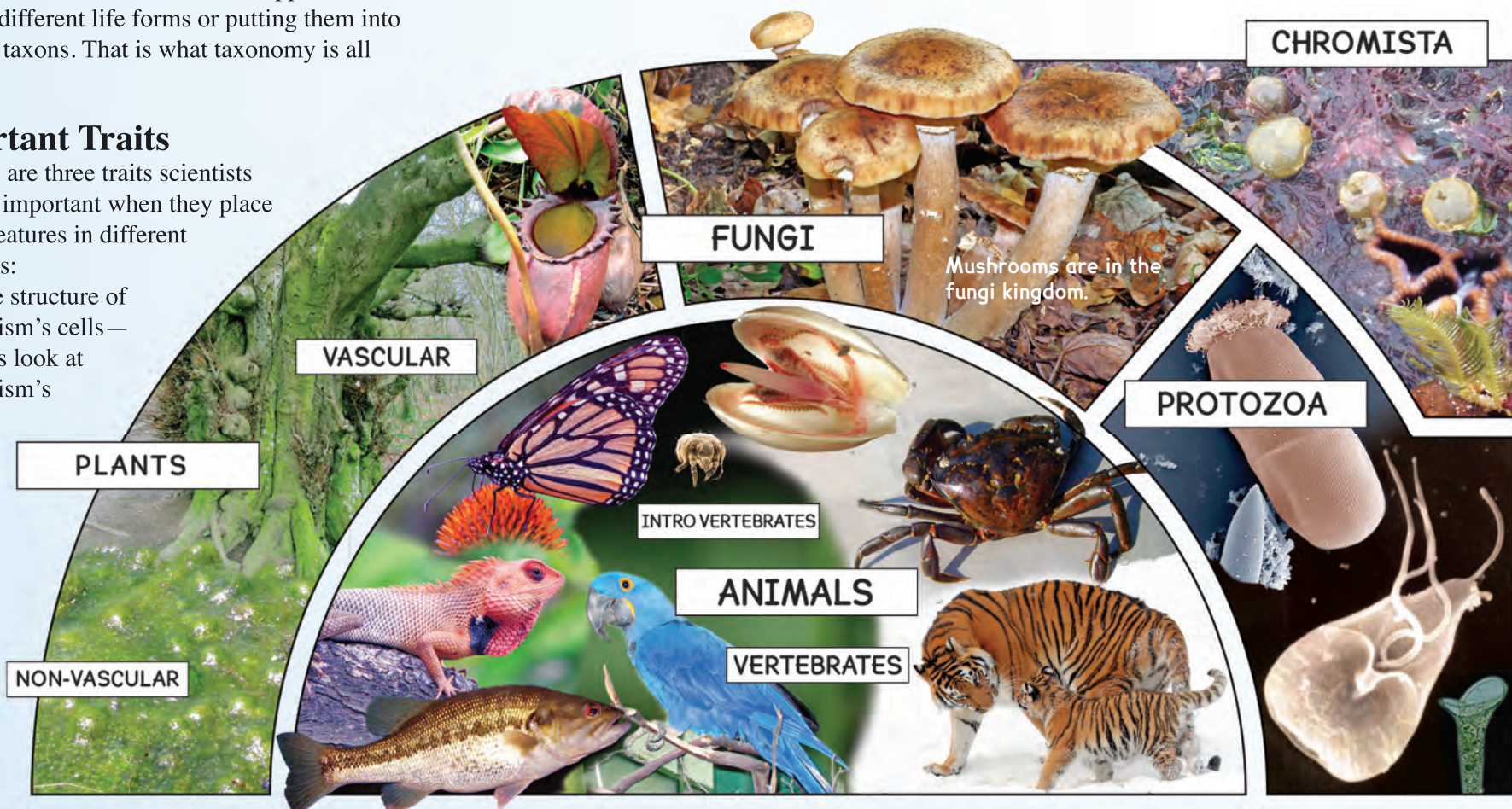
cells to help them decide where it belongs in the taxonomy. The cells of living things are structured differently. For example, some cells have a well-defined nucleus surrounded by a membrane and specialized parts outside the nucleus called organelles. Organisms with cells like that are called eukaryotes. Animals, plants, fungi, chromista and protozoa are all eukaryotes. Other cells don’t really have a nucleus at all, just a clump of genetic material that isn’t surrounded by a membrane. Those organisms are called prokaryotes. Most prokaryotes have just one cell. Bacteria and Archaea are prokaryotes.

2. How creatures get their food, or the energy and nutrients they need to stay alive—

For instance, some animals eat plants, and some animals eat other animals. Some creatures (plants) absorb sunlight, and some absorb chemicals from the surface they are attached to.

3. How creatures reproduce, or have offspring—Do they hatch from eggs, give live birth, grow from seeds, or just split in two?

Scientists also consider how an organism developed over time when they put it into a certain kingdom. Then they keep putting the creatures into smaller and smaller groups based on their traits. Scientists are still studying how to classify all the species on Earth, and not all scientists agree. Here are eight groups that scientists are researching. The more they learn, the more things may change!

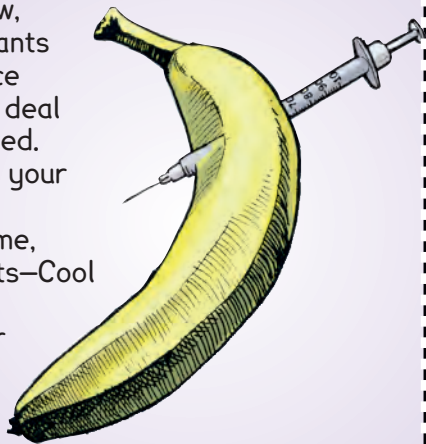


## Technology & Science

### Biotechnology

Biotechnology is using living things to make products. Some bacteria are used to test food for diseases. Other living things can be used to fight diseases. Right now, scientists are designing plants that might someday replace those needles you have to deal with when you get immunized. Instead of getting stuck in your arm, you could munch on a vegetable or fruit. Over time, you’d have the same results—Cool stuff!

It would be much easier to immunize people by using food than by using needles. Researchers are working on this idea at Texas A&M University.



### ‘Biology: Life as We Know It!’ by Dan Green and Simon Basher

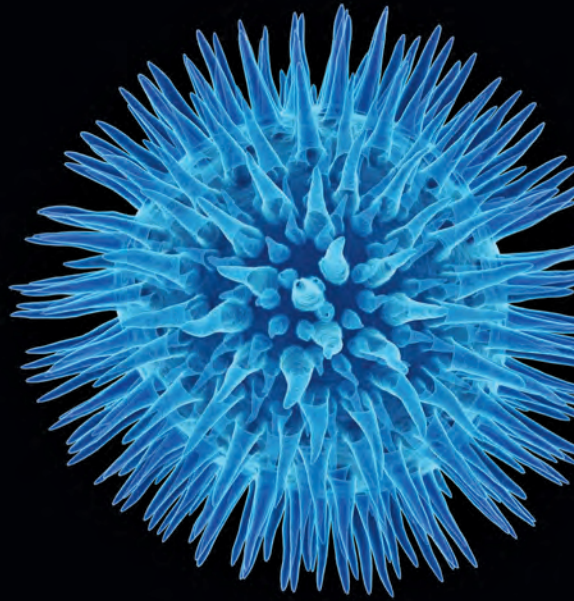
Biology, the science of life: The word comes from the Greek language, bios, meaning life, and -logy, the study of. What an enormous and important topic, especially since it includes us. Living things come in all shapes and sizes, from tiny microbes and bacteria to “General Sherman,” the world’s largest tree. (It’s a giant sequoia in northern California measuring over 52,000 cubic feet in volume.)

But how do you get a handle on a subject this big? Check out “Biology: Life as We Know It!” by Dan Green and Simon Basher. This is not your typical science textbook. To start with, each topic has a full-page animated illustration using Japanese-style graphics. Sound like fun already? Next, there is a one-page summary of the topic giving key facts and a summary written in the first person. This lets each topic “introduce” itself

## Book Science

in an entertaining and easy-to-understand way.

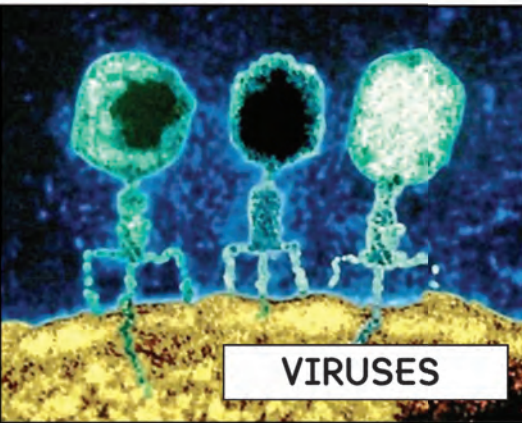
This great book gives an overview of biology, covering plants and animals from single-celled to the most complex. Written for students in grades 3-8, it also includes a section on human body systems. You just might want to keep this book handy as a study guide the night before your next life science test.







This salmonella bacteria can make you very sick.



## The Plant Kingdom

You can’t be a member of the plant kingdom unless you can make your own food with the help of sunlight. Plants produce a substance called chlorophyll that lets them use sunlight to convert water and carbon dioxide into plant food.

Plants have complex cells with rigid cell walls. You’ll learn about plant cells later on. As you’ll learn later, there are many different groups of plants. But the two largest groups of plants are vascular plants and non-vascular plants.

Vascular plants are plants that have tubes inside themselves to move water and other fluids around from the roots to the leaves. We get most of our food from vascular plants.

Non-vascular plants never have flowers, and they don’t have any tubes inside themselves to move fluids around; they only grow where it is wet. Algae and moss are non-vascular plants.

## Animal Kingdom

Almost all members of the animal kingdom can move around without the help of wind or water currents. Humans, fish, bugs, birds, snakes and snails are all members of this kingdom. In fact, there are more than 1 million species, or “citizens,” of this kingdom.

We’ll learn a bunch more about all the different groups, but the two largest groups are vertebrates (animals with backbones) and invertebrates (those without backbones). Vertebrates are outnumbered 24 to 1.

## The Fungi Kingdom

Fungi absorb nutrients from the surface they are attached to. You can find fungus on old food that has been left in the fridge too long. Mushrooms are also fungi. Some look like plants, but they do not make food with sunlight.

Fungi do some great services. They help bacteria decompose dead organisms (garbage).

## Chromista

These organisms can have one cell (unicellular) or many cells (multicellular), but most have just one. They are usually found in watery habitats.

Chromista are eukaryotes because their cells have organelles and a nucleus surrounded by a membrane. Diatoms and kelp are examples of chromista. Kelp grows in forests in the clear water of shallow oceans.

## Protozoa

These water-loving critters are all unicellular, but they come in many different shapes and sizes. They are also eukaryotes. The name protozoa means “first animals.” Two common members of this kingdom are the amoeba and the paramecium. Some scientists group chromista and protozoa together in a kingdom called Protista.

## Bacteria

All bacteria have just one cell. Inside the cell is a cluster of genetic material called a nucleoid. Since they do not have a well-defined nucleus, they are prokaryotes. Many bacteria are helpful, like the kind that make cheese out of milk. Many others cause diseases. Bacteria live everywhere—including inside your body! The oldest fossils on Earth are bacteria fossils that scientists believe are 3.5 billion years old.

## Archaea

These microscopic organisms have only one cell. Most of these prokaryotes are less than 1 micron in length. That’s less than one-millionth of a meter. No wonder you need a microscope to see them! Some archaea (and some bacteria, too) live in the most extreme environments you can imagine—the hottest, coldest, saltiest and deepest places on Earth.

## Viruses

Viruses have no cells at all. They’re parasitic pieces of genetic material covered with protein. (Say that three times fast!) Viruses cause diseases like colds, influenza, chickenpox and rabies by infecting a host—like a fifth-grader, for example. As a matter of fact, viruses can’t grow or reproduce outside a host. Some scientists don’t even consider them living things. When you catch a cold, it’s because a virus has invaded your cells. A sore throat, a runny nose and a tired feeling are your body’s reactions to a parasite.

# What is symbiosis?



Sometimes, living things help each other survive. Symbiosis, or mutualism, is two living things doing something for each other. Hermit crabs often drag around sea anemones (little critters that sting) to places where the anemone can find food.



The anemone will sting anything that gets near the crab. Both help each other. Most living things have symbiotic relationships—even you! Tiny microbes live inside your intestinal tract and help you digest food. In return, you give the microbes their breakfast, lunch and dinner.

Symbiosis doesn’t work with parasites. Parasites get benefits like food and a place to live from their hosts, but they take it too far. Parasites usually do harm to their hosts by injuring them or making them sick.

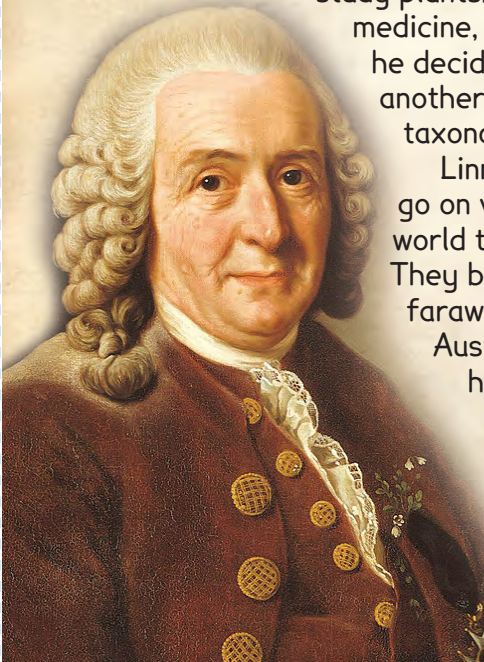
What about an organism that gets benefits from a host but doesn’t do any harm? That’s called a commensal relationship. One organism gets what it needs. The other one doesn’t get any benefits, but it doesn’t get harmed, either.

# Carl Linnaeus 1707-1778



How would you like to be the one to name all the animals? What fun you could have! Carl Linnaeus didn’t name all the animals, but he got to name many of them. People from all over the world brought living creatures to him so he could put each one into a group, or taxon. You might say that Linnaeus picked up where Aristotle left off.

As a child, Carl loved to collect plants. He must have gotten it from his father, who loved to work in the garden. When he grew up, Linnaeus went to school at the University of Sweden to become a doctor. During his college days, he continued to study plants. In 1735, he finished his degree in medicine, but instead of becoming a doctor, he decided to keep studying plants and get another degree. This time, he studied the taxonomy of living things.

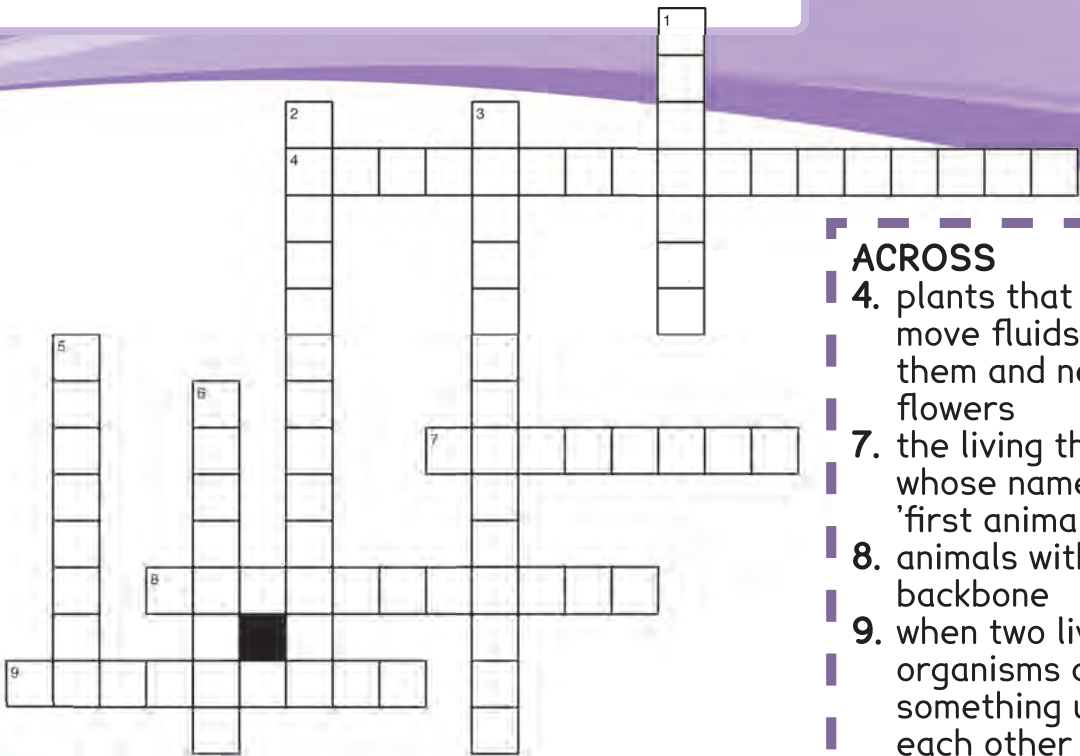


Linnaeus helped many of his students go on voyages to various parts of the world to study and classify living things. They brought back living things from faraway places like the Polynesian Islands, Australia and Japan. People in Europe had never seen such strange critters.

Linnaeus used microscopes and other scientific tools to study living things. Many of the names we use for living things today come from Linnaeus’ early works.



Name \_\_\_\_\_



As you read this week’s lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week’s test.

- ACROSS**
  - 4. plants that cannot move fluids within them and never have flowers
  - 7. the living things whose name means ‘first animals’
  - 8. animals with a backbone
  - 9. when two living organisms do something useful for each other
- DOWN**
  - 1. comes from the Greek word meaning “knowledge of life”
  - 2. animals without a backbone
  - 3. plants with tubes that can move fluid within themselves
  - 5. the science of putting things with similar traits into groups
  - 6. scientists have found fossils of these living things that are about 3.5 billion years old

Practice being a life scientist!

Mini-Lab

Charts help scientists organize data. Look at the organisms on the chart below. Fill in the boxes with the appropriate answer about each organism.

Organism	Makes/Obtains Food	Moves	Vertebrate/ Invertebrate	Fur
Elephant				
Moss				
Fungi				
Flower				
Person				
Venus Flytrap				
Bacteria				
Earthworm				



See Primary-Source  
Related Media...

www.s-w.co/USAA-14

## Declaring Independence

Click! ... “Alana, where are we?”

“Shhh, Jackson. We’re outside a house in Philadelphia in June 1776.”

“Oh, wow! Look in the window, Alana. That’s Thomas Jefferson! This is so cool!”

“Listen. He’s talking to himself while he’s writing something.”

“‘When in the course of human events it becomes necessary ...’ That’s a good start. Yes, yes, that sounds about right. ‘... requires that they should declare the causes which impel them to ...’ Hmm. That’s rather good. I hope the committee will approve.”

“Oh, my gosh, Alana. Do you know what he’s writing?”

“Of course I do. It’s the Declaration of Independence.”

“Can you believe it? That camera of yours is amazing! Wait ... he’s saying something else.”

“‘We hold these truths to be sacred and undeniable ...’ ”

“Jackson, the Declaration says ‘We hold these truths to be self-evident ...’ not ‘sacred and undeniable.’ What’s up?”

“This must be Jefferson’s rough draft.”

“Are you kidding? A great writer like Thomas Jefferson wrote rough drafts?”

“Of course he did. Then he took the rough draft to the committee. They made several changes. One thing they changed was switching ‘sacred and undeniable’ to ‘self-

CONTINUED ON PAGE 4



## Outwitting Them All: Agent 355, Revolutionary Female Spy *Spotlight*

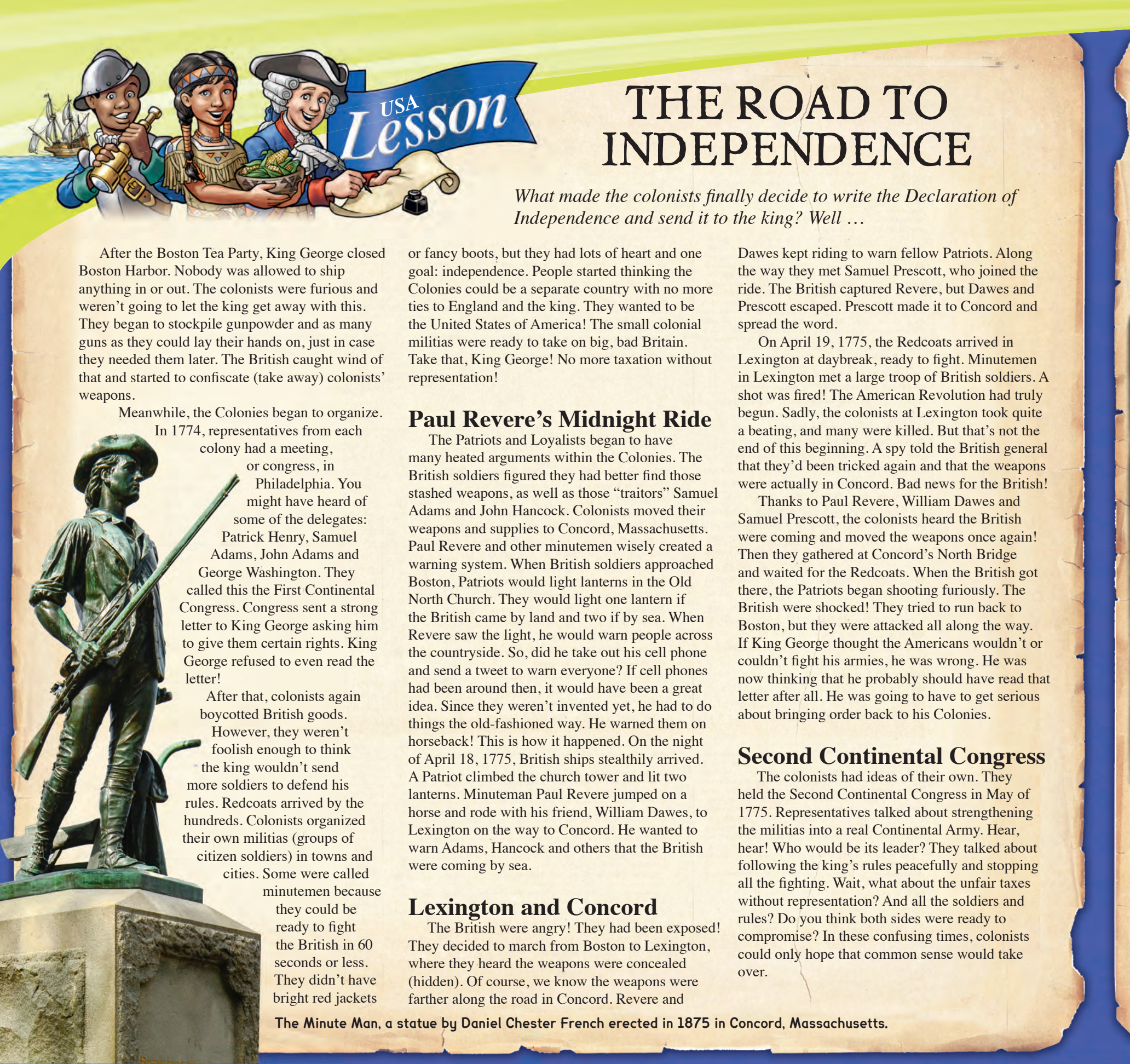
George Washington had a reputation for honesty, but as a general in the Revolutionary War, he used spies, hidden messages and trickery to fight the British. As part of this strategy, Washington formed a group of spies known as the Culper Ring. Spies in this group worked hard to protect their identities, and they only used numbers when communicating with each other and with Washington. One of the

best spies in this group was a woman who went by the code name Agent 355.

Very little is known about Agent 355, although historians agree she was most likely from a wealthy British family. She lived in the New York area and would leave coded messages in the pockets of laundry hanging on a clothesline. One day, however, the messages simply stopped. Historians believe she was

caught and executed by the British. Today, there are still people guessing the identity of Agent 355. Some believe she was Anna Strong, a known spy and Patriot of the time. Others have guessed she was Betty Floyd, a cousin of one of the leaders of the Culper Ring. Although we will probably never know for sure who Agent 355 was, her actions and bravery helped the Colonies win the Revolutionary War.





# THE ROAD TO INDEPENDENCE

What made the colonists finally decide to write the Declaration of Independence and send it to the king? Well ...

After the Boston Tea Party, King George closed Boston Harbor. Nobody was allowed to ship anything in or out. The colonists were furious and weren't going to let the king get away with this. They began to stockpile gunpowder and as many guns as they could lay their hands on, just in case they needed them later. The British caught wind of that and started to confiscate (take away) colonists' weapons.

Meanwhile, the Colonies began to organize.

In 1774, representatives from each colony had a meeting, or congress, in Philadelphia. You might have heard of some of the delegates: Patrick Henry, Samuel Adams, John Adams and George Washington. They called this the First Continental Congress. Congress sent a strong letter to King George asking him to give them certain rights. King George refused to even read the letter!

After that, colonists again boycotted British goods.

However, they weren't foolish enough to think the king wouldn't send more soldiers to defend his rules. Redcoats arrived by the hundreds. Colonists organized their own militias (groups of citizen soldiers) in towns and cities. Some were called minutemen because

they could be ready to fight the British in 60 seconds or less. They didn't have bright red jackets

or fancy boots, but they had lots of heart and one goal: independence. People started thinking the Colonies could be a separate country with no more ties to England and the king. They wanted to be the United States of America! The small colonial militias were ready to take on big, bad Britain. Take that, King George! No more taxation without representation!

## Paul Revere's Midnight Ride

The Patriots and Loyalists began to have many heated arguments within the Colonies. The British soldiers figured they had better find those stashed weapons, as well as those "traitors" Samuel Adams and John Hancock. Colonists moved their weapons and supplies to Concord, Massachusetts. Paul Revere and other minutemen wisely created a warning system. When British soldiers approached Boston, Patriots would light lanterns in the Old North Church. They would light one lantern if the British came by land and two if by sea. When Revere saw the light, he would warn people across the countryside. So, did he take out his cell phone and send a tweet to warn everyone? If cell phones had been around then, it would have been a great idea. Since they weren't invented yet, he had to do things the old-fashioned way. He warned them on horseback! This is how it happened. On the night of April 18, 1775, British ships stealthily arrived. A Patriot climbed the church tower and lit two lanterns. Minuteman Paul Revere jumped on a horse and rode with his friend, William Dawes, to Lexington on the way to Concord. He wanted to warn Adams, Hancock and others that the British were coming by sea.

## Lexington and Concord

The British were angry! They had been exposed! They decided to march from Boston to Lexington, where they heard the weapons were concealed (hidden). Of course, we know the weapons were farther along the road in Concord. Revere and

Dawes kept riding to warn fellow Patriots. Along the way they met Samuel Prescott, who joined the ride. The British captured Revere, but Dawes and Prescott escaped. Prescott made it to Concord and spread the word.

On April 19, 1775, the Redcoats arrived in Lexington at daybreak, ready to fight. Minutemen in Lexington met a large troop of British soldiers. A shot was fired! The American Revolution had truly begun. Sadly, the colonists at Lexington took quite a beating, and many were killed. But that's not the end of this beginning. A spy told the British general that they'd been tricked again and that the weapons were actually in Concord. Bad news for the British!

Thanks to Paul Revere, William Dawes and Samuel Prescott, the colonists heard the British were coming and moved the weapons once again! Then they gathered at Concord's North Bridge and waited for the Redcoats. When the British got there, the Patriots began shooting furiously. The British were shocked! They tried to run back to Boston, but they were attacked all along the way. If King George thought the Americans wouldn't or couldn't fight his armies, he was wrong. He was now thinking that he probably should have read that letter after all. He was going to have to get serious about bringing order back to his Colonies.

## Second Continental Congress

The colonists had ideas of their own. They held the Second Continental Congress in May of 1775. Representatives talked about strengthening the militias into a real Continental Army. Hear, hear! Who would be its leader? They talked about following the king's rules peacefully and stopping all the fighting. Wait, what about the unfair taxes without representation? And all the soldiers and rules? Do you think both sides were ready to compromise? In these confusing times, colonists could only hope that common sense would take over.

## Learn Your 'ABCs' and Sign the Declaration of Independence, 21st-Century Style

Imagine being one of the signers of the document that created the United States of America! The 56 signers have gone down in history as brave men who stood up for what they believed. They did something risky and daring to gain their freedom. The British targeted every signer for punishment. Many lost their belongings, several lost their businesses, some had their homes burned down and some even lost their families. But they believed that independence was worth the sacrifices they made.

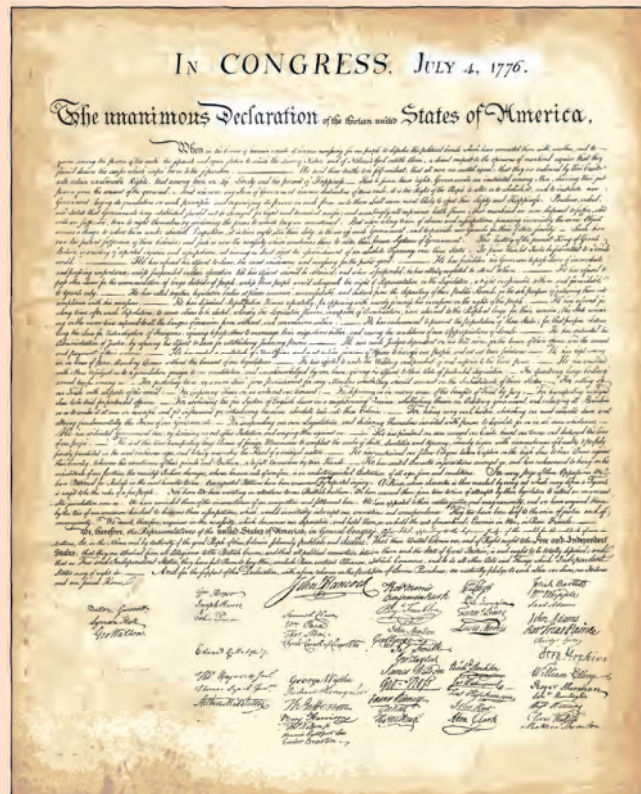
What will you do to make the world a better place? Would you stand up for your ideas even though some people disagree with you? Start acting like a "signer" by learning your ABCs: Act for a Better Community. Think of something you can do in your neighborhood or school to help others. It should be something safe and kind. It can be small like cleaning up a park or donating food to a shelter. It can be something big like designing a

new playground or starting a service club. Choose a community service project you can do with friends, school or family. You'll have to do some work and give up some free time, but it will be worth it! Make a list of your best ideas.

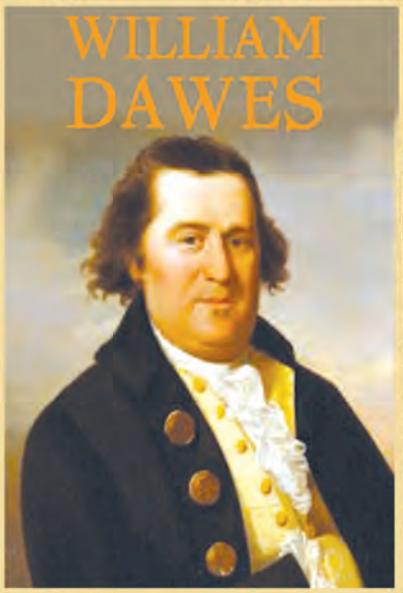
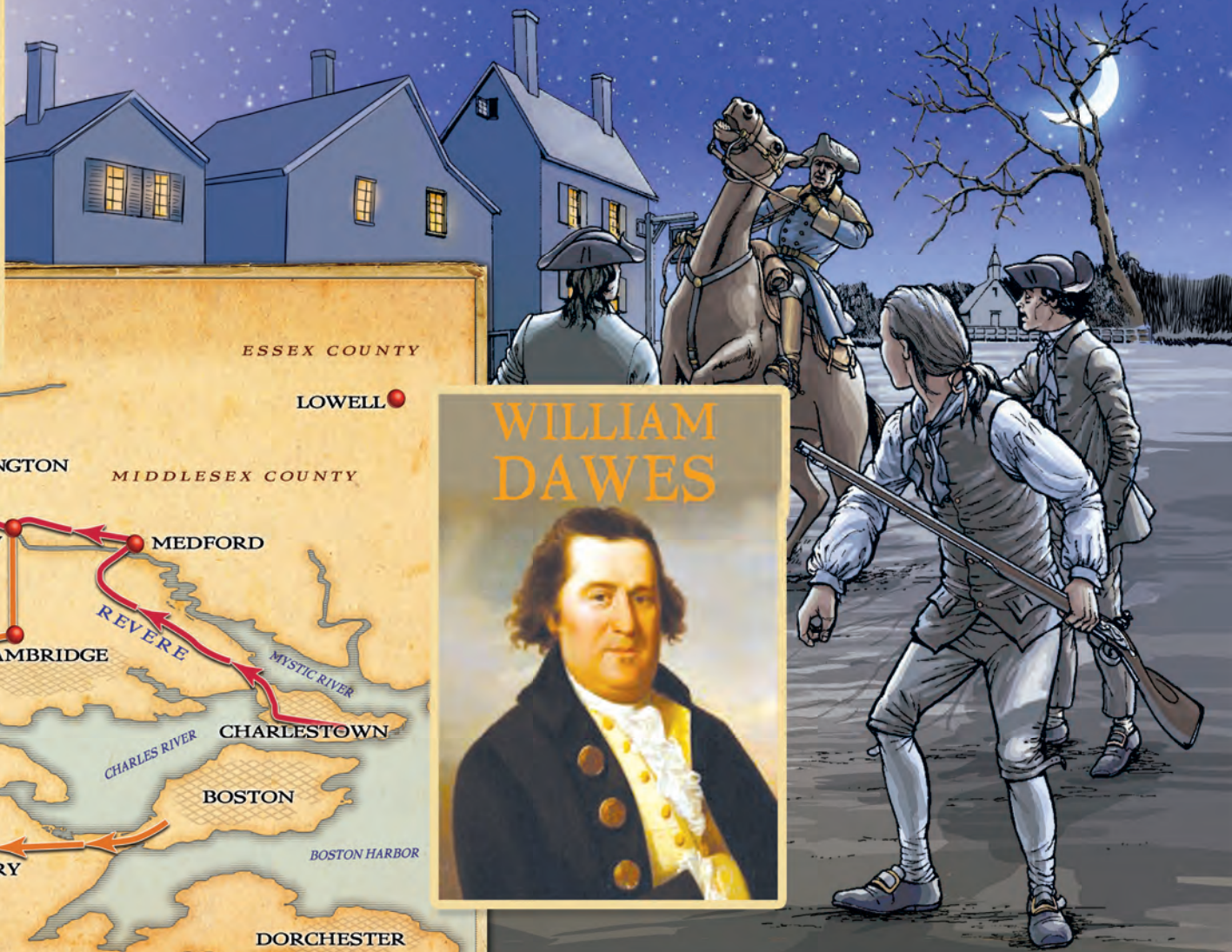
Pick one that you can get started on soon. Got it? Great! Now you deserve to sign the Declaration of Independence, too. Just go to: [http://www.archives.gov/exhibits/charters/declaration\\_sign.html](http://www.archives.gov/exhibits/charters/declaration_sign.html)

It's the coolest! But, watch your back after you sign. All the king's horses and all the king's men might be looking for you!

## Citizenship







## Declaration of Independence

The following year, a delegate named Richard Henry Lee read a statement to Congress that said the Colonies should be “free and independent states” and that all ties with Great Britain should be broken. It wasn’t a new idea, but this was the

first time someone said it at an official meeting. Congress decided that it should make a good, solid list of complaints to get the king’s attention. This time, they weren’t asking. They were telling King George they wanted independence. But who would write the statement? Only one of the best writers around, Thomas Jefferson, would do. It took him two weeks to draft our first “freedom document,”

the Declaration of Independence, in June 1776. On July 2, Congress voted to send the Declaration to King George. A few changes were made, and on July 4, 1776, the 13 United States of America adopted the Declaration of Independence. Wow!

A DECLARATION  
BY THE REPRESENTATIVES OF THE  
UNITED STATES OF AMERICA,  
IN GENERAL CONGRESS ASSEMBLED,

## American Civics

www.studiesweekly.com

### Clarity of Expression:

## Thomas Paine and ‘Common Sense’

Thomas Paine was a failure as a student, sailor, businessman and soldier, but wow, could he write! He published pamphlets in Colonial America that stirred the hearts of people in a way that no one else had ever done.

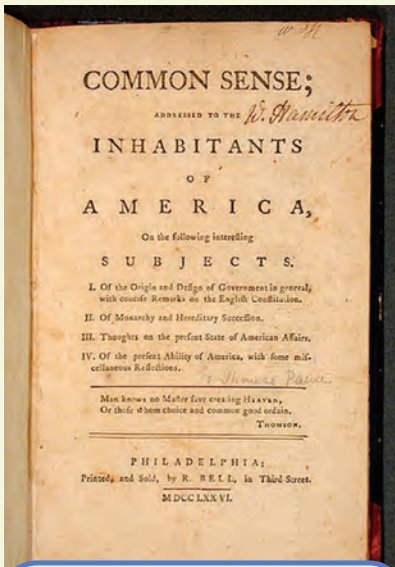
Born in England in 1737, Paine dropped out of school at a young age. He bounced around in various jobs without success. He worked for his father, then as a sailor, then as a tax collector. But his life changed when he met Benjamin Franklin, who convinced him to come to America in 1774.

Paine was caught up in the fever for independence that was sweeping the Colonies. He wrote a pamphlet (a small newspaper or magazine, much like an issue of *Studies Weekly*) titled “*Common Sense*.” It made a passionate argument that the only choice for the colonists was to fight for their independence from Britain. His clear and logical writing spoke to

the people. “*Common Sense*” sold thousands of copies, and Paine became famous. He wrote, “**The birthday of a new world is at hand...**” History has proven how true his words were.

Paine joined the Continental Army and discovered he wasn’t cut out to be a soldier, either. Writing was his special skill. His next pamphlet, “*The Crisis*,” contains his most famous line: “**These are the times that try men’s souls.**” General Washington had Paine’s pamphlets read aloud to encourage the American troops during the Revolution.

Paine’s facts and ideas were clear and persuasive. Many of these ideas were written into the Constitution, the core of our government. When have you been successful in using your words to change someone’s mind? Can you think of other times when clarity of expression helped change the course of history?



The cover of *Common Sense*, the pamphlet.



Name \_\_\_\_\_

- ACROSS
1. famous Revolutionary War song

5. a wagoner during the Battle of Brandywine: Edward \_\_\_\_\_

6. writer of “These are the times that try men’s souls”

8. groups who are on the same side in a war

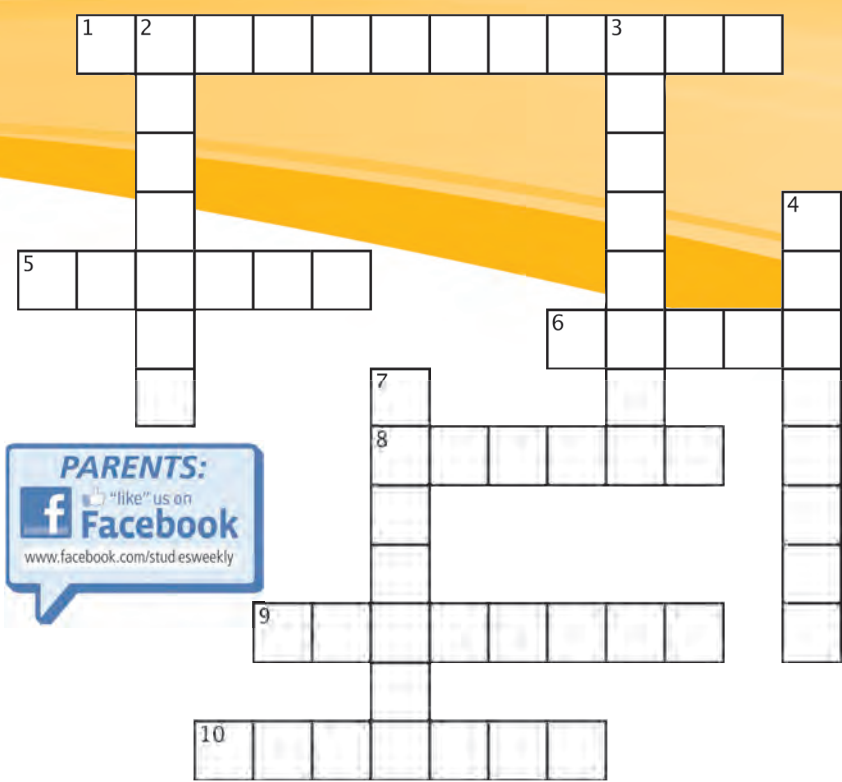
9. German soldiers who helped the British

10. site of important Christmastime battle in 1776
- DOWN
2. considered the first victim of the American Revolution: Crispus \_\_\_\_\_

3. river crossed by Washington and his troops in the winter of 1776

4. famous poet during the American Revolution

7. woman who dressed like a man to fight in the Revolutionary War: Deborah \_\_\_\_\_



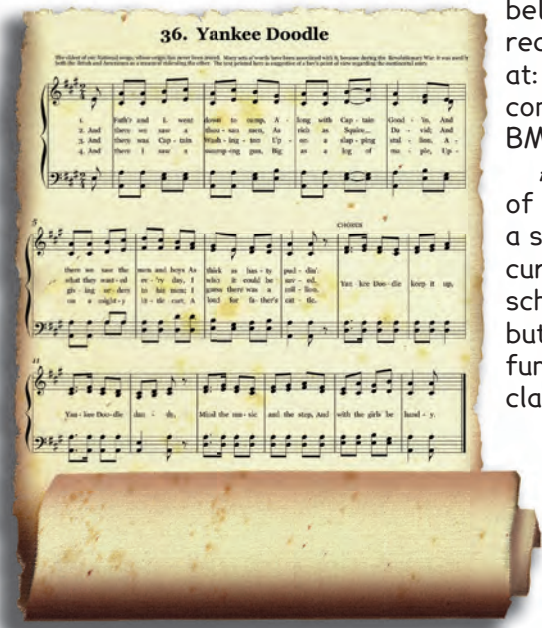
# Making Music—A Yankee Doodle Dandy



How does today’s popular music reflect what’s going on in the world? The “it” song in the Colonies during the late 1770s was “Yankee Doodle,” written by Richard Shuckburgh. Who would have thought a song you learned in school was the #1 hit of the Colonies? If you think it’s a song about pasta in your hat, then you are wrong! The British sang it during the American Revolution to make fun of Yankee (American) doodles (fools). The lyrics, or words, that we know say the Yankees wore feathers in their hats to copy a popular European wig style known as the “macaroni.” As the Americans gained confidence, the song became longer. They added lines to make fun of the British and to praise George Washington, the Continental Army and the U.S. as a whole. The song went from being an insult to the people of our new country to being an anthem (popular song) that Americans sang with pride. An American band played the anthem to celebrate the U.S. victory on the last day soldiers battled in the American Revolution—Oct. 19, 1781.

This form of song is known as musical satire. It makes a political statement and it pokes fun at things without being mean. Read the lyrics below and listen to a recording of the song at: [https://www.youtube.com/watch?v=P\\_BMzqwSdW8](https://www.youtube.com/watch?v=P_BMzqwSdW8)

Add a verse or two of your own. Make a statement about a current event in your school or community, but don’t be rude, just funny. Sing it for the class! You can do it!



## Yankee Doodle

Yankee Doodle went to town  
A-riding on a pony  
Stuck a feather in his cap  
And called it macaroni.  
Yankee Doodle, keep it up  
Yankee Doodle dandy  
Mind the music and the step  
And with the girls be handy.

Father and I went down to camp  
Along with Captain Gooding  
And there we saw the men  
and boys  
As thick as hasty pudding.  
Yankee Doodle, keep it up  
Yankee Doodle dandy  
Mind the music and the step  
And with the girls be handy

## My Version

“ \_\_\_\_\_ ”

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Personal Narrative: Pep Talk

George Washington used the words of Thomas Paine as a pep talk to motivate his troops in the Revolutionary War. Think of a time you had to do something difficult and someone gave you a pep talk. Was it a coach before a big game? Did a parent give you courage? Has a teacher helped you relax before an important test? Tell the story of a time you received or gave a pep talk.



If you’d like to make any editorial comments about our paper, please write to us at [feedback@studiesweekly.com](mailto:feedback@studiesweekly.com).

## Think & Review

1. How is Crispus Attucks significant to the American Revolution?

2. How did Deborah Sampson fight in the Revolutionary War?

3. Why was George Washington reluctant (unsure or doubtful about) to lead the Continental Army?

4. Why do you think a soldier in the Continental Army might consider deserting?
5. What do you think would make a Patriot soldier keep fighting even under terrible conditions like the ones they faced when crossing the Delaware?

6. Who is Phillis Wheatley?

7. Why would Hessians help the British fight the Americans?

8. What do you think, “Where there’s a will, there’s a way” means?

9. What type of song is “Yankee Doodle”?

# USA Studies Weekly—Ancient America to Reconstruction

## Teacher Supplement

### Web Surfers

Research the signers of the Declaration of Independence. Go to [www.ushistory.org](http://www.ushistory.org). Click “Declaration of Independence,” then click “Signers.” Scroll to any signer’s name and click it. Find and write down this important information:

1. name, date of birth and date of death
2. Colony the signer represented
3. occupation
4. what the signer looked like (Draw a picture or write a description.)
5. three facts about the signer

Use what you learned in this issue to help you play the game, “The Road to Revolution” at <http://www.pbs.org/ktca/liberty/road.html>. Challenge your classmates! Who can reach the highest level?

### Let’s Write

Making up riddles was a favorite hobby in Colonial times. Can you do it? Think about Colonial people, places and events. Now write a riddle and answer in the boxes provided and color a picture to go with them. Show it to classmates when you finish.

Q: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# USA Studies Weekly—Ancient America to Reconstruction

## Teacher Supplement

### USA Studies Weekly—Ancient America to Reconstruction, Week 14

Name \_\_\_\_\_

Date \_\_\_\_\_

#### Cinquain Poetry

We all know that people express emotions and ideas using poetry, but did you know you can use poetry to write about information you've learned? Try it with a five-line poem called a cinquain. A cinquain has a structure that must be followed:

#### CINQUAIN TITLE

LINE 1: NOUN (MAJOR CONCEPT)  
LINE 2: 2 ADJECTIVES DESCRIBING LINE 1  
LINE 3: 3 VERBS ABOUT WHAT LINE 1 DOES  
LINE 4: 4-WORD PHRASE ABOUT LINE 1  
LINE 5: 1 WORD THAT REFERS TO LINE 1

Example:

**Trees**  
Redwood  
enormous, ancient  
stretches, canopies, shades  
biggest tree on Earth  
Sequoia

Now you try it. Think about a passage you've read lately. It could be about history, a biography, or even an event. Write your cinquain following the structure above. Publish it by cutting it out and gluing it onto construction paper. Then decorate it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# USA Studies Weekly—Ancient America to Reconstruction

## Teacher Supplement

Name \_\_\_\_\_

Date \_\_\_\_\_

USA Studies Weekly—Ancient America to Reconstruction

2nd Quarter, Week 14

**Read each question and the answer choices carefully. Fill in the circle next to the best answer.**

1. \_\_\_\_\_ were involved in writing the Declaration of Independence.
  - Ⓐ Samuel Ryan and Thomas Jefferson
  - Ⓑ Thomas Jefferson and Benjamin Franklin
  - Ⓒ George Washington and John Patrick
  - Ⓓ Patrick Franklin and Thomas Paine
2. These Patriots warned others that the British were coming.
  - Ⓐ Thomas Jefferson and Benjamin Franklin
  - Ⓑ Thomas Paine and Samuel Adams
  - Ⓒ Paul Revere and William Dawes
  - Ⓓ Patrick Henry and Nathan Hale
3. The lantern code used in the Old North Church to say how the British were coming was \_\_\_\_\_.
  - Ⓐ one if by land, two if by sea
  - Ⓑ one lantern lit, time to sit
  - Ⓒ two if by horse, one if by boat
  - Ⓓ two bells ringing means the British are coming
4. The first battles of the American Revolution were fought at \_\_\_\_\_.
  - Ⓐ Boston and Philadelphia
  - Ⓑ London and New York
  - Ⓒ Plymouth and Jamestown
  - Ⓓ Lexington and Concord
5. Thomas Paine wrote that \_\_\_\_\_.
  - Ⓐ Colonists should be loyal to King George.
  - Ⓑ Colonists were obligated to declare independence from Britain.
  - Ⓒ Colonists should read pamphlets daily
  - Ⓓ Haste makes waste.
6. When Colonial delegates met in Philadelphia they called it the \_\_\_\_\_.
  - Ⓐ Continental Congress
  - Ⓑ Delegate's Day
  - Ⓒ U.S. Senate
  - Ⓓ Supreme Court
7. It took this long for the Declaration of Independence to be written.
  - Ⓐ two years
  - Ⓑ two months
  - Ⓒ two days
  - Ⓓ two weeks

Wayne-Westland Community Schools  
Elementary Art  
Distance Learning Lessons

Week of 4/27/20

## Creating SPACE With Photography and Household Items



*Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of SPACE*

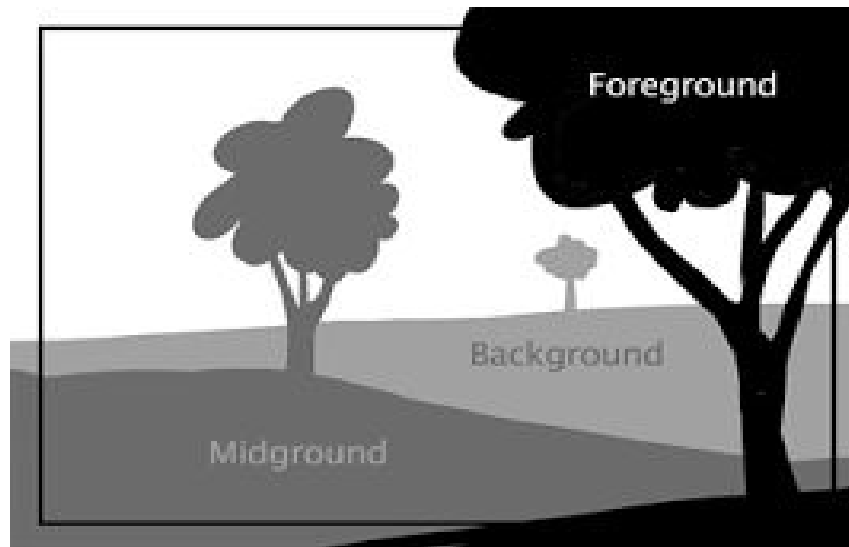
### DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

**SPACE DEFINITION:** The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



## SPACE RESOURCES:

YouTube Videos:

[Elements of Art: Space | KQED Arts](#)

[Foreground, Middle ground & Background](#)

[Foreground Middle ground Background Rap](#)

**Books:**

[Oh, the Places You'll Go! by Dr. Seuss Read Aloud](#) Look at the illustrations and find Foreground, Middle Ground, and Background!

[Roberto The Insect Architect by Nina Laden \(Read aloud\)](#)

["When I Build With Blocks" by Niki Alling](#)

**Games:**

[Starry Night Jigsaw Puzzle](#)

[Balls on pyramids Jigsaw Puzzle](#)

[ARTHUR | Games . Animal Home Builder | PBS KIDS](#)

[ARTHUR | Games . Treehouse Designer](#)

[Playing Sandcastle](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn [huhnb@wwcsd.net](mailto:huhnb@wwcsd.net)

Ms. Kurtz [kurtzd@wwcsd.net](mailto:kurtzd@wwcsd.net)

Mrs. Windley [WindleyA@wwcsd.net](mailto:WindleyA@wwcsd.net)

Mr. Millett [milletts@wwcsd.net](mailto:milletts@wwcsd.net)

Ms. Peck [peckme@wwcsd.net](mailto:peckme@wwcsd.net)

Mrs. Smith [smitha@wwcsd.net](mailto:smitha@wwcsd.net)

Mr. Wilburn [wilburnp@wwcsd.net](mailto:wilburnp@wwcsd.net)

## 5th - 6th Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK** along with 10 minutes of [TypingClub](#)  
Typing Club - Log in with your school email - if you forgot it please ask a parent and  
make a new account or use the free option, it just won't save your progress.

These can be completed in any order - Just try to complete one box a week!

We Miss you!

- Play Digital Compass
- This game will teach you about being a good digital citizen.

### [Digital Compass](#)

- Code for 20 minutes
- Pick an activity from the Hour of Code
- You do not need to sign in but you can if you want to use your school email.

### [Hour of Code](#)

- Type an E-mail using your school email to your teacher telling them how you are doing.

- Open a new Google Doc
- Type your first and last name 10 times
- Each time use a different **color**, **FONT**, and **size**.
- You DO NOT need to upload this to google classroom

- Create your own Comic
- Read/Show your comic to someone in your household
- [Pixton](#)
  - Click For Students
  - Click On MY Own
  - Click "Try for Free" or "Sign Up" using your school email

- Log into your **MEDIA** Google Classroom
- Complete My Quarantine Time Capsule

### **3D Learning: Tinker for 20 min / Complete the 7 Starters at your own pace**

- If this is your first time using [Tinkercad.com](https://tinkercad.com) , scroll down to watch the “See How It Works” video.
- Click the blue box “**Start Tinkering**”
- Sign in (or create a free personal account, if this is your first time)
- Click “**Learn**” at the top
- Go to the “**Starters**” There are 7 direct starters that explain and help you learn important 3D functions. Try to complete all 7 Starters at your own pace.
- Once you complete the starters, you are ready to begin the **Lessons**
- Have fun tinkering!

[Tinkercad.com](https://tinkercad.com)

---

### **Other activities you may choose to do can include the following:**

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph

## Wayne-Westland Physical Education Elementary Distance Learning Lessons

# Week of April 27th

## Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

## Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Cardio 2](#)

## Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

## Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

## Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Elementary Routine](#)



**SPANISH ACTIVITIES**  
**The Week of April 27th - May 1st**

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia  
Email: [garciaamp@wwcsd.net](mailto:garciaamp@wwcsd.net)  
Tues & Wed 1:00 - 3:00

Ms. Williams  
Email: [williamssd@wwcsd.net](mailto:williamssd@wwcsd.net)  
Mon & Wed 10:00 - 12:00

**Tema (Theme) - Colores/Números**

**Vocabulario(Vocabulary)**

**Colores (Colors)**

Rojo-red  
Amarillo-yellow  
Anaranjado-orange  
Azul- blue  
Morado-purple  
Café- brown  
Negro- black  
blanco-White  
Verde-green  
Rosado-pink  
Gris-grey

**Números(numbers)**

uno- one (1)  
dos-two (2)  
tres-three (3)  
cuatro-four (4)  
cinco-five (5)  
seis- six (6)  
siete-seven (7)  
ocho-eight (8)  
nueve-nine (9)  
diez-ten (10)

**Lunes, el 27 de abril -**

Introducción de los colores (Introduction to colors)

Miren la canción de los colores (Watch the colors videos)

<https://www.youtube.com/watch?v=DsRKOZGaoEM>

<https://www.youtube.com/watch?v=-jf5WnqcePQ>

## Actividades (Activities)

### Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

### **Martes**, el 28 de abril -

Escuchen la canción para practicar los números (listen to the song to practice the numbers)

<https://www.youtube.com/watch?v=6FEyfy5N3Nc>

## Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

### **Miercoles**, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along. )

<https://www.youtube.com/watch?v=L26jwqF9Zro>

<https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s>

## Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

**Jueves**, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

**Viernes**, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

\_\_\_\_\_ rojo

\_\_\_\_\_ anaranjado

\_\_\_\_\_ amarillo

\_\_\_\_\_ verde

\_\_\_\_\_ azul

\_\_\_\_\_ morado

\_\_\_\_\_ blanco

\_\_\_\_\_ negro

\_\_\_\_\_ gris

\_\_\_\_\_ cafe

\_\_\_\_\_ rosado



