

5th Grade

May 11 - May 15



Brothers

by ReadWorks



Joseph had run away.

Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't..." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.

Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home. "I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh. "Joseph," she'd say, exasperated.

Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad crowd." Philip

had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.

Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw the cast on his arm. They had given him the nickname "Captain" after that, and Laura, Joseph's girlfriend, always asked him, "Have you been drafted yet?"

Philip hadn't wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn't a sport. Philip knew better than to argue with his dad and so he agreed. He hadn't realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn't expect anyone to hit a ball that far into the field.

After dinner one night, Philip heard his dad explain it to his mother. "Philip's the worst player on the team. They put him in the outfield so he doesn't mess it up for the rest of the team," he'd said. He didn't know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. "Don't sweat it, kid," he had said. "There's always something better out there."

Philip had broken his arm the day a fly ball-the only one of the game-soared into the sky right above his head. Philip hadn't been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.

He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn't looking where he was going and didn't notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.

He had cried, knowing that his father would be disappointed and that he wouldn't be able to swim again until next summer.

Joseph had taken him out for ice cream.

"You know, there's a lot more to life than baseball," Joseph had said. "Take me. I wasn't meant for some crummy two-star town."

Philip had smiled, agreeing. He wasn't sure what Joseph meant by "two-star," but he knew that Joseph wanted life to move fast and hard.

"Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money. And I'm going to do it my way."

Philip sat quietly. "You'll say goodbye before you go, right?" he asked.

Joseph laughed. "You're really something, you know that?"

When Philip thought about it, he realized that Joseph had never really answered him. They'd left the ice cream store and walked home, and Joseph had never mentioned leaving again.

By now, Philip's cereal had gone soft. It was inedible. His mother was organizing the cabinets. "You know, your brother's really done it this time," she said. She ran her fingers through her hair, sighing deeply.

"I'm an old soul," Philip sang. "I can't be tethered."

His mother smiled. She looked at the clock.

Name: _____ Date: _____

1. What has caused Philip's mother to worry at the beginning of the text?

- A. Joseph has fought with his mother.
- B. Philip has broken his arm.
- C. Joseph has run away.
- D. Joseph has stayed out past curfew.

2. What main problem does Joseph face in this story?

- A. Joseph breaks his arm.
- B. Joseph hates living at home.
- C. Joseph disappoints his father.
- D. Joseph does not want to play baseball.

3. Joseph thinks his family's town is holding him back from achieving his dreams and goals. What evidence from the text best supports this conclusion?

- A. "Philip had smiled, agreeing. He wasn't sure what Joseph meant by 'two-star' but he knew that Joseph wanted life to move fast and hard."
- B. "Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money."
- C. "Joseph...had nudged him, then squeezed his shoulder. 'Don't sweat it, kid,' he had said. 'There's always something better out there.'"
- D. "'I'm an old soul,' he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. 'I can't be tethered.'"

4. Based on the information in the text, how does Philip feel about his brother Joseph?

- A. Philip is annoyed by Joseph's behavior.
- B. Philip is disappointed in Joseph.
- C. Philip thinks that Joseph is a troublemaker.
- D. Philip cares for Joseph and looks up to him.

5. What is the main idea of the text?

- A. Philip wants to join the swim team but is forced to play baseball.
- B. Philip's "troublemaker" brother Joseph has run away.
- C. Philip's father is disappointed that he is not good at baseball.
- D. Philip catches a fly ball during a baseball game.

6. The author of the text first writes that Joseph has run away. Then the author goes back in time to the previous summer and writes about the day Philip broke his arm, and the conversation the two brothers had. Then the author returns to the day Joseph has run away from home.

Why might the author have included the part of the story about the day Philip broke his arm and the conversation the two brothers had?

- A. to show the reader that Philip does not want to disappoint his brother Joseph
- B. to make the plot more confusing by jumping between time periods
- C. to explain why Joseph's mother thought he was a troublemaker
- D. to show the reader how Philip may feel about Joseph running away

7. Choose the answer that best completes the sentence.

Philip asks his brother if he will say goodbye before he leaves town; _____, Joseph simply laughs and does not answer the question.

- A. however
- B. therefore
- C. for instance
- D. especially

8. When Joseph tells Philip he plans to leave town someday, what does Philip ask?

9. How does Joseph help his brother Philip? Give at least one example from the text to support your answer.

10. Is Joseph a good older brother to Philip? Support your argument with evidence from the text.

Escape from the Mountains



map of Kyrgyzstan

Four kidnapped climbers face danger in a far-off country.

Four mountain climbers hung 1,000 feet above the ground. They were sleeping on tiny cots dangling from the side of a cliff.

That's when the shots rang out.

"They're shooting at us!" yelled Beth Rodden. Rodden, at age 20, was one of the world's top woman climbers.

On the ground, three soldiers waved at the climbers, yelling, "Come down, now!"

The four Americans had scaled many dangerous mountains. But nothing had prepared them for this trip.

A Foreign Land

Rodden and her boyfriend, 22-year-old Tommy Caldwell, were climbing with Jason Smith, 22, and John Dickey, 25. They were in a country called *Kyrgyzstan* (KURG-i-stan). It is located in central Asia.

Rebel soldiers there want to form their own country. Still, the area the climbers were in was

thought to be safe.

The rebel soldiers took the climbers prisoner. The rebels hoped that they could trade the climbers for food or weapons.

Prisoners!

For days, the climbers and the rebels hiked through the mountains. Government helicopters flew overhead. The rebels hid the prisoners under sticks and dirt so that they couldn't be seen from the air.

The climbers each ate half an energy bar per day. They drank muddy water. They tried to sleep in the freezing cold.

The climbers hid as rebels traded gunfire with government soldiers. "We were terrified," Rodden said. "We knew we could die in a firefight, shot by either side.

"But," she added, "we kept talking about what we could do to escape."

A Chance for Freedom

On the sixth day, the batteries in the rebels' walkie-talkie died. The leader said he and others would return to the climbers' camp to get fresh ones. He left one man to keep the prisoners on the move.

The group crept along a cliff over a 1,500-foot drop. "[The guard] was having a hard time getting around," Smith said. "He stopped, and someone yelled, 'Now!' Then we pushed him off."

The guard's arms and legs thrashed in panic as he fell toward a river below. "I don't think anyone could survive a fall like that," Smith said. "No. Nobody could."

The climbers ran for the government's army camp. They ran for 18 miles. As they neared the camp, rebels began shooting at them. Government soldiers shot back. "We're Americans!" Smith yelled. "We're Americans!"

Moments later, the climbers were safe in the camp. Soldiers lent them clean clothes. The climbers described their ordeal.

Return to Climbing

Seven months have passed since the four Americans were captured. Today, all four are climbing again. But they also must deal with what they had to do to escape.

"It's hard to think about that," said Rodden about the guard who was pushed to his death. "But we were afraid we wouldn't survive. We'll have to live with it."

Name: _____ Date: _____

1. According to the text, what did the rebel soldiers hope to do with the climbers?

- A. trade them for clean clothes
- B. trade them for helicopters
- C. trade them for batteries
- D. trade them for food or weapons

2. In the text, the author describes the problem that the American climbers faced of being kidnapped. How did they solve this problem?

- A. The climbers decided that they would never climb mountains again.
- B. The climbers killed a rebel guard and escaped to a government army camp.
- C. The climbers slept under sticks and dirt so that they would stay hidden.
- D. The climbers hiked through the mountains for days with the rebel soldiers.

3. Read these paragraphs from the text.

The climbers ran for the government's army camp. They ran for 18 miles. As they neared the camp, rebels began shooting at them. Government soldiers shot back. "We're Americans!" Smith yelled. "We're Americans!"

Moments later, the climbers were safe in the camp. Soldiers lent them clean clothes. The climbers described their ordeal.

What can you conclude based on this evidence?

- A. The government soldiers wanted the climbers to take a message back to the rebels.
- B. The government soldiers did not know the climbers were Americans when they started shooting at them.
- C. The climbers didn't know how to communicate with the government troops.
- D. The climbers tried to tell the government about the rebels, but they didn't believe them.

4. What can be inferred from the text about the climbers?

- A. The climbers were happy to spend time in the mountains with the friendly rebel soldiers.
- B. The climbers weren't very scared during the gunfights between rebels and government soldiers.
- C. The climbers did not expect that they would interact with rebel soldiers during their trip.
- D. The climbers were mountain climbing in a very dangerous part of Kyrgyzstan.

5. What would be another good title for this text?

- A. Dangerous Rebels
- B. How to Climb Mountains
- C. Hiking in Kyrgyzstan
- D. Kidnapped Hikers Get Away

6. Read these sentences from the text.

The guard's arms and legs thrashed in panic as he fell toward a river below. "I don't think anyone could **survive** a fall like that," Smith said.

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

- A. run as fast as possible
- B. live through a dangerous event
- C. creep along a high place
- D. fall a great distance

7. Choose the answer that best completes the sentence.

The rebels left the mountain climbers with only one guard _____ they needed to go back to the climbers' camp to get new batteries for their walkie-talkies.

- A. because
- B. before
- C. though
- D. until

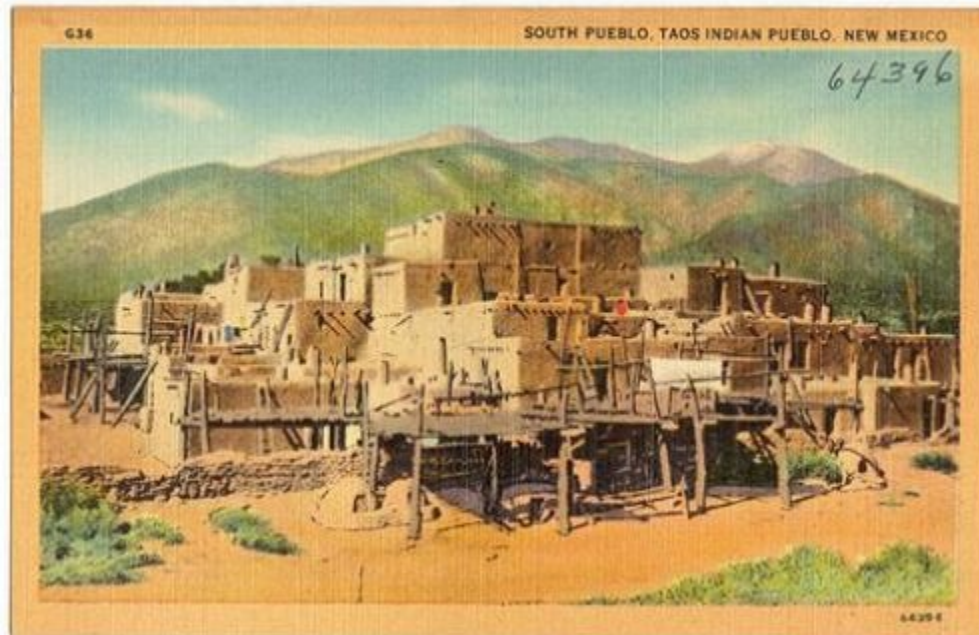
8. Based on the text, describe three ways that the climbers suffered during their time with the rebel soldiers.

9. Read the "A Chance for Freedom" section.

Describe how the climbers might have felt during this part of their escape. Use evidence from the text to support your answer.

The Pueblo Revolt

by Jesse Kohn



New Mexico was a Spanish settlement founded in 1598. The first capital was San Juan de los Caballeros, and a few more towns were founded in the region in the following decade. However, the Spanish colony of New Mexico was relatively small, and only about 3,000 people lived there a century after its foundation. In 1675, the governor of New Mexico ordered the arrests of 47 Native American medicine men, religious leaders, and healers from the surrounding *pueblos*, or villages, where they lived. Of the four sentenced to death, only three faced the hangman—the fourth took his own life while waiting for his sentence to be served.

Ever since the Spanish colonists arrived in New Mexico in 1598, they had been working to suppress the ancient religion practiced by the Pueblo people. The colonial government had already outlawed festivals like the Kachina dances, where tribal members donned costumes of holy spirits. Precious religious icons such as Kachina dolls, ceremonial masks, and prayer sticks were seized and destroyed. These traditions and traditional objects were essential to the lives of the Pueblo people. Through them, they communed with their gods, honored the spirits that had dwelled beside them for thousands of years, and celebrated the land that had given them life. For the Pueblo people, to be forbidden from practicing their religion was like being separated from their own families and ancestors. The medicine men were the Pueblo people's most direct connection to their religious life. Although the Pueblo had, aside from a few small-

scale revolts, peacefully suffered many of the colonists' attempts to force the Roman Catholic religion upon them, there came a significant breaking point.

Several warriors banded together from the different pueblos surrounding Santa Fe and marched upon the capital to demand the medicine men be set free. Because the governor was afraid of a revolt, he agreed to free the prisoners. But it was too little, too late. The damage had been done, the seeds of revolt already sown.

One of the 47 medicine men imprisoned by the governor was a man named Popé. Popé was from a pueblo north of Santa Fe called *Ohkay Owingeh* which means "place of the strong people" in the Tewa language. Not only was Popé strong; he was also intelligent and charismatic. Angered by his unjust imprisonment, the unwarranted deaths of the four medicine men, the torturous treatment undergone by all the prisoners, and most of all, the general degradation and destruction inflicted upon his people, Popé resolved to confront the violence of the colonists with violence of his own. After being set free from prison, Popé relocated to the Taos Pueblo and from there began to organize a large-scale revolt.

The Pueblo people were not a single unified group. In fact the name "Pueblo Indians" comes from the Spanish colonists who wanted to distinguish the type of Native Americans that lived together in villages and cultivated the land from the type of nomadic tribe that roamed about the region. Truthfully, the so-called "Pueblo Indians" were composed of many different nations, including the Tewa, Tiwa, Hopi, and Zuni. Each nation had its own language and customs. This disunity had long prevented the different Native American groups from successfully rising against the Spanish colonists. Individually, each tribe was too small to stand a chance in a conflict with the well-armed settlers. Popé recognized that only by working together could the Pueblo people challenge the colonial government.

Popé reached out across nations, spoke across languages, and summoned together a momentous surge of over 2,000 Pueblo warriors. They were united in their common desire to overthrow the colonial government and rid the unwelcome Spanish influence from the land. It took Popé five years to organize his plan. By August of 1680, the flame that Popé had ignited could not be stifled.

On August 10, Popé declared a revolt, and the united Pueblo people unleashed their forces. They struck the small, thinly populated settlements first; each Pueblo tribe targeting the settlements nearest to it. By August 13, every Spanish settlement in New Mexico had been destroyed. The Pueblo tribes convened to invade the capital together. Even in Santa Fe, the Spanish were largely outnumbered. Victory was swift and overwhelming. The Palace of the Governor was surrounded. Although the governor eventually escaped, both he and his men were pursued all the way to El Paso. About 400 Spanish men, women, and children were killed. The

rest were driven from the land.

With the colonists banished from the territory, Popé assumed leadership. His goal was to restore conditions to what the Pueblo people were accustomed to before the Spanish arrived. This meant outlawing the religious and agricultural practices the Spanish had imported. Even though many Pueblo people had embraced parts of the colonial lifestyle, Popé enforced his vision upon everyone. He ordered the burning of crucifixes, the destruction of livestock, and the upheaval of Spanish crops. Twelve years later, the Spaniards returned to recolonize a drought-impooverished and hunger-stricken land.

Name: _____ Date: _____

1. When was the Spanish settlement known as New Mexico founded?

- A. 1675
- B. 1616
- C. 1598
- D. 1680

2. The passage describes the sequence of events that led to a large-scale revolt of the Pueblo people.

"In 1675, the Governor of New Mexico ordered the arrests of 47 Native American medicine men, religious leaders, and healers from the surrounding pueblos ... where they lived."

What happened when a group of warriors marched upon the capital to demand the medicine men be set free?

- A. More towns were founded in New Mexico.
- B. The warriors took part in a Kachina dance.
- C. The Governor decided to leave New Mexico.
- D. The Governor set the prisoners free.

3. Read the following sentences:

"The so-called 'Pueblo Indians' were composed of many different nations, including the Tewa, Tiwa, Hopi, and Zuni. Each nation had its own language and customs. This disunity had long prevented the different Native American groups from successfully rising against the Spanish colonists. Individually, each tribe was too small to stand a chance in a conflict with the well-armed settlers...Popé reached out across nations, spoke across languages, and summoned together a momentous surge of over 2,000 Pueblo warriors."

What can be concluded about Popé based on this information?

- A. Popé was unable to help the Pueblo Indians overcome their differences and unite against the Spanish.
- B. Popé helped the Pueblo Indians overcome their differences and unite against the Spanish.
- C. Popé overestimated his ability to unite the Pueblo Indians against the Spanish despite their cultural differences.
- D. Popé was not involved in the unification of the Pueblo Indians against the Spanish.

4. What was the main purpose of the large-scale Pueblo revolt organized by Popé?

- A. to free the Native American medicine men, religious leaders, and healers arrested by the Governor
- B. to make Popé the leader of the New Mexico territory
- C. to banish the Spanish colonists from the New Mexico territory
- D. to banish the Spanish colonists from the capital of New Mexico

5. What is this passage mainly about?

- A. the arrest of Pueblo people by the Spanish in 1675
- B. the revolt of the Pueblo people against Spanish colonists
- C. the founding and development of New Mexico by the Spanish
- D. the importance of medicine men to Pueblo people's religious life

6. Read the following sentence: "Angered by his unjust imprisonment, the unwarranted deaths of the other medicine men, the tortuous treatment undergone by all the prisoners, and most of all, the general **degradation** and destruction inflicted upon his people, Popé resolved to confront the violence of the colonists with violence of his own."

As used in this passage, what does the word "**degradation**" mean?

- A. confrontation
- B. decrease
- C. appreciation
- D. humiliation

7. Choose the answer that best completes the sentence below.

_____ the governor of New Mexico freed the Native American prisoners, a large-scale revolt was still organized.

- A. Instead
- B. Although
- C. Especially
- D. Initially

8. What was Popé's goal once he assumed leadership in New Mexico?

9. How did Spanish colonists work to suppress the ancient religion practiced by the Pueblo people?

10. The passage explains that the arrested medicine men were set free after pueblo warriors surrounded Santa Fe and marched upon the capital to demand the medicine men be set free. The passage states, "Because the governor was afraid of a revolt, he agreed to free the prisoners. But it was too little, too late. The damage had been done, the seeds of revolt already sown."

Explain what damage had been done that made revolt inevitable. Use information from the passage to support your answer.

Unit 5 Writing Prompt

Research Paper

Week 1 and 2

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

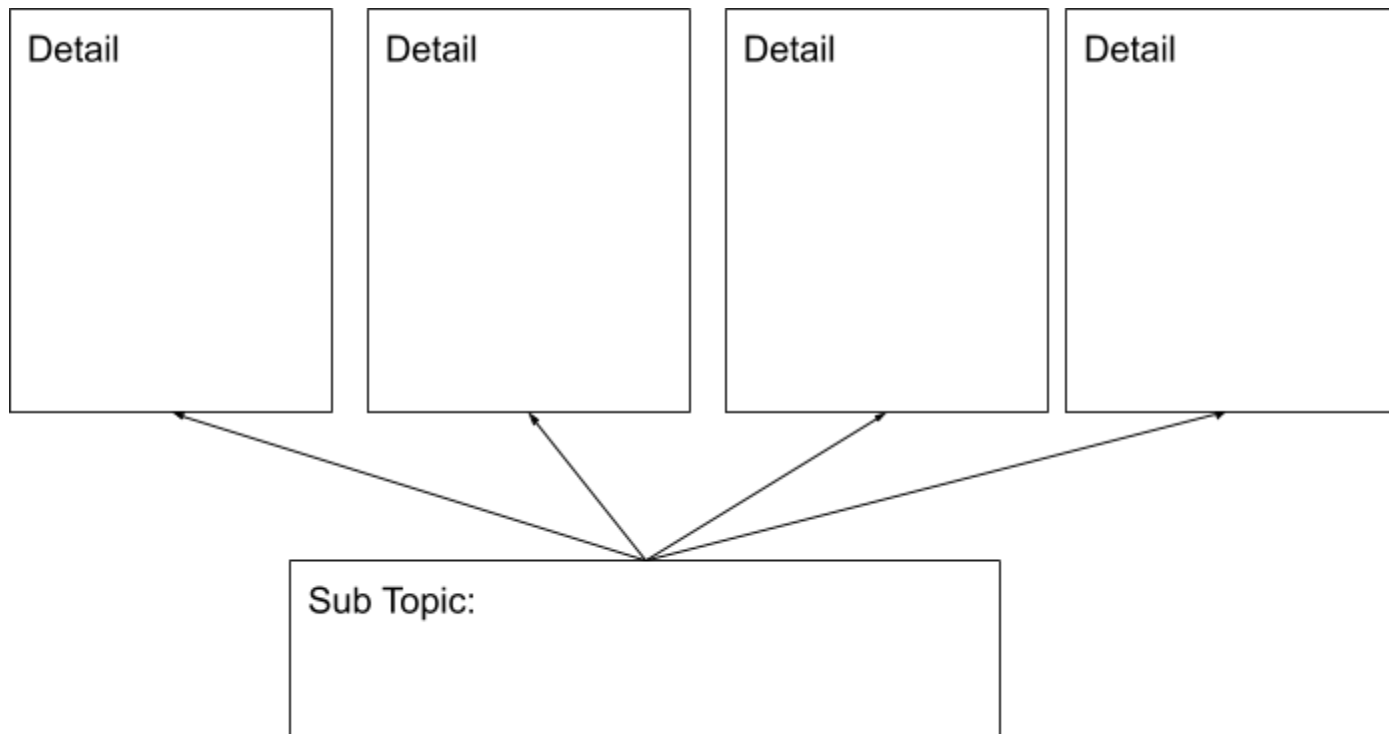
Write about one science or technology topic. Write a research report telling about this topic.

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:

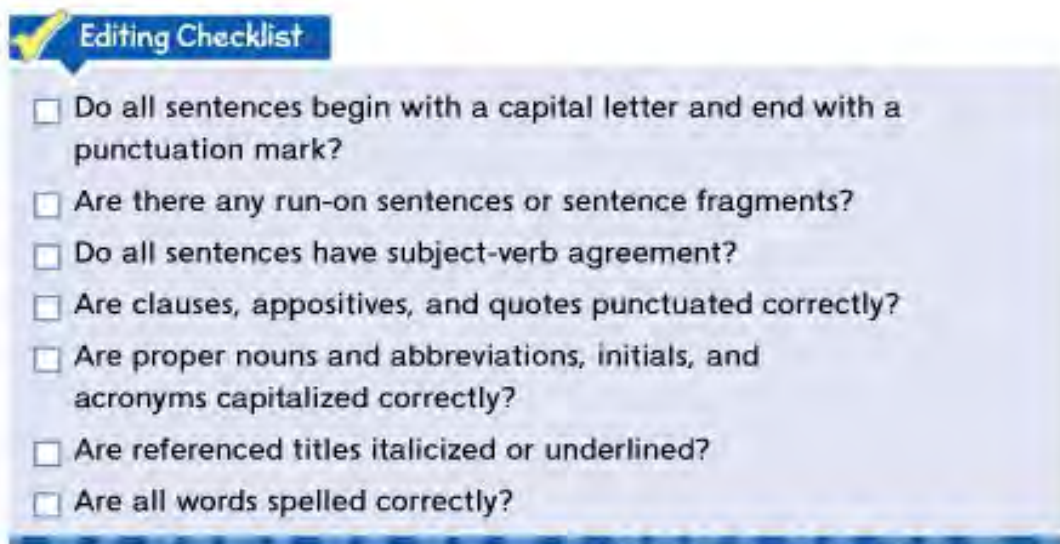
Unit 5 Writing Prompts

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 _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Mom wanted a (better, best) storage system for her tools. _____
2. Her carpenter called for using the (better, best) materials available. _____
3. She felt that oak was a (better, best) choice of wood than pine. _____
4. The carpenter had an even (better, best) suggestion. _____
5. Some recycled materials were (better, best) options than new wood. _____
6. The (better, best) thing of all was that they helped the environment. _____
7. Mom studied the data in order to make a (good, best) decision. _____
8. In the end, she had the (good, better, best) storage closet ever. _____

Connect to
Community

Talk to a parent or another trusted adult about something you can do in your community to help the environment. Then write a paragraph about the conversation. Include the words *good*, *bad*, *better*, and *best* in your response. Check to make sure that you use each adjective correctly.

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **worse** to compare two people, places, or things: *This new design is worse than the last one.* Use **worst** to compare more than two people, places, or things: *That was the worst orange I've ever eaten.*

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. "I've got some (bad, worst) news," my brother said. _____
2. "Your favorite band just put out their (worse, worst) song ever." _____
3. "It can't be (worse, worst) than 'Sippy-Sip-Sip,'" I replied. _____
4. "Well, that is the (worse, worst) song title they ever wrote," he admitted. _____
5. He continued, "But at least it wasn't a (bad, worst) melody." _____
6. "In the new song, the music is bad, and the lyrics are (worse, worst)." _____
7. The song is called "The (Worse, Worst) Hat I Ever Wore." _____
8. "It even has a (bad, worse) title," I said. _____
9. "The live version is (bad, worse) than the recorded version," he said. _____
10. I couldn't imagine how the song could be (worse, worst). _____



In your writer's notebook, write a short passage about a song you dislike. Use the irregular comparative and superlative forms of the word **bad** in your explanation. Edit and proofread your work.

Name _____

- In comparisons, *better* and *best* are the irregular forms of the adjective *good*; *worse* and *worst* are the forms of the adjective *bad*.
- The comparative form of *many* is *more*; the superlative form is *most*.
- The comparative form of *much* is *more*; the superlative form is *most*.
- Never add *-er*, *-est*, *more*, or *most* to an irregular comparative or superlative form.

Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.

1. We waited for the (good) day possible to go on a sailing trip. _____
2. There were (many) boats on the water today than yesterday. _____
3. My father gives me (much) advice about sailing than my mother does. _____
4. Dad is a (bad) swimmer than my mother, though. _____
5. It was the (much) fun I've had in a long time! _____

**Reading/Writing
Connection**

Read the excerpt from one author's argument in "What Is the Future of the Rain Forests?" Underline the irregular comparative adjective. Then write a few sentences explaining your opinion of the author's plan. Include two irregular comparative adjectives.

The removal of rain forest trees has some negative consequences, but it is necessary for the survival of people and national economies. Therefore, it is not practical or desirable to try to stop the cutting of all rain forest trees. A better plan is to make economic use of rain forests.

Name _____

- In comparisons, *better* and *best* are the irregular forms of the adjective *good*; *worse* and *worst* are the forms of the adjective *bad*.
- The comparative form of *many* is *more*; the superlative form is *most*.
- The comparative form of *much* is *more*; the superlative form is *most*.
- Never add *-er*, *-est*, *more*, or *most* to an irregular comparative or superlative form.

Proofread the paragraph. On the lines below, correct mistakes in the use of adjectives and the irregular formation of comparatives and superlatives.

The mechanic needed most time than he had to fix the car. Our attempt to fix it ourselves had made the problem worst, not gooder. He could repair the brakes, but he felt that the most best option would be to install new ones. That, of course, would cost most money. Either way, the mechanic said he needed to order most parts. He assured us that he would do the goodest job possible in the most quickest amount of time.

Name _____

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

(1) Our new cat creates most problems than our old cat. (2) She has the worse temper I have ever seen! (3) She is a good "attack cat" than a "lap cat." (4) Mom has the more patience of anyone in the house. (5) Even she thinks that adopting the new cat was the worst decision the family has made in a long, long time! (6) We hope to find her a gooder home than ours soon.

1. What is the correct way to write sentence 1?
 - A Our new cat creates more problems than our old cat.
 - B Our new cat creates many problems than our old cat.
 - C Our new cat creates mostest problems than our old cat.
 - D Our new cat creates morer problems than our old cat.
2. What change, if any, should be made in sentence 2?
 - F Change **worse** to **bad**
 - G Change **worse** to **most worser**
 - H Change **worse** to **worst**
 - J Make no change
3. What is the correct way to write sentence 3?
 - A She is a gooder "attack cat" than a "lap cat."
 - B She is a best "attack cat" than a "lap cat."
 - C She is a better "attack cat" than a "lap cat."
 - D She is a much "attack cat" than a "lap cat."
4. How is the correct way to write sentence 4?
 - F Mom has the most patience of anyone in the house.
 - G Mom has much patience of anyone in the house.
 - H Mom has the more patience of anyone in the house.
 - J Mom has the better patience of anyone in the house.
5. What change, if any, needs to be made to sentence 5?
 - A Change **worst** to **worse**
 - B Change **worst** to **bad**
 - C Change **worst** to **best**
 - D Make no change
6. What is the correct way to write sentence 6?
 - F We hope to find her a best home than ours soon.
 - G We hope to find her a better home than ours soon.
 - H We hope to find her a more better home than ours soon.
 - J We hope to find her a most better home than ours soon.

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. impress |
| 2. _____ | 2. impression |
| 3. _____ | 3. elect |
| 4. _____ | 4. election |
| 5. _____ | 5. locate |
| 6. _____ | 6. location |
| 7. _____ | 7. confuse |
| 8. _____ | 8. confusion |
| 9. _____ | 9. correct |
| 10. _____ | 10. correction |
| 11. _____ | 11. discuss |
| 12. _____ | 12. discussion |
| 13. _____ | 13. concentrate |
| 14. _____ | 14. concentration |
| 15. _____ | 15. estimate |
| 16. _____ | 16. estimation |
| 17. _____ | 17. decorate |
| 18. _____ | 18. decoration |
| 19. _____ | 19. exhaust |
| 20. _____ | 20. exhaustion |
| Review Words 21. _____ | 21. hopeless |
| 22. _____ | 22. fearless |
| 23. _____ | 23. forgiveness |
| Challenge Words 24. _____ | 24. conclude |
| 25. _____ | 25. conclusion |

Name _____

One common suffix, **-ion**, is added to certain words to change them from verbs to nouns.

confuse	restrict	impress
confusion	restriction	impression

The consonant sound at the end of each verb changes when **-ion** is added. The /z/ in *confuse* changes to /zh/ in *confusion*; the /t/ in *restrict* changes to /sh/ in *restriction*; the /s/ in *impress* changes to /sh/ in *impression*.

When the letter *i* follows *c*, *s*, *ss*, *sc*, or *t* in the last part of a word, it is usually silent and the consonants represent /sh/ (*confession*, *vacation*, *magician*) or /zh/ (*revision*).

DECODING WORDS

- When the base word ends in *e*, as in *locate* and *estimate*, the *e* is dropped before the suffix **-ion** is added: *location*, *estimation*.
- The final stable syllable **-tion** is always pronounced /shən/. Read the word *option* aloud: /op/ /shən/.

Write the spelling words that do not end in **-ion** next to the matching spelling words that do end in **-ion**. Then read each word aloud.

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

words without -ion	words with -ion	words without -ion	words with -ion
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Look through this week's readings for words with the suffix **-ion**. Record each word and a related word in your writer's notebook. Note any consonant sound changes. Then read the words aloud.

Name _____

One common suffix, **-ion**, is added to certain words to change them from verbs to nouns.

confuse	restrict	impress
confusion	restriction	impression

Notice how the consonant sound at the end of each verb changes when **-ion** is added. The /z/ in *confuse* changes to /zh/ in *confusion*; the /t/ in *restrict* changes to /sh/ in *restriction*; the /s/ in *impress* changes to /sh/ in *impression*.

When the letter *i* follows *c*, *s*, *ss*, *sc*, or *t* in the last part of a word, it is usually silent and the consonants represent /sh/ (*confession*, *vacation*, *magician*) or /zh/ (*revision*).

DECODING WORDS

- When the base word ends in *e*, as in *locate* and *estimate*, the *e* is dropped before the suffix **-ion** is added: *location*, *estimation*.
- The final stable syllable **-tion** is always pronounced /shən/. Read the word *option* aloud: /op/ /shən/.

Write the spelling words that do not end in **-ion** next to the matching spelling words that do end in **-ion**. Then read the words aloud.

impress	locate	correct	decorate	relate
impression	location	correction	decoration	relation
elect	confuse	discuss	estimate	direct
election	confusion	discussion	estimation	direction

words without -ion**words with -ion****words without -ion****words with -ion**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Look through this week's readings for words with the suffix **-ion**. Record each word and a related word in your writer's notebook. Note any consonant sound changes. Then read the words aloud.

Name _____

A. Write the spelling words that do not end in *-ion*. Then write the matching spelling words that do end in *-ion*. Read each word aloud.

impress	discuss	inflect	motivate	concentrate
impression	discussion	inflection	motivation	concentration
predict	estimate	exhaust	appreciate	confuse
prediction	estimation	exhaustion	appreciation	confusion

words without *-ion*

words with *-ion*

B. Compare the words *impression* and *inflection*. How are they alike? How are they different?



Look through this week's readings for words with the suffix *-ion*. Record each word and a related word in your writer's notebook. Note any consonant sound changes. Then read the words aloud.

Name _____

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

A. Write the spelling word that matches each definition below. Use spelling words that do not end in *-ion*.

1. to tire out _____
2. to make right _____
3. to choose by voting _____
4. a rough calculation _____
5. to find _____
6. to think; to focus _____
7. to talk about _____
8. to have a favorable effect _____
9. to adorn, make pleasing _____
10. to mix up _____

B. Write the spelling word that best completes each sentence. Use spelling words that end in *-ion*.

11. We had a long _____ about the popular movie.
12. Do you know the _____ of the new restaurant?
13. The puzzle took _____, but I finally solved it.
14. I thought it would take two hours, but my _____ was wrong.
15. She dressed neatly to make a good _____.
16. The basket of shells made a nice _____ in the beach house.
17. A busy schedule and lack of sleep can lead to _____.
18. There was _____ because the directions were unclear.
19. Will the mayor run for office again in the next _____?
20. I made a _____ to my writing when I edited it.

Name _____

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

I support Mayor Jackson in the upcoming electshun. There has been a lot of discusion about his policies, but I feel he has been a good mayor. Recently he has put aside other matters to concentrat on plans for a new city park. I applaud his dedication to this project!

1. _____ 2. _____ 3. _____

Mayor Jackson gives me the impression that he isn't a good leader. When talking about the locashun for the new city park, his ideas seemed to confuus citizens. Is he really the best mayor for our community? I don't think so!

4. _____ 5. _____ 6. _____

Writing Connection

Write an opinion about something related to your own school or community. Use at least four spelling words in your writing.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____

Remember

The suffix **-ion** is added to certain words to change them from verbs to nouns.

revise (verb)**attract** (verb)**transmit** (verb)**revision** (noun)**attraction** (noun)**transmission** (noun)

The consonant sound at the end of each verb changes when **-ion** is added. The /z/ in *revise* changes to /zh/ in *revision*; the /t/ in *attract* changes to /sh/ in *attraction*; the /t/ in *transmit* changes to /sh/ in *transmission*.

When the base word ends in *e*, as in *concentrate*, the *e* is dropped before the suffix **-ion** is added: *concentration*. Read each of these words aloud.

impress

locate

correct

concentrate

decorate

impression

location

correction

concentration

decoration

elect

confuse

discuss

estimate

exhaust

election

confusion

discussion

estimation

exhaustion

Fill in the missing letters to form a spelling word. Write the spelling word.

1. decor _ t _

11. estim _ t _

2. decora _ _ _ _

12. estima _ _ _ _

3. el _ ct

13. loc _ t _

4. elec _ _ _ _

14. loca _ _ _ _

5. impr _ ss

15. conf _ s _

6. impres _ _ _ _

16. confu _ _ _ _

7. concentr _ t _

17. corr _ ct

8. concentra _ _ _ _

18. correc _ _ _ _

9. disc _ ss

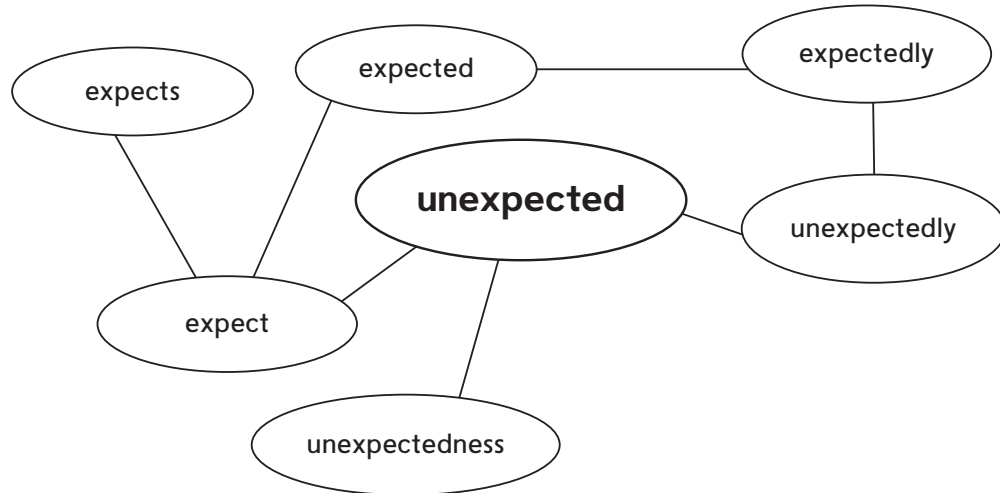
19. exh _ _ st

10. discus _ _ _ _

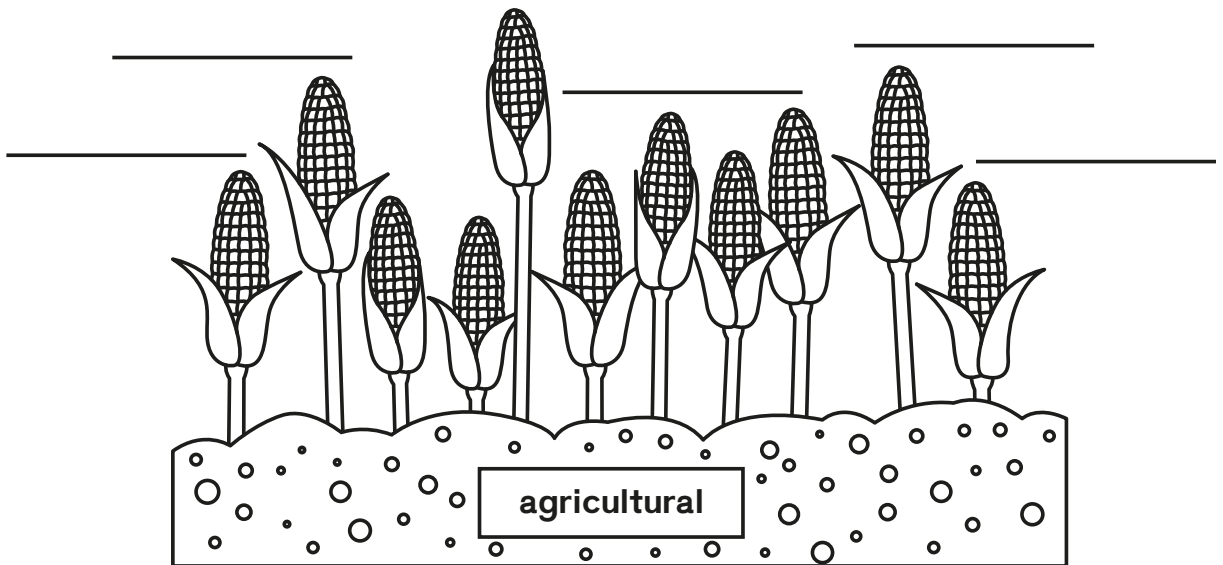
20. exhaus _ _ _ _

Name _____

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



Write as many related words as you can on the lines below. Use a print or electronic dictionary to help you.



Name _____

Learning the meaning of roots can help you figure out the meaning of unfamiliar words. Then you can use the words in your own writing.

Latin root	Meaning	Examples
<i>vivere</i>	to live	<u>survival</u> , <u>survive</u>
<i>cultura</i>	cultivation	<u>agriculture</u>
<i>merc/merx</i>	merchandise	<u>commerce</u> , <u>commercial</u>
<i>portare</i>	to carry	<u>transport</u>
<i>sedere</i>	to sit	<u>reside</u>
<i>sorbere</i>	to suck in/suck up	<u>absorb</u> , <u>absorbing</u>
<i>specere</i>	to look at	<u>perspective</u>

Read each passage from “What Is the Future of the Rain Forests?” Use the root words in the box and sentence clues to help you figure out the meaning of each word in bold. Write the word’s meaning on the line. Then write your own sentence that uses the word in the same way.

1. When part of a rain forest is cut down, subsistence **agriculture** takes its place. Subsistence agriculture is farming or ranching that produces only enough for a family to meet its everyday needs.

2. The families need these farms or ranches in order to **survive**.

3. **Commercial** activities also play a role in the use of rain forest land. Lumber from rain forest trees is used to make furniture, flooring, and paper. Many countries buy beef that comes from cattle ranches on former rain forest land. Other rain forest land is converted to farms that grow coffee, soybeans, and palm trees. Oil from those palm trees can be used to make biofuels.

A

Correct _____

Multiply.

1	$9 \times 10 =$		23	$73 \times 1,000 =$	
2	$9 \times 100 =$		24	$60 \times 10 =$	
3	$9 \times 1,000 =$		25	$600 \times 10 =$	
4	$8 \times 10 =$		26	$600 \times 100 =$	
5	$80 \times 10 =$		27	$65 \times 100 =$	
6	$80 \times 100 =$		28	$652 \times 100 =$	
7	$80 \times 1,000 =$		29	$342 \times 100 =$	
8	$7 \times 10 =$		30	$800 \times 100 =$	
9	$70 \times 10 =$		31	$800 \times 1,000 =$	
10	$700 \times 10 =$		32	$860 \times 1,000 =$	
11	$700 \times 100 =$		33	$867 \times 1,000 =$	
12	$700 \times 1,000 =$		34	$492 \times 1,000 =$	
13	$2 \times 10 =$		35	$34 \times 10 =$	
14	$30 \times 10 =$		36	$629 \times 10 =$	
15	$32 \times 10 =$		37	$94 \times 100 =$	
16	$4 \times 10 =$		38	$238 \times 100 =$	
17	$50 \times 10 =$		39	$47 \times 1,000 =$	
18	$54 \times 10 =$		40	$294 \times 1,000 =$	
19	$37 \times 10 =$		41	$174 \times 100 =$	
20	$84 \times 10 =$		42	$285 \times 1,000 =$	
21	$84 \times 100 =$		43	$951 \times 100 =$	
22	$84 \times 1,000 =$		44	$129 \times 1,000 =$	

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B

Improvement _____

Correct _____

Multiply.

1	$8 \times 10 =$		23	$37 \times 1,000 =$	
2	$8 \times 100 =$		24	$50 \times 10 =$	
3	$8 \times 1,000 =$		25	$500 \times 10 =$	
4	$7 \times 10 =$		26	$500 \times 100 =$	
5	$70 \times 10 =$		27	$56 \times 100 =$	
6	$70 \times 100 =$		28	$562 \times 100 =$	
7	$70 \times 1,000 =$		29	$432 \times 100 =$	
8	$6 \times 10 =$		30	$700 \times 100 =$	
9	$60 \times 10 =$		31	$700 \times 1,000 =$	
10	$600 \times 10 =$		32	$760 \times 1,000 =$	
11	$600 \times 100 =$		33	$765 \times 1,000 =$	
12	$600 \times 1,000 =$		34	$942 \times 1,000 =$	
13	$3 \times 10 =$		35	$74 \times 10 =$	
14	$20 \times 10 =$		36	$269 \times 10 =$	
15	$23 \times 10 =$		37	$49 \times 100 =$	
16	$5 \times 10 =$		38	$328 \times 100 =$	
17	$40 \times 10 =$		39	$37 \times 1,000 =$	
18	$45 \times 10 =$		40	$924 \times 1,000 =$	
19	$73 \times 10 =$		41	$147 \times 100 =$	
20	$48 \times 10 =$		42	$825 \times 1,000 =$	
21	$48 \times 100 =$		43	$651 \times 100 =$	
22	$48 \times 1,000 =$		44	$192 \times 1,000 =$	

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A

Correct _____

Multiply.

1	$2 \times 10 =$		23	$33 \times 20 =$	
2	$12 \times 10 =$		24	$33 \times 200 =$	
3	$12 \times 100 =$		25	$24 \times 10 =$	
4	$4 \times 10 =$		26	$24 \times 20 =$	
5	$34 \times 10 =$		27	$24 \times 100 =$	
6	$34 \times 100 =$		28	$24 \times 200 =$	
7	$7 \times 10 =$		29	$23 \times 30 =$	
8	$27 \times 10 =$		30	$23 \times 300 =$	
9	$27 \times 100 =$		31	$71 \times 2 =$	
10	$3 \times 10 =$		32	$71 \times 20 =$	
11	$3 \times 2 =$		33	$14 \times 2 =$	
12	$3 \times 20 =$		34	$14 \times 3 =$	
13	$13 \times 10 =$		35	$14 \times 30 =$	
14	$13 \times 2 =$		36	$14 \times 300 =$	
15	$13 \times 20 =$		37	$82 \times 20 =$	
16	$13 \times 100 =$		38	$15 \times 300 =$	
17	$13 \times 200 =$		39	$71 \times 600 =$	
18	$2 \times 4 =$		40	$18 \times 40 =$	
19	$22 \times 4 =$		41	$75 \times 30 =$	
20	$22 \times 40 =$		42	$84 \times 300 =$	
21	$22 \times 400 =$		43	$87 \times 60 =$	
22	$33 \times 2 =$		44	$79 \times 800 =$	

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Day 1

Problem: The top surface of a desk has a length of 5.6 feet. The length is 4 times its width. What is the width of the desk?

Day 2

Problem: Jonas practices guitar 1 hour a day for 2 years. Bradley practices the guitar 2 hours a day more than Jonas. How many more minutes does Bradley practice the guitar than Jonas over the course of 2 years?

Day 3

Problem: Robin is 11 years old. Her mother, Gwen, is 2 years more than 3 times Robin's age. How old is Gwen?



See Primary-Source
Related Media...



s-w.co/S5L-3

GRADE

5

It Runs in the Family!

Do you have someone in your family like Great Aunt Petunia who always pinches your cheek and says that you’ve got your dad’s nose and your mother’s eyes and smile? Well, there is a reason for that. We inherit our physical traits from our biological parents. That’s the way it is with all living things. Parents of millions of species have offspring that look a lot like them. Look at a herd of zebras, for example. It’s impossible for most people watching a family of zebras to tell which is a parent and which is an offspring. They look identical—stripes, tails, ears, hoofs, and so on. Of course, zebras might think the same thing about humans.

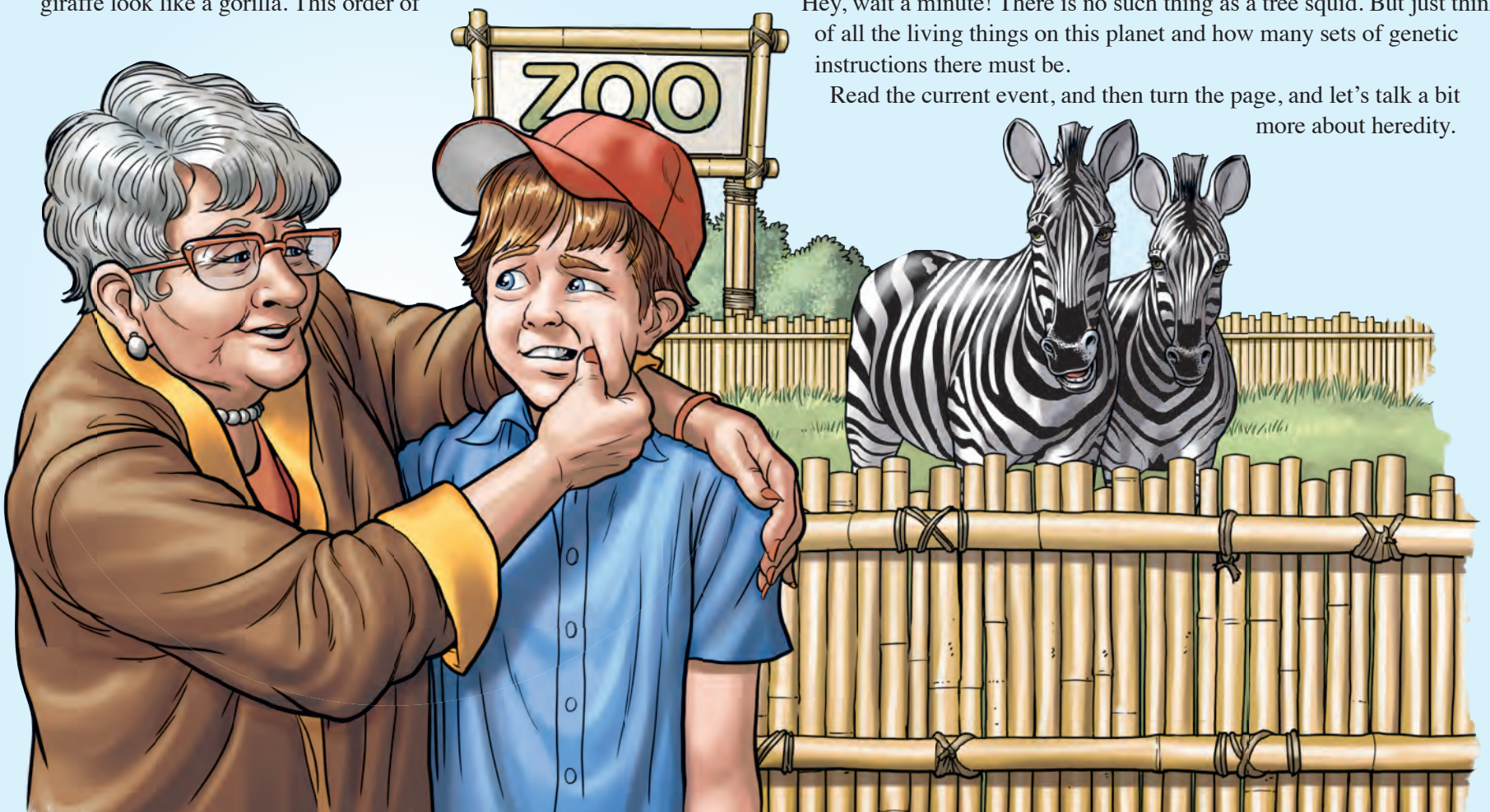
In nature, there is an order to things. You won’t see the offspring of a giraffe look like a gorilla. This order of

parents handing down their traits is called heredity.

At the same time, it is amazing how different every living thing in this world is. Despite the fact that we inherit traits from our parents, we each have differences from them as well. Heredity doesn’t mean making exact copies of our parents. We may even inherit traits from grandparents, or great-grandparents, that skipped showing up in our parents.

So, why are all the billions of people in this world so similar to, yet so different from, one another? Well, each animal, plant, and living thing has packets of instructions called genes that instruct it to be a human, watermelon, dreaded purple flying tree squid, or whatever its parent is. Hey, wait a minute! There is no such thing as a tree squid. But just think of all the living things on this planet and how many sets of genetic instructions there must be.

Read the current event, and then turn the page, and let’s talk a bit more about heredity.



STEM *Sleepy Habits for a Bright Future*

Did you get plenty of sleep last night? Practicing healthy sleeping habits is called sleep hygiene, and it is one of the most important things you can do to make sure you stay healthy, productive and happy. Most doctors agree that children 7-12 years old should get at least 10 to 12 hours of sleep a day! Do you? Let’s look at some eye-opening facts and advice about shut-eye.

- While we sleep, our bodies create healthy cells that fight off illness. Not getting enough sleep? Then you’re not making as many disease-fighting cells!

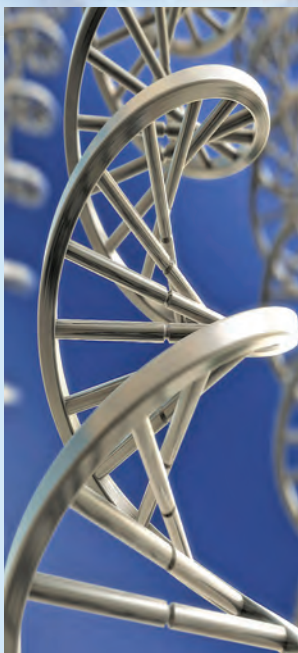
- Studying for a test? Let’s review before bed! Our brains consolidate, or strengthen, new learning while we sleep.
- Want to grow stronger? More sleep increases your ability to perform on the playground or in the gym with more strength and for longer periods of time.
- Feeling cranky or sad? Plenty of sleep can help to improve your mood!
- Sleep in a dark room that is not too warm and not too cool. No one wants to wake up sweating or shivering!
- Do not use computers, mobile devices or television screens right before bed, and

- do not have electronics on in the room at bedtime. Get ‘em out or turn ‘em off!
- Having trouble sleeping? Be sure to tell your parents or doctor!





Heredity and Environment



This is a DNA strand. These strands help your body decide what you will look like.

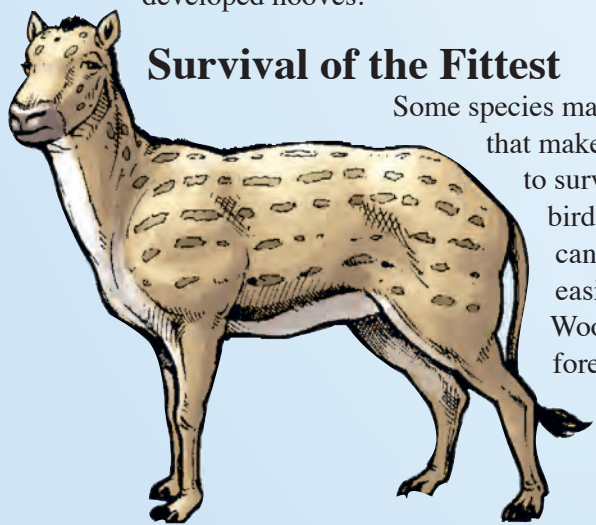
What's Genetics All About?

The study of how living things pass their traits to the next generation (one set of offspring) is called genetics. Genetics scientists, or geneticists, take packets of genes called chromosomes from cells of people. A chromosome is so tiny that you can only see it under a powerful microscope, but it has a lot of information about you in it. There are usually 46 chromosomes in your cells—23 from Mom and 23 from Dad. The packet that contains all your DNA is called a genome. Scientists can now identify genes that lead to certain types of cancer and other diseases.

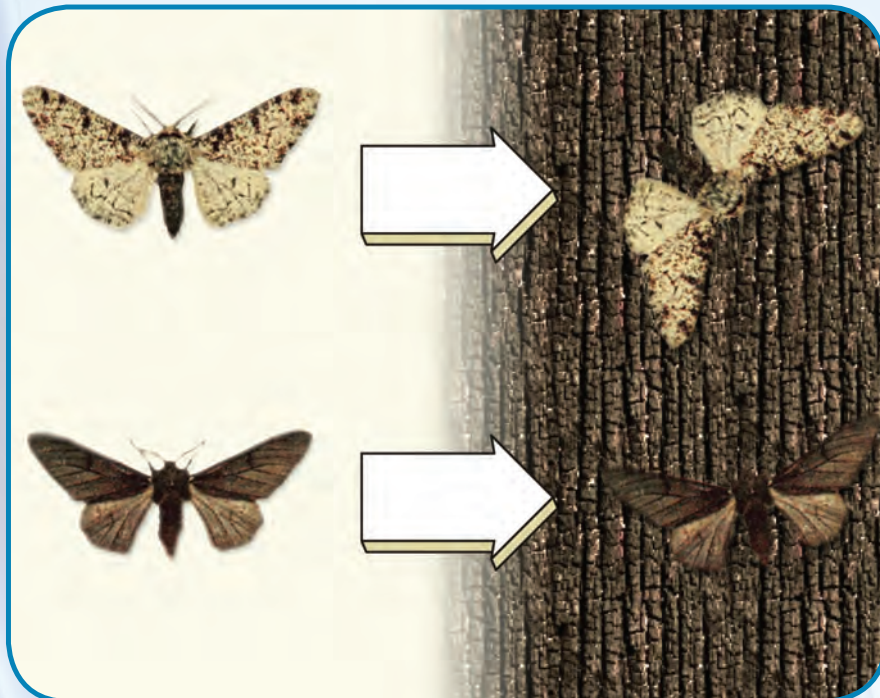
Studying the Past

Changes in a species can be seen through fossil records over ages of time. We have fossil records of horses as far back as 60 million years. Imagine little horses grazing in the fields of a world without carriages to pull, races to win, or streets to gallop down. What a different world it must have been. But these horses were different, too! The ancestors of the horses we see today were quite different. Horse ancestors used to be tiny, just a couple of feet tall, and had much smaller brains. Ancient horses also had toes instead of hooves. Over time, horses developed hooves.

Survival of the Fittest



Some species may have inherited traits that make it easier for them to survive. The shape of a bird's beak, for example, can help it find food more easily in its environment. Woodpeckers thrive in the forest because they have long, skinny beaks to find bugs in tiny holes in trees. In England, a moth



called the Biston Betularia can be white or black. Years ago, birch trees in that area were white, and birds could only see the black moths. That made it easier for the white moths to survive.

During the Industrial Era, soot from burning coal blackened the white



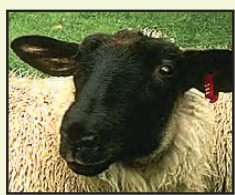
bark of the birch trees. The black moths were hidden, and the white moths could easily be seen by predator birds. The black ones were probably happy that the pollution helped them to survive more easily. This concept is called survival of the fittest. Scientists believe that this principle has helped determine many of the traits of species today.

Do you know where a flamingo gets its pink coloring?

Technology & Science

Cloning Dolly

You may have heard of Dolly, the most famous sheep in the world. She seemed like an ordinary sheep. She had wool, hooved feet, and she even gave a "baaaa" once in a while. She was famous because she was the first animal ever cloned.



Every living cell contains genes that control the living animal's growth. Once cells grow up, so to speak, many genes are "turned off" or "sleeping." In 1996, at the Roslin Institute in Scotland, scientists discovered how to turn on, or wake up, those sleeping genes from cells of a sheep. From this, they grew an exact duplicate sheep, or clone, and named her Dolly. So, scientists can now take a cell from an adult animal, activate the sleeping genes, and grow a kind of twin.

Sadly, Dolly died of a lung infection in 2003. Since Dolly was born, scientists have been able to clone several other animals, including pigs, cats, mice, and rabbits.

'Flush' by Carl Hiaasen

Ready for an exciting mystery-adventure novel where kids save the day? In his new book "Flush," Carl Hiaasen (author of "Hoot") takes us to the Florida Keys, which are being polluted by (caution: gross-out time) raw sewage.

Our hero Noah Underwood does not have a boring family. He was born in the back seat of a 1989 Chevrolet Caprice, and the book opens as he's visiting his father in jail. Noah's dad had discovered that the owner of a casino gambling boat operating in their harbor was illegally flushing the boat's bathroom tanks into the water. The stuff was washing up on their neighborhood beach where endangered turtles lay their eggs and the neighborhood kids swim. Yuck!

No one had been able to catch the culprit in the act, so Noah's dad

took matters in his own hands. He sank the casino boat to draw public attention to the problem, and now he's in jail. It's up to Noah and his younger sister Abbey to come up with a plan to save their father and the environment at the same time. A motley crew of characters, including a bully, a tattooed woman bartender and a mysterious pirate, keep the action and suspense coming.

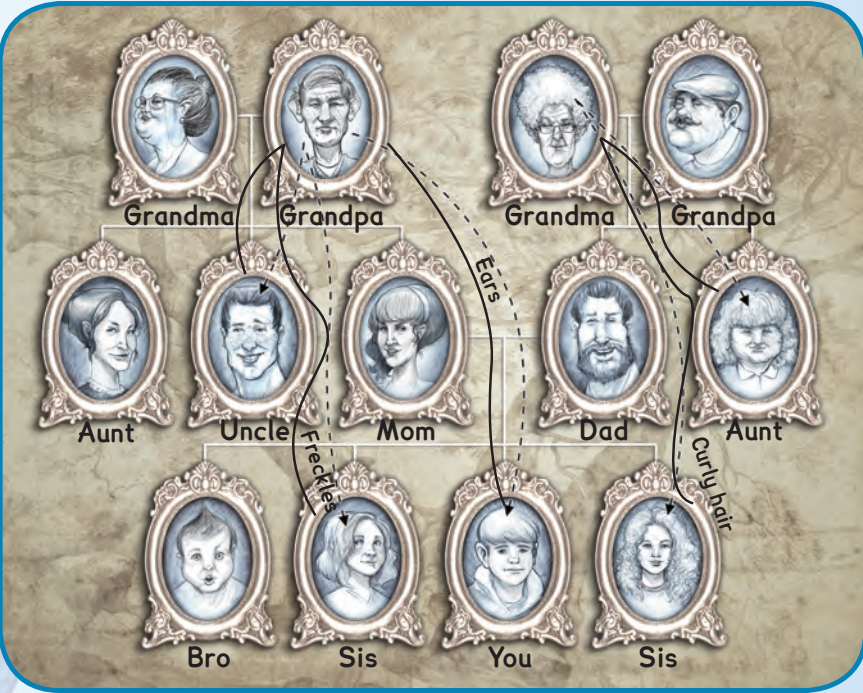
This is an entertaining book with a serious message. The Florida Keys are home to Atlantic Ridley sea turtles and many other endangered animals. In May 2013, the Turtle Hospital in Marathon, Florida, saved the life of a young loggerhead sea turtle nicknamed Charley that had swallowed a piece of plastic from ocean pollution. Protecting our environment takes people working together.

Book Science

Your Family Pedigree

A pedigree chart shows who all your relatives are—including grandparents, great-grandparents, aunts, uncles, etc. Making a chart that shows everyone’s traits can help you see how genes have been passed on in your family. Are you the only one in your immediate family who has large ears? Chances are that one of your grandparents may have had extra large ears. What about curly hair or freckles? Are you left-handed? You can learn a lot about why you have the traits you have by studying your family pedigree chart.

Maybe you can make a pedigree chart of your family. Follow the pattern below, and chart the eye color of you, your brothers and sisters, your parents, and your grandparents. You may chart many different traits, such as attached or detached ear lobes, curly hair, etc. Make a chart and find out what traits are passed on in your family.



This is an example of a pedigree chart. Can you make a pedigree chart of your family tree? What traits and characteristics do you get from your grandparents and parents?

Learning and Environment Bring Change

We have to remember that many things are not inherited, but are learned. Being polite and having good study habits are learned. Knowledge is not inherited, but learned. Sometimes, a trait may seem to be inherited, even though it’s really a factor of the environment. Take the flamingo, for instance. Everyone knows that flamingos are bright pink, right? Wrong! Flamingos are genetically white. But because they eat a special type of crustacean, their feathers turn pink. The same thing would happen to you if you drank a lot of fresh carrot juice every day for about two weeks. Your skin would begin to turn orange!

In the Lab

Learning From Our Pedigree

A pedigree is a chart or graphic representation of who our ancestors are. It shows family groups connected by lines so that we can easily see our heritage and family genetic traits. This week, let’s fill out the information below so that we can learn more about ourselves from our pedigree. We’ll only do three generations. Special abilities include physical fitness, artistic and musical talents, being left-handed, etc. You may use a separate piece of paper if you need more room to write.

Mother’s Father	Mother’s Mother	Father’s Father	Father’s Mother
Name	Name	Name	Name
Hair Color	Hair Color	Hair Color	Hair Color
Eye Color	Eye Color	Eye Color	Eye Color
Height	Height	Height	Height
Special Abilities	Special Abilities	Special Abilities	Special Abilities
Mother		Father	
Name		Name	
Hair Color		Hair Color	
Eye Color		Eye Color	
Height		Height	
Special Abilities		Special Abilities	
Sibling	Me	Sibling	
Name	Name	Name	
Hair Color	Hair Color	Hair Color	
Eye Color	Eye Color	Eye Color	
Height	Height	Height	
Special Abilities	Special Abilities	Special Abilities	

Which of your ancestors do you get your hair and eye colors and height from?
Who do you get your special abilities from?

What are hybrids?

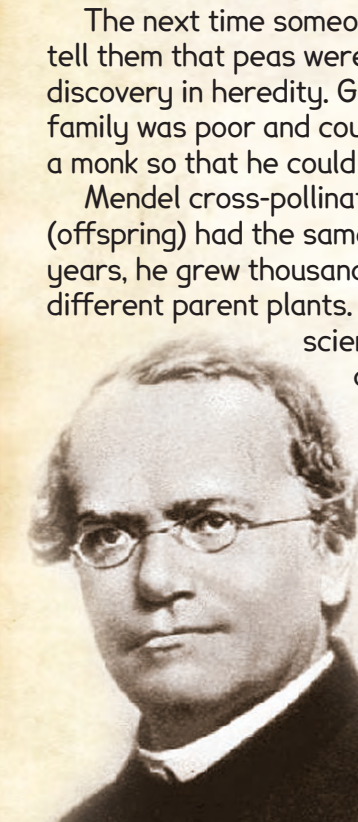
This Week’s Question



A hybrid is the result of two organisms of different species having offspring. Most species cannot have offspring with other species. Hybrids are usually sterile, meaning they cannot have offspring. Hybrids, like certain mice, can have more health problems than their parents. A mule is a hybrid. It is the cross between a horse and a donkey, and it cannot reproduce. Mules have attributes from both useful horses and good, sturdy donkeys. But you have to put a donkey and horse together to get all of these traits in one animal, so mules are not as common as donkeys and horses. Hybrids don’t always have to be animals. Plants can be hybrids too. Plant hybrids are found in nature quite frequently. In order for this to happen the pollen of one plant must come in contact with another plant of a different variety. Many farmers are also experimenting with hybridizing crops such as corn to grow and harvest. Do you know of any other hybrids?

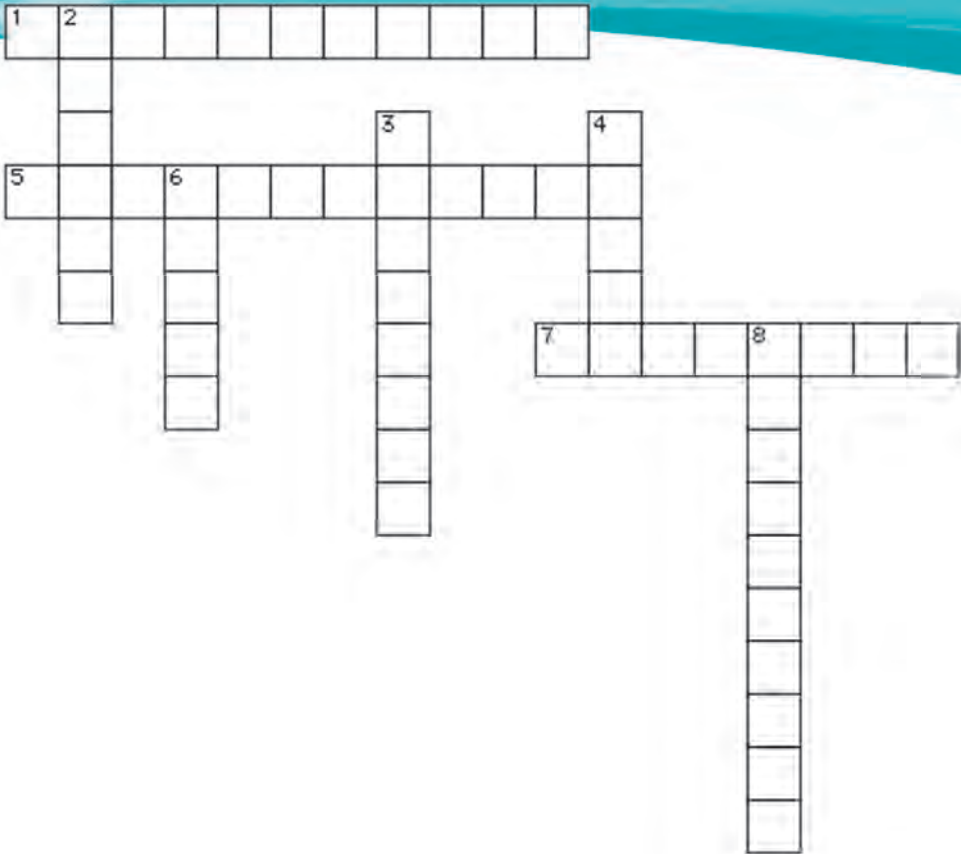
Gregor Mendel (1822-1884)

Spotlight



The next time someone says, “Please pass the peas,” you can tell them that peas were used for the most important and influential discovery in heredity. Gregor Mendel liked peas; he grew them. His family was poor and could not afford to send him to college. He became a monk so that he could study things. He loved nature and science. Mendel cross-pollinated plants and noticed that the baby plants (offspring) had the same traits as the parent plants. Over several years, he grew thousands of pea plants and cross-pollinated the different parent plants. He kept very detailed records and used the scientific method to predict and evaluate his discoveries. Through it all, he discovered the laws of heredity. He noticed that every parent passed down only half of its traits to its offspring, as our parents do. His research was the beginning of modern genetics. But it took more than 30 years for other scientists to figure out that Mendel had done something really fantastic. Since that time, Mendel has been known as the father of genetics. So eat your peas, please! They are good for you, and they carry the traits of their parent peas.

Name _____



ACROSS

- 1. another scientific name for genes
- 5. the man considered to be the father of the science of genetics
- 7. a history of ancestors

DOWN

- 2. the offspring of two different species
- 3. the order of parents passing down their traits to their offspring
- 4. an exact genetic copy of another living organism
- 6. the packet of instructions passed from one generation to another in all creatures that determines their identities
- 8. the word used for one set of offspring (children, parents, grandparents, etc.)

My Prediction is...

Mini-Lab

Inherited traits can be predicted by using a Punnett square. A Punnett square is a table that shows the probability that certain traits will pass to an offspring. Look at the table below to see how probability was determined. Then, answer the questions below. On the empty square, do your own probability table. Choose any two combinations of a trait and fill out the Punnett square. Use a capital letter to indicate the dominant trait and a lower-case letter to represent the recessive trait. (You could use eye color, hair color, height, or just about anything!)

Hybrid Bean Plants

	R	r
R	RR Red	Rr Red
r	Rr Red	rr White

Your Punnett Square

	<div></div>	<div></div>
<div></div>		
<div></div>		

Answer These Questions

- 1. What is the probability of a white-bean plant?
- 2. What is the probability of bean plants with the same red color?
- 3. What is the probability of a pure red-bean plant?
- 4. What is the probability of hybrid red-bean plants?
- 5. Could someone tell if the red-bean plant had a recessive trait for white? Why or why not?



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.

Sometime while you are in school you may be invited or required to participate in a science fair. What is a science fair? It’s an organized event in which students do scientific investigations and share their information with others. Many Science Fairs are held in the school gym or other large space. Many schools invite parents and students from other grades to visit the science fair to look at the displays. Some schools offer prizes for students who do an exceptionally good job. Sometimes students who win may take their projects to a city, county or state science fair to compete against other students.

Let’s Investigate

WEEK 16

Growing
Pains for the
New Nation



Ending the Revolution, Once and for All

Click! ... “Hey, Alana, where are we?”

“Paris, France. It’s 1783 and we’re here to watch the signing of the Revolutionary War peace treaty. It’s called the Treaty of Paris.”

“Can you believe it took two years to make a peace treaty? The Revolutionary War ended in 1781 when British General Cornwallis surrendered at Yorktown.”

“Right, Jackson, but there were still small fights here and there. King George just wouldn’t give up. He kept his troops in the United States even after his star general waved the white flag.”

“Alana, look! There’s Benjamin Franklin!”

“Yeah, let’s listen to what he’s saying.”

“There has never been a good war or a bad peace.”

“Did you hear that, Alana? That’s one of Franklin’s most famous quotes! Ben Franklin got France to help us in the Revolutionary War, and then he helped set up the peace treaty. Good thing he spoke French. See those two men with him? That’s John Adams and John Jay. All three represented the U.S. and signed the treaty.”

“Cool, Jackson, but why was the treaty signed in France? The war was between us and England.”

“Well, they sure couldn’t have signed it in King George’s throne room! France was a neutral—and safe—place to sign the treaty.”

“Good point, Jackson.”

“Both sides had to compromise to get the treaty passed. King George had to recognize the U.S. as a free and independent country.”

“Yeah, and the U.S. got all the land between the Atlantic Ocean and the Mississippi River, north to Canada and south to Florida. The British were kicked out of America completely, right?”

“Not totally, Alana. We had to compromise, too. The British still got to use the Mississippi River and were able to fish off our shores in the Atlantic. The British soldiers, however, were supposed to get out of the states and stay out.”

“What about all the Americans who died during the war? Not to mention the thousands of people who were hurt. Didn’t the treaty include any consequences or punishment for the British?”

“As Ben Franklin said, war is never good. People on both sides were killed or wounded. This war was about freedom and that is why the soldiers gave their lives. Unfortunately, war still happens. Here’s another saying: Freedom isn’t free.”

“You’re right, Jackson. I’m glad I live in America, aren’t you?”

“You bet! Hey, can we hang out in Paris after the treaty is signed? I’m getting hungry. Parlez-vous lunch?” ... Click!

Note: Parlez-vous (say par-lay-voo) is French for “Do you speak ...”



“Sweetness” Walter Jerry Payton (1954-1999)

Spotlight

Walter Payton was a star running back for the Chicago Bears. He set many records while playing in the NFL that would later earn him a place in the National Football League Hall of Fame. Walter earned the nickname, “Sweetness” while in college. His teammates gave him the name for the graceful way he darted around the field and for his off-the-field personality.

Even though he tackled hard and dominated his opponents, he was a sweet guy to be around. Payton died of cancer at age 45.

After Walter learned he was sick, he encouraged people everywhere to be an organ donor. He also established the Walter and Connie Payton Foundation with his wife to help needy people have dignity and stability in their lives.

Today, the NFL gives the

Walter Payton Man of the Year Award annually to the player who contributes the most both on and off the field. Players who receive the Walter Payton Award show toughness during games, and they donate their time and resources to others in their communities. Through his foundation and the Man of the Year Award, Walter Payton’s sweetness lives on and on.





Growing Pains for the New Nation

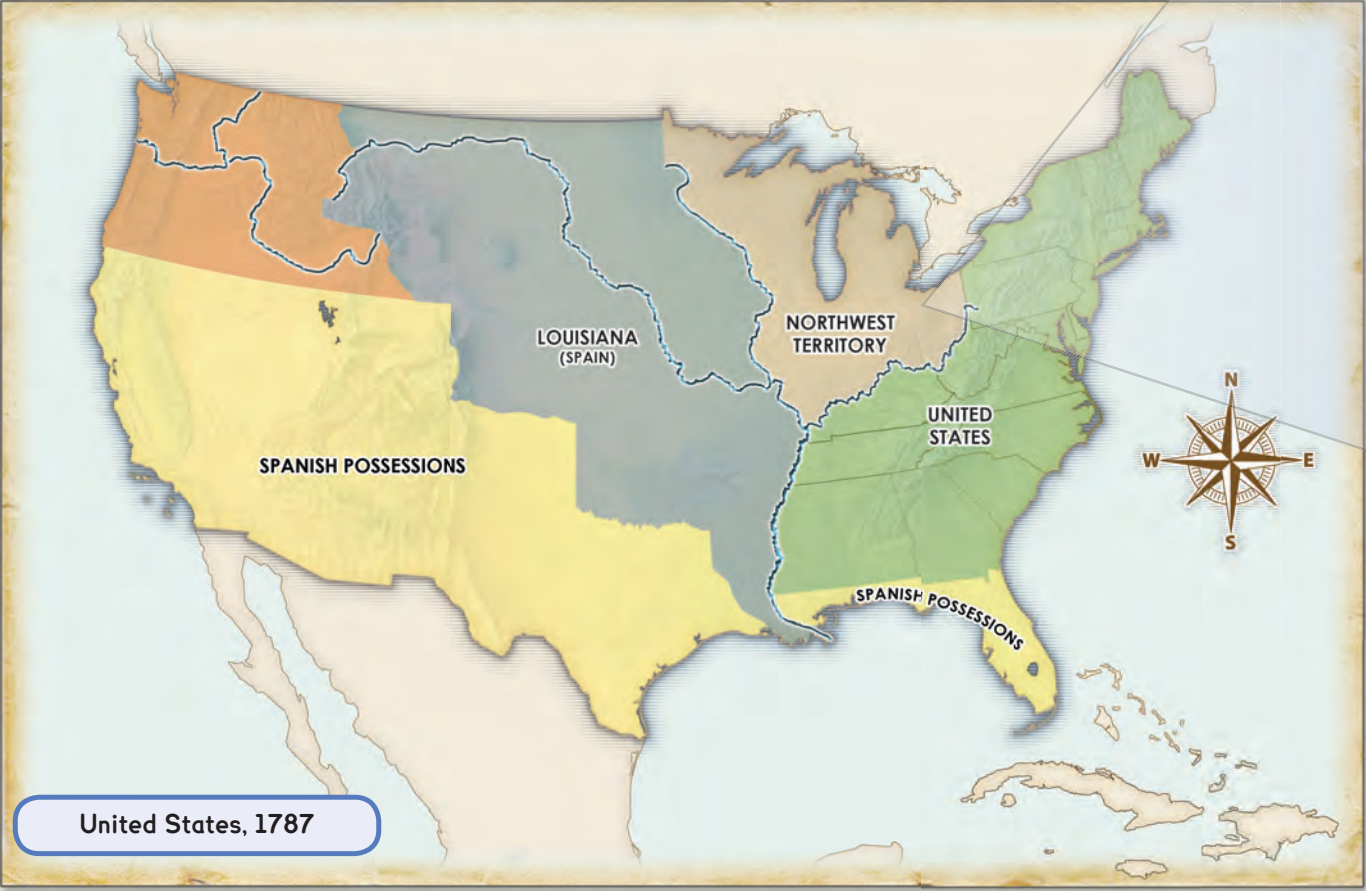
The Articles of Confederation: Why Can't We Be Friends?

After the Revolutionary War, the new United States of America still faced many challenges. The states agreed to have a “... firm league of friendship” and to cooperate for the common good. That was part of the Articles of Confederation, which was ratified (approved) in 1781. The document set up a congress that could declare war and pass laws. Each state got one vote. Nine of the 13 states had to approve laws, or they didn’t become laws at all. But the national government was very weak. The government had no president to lead the country and no court system to settle arguments.

Do you know the difference between rules and guidelines? Rules should be followed and guidelines are more like strong suggestions. Those two ideas can get mixed up when you’re arguing with your parents. It was the same with the new states. States didn’t always follow the rules in the Articles of Confederation. They believed states should have more power than the federal (national) government. Since there was no executive branch in the federal government to enforce the rules, the states usually treated the rules as if they were just guidelines.

Some states printed their own money and made their own rules for trading with other states and countries. Some states tried to tax other states. This confused the systems for trading fish, tobacco, indigo and rice. Producers of these crops began to lose money, because traders bought tobacco and rice from states with fewer taxes and better policies. That caused some states to switch their cash crop to cotton to keep making money.

States even had separate post office systems.



United States, 1787

Where mail ended up was sometimes a mystery. The federal government couldn’t accomplish anything because they could never get nine states to agree. The confederation wasn’t even able to tax its citizens to make money to pay off debts from the Revolution. Instead, they would politely ask states for money and the other states would politely refuse.

The Continental Army disbanded (split up) after the Revolutionary War. However, states still had their own militias and small navies. States had separate alliances (partnerships) with foreign countries and other states. But not everyone got along. A conversation about

it might have gone something like this: “Our state wants to be friends with your state. Wait. You’re friends with that state? Then we don’t want you as our friend, after all!” Sounds like the school playground, right?

So you see, things weren’t going so smoothly for the new nation. It was actually a mess in a lot of ways. Leaders back in England were probably happy to see the new nation struggling.

Land Ordinance of 1785

The United States’ money troubles led to



the Land Ordinance of 1785. An ordinance is an act or rule that a government makes. Some states had already claimed land that was technically part of the United States as a whole. (Land, labor and loot, right?) The ordinance allowed the federal government to sell land west of the states to any of the existing states that had the money to buy it. The land was divided into sections of one square mile. Each section was divided into 36 smaller sections. States could see the land on a map and understand exactly what they were getting. Pretty handy for the buyers, don’t you think?

Shays’ Rebellion, 1786-1787

Problems for the new country were piling up. The weak Congress had no power to collect taxes from any of the states. That made it impossible to pay the soldiers who had fought in the Continental Army. The soldiers were very upset because they needed money to take

care of their families and farms. They were in danger of losing their farms and going to debtors’ prison. All across the new nation, former soldiers were getting angry.

One former soldier named Daniel Shays decided to try and find an answer to the problem—at any cost! Shays led hundreds of farmers and former soldiers in a rebellion (an open attack, usually armed) against the new country’s leaders. In January 1787, Shays and his men took their guns and headed to Springfield, Massachusetts. There they attacked a government arsenal (a place where weapons are stored). Four men were killed and many were wounded. After the rebellion, Daniel Shays escaped to Vermont.

Shays fled and was later pardoned, but his rebellion made Congress take a good look at the Articles of Confederation. Leaders realized they needed a stronger national government. They knew they had better act quickly, or they’d have not just a rebellion, but an all-out revolution on their hands.

Land Act Sectioning					
36	30	24	18	12	6
35	29	23	17	11	5
34	28	22	16	10	4
33	27	21	15	9	3
32	26	20	14	8	2
31	25	19	13	7	1

Northwest Ordinance of 1787

In 1787 Congress came up with another plan. Instead of selling more land to the existing states, they would allow brand new states to join the country. American expansion was open for business! Congress decided that the land to the north and west of the Ohio River would become the Northwest Territory of the United States. Individual states had to give up their claims to land there. The territory would later become several new states. Part of the Northwest Ordinance (the act that created the Northwest Territory) said that slavery in the new states would not be allowed and that all men are created equal. Now Congress was getting somewhere! Leaders like Alexander Hamilton and James Madison helped the country realize that the Articles of Confederation needed to be changed. They wanted the United States to really be united into one nation. Sounds like a good plan, right?

In future issues of Studies Weekly, you’ll read about why that plan didn’t work out after all!

It Wasn't All Bad

Things were often confusing and unorganized in the new United States, and some citizens had it rough. After all, it’s not easy to start a brand new country! But the period of time right after the Revolutionary War wasn’t all bad. Let’s look at some interesting events that took place.



Early design of the Great Seal.

YEAR	INVENTION, DESIGN OR IDEA
1780s	George Washington and Thomas Jefferson served a popular dessert called “iced cream” to their dinner guests. We knew they were intelligent leaders!
1782	The Great Seal of the United States of America was designed. Why do you think the designers chose a pyramid, a big eye and an eagle for the Seal? Look at the back of a dollar bill to see both sides of the seal as it looks today.
1784	A new American trade route opened. The U.S. sold grain, rum and furs to China. It took about a year to get goods from the U.S. to China and about the same time for the ships to return. What do you think the ships brought back?
1780s	Hot air and hydrogen gas balloons became a new form of transportation. Franklin and Washington each observed flights but didn’t get on board. Legend has it that the first American “man” to go up in a balloon was actually a 13-year-old boy. Can you imagine hopping on a hot air balloon instead of a school bus every morning?
1784	Thomas Jefferson proposed a coin system that was adopted in 1785. The \$10 coin was gold, \$1 was silver, 1/10th of a dollar was also silver and 1/100th of a dollar was copper. Sound familiar?
1787	The best yet! The Northwest Ordinance stated, “... schools and the means of education shall forever be encouraged.” Hooray!

Trades & Technology

The Father of Our Country: George Washington (1732-1799)

“I greatly apprehend that my countrymen will expect too much from me.”

Can you imagine George Washington saying that? He wrote those words in a letter to a friend after becoming our first president. George Washington was a humble (not proud or boastful) man and never bragged about having such a powerful position. After his heroic leadership in the Revolutionary War, Patriots of the new United States were ready to crown him king. But George refused. He knew that what the new country needed was definitely NOT a king. He knew the states needed peace, cooperation and calm, reasonable thinking. Being humble helped him lead his country in war, in politics and in character.

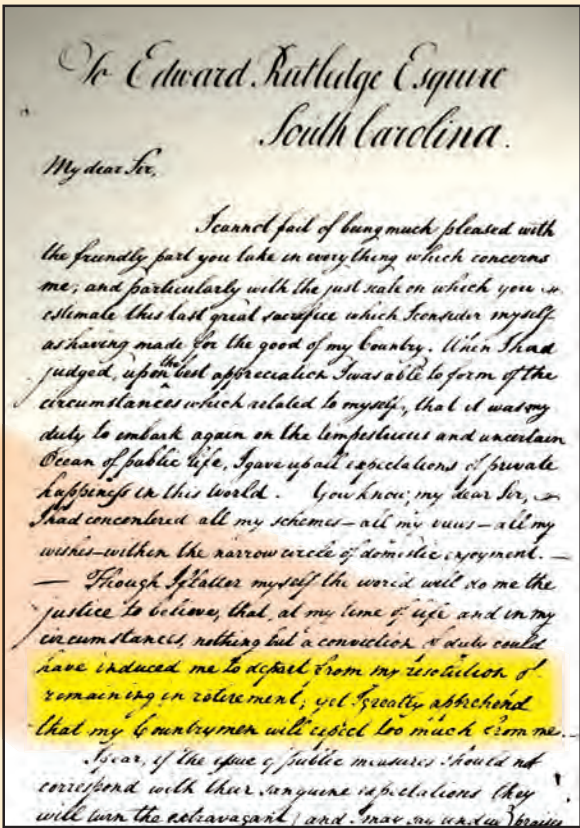
George really would have rather gone back home to Mount Vernon, to

his wife and his farm. He had a lot of things to take care of after being away for so many years. He said, “Liberty, when it begins to take root, is a plant of rapid growth.” He accepted the job of president to help make the plant of liberty grow strong in the United States.

Some people wanted the U.S. to keep fighting after the Revolutionary War to punish the British, but George knew the fighting had to stop. To those who called for more violence he said, “... as the sword was the last resort for the preservation of our liberties, so it ought to be the first to be laid aside when those liberties are firmly established.”

He laid his sword aside and instead inspired the nation through integrity, bravery and leadership. What do you think George Washington’s greatest accomplishments were? Make a list of your top ideas.

American Character



Name _____

ACROSS

3. home of George Washington: Mount _____

5. _____ of Paris

6. Articles of _____

8. type of money system designed by Thomas Jefferson

9. an open attack, usually armed

10. leader of a rebellion by farmers: Daniel _____

DOWN

1. another word for national

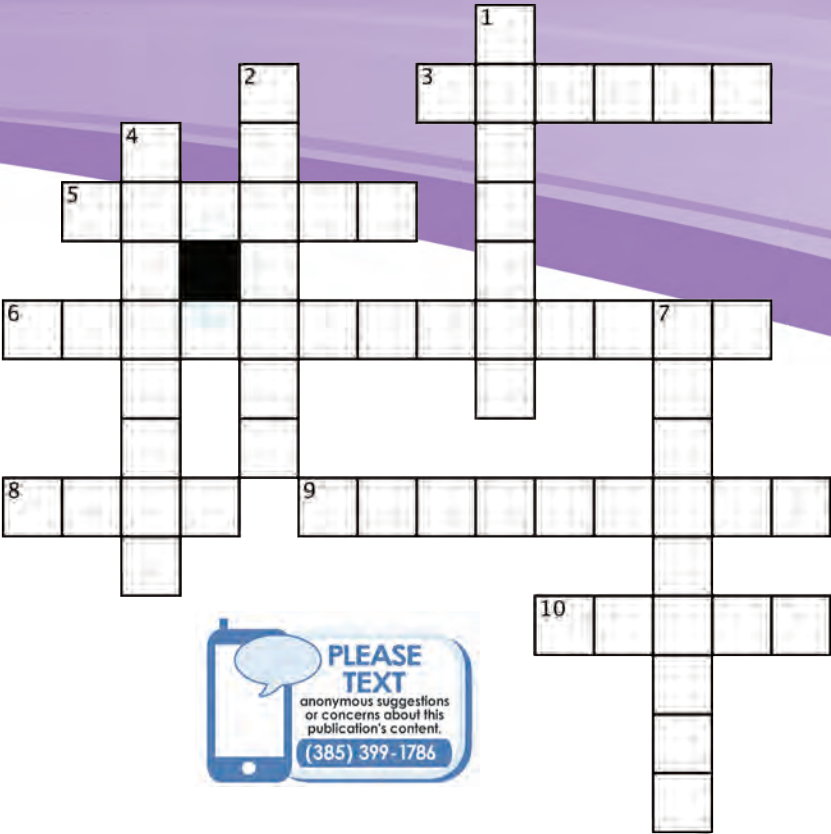
2. This was outlawed in the Northwest Territory.

4. Patriot who persuaded France to help the Americans in the Revolutionary War: Benjamin _____

7. a rule made by the government



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.



The Northwest Territory

The Northwest Ordinance of 1787 allowed the United States to grow. New state borders were set up and states were later added to the original 13. Look at the map and do some research to determine which states were created from the Northwest Territory. On the lines in each state, write its name, the year it gained statehood and what its current capital is. There was a small amount of territory left over that would later become part of a sixth state (see the white area of the map). Which state did that region become a part of?

Mapping & Charting

Think & Review

1. What two events ended the Revolutionary War? (Hint: They happened two years apart.)

2. Why do you think the U.S. didn't open a trade route to China until after the Revolutionary War?

3. Why did Daniel Shays rebel against the government?

4. List four new inventions, designs or ideas of the 1780s.

5. What government rule allowed states to buy lands they had claimed to the west?

6. What were some key features of the Northwest Ordinance of 1787?

7. What were some of the benefits of the Articles of Confederation?

8. What were some major problems the U.S. had under the Articles of Confederation?

9. Why is George Washington called the "Father of our Country"?

10. People in the 1700s and 1800s often wrote journals and letters. (The letter George Washington wrote after he became president is just one example.) Why do you think that is true?

This week, we're adding "Web Surfers" to your writing. To learn more about George Washington, such as his childhood, his home, his false teeth, his presidency, the true origin of the cherry tree fable and more, go to: <http://gwpapers.virginia.edu/documents/>. You can view primary source documents, do activities and look at pictures. Be warned—you could spend hours at this site! After visiting the site, write either a biographical essay about George Washington's life or an original George Washington fable.

Let's Write

As a student, he was no Einstein.

CONFIDENCE

Pass It On.

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USA Studies Weekly—Ancient America to Reconstruction

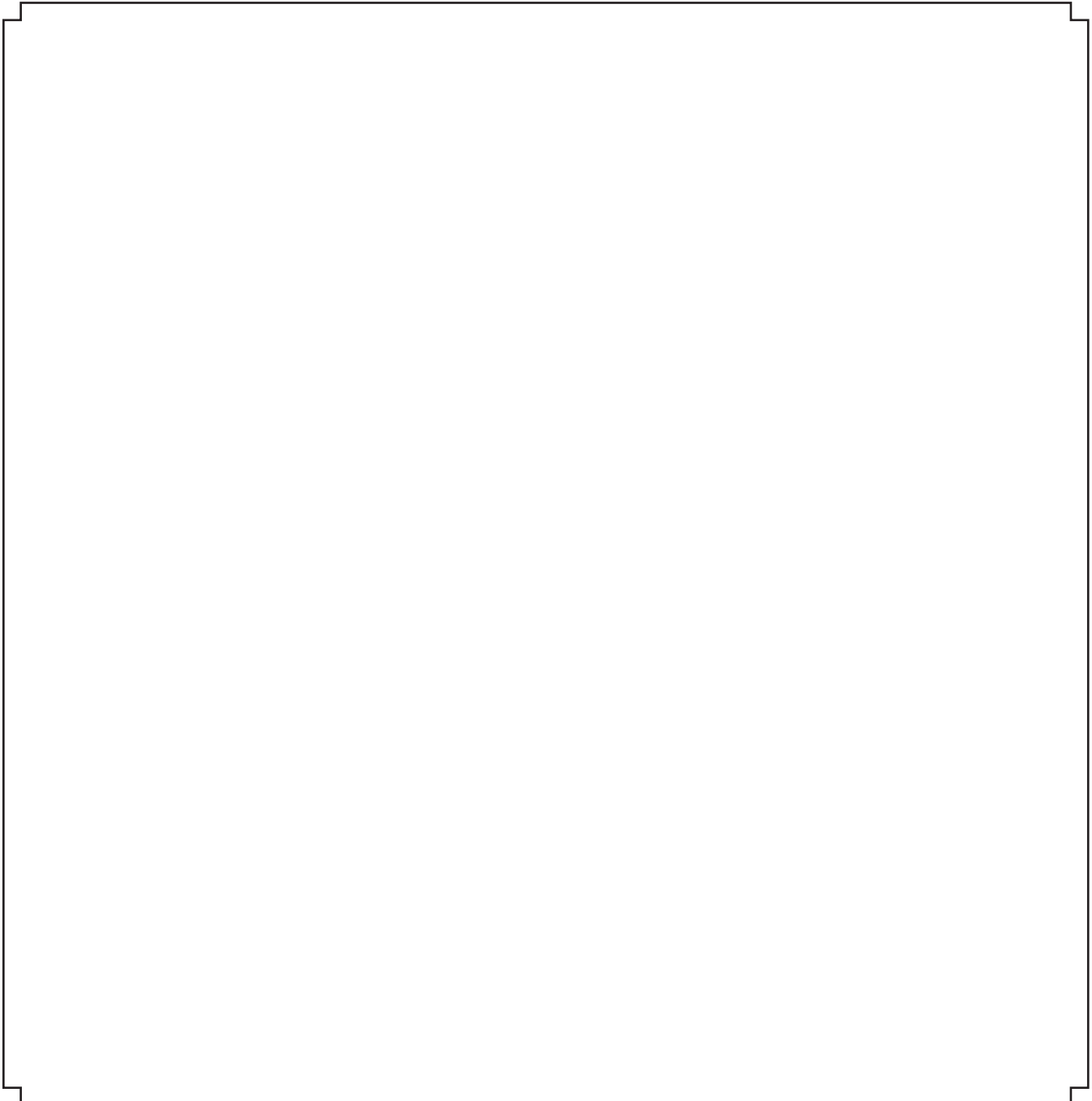
Teacher Supplement

USA Studies Weekly—Ancient America to Reconstruction, Week 16

Name _____ Date _____

UNITED STATES COLLAGE

There are lots of patriotic symbols that stand for the United States. Each symbol is important to our country and to us. Look around for images that stand for the USA. Can you name at least five? Cut out American images from magazines, websites and newspapers and glue them in the box below, overlapping the edges to form a collage. The images can be people, places or things. Fill in any blank areas with red, white and blue stars and stripes, or words from patriotic documents and songs. Cut out the collage and mount it on a sheet of colored paper for display.



USA Studies Weekly—Ancient America to Reconstruction

Teacher Supplement

Common Core Connection RI 4.8 Metaphors

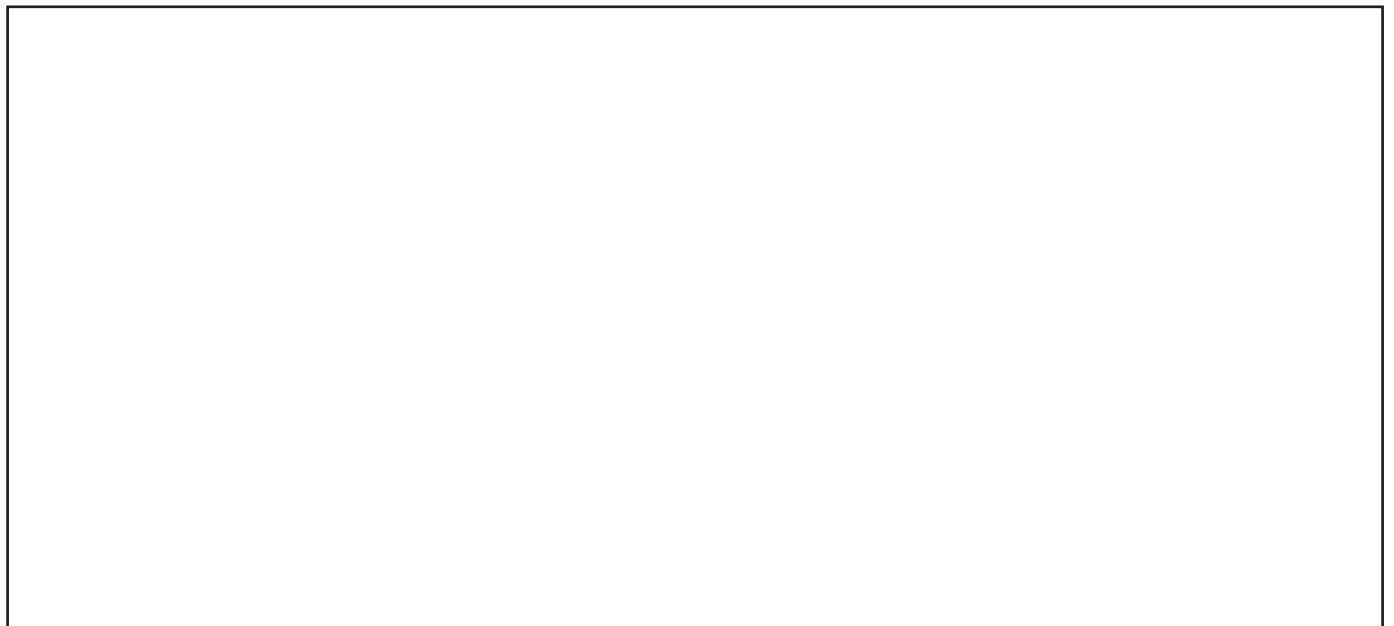
“The Father of Our Country: George Washington (1732-1799)”

A metaphor is a figure of speech comparing two unlike objects with at least one common characteristic.

Example: Life is a roller coaster. (Like a roller coaster, life has its ups and downs.)

Washington uses the metaphor, “Liberty, when it begins to take root, is a plant of rapid growth.” What do you think Washington is trying to say in this statement?

Draw a picture of this metaphor below.



(Possible answers: once someone experiences the feeling of freedom, the need for it grows very quickly; when others see the joy of those who become independent of oppression, the want for that joy spreads rapidly.)

USA Studies Weekly—Ancient America to Reconstruction

Teacher Supplement

Name _____

Date _____

USA Studies Weekly—Ancient America to Reconstruction

3rd Quarter, Week 16

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

1. A new coin system created by _____ was adopted by Congress in 1785.
Ⓐ Benjamin Franklin
Ⓑ Dolly Madison
Ⓒ George Washington
Ⓓ Thomas Jefferson
2. This Revolutionary War soldier-turned-farmer led a rebellion against the government in 1786-1787.
Ⓔ Daniel Shays
Ⓒ James Dean
Ⓓ Benedict Arnold
Ⓐ Baron von Steuben
3. This agreement officially ended the Revolutionary War.
Ⓐ Treaty of Cornwallis, 1781
Ⓑ Treaty of Osceola, 1843
Ⓒ Treaty of Paris, 1783
Ⓓ Treaty of Philadelphia, 1776
4. The Northwest Ordinance of 1787 provided for _____.
Ⓔ new land for states, new slaves, new trade with the Chinese
Ⓒ new land for states, prohibition of slavery, the Ohio River as a boundary
Ⓓ new land for Native Americans, fur trading with China, hot-air ballooning
Ⓐ new land for existing states, more tax money, cooperation with the British
5. The post-Revolutionary War government of the early 1780s was based on which document?
Ⓐ the Articles of Confederation
Ⓑ the Bill of Rights
Ⓒ the Declaration of Independence
Ⓓ the Constitution
6. George Washington was _____.
Ⓔ the first president, the first to sign the Declaration of Independence, the inventor of bifocals
Ⓒ the first man on the moon, the first man to pose for the dollar bill, a farmer
Ⓓ a Revolutionary War general, the inventor of the hot-air balloon, the inventor of the quarter
Ⓐ a Revolutionary War general, the first president, a surveyor
7. Some problems under the Articles of Confederation were that states _____.
Ⓐ printed their own money and taxed each other
Ⓑ taxed each other and went to war against England and France
Ⓒ printed their own money and fought over names of ice cream flavors
Ⓓ made their own rules for trade and started the Civil War

USA Studies Weekly—Ancient America to Reconstruction

Teacher Supplement

8. Technology of the 1780s included _____.
Ⓕ submarines and cellular phones
Ⓖ hot-air balloons, bifocals and ice cream
Ⓗ ice cream, Coca-Cola™ and sandwiches
Ⓘ bifocals, coins and airplanes
9. This law allowed states to expand by buying surveyed lands to their west.
Ⓐ Southwest Ordinance
Ⓑ Florida Exchange
Ⓒ Land Ordinance of 1785
Ⓓ Northern Territory Rule
10. The Articles of Confederation provided for a _____.
Ⓕ League of Women Voters
Ⓖ ginseng exchange
Ⓗ firm league of friendship
Ⓘ national constitution

11. What were two events that ended the Revolutionary War?

12. What were some major problems the U.S. had under the Articles of Confederation?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



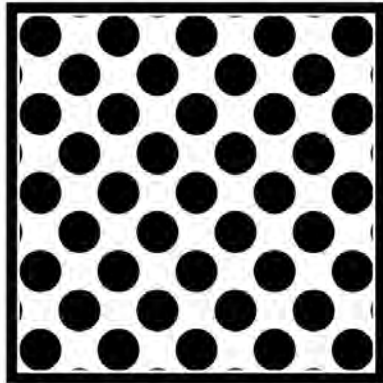
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

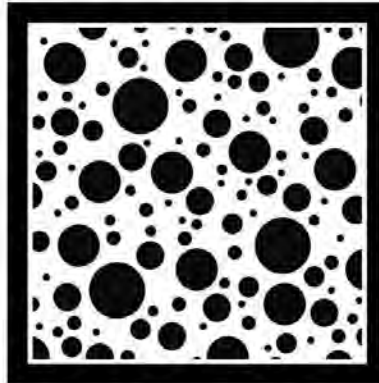
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (see *more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

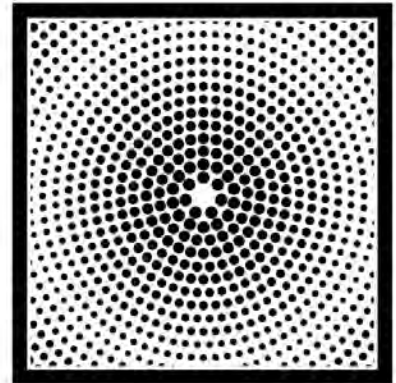
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular](#)
[1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

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

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

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!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

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 video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

All grades: Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they’ll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades

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