

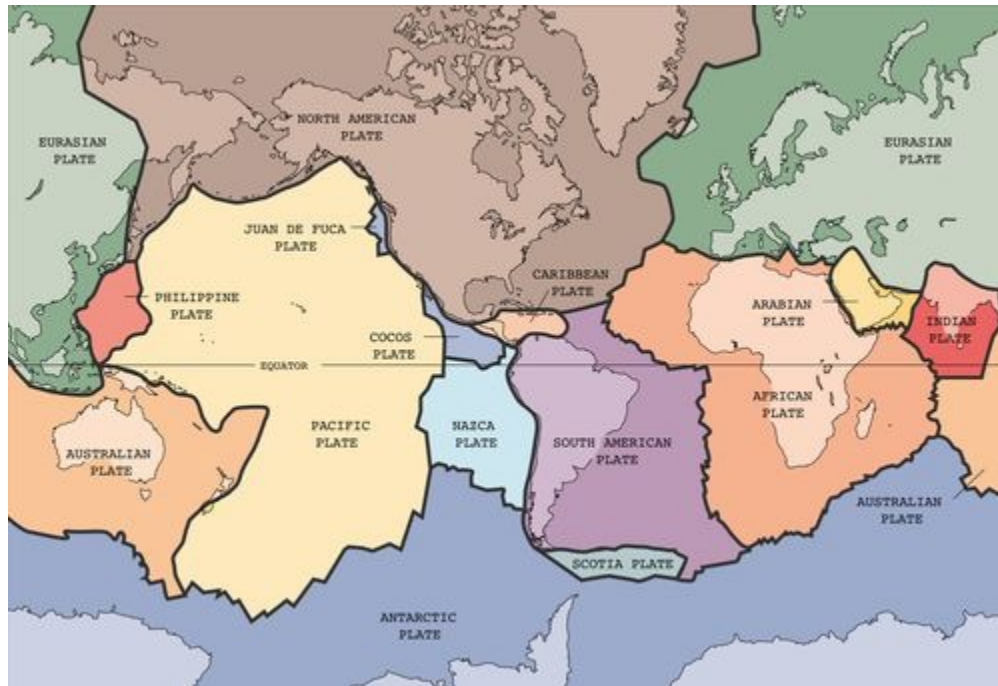
5th Grade

May 25 - May 29



Earth Science - Earthquakes

by ReadWorks



tectonic plates

One summer I was in Las Vegas with my family. Our hotel room was on one of the top floors of a high-rise building. There was a morning of that vacation I will never forget. We woke up around 6 A.M. The building was shaking and swaying back and forth like a pendulum. It was an earthquake.

Las Vegas is in the western state of Nevada, which is right next to California. The epicenter was actually in California, but we still felt it over 100 miles away.

Earthquakes occur when plates in the earth's crust rub together. This friction causes the surface to shift back and forth. It also makes huge cracks in the ground, sometimes miles long and several feet deep.

Luckily, that summer in Las Vegas, my family got out of the building safely. I was never so scared in all my life. Others in history have not been so fortunate. On Jan. 17, 1995, an earthquake struck in Kobe, Japan. It caused over 6,000 deaths. In 1906, a huge earthquake hit San Francisco, killing over 3,000 people and destroying over 25,000 buildings.

Name: _____ Date: _____

1. According to the text, what happens to plates in the earth's crust when earthquakes occur?

- A. The plates shake and sway.
- B. The plates travel to Las Vegas.
- C. The plates rub together.
- D. The plates strike a place.

2. A problem in this text is being on a top floor of a high-rise building during an earthquake. What is the solution for this problem?

- A. Plates in the earth's crust rub together.
- B. Try to get out of the building safely.
- C. Buildings can be destroyed, and people can die.
- D. Study earthquakes in foreign countries.

3. Read these sentences from the text.

Las Vegas is in the western state of Nevada, which is right next to California. The epicenter was actually in California, but we still felt it over 100 miles away.

Based on this information, what can you conclude about earthquakes?

- A. People who are located 200 miles away from the epicenter of an earthquake won't feel it.
- B. Usually you cannot feel an earthquake if you are in the same area where it started.
- C. You may be able to still feel an earthquake even if you are not in the same area where it started.
- D. Every earthquake you can feel in Nevada has an epicenter in California.

4. What can be inferred from this text?

- A. Earthquakes are predictable.
- B. Earthquakes are unpredictable.
- C. It's safe to be in an earthquake.
- D. People always die in earthquakes.

5. What is this text mostly about?

- A. earthquakes and the author's experience with one
- B. how scientists can predict the next earthquake
- C. the difference between earthquakes in Japan and America
- D. safety steps you can take during an earthquake

6. Read this sentence from the text.

Earthquakes **occur** when plates in the earth's crust rub together.

As used in the sentence, what does the word "**occur**" most nearly mean?

- A. stop
- B. predict
- C. finish
- D. happen

7. Choose the answer that best completes the sentence.

There isn't much warning when an earthquake might occur, _____ they are very scary and surprising.

- A. such as
- B. so
- C. yet
- D. but

8. According to the text, what causes an earthquake to happen?

9. Based on the text, why might being high up in a building be dangerous during an earthquake? Use evidence from the text to support your answer.

The Koala Search



Chris Jozefowicz

***WR News* heads down under to find out what scientists are doing to save Australia's koalas.**

Koalas are pictured everywhere in Australia-on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

The **marsupials** once inhabited the entire coastline. (A marsupial is a mammal that typically carries its young in a pouch.)

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says **ecologist** Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.

Tree Tags



Photo by Chris Jozefowicz

The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy**, the high cover of branches and leaves in a forest.

Goat Trouble?

What has Ellis's research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums-and the koalas that depend on them. "I think that's what everyone is trying to do-to make a difference," Ellis says.

Name: _____ Date: _____

1. According to the text, though koalas can walk on the ground, where are they better suited for life?

- A. on islands off the northeastern coast
- B. in the high cover of branches and leaves in the forest
- C. by the coastline
- D. inside of the blue gum tree

2. How does the author organize the information in this text?

- A. The author provides details about the unusual nature and habitat of koalas.
- B. The author compares the arguments for and against koala rescue.
- C. The author describes a current problem and investigates research on solutions.
- D. The author combines fiction and nonfiction information about koalas to explain their popularity in Australian society.

3. Read these sentences from the text.

[Koalas] once inhabited the entire coastline. . . .

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

What can you conclude about koalas based on this evidence?

- A. Humans are largely responsible for the decrease in the koala population.
- B. The koala population was completely killed off because every tree in their habitat was cut down.
- C. The koala population increased because of the extremely fast reaction by the government.
- D. The koala population stayed about the same because more trees were planted.

4. Read these sentences from the text.

Koalas are pictured everywhere in Australia-on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

What can be inferred from the text about koalas being "pictured everywhere in Australia"?

- A. Koalas have been found to be good advertisements for products.
- B. Koalas are dying out, so pictures are difficult to find.
- C. Koalas are well-liked across Australia.
- D. Many ecologists are trying to save the koalas.

5. What is the main idea of this text?

- A. Researchers and volunteers are researching koala habitats, many of which have been destroyed.
- B. Bill Ellis studies marsupials and their habitats in order to ensure that koalas and wild goats can live harmoniously.
- C. Koalas are very unusual, carrying their young in a pouch and inhabiting only the east coast of Australia.
- D. Koalas are an Australian treasure, pictured on items in the grocery store and on sports team jerseys.

6. Read this sentence from the text.

The island is a natural laboratory, **yielding findings** that may help protect koalas elsewhere on the continent.

What words could best replace the phrase "**yielding findings**" in this sentence?

- A. producing discoveries
- B. giving treasures
- C. giving away materials
- D. making way for discoveries

7. Choose the answer that best completes the sentence.

Many hunters wanted koalas for their fur; _____, the population of koalas dropped.

- A. because
- B. meanwhile
- C. consequently
- D. however

8. Explain the connection Bill Ellis made between wild goats and koalas. Use evidence from the text to support your answer.

9. Read this sentence from the text.

The volunteers combed the island for koalas in the blue gum trees.

Explain what the author means by writing that the volunteers combed the island. What does the choice of the word "combed" tell you about the volunteers' intentions?

Learning to Skateboard

by Kyria Abrahams



The sound of the skateboard up and down the hallway is driving Ella insane. She sits at her desk, trying to read a book. All she hears is: *scraaaape, scraaaape, thud*

She pokes her head out of her bedroom door.

"Mom said not to skateboard in the house!" she yells at her brother.

"It's Saturday afternoon, Nerd! Take a break!"

Ella slams her bedroom door. *How dare he!* Then, she opens the bedroom door again and watches quietly. *It does seem like fun, actually.*

"Hey," she calls after him. "Let me try."

"No way, Nerd! Not after you just yelled at me to stop."

Ugh! Ella slams the door again and goes back to her desk. She hears Joseph pick up the board and run down the stairs. Outside, his friends are all waiting for him. They all have their skateboards.

Maybe I spend too much time indoors, Ella thinks.

Closing the book on her desk, she puts on a jacket and follows her brother outside. He's skating up and down the block now, showing off for all his friends.

She walks up behind him, waving her hands. He sees her, but pretends not to.

"Hey, Joseph! Hey!"

"Get lost," he says.

"Can I skate with you?"

"I said get lost," he says. "Girls can't skate."

All his friends start laughing. "Girls can't skate," they repeat, sneering.

Ella feels tears well up in her eyes, but she won't let the boys see her cry. *Girls can't skate? Maybe that's because you won't even let me try!*

She's about halfway up the block when she hears a voice call out after her.

"Hey Ella! Wait up!"

It's one of Joseph's friends. He looks sheepish and a bit frightened.

She spins around angrily. "What do you want from me?"

"I...I... just thought..."

"You just thought that girls can't skate, so you wanted to come and make fun of me?"

The boy looks at the ground. "No, I just thought maybe you'd like to try out my board a little bit. I can show you how to use it."

Ella wonders if maybe it's a trick, but the boy seems so sincere. He holds out the board to her, and she takes it.

"My name is Jake," he says. "Let me show you how to ride."

"What about my brother?" she asks.

They both turn to look for Joseph. At the end of the street, he grabs one end of his board and flips around in the air. He's busy impressing his friends.

"Come on," Jake says, "He can't notice anyone but himself right now."

Jake takes her by the hand and leads her to a small patch of concrete next to the lawn.

"This way if you fall, you'll fall on the grass," he says.

"I'm afraid to fall," Ella says.

"You can't learn if you're afraid to fall," Jake says.

"But what if I hurt myself?"

Jake hands her a helmet. It's covered with stickers from all his favorite skate punk bands.

"But if you *do* fall, this way, you won't end up in the hospital with a concussion."

He shows her how to stand on the board, how to place her feet in a comfortable position, and how to shove off with one foot.

Ella stands on the board and feels herself wobble back and forth. It looks so easy when Jake does it. She isn't sure what to do with her hands and waves them around wildly in the air. Suddenly, she feels the earth move from her feet to her head.

WOAAAH! Her head hits the grass with a *clunk*.

"Good thing you had that helmet on," Jake says. Ella is lying on the ground.

She looks at her arm and gasps. Her elbow is bleeding a little.

"Hey, we'd better stop now. You're hurt!" Jake says.

"I can take it," Ella tells him. "I can't learn if I'm afraid to fall, right?"

They keep practicing until it starts to get dark. They both have so much fun, they completely lose track of time.

"Oh no! I missed dinner!" Jake says, finally noticing the time.

"Oh no!" Ella says. "Well, I guess you'd better take your board and go home." She is trying to disguise the hurt in her voice, but she cannot.

"You were better at hiding your pain when you fell on your elbow, Ella."

Ella laughs. "Yeah," she says, looking down at her feet. "I guess I'm kind of sad about it ending."

"Tell you what, Ella. Why don't you keep the board for a week?"

"Really? Do you mean it?"

"Absolutely. I mean it!" Jake says. "I...uh." Jake stutters and gives her a big hug. She hates to admit it, but the hug feels really nice.

"I promise to give it back in good condition!"

"Hey, maybe it's just an excuse to see you again," he says.

The next day, Ella wakes up early and takes the board outside. She practices everything Jake taught her and only falls a few times. The scrape on her elbow is already almost completely healed.

When Saturday comes around again, she wakes up extra early. She wants to have as much time as possible with the board. She's even taught herself a new trick, one she learned herself by watching a video online. It's called an Ollie.

She does it 10 times and falls. She does it 10 more times and almost completes it. After 10 more tries, she is finally successful.

When Jake comes around the corner, she's jumping in the air, the board flying right along with her. She sees Jake smile and start to applaud, and she's down in the grass again. THUD!

"That was amazing!" Jake says.

"Yeah, well, you didn't see me fall about 50 times before I actually did it!" she says.

In the distance, they hear someone calling Jake's name. It's her brother. He comes skating around the corner along with the rest of his friends.

"Jake, we've been looking for you everywhere!" he says. And then he sees his sister lying in the grass.

"I told you!" he says, holding his sides and doubling over. "I told you girls can't skate!"

"I can!" Ella yells. "I'll prove it to you!"

Ella gets up and starts to do the trick, but Jake runs over and stops her.

"You don't owe anybody an explanation," he says.

"Are you crazy?" Ella asks him. Joseph and his friends are walking away now, still laughing and saying she can't skate.

"You and I both know you can do it, and we know how hard you've been working. No matter what you do, they'll find a way to make fun of you."

"I guess you're right," Ella says. She puts the board down and executes a perfect Ollie.

"I saw that," Jake says. "You're capable of a lot of great things."

At that exact moment, Ella loses her balance and goes tumbling to the ground. Jake reaches into the grass to take her hand.

"It's a good thing I'm not afraid to fall," Ella says. "Or I'd never know I had good friends there to help me back up again."

They hug each other for what seems like a very long time.

"Same time next week?" Jake asks.

"I'll see you then," Ella says. She heads home knowing she has a lot more practice ahead of her, but that's okay.

Name: _____ Date: _____

1. Who learns how to skateboard in this story?

- A. Jake
- B. Joseph
- C. Ella
- D. Joseph's and Ella's mom

2. What is a conflict in the story?

- A. Ella wants to skateboard, but her brother won't let her try.
- B. Ella teaches herself a skateboarding trick called an Ollie.
- C. Jake follows Ella and offers to let her use his skateboard.
- D. Jake and Ella have so much fun skateboarding that they lose track of time.

3. Read these sentences from the story.

"At that exact moment, Ella loses her balance and goes tumbling to the ground. Jake reaches into the grass to take her hand.

'It's a good thing I'm not afraid to fall...' Ella says. 'Or I'd never know I had good friends there to help me back up again.'

They hug each other for what seems like a very long time."

What can be concluded from these sentences?

- A. Ella is upset that she has fallen on the ground.
- B. Ella wishes that Jake had not seen her fall.
- C. Ella wishes that Jake would let her get up on her own.
- D. Ella thinks that Jake is a good friend.

4. How does Jake feel about Ella?

- A. Jake does not like Ella very much.
- B. Jake likes Ella a lot.
- C. Jake is afraid of Ella.
- D. Jake is bored by Ella.

5. What is a theme of this story?

- A. Boys are better at skateboarding than girls.
- B. Showing off in front of other people will make them respect you.
- C. Reading a book is more fun than skateboarding.
- D. Making mistakes is a way to learn.

6. Read the following sentences from the story: "The sound of the skateboard up and down the hallway is driving Ella insane. She sits at her desk, trying to read a book. All she hears is: **scraaaape, scraaaape, thud!**"

Why does the author write "**scraaaape, scraaaape, thud!**"?

- A. to prove that skateboarding inside a house is dangerous
- B. to compare reading a book with skateboarding down a hallway
- C. to create the sound of the skateboard in the reader's mind
- D. to explain why Ella wants to try skateboarding

7. Choose the answer that best completes the sentence.

Ella keeps practicing her new trick; _____ she becomes able to do it successfully.

- A. in contrast
- B. at last
- C. earlier
- D. for example

8. What does Jake offer to let Ella do with his skateboard after they practice together?

9. What does Jake say letting Ella keep his board for a week might be an excuse for?

10. Why does Jake offer to show Ella how to use his skateboard? Support your answer with evidence from the story.

Unit 6 Writing Prompt
Historical Fiction
Week 5 and 6

Week 5: Pick a time period and start your Historical Fiction Essay

Choose one historical period and write a story about characters and events taking place during that period in history.

To help come up with an idea, ask yourself what time period you are interested in and what do you like about this time period?

Examples of time periods you could write about:

- When Native Americans lived in what we call the United States
- During the Revolutionary War
- During the Civil War, the North vs. South
- During the 1920-1930's, specifically the Great Depression
- During the 1960's, specifically the Civil Rights Movement

Week 5 - Determine author's purpose. An author's purpose is his or her main reason for writing. What is your purpose for writing? Who will your audience be?

My purpose for writing my story is

The audience of my story will be

Next, plan your sequence of events. Remember when an author writes a story, they use an order of events or sequence to help the reader understand what happens and why. Please use the graphic organizer below to plan out your story, notice that the organizer already has transition words listed for you to use. You may use these transition words or use others that better tell your story.

Timeline Organizer

Name: _____

Date: _____

Use this graphic organizer to show the order of events in the text you read!

FIRST
NEXT
THEN
LAST

Week 6 - Continue brainstorming your topic and write the rough draft. Think about a title.

Remember your essay will follow the sequence of events that you set up but will take place in paragraph form.

ELEMENTS OF Historical Fiction
Historical fiction is a form of realistic fiction.

Characters	Characters are real or realistic. Some characters may be real people from the past. All characters dress, speak, and act like people from that time period.
Setting	Setting is a time and place from the past. The story is set in a specific time period from the past. The place is real or realistic; it looks and feels real.
Plot	The plot is real or realistic. Some or all of the events may have really happened. Made-up events are realistic; the events could have happened.

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Engage Teaching
— Linda Ward Beech

Sheet for Rough Draft

Title:

Introduction:

Paragraph 1 (FIRST with details)

Paragraph 2 (THEN with details)

Paragraph 3 (NEXT with details)

Conclusion (LAST with details, plus wrap things up):

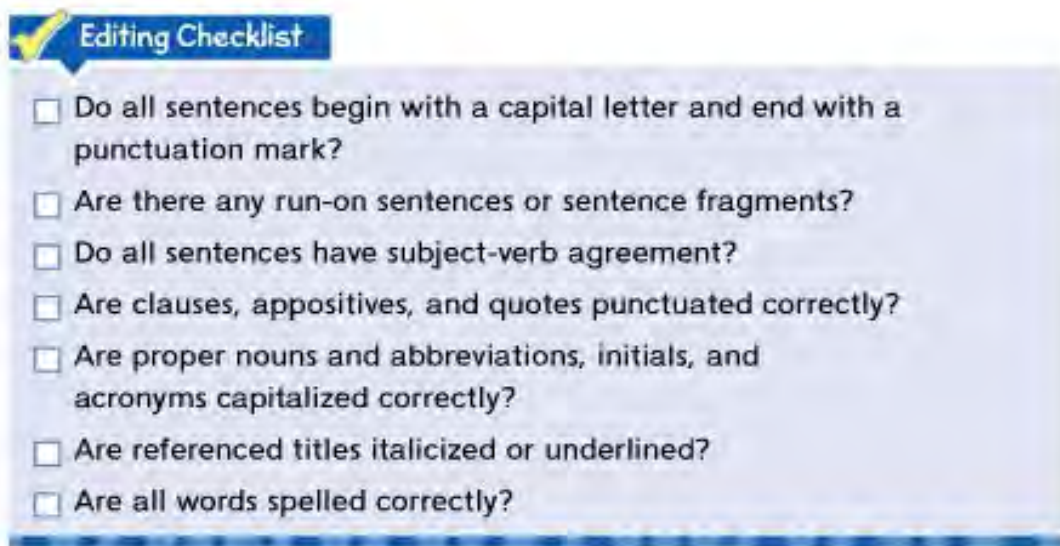
Unit 6 Writing Prompts

Historical Fiction

Week 7 and 8

Week 7 and 8 - 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 Historical Fiction Essay:
 - i. Introduces the topic in a way that captures readers' attention and gives a glimpse of what your story will be about.
 - ii. Provides details about characters, setting, conflict from a specific time period. The details should be realistic.
 - iii. Information is presented in sequence using transition words.
 - iv. Come up with a title
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

Title:

Introduction:

Paragraph 1 (FIRST with details)

Paragraph 2 (THEN with details)

Paragraph 3 (NEXT with details)

Conclusion (LAST with details, plus wrap things up):

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 _____

- An **adverb** can tell *how, when, where, or how often* an action happens. Many adverbs end in *-ly*: *I eat slowly.* (tells *how*)
- Some adverbs tell *how much* or *how intensely*: *I am absolutely certain.* (tells *how intensely*)
- **Conjunctive adverbs**, such as *therefore, meanwhile, however, similarly, and otherwise*, connect and clarify the relationship between two clauses: *I want a new bike; however, I need to save money first.*
- The **relative adverbs** *where, when, and why* can also introduce clauses: *That is the market where I buy fresh vegetables.*

Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. This is the time when I usually eat.
4. I carelessly dropped crumbs on the ground.
5. Tiny sparrows darted around frantically at my feet.
6. I tossed them in a spot where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.



In your writer's notebook, write a short passage about a place you visit often. Include at least one conjunctive adverb and one relative adverb. Edit and proofread your work.

Name _____

- An **adverb** can describe an adjective or another adverb.

The weather today is uncomfortably hot. (describes the adjective *hot*)

The performer arrived very late. (describes the adverb *late*)

Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.

1. The skier looked anxiously down the mountain. _____
2. Incredibly strong winds blew from the north. _____
3. The snow was accumulating quite quickly. _____
4. She could hardly see the bottom of the slope. _____
5. "I'm absolutely positive they'll cancel the race," he said. _____
6. A red light began flashing urgently near the start gate. _____
7. The skier felt somewhat relieved that the event was postponed. _____

Reading/Writing
Connection

Read this paragraph from "Shipped Out." Underline at least two adverbs, and circle the verb that each adverb describes. Then rewrite one sentence so that an adverb modifies another adverb. Underline this new adverb.

I remember how intently my parents read reports about the war, which I rarely understood. They often whispered to one another, and I'd shout out something like, "Speak up! I can't hear you!" They'd frown and leave me alone to talk in private.

Name _____

- **Capitalize** the first word and all proper nouns in a greeting.
- Capitalize only the first word in the closing.
- Capitalize these **abbreviations** commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.

1. To whom it may concern:

2. I am writing on behalf of dr. Morton and mrs. rodriguez.

3. They are both employees of american meganews, inc.

4. Please let my assistant, ms. hart, know when we can all meet.

5. with all best wishes,



In your writer's notebook, write a short letter to a company about their customer service. Perhaps you want to make a suggestion or compliment an employee who helped you. Include at least two abbreviations. Edit and proofread your letter for capitalization and punctuation.

Name _____

- Capitalize the first word and all proper nouns in a greeting. Capitalize only the first word in the closing.
- Capitalize these abbreviations commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.
- When a **conjunctive adverb** appears at the start of a sentence, it is often followed by a comma: *I feel like relaxing at home tonight. However, we can go to the game if you want.* When a conjunctive adverb connects two ideas in one sentence, it is preceded by a semicolon and followed by a comma: *Mom was too busy at work to attend the dinner; moreover, she was not feeling well.*

Proofread the letter. On the lines below, correct mistakes in adverb usage and capitalization.

dear board members of Really-Fun games, inc.:

I have an idea for a game that is incredible exciting. It is called "Build the barrels." The game is normal played with two players; however you can easy add up to six more. My teacher, mr. Cooper, can quick send a recommendation if you need one. I sincere hope that you will take a look at this very exciting new idea.

One of Your Biggest Fans,

Name _____

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

(1) My mother sat quiet at the piano. (2) Suddenly, the orchestra began to play. (3) They performed an incredibly joyful symphony. (4) My mother played an uplifting piece very beautiful. (5) The audience was mesmerized by her performance, accordingly they immediate stood for a standing ovation. (6) I have never been so proud to have such an amazing talented mother. (7) Everybody calls her dr. Brown, but I get to call her "Mom."

1. What change, if any, should be made in sentence 1?
 - A Change *quiet* to **quietest**
 - B Change *quiet* to **quietly**
 - C Change *quiet* to **more quiet**
 - D Make no change
2. What change, if any, should be made in sentence 2?
 - F Change *Suddenly* to **Sudden**
 - G Change *Suddenly* to **Most suddenly**
 - H Change *Suddenly* to **More suddenly**
 - J Make no change
3. Which word does the adverb modify in sentence 3?
 - A performed
 - B incredibly
 - C joyful
 - D symphony
4. How does sentence 4 need to be changed?
 - F Change *uplifting* to **most uplifting**
 - G Change *uplifting* to **more uplifting**
 - H Change *beautiful* to **more beautiful**
 - J Change *beautiful* to **beautifully**
5. What is the correct way to write sentence 5?
 - A The audience was mesmerized, accordingly; they immediate stood for a standing ovation.
 - B The audience was mesmerized; accordingly they immediately stood for a standing ovation.
 - C The audience was mesmerized; accordingly, they immediately stood for a standing ovation.
 - D The audience was mesmerized, according they immediately stood for a standing ovation.
6. What change, if any, should be made in sentence 6?
 - F Change *proud* to **prouder**
 - G Change *amazing* to **amazingly**
 - H Change *talented* to **most talented**
 - J Make no change
7. How does sentence 7 need to be changed?
 - A Capitalize *dr.*
 - B Delete the period after *dr.*
 - C Lowercase *Brown*
 - D Delete the comma after *Brown*

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. astronaut |
| 2. _____ | 2. telephone |
| 3. _____ | 3. automobile |
| 4. _____ | 4. telescope |
| 5. _____ | 5. mechanical |
| 6. _____ | 6. myth |
| 7. _____ | 7. television |
| 8. _____ | 8. phonics |
| 9. _____ | 9. astronomer |
| 10. _____ | 10. photograph |
| 11. _____ | 11. photography |
| 12. _____ | 12. mythical |
| 13. _____ | 13. homophone |
| 14. _____ | 14. mechanic |
| 15. _____ | 15. telegram |
| 16. _____ | 16. telephoto |
| 17. _____ | 17. autograph |
| 18. _____ | 18. automatic |
| 19. _____ | 19. disaster |
| 20. _____ | 20. telegraph |
| Review Words 21. _____ | 21. correction |
| 22. _____ | 22. discussion |
| 23. _____ | 23. decoration |
| Challenge Words 24. _____ | 24. videophone |
| 25. _____ | 25. photogenic |

Name _____

Many English words are of Greek origin. Recognizing Greek roots can help you remember a word's spelling and meaning.

Some common Greek roots include **astro** (star), **auto** (self), **bio** (life) **graph** (write), **geo** (earth), **hydro** (water), **mech** (machine), **myth** (beliefs), **phon** (sound), and **photo** (light).

Read each root aloud.

SPELLING TIP

Many Greek roots include the spelling pattern **ph**, which stands for /f/: *telephone*, *photograph*, *homophone*, *telephoto*. Can you think of any other words with this spelling pattern?

Write the spelling words that contain the matching Greek root. You will write some words more than once. Then read the words aloud.

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

astr/aster

1. _____

2. _____

3. _____

tele

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

graph

10. _____

11. _____

12. _____

13. _____

photo

14. _____

15. _____

16. _____

auto

17. _____

18. _____

19. _____

phon

20. _____

21. _____

22. _____

mech

23. _____

24. _____

myth

25. _____

26. _____

Name _____

Many English words are of Greek origin. Recognizing Greek roots can help you remember a word's spelling and meaning.

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Write the spelling words that contain the matching Greek root. You will write some words more than once. Then read the words aloud.

astronaut	myth	photograph	telegram	videophone
telephone	television	telescope	telephoto	auto
photography	phonics	mythical	autograph	graph
mechanical	automatic	mechanic	disaster	homophone

astr/aster

1. _____

2. _____

tele

3. _____

4. _____

5. _____

6. _____

7. _____

graph

8. _____

9. _____

10. _____

11. _____

photo

12. _____

13. _____

14. _____

auto

15. _____

16. _____

17. _____

phon

18. _____

19. _____

20. _____

21. _____

mech

23. _____

24. _____

myth

25. _____

26. _____

Name _____

A. Write the spelling words that contain the matching Greek root. You will write some words more than once. Then read the words aloud.

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photosynthesis	mechanic	astronomer
automobile	television	telescope	telegram	mechanized
photography	phonics	mythical	telephoto	homophone

astr

1. _____

2. _____

tele

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

graph

9. _____

10. _____

11. _____

photo

12. _____

13. _____

14. _____

auto

15. _____

16. _____

17. _____

phon

18. _____

19. _____

20. _____

mech

21. _____

22. _____

23. _____

myth

24. _____

25. _____

syn

26. _____

B. Read each sentence. Replace the underlined words with a spelling word and rewrite the sentence.

1. I understand the science of sounds, so I can read almost any word.

2. People who are able to fix machines will always be able to find a job.

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Write the spelling word that has the same Greek root as each pair below.

1. disastrous, disastrously _____
2. televise, televising _____
3. telescoped, telescopic _____
4. automaker, automotive _____
5. telephoned, telephonically _____
6. phonetics, phonically _____

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

7. In the _____, a father and son wore wings so they could fly.
8. The actor scribbled his _____ on a piece of paper.
9. A _____ checked the brakes on our car.
10. Can you name the first _____ to set foot on the moon?
11. Coded messages can be sent through wires by a _____.
12. The word *sweet* is a _____ for the word *suite*.
13. The book shows a _____ of President Lincoln.
14. The _____ watched the sky from an observatory.
15. The old engine has many _____ parts.
16. I want to take a class in _____ so I can take better pictures.
17. A griffin is a _____ beast that is part eagle and part lion.
18. This _____ lens helps me take pictures from far away.
19. Dad's _____ watch does not need winding.
20. A _____ was once the best way to send important news.

Name _____

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

Years ago, Mr. and Mrs. Carter made a trip out west in their automobile. They took many pictures of their trip, and one photograph showed Mrs. Carter standing at the Grand Canyon at dusk with a small telescope. When Kevin saw the picture, he asked Mr. Carter about it.

1. _____ 2. _____ 3. _____

"We wanted to view the full moon," Mr. Carter said. "The Grand Canyon seemed like the perfect spot. It turned out to be a disaster. We couldn't get the equipment set up, and then we had mechanical trouble with the car. We finally made it back to our cabin and watched television for the rest of the night!"

4. _____ 5. _____ 6. _____

Writing Connection

Write a passage for a story about a mishap on another trip. The story can be set in the past or the present. Use at least four spelling words in your writing.

[illegible]

Name _____

Remember

Many English words come from the Greek language. Recognizing Greek roots can help you remember a word's spelling and meaning. For example, if you know the roots **astro** (star) and **naut** (ship), you should be able to determine the spelling and meaning of words like *astronaut*, *astronomer*, and *nautical*.

Read the spelling words aloud. Which words share the same Greek roots?

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.

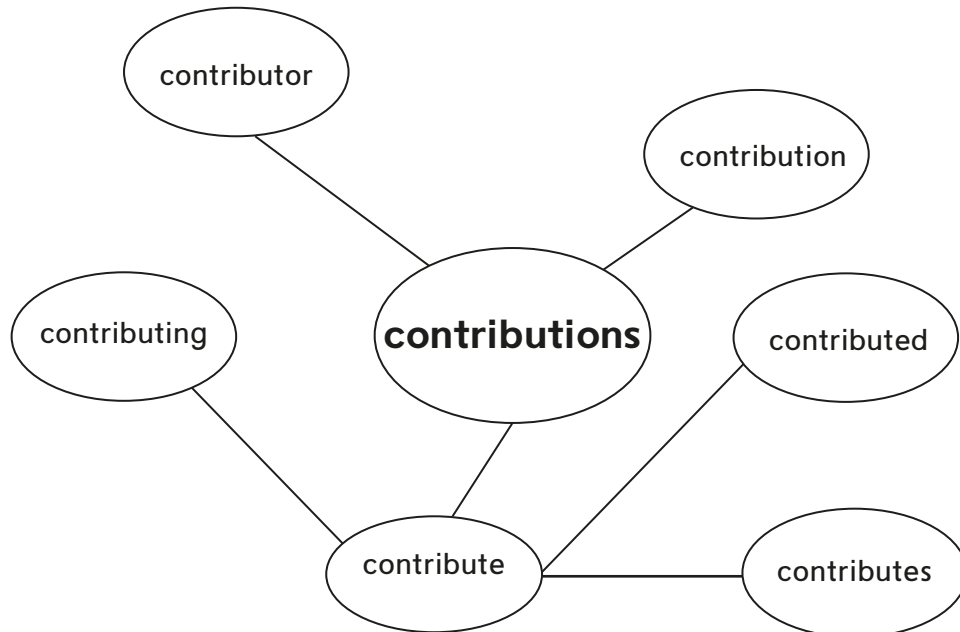
- | | | | |
|--------------------|-------|----------------------|-------|
| 1. tele _ _ _ oto | _____ | 9. tele _ _ _ aph | _____ |
| 2. my _ _ _ ical | _____ | 10. pho _ _ _ graphy | _____ |
| 3. au _ _ _ mobile | _____ | 11. tele _ _ _ one | _____ |
| 4. te _ _ _ vision | _____ | 12. _ _ _ tomatic | _____ |
| 5. autogra _ _ _ | _____ | 13. homoph _ _ _ e | _____ |
| 6. _ _ _ otograph | _____ | 14. _ _ _ lescope | _____ |
| 7. as _ _ _ onomer | _____ | 15. _ _ _ tronaut | _____ |
| 8. _ _ _ chanical | _____ | | |

B. Write these spelling words on the lines in reverse alphabetical order:
phonics, myth, telegram, disaster, mechanic

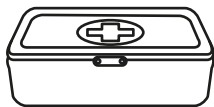
- | | | |
|-----------|-----------|-----------|
| 16. _____ | 18. _____ | 20. _____ |
| 17. _____ | 19. _____ | |

Name _____

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

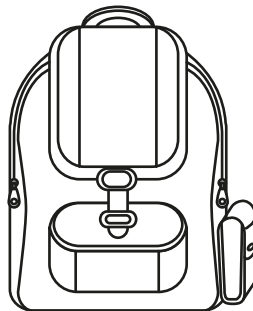


Add survival kit items to the backpack to write as many related words as you can. Use a dictionary to help you.









survival



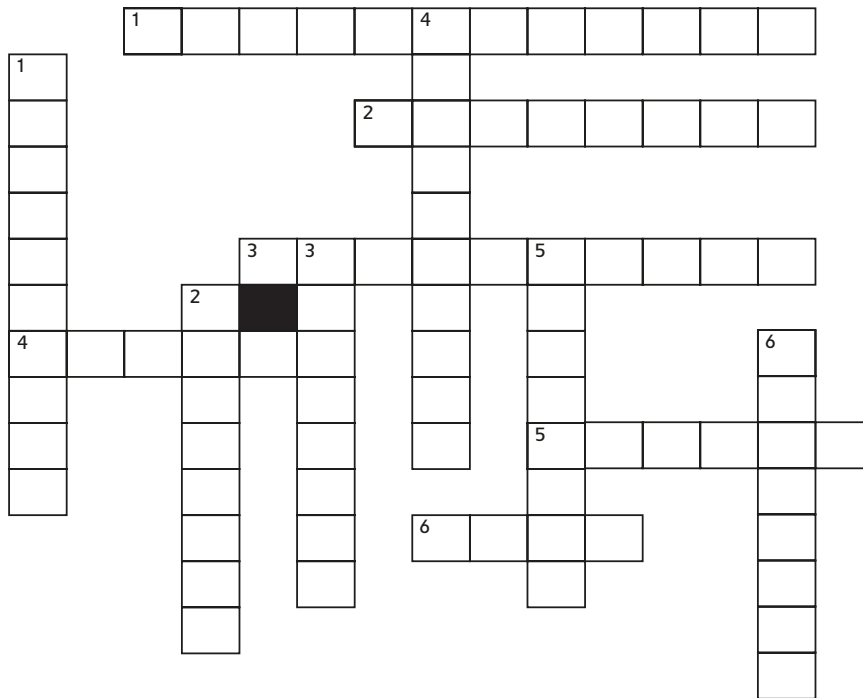




Name _____

Use the words in the box and the clues below to help you solve the crossword puzzle. If you get stuck, use a dictionary to help you.

widespread declined agricultural thrive unexpected identify
supportive nominate assume rely probable disorder

**Across**

1. having to do with farms or farming
2. grew weaker or smaller
3. happening over a large area or affecting many people
4. to become successful and strong
5. to suppose it is so
6. to depend on someone or something

Down

1. providing approval, aid, or encouragement
2. sickness or ailment
3. to tell exactly what something is
4. not planned for or predicted
5. likely to happen or be true
6. to propose that a person be chosen

A

Correct _____

Divide.

1	$30 \div 10 =$	23	$480 \div 4 =$
2	$430 \div 10 =$	24	$480 \div 40 =$
3	$4,300 \div 10 =$	25	$6,300 \div 3 =$
4	$4,300 \div 100 =$	26	$6,300 \div 30 =$
5	$43,000 \div 100 =$	27	$6,300 \div 300 =$
6	$50 \div 10 =$	28	$8,400 \div 2 =$
7	$850 \div 10 =$	29	$8,400 \div 20 =$
8	$8,500 \div 10 =$	30	$8,400 \div 200 =$
9	$8,500 \div 100 =$	31	$96,000 \div 3 =$
10	$85,000 \div 100 =$	32	$96,000 \div 300 =$
11	$600 \div 10 =$	33	$96,000 \div 30 =$
12	$60 \div 3 =$	34	$900 \div 30 =$
13	$600 \div 30 =$	35	$1,200 \div 30 =$
14	$4,000 \div 100 =$	36	$1,290 \div 30 =$
15	$40 \div 2 =$	37	$1,800 \div 300 =$
16	$4,000 \div 200 =$	38	$8,000 \div 200 =$
17	$240 \div 10 =$	39	$12,000 \div 200 =$
18	$24 \div 2 =$	40	$12,800 \div 200 =$
19	$240 \div 20 =$	41	$2,240 \div 70 =$
20	$3,600 \div 100 =$	42	$18,400 \div 800 =$
21	$36 \div 3 =$	43	$21,600 \div 90 =$
22	$3,600 \div 300 =$	44	$25,200 \div 600 =$

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B

Improvement _____ # Correct _____

Divide.

1	$20 \div 10 =$	23	$840 \div 4 =$
2	$420 \div 10 =$	24	$840 \div 40 =$
3	$4,200 \div 10 =$	25	$3,600 \div 3 =$
4	$4,200 \div 100 =$	26	$3,600 \div 30 =$
5	$42,000 \div 100 =$	27	$3,600 \div 300 =$
6	$40 \div 10 =$	28	$4,800 \div 2 =$
7	$840 \div 10 =$	29	$4,800 \div 20 =$
8	$8,400 \div 10 =$	30	$4,800 \div 200 =$
9	$8,400 \div 100 =$	31	$69,000 \div 3 =$
10	$84,000 \div 100 =$	32	$69,000 \div 300 =$
11	$900 \div 10 =$	33	$69,000 \div 30 =$
12	$90 \div 3 =$	34	$800 \div 40 =$
13	$900 \div 30 =$	35	$1,200 \div 40 =$
14	$6,000 \div 100 =$	36	$1,280 \div 40 =$
15	$60 \div 2 =$	37	$1,600 \div 400 =$
16	$6,000 \div 200 =$	38	$8,000 \div 200 =$
17	$240 \div 10 =$	39	$14,000 \div 200 =$
18	$24 \div 2 =$	40	$14,600 \div 200 =$
19	$240 \div 20 =$	41	$2,560 \div 80 =$
20	$6,300 \div 100 =$	42	$16,100 \div 700 =$
21	$63 \div 3 =$	43	$14,400 \div 60 =$
22	$6,300 \div 300 =$	44	$37,800 \div 900 =$

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A

Correct _____

Divide.

1	$6 \div 10 =$.	23	$25 \div 50 =$.
2	$6 \div 20 =$.	24	$2.5 \div 50 =$.
3	$6 \div 60 =$.	25	$4.5 \div 50 =$.
4	$8 \div 10 =$.	26	$4.5 \div 90 =$.
5	$8 \div 40 =$.	27	$0.45 \div 90 =$.
6	$8 \div 20 =$	.	28	$0.45 \div 50 =$	.
7	$4 \div 10 =$	.	29	$0.24 \div 60 =$	.
8	$4 \div 20 =$	.	30	$0.63 \div 90 =$	.
9	$4 \div 40 =$	.	31	$0.48 \div 80 =$	.
10	$9 \div 3 =$	.	32	$0.49 \div 70 =$	.
11	$9 \div 30 =$	.	33	$6 \div 30 =$	.
12	$12 \div 3 =$	.	34	$14 \div 70 =$	.
13	$12 \div 30 =$	.	35	$72 \div 90 =$	.
14	$12 \div 40 =$	.	36	$6.4 \div 80 =$	.
15	$12 \div 60 =$	.	37	$0.48 \div 40 =$	.
16	$12 \div 20 =$	.	38	$0.36 \div 30 =$	.
17	$15 \div 3 =$	.	39	$0.55 \div 50 =$	.
18	$15 \div 30 =$.	40	$1.36 \div 40 =$.
19	$15 \div 50 =$.	41	$2.04 \div 60 =$.
20	$18 \div 30 =$.	42	$4.48 \div 70 =$.
21	$24 \div 30 =$.	43	$6.16 \div 80 =$.
22	$16 \div 40 =$.	44	$5.22 \div 90 =$.

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Problem 1

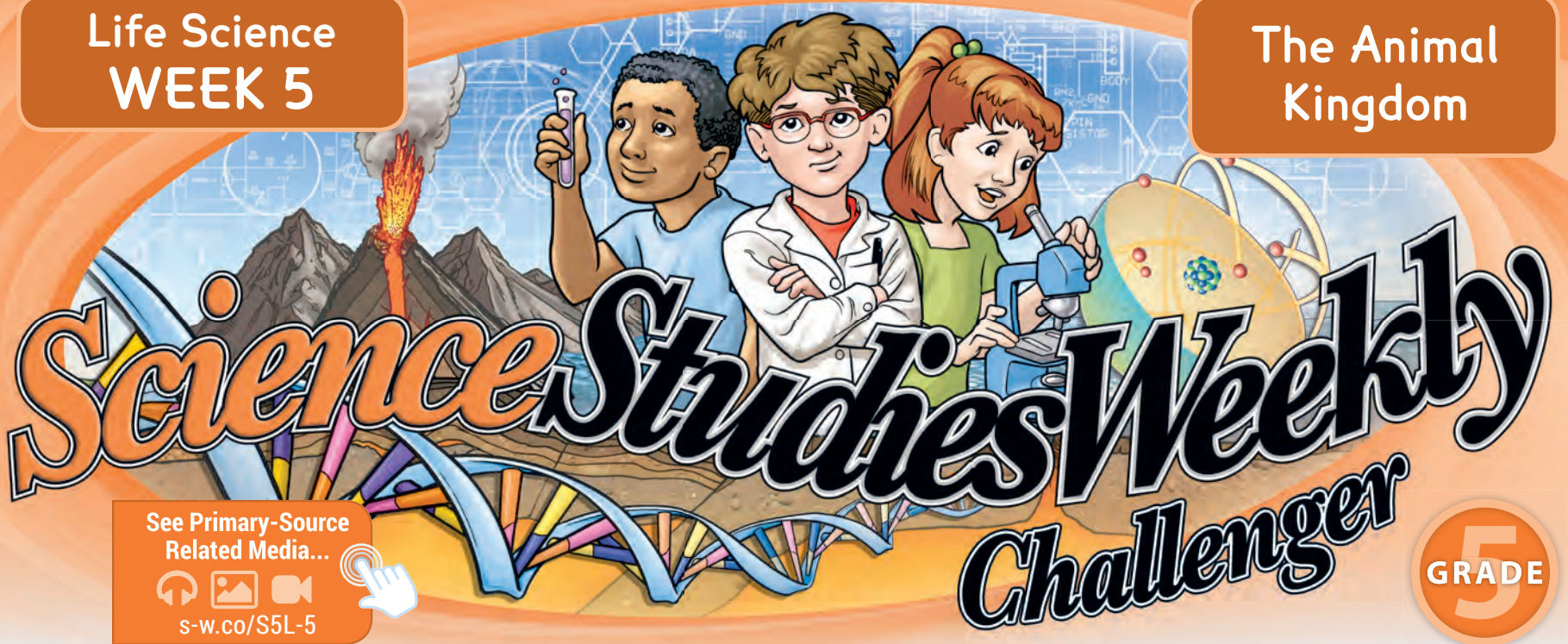
The length of a school bus is 12.6 meters. If 9 school buses park end to end with 2 meters between each one, what's the total length from the front of the first bus to the end of the last bus?

Problem 2

The fifth-grade craft club is making aprons to sell. Each apron takes 1.25 yards of fabric that costs \$3 per yard and 4.5 yards of trim that costs \$2 per yard. What does it cost the club to make one apron? If the club wants to make \$1.75 profit for each apron, how much should they charge per apron?

Problem 3

Mr. Mohr wants to build a rectangular patio using concrete tiles that are 12 inches square. The patio will measure 13.5 feet by 43 feet. What is the area of the patio? How many concrete tiles will he need to complete the patio?



See Primary-Source
Related Media...



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Families of Animals

Families often share certain traits that sometimes stand out like a sore thumb. You know, in the animal world, there are groups kind of like families, too. You can even sort of tell which animals belong to which groups just by looking at them. For example, just looking at a lion, you know he's going to feel mighty out of place at the parrot family reunion. The sea urchin and the giraffe might not have much in common to talk about

around the ol' punch bowl or lime-jello mold, even if either one of them could reach it. The point is, animals that share certain traits are grouped together to help scientists study and understand them. And if you know what to look for, it's often easy to tell what groups certain animals belong to. For example, what's that animal over there that lives

sometimes in water, sometimes on land, and sort of breathes through its skin? I don't know, but I bet it's an amphibian. What about that hairy, warm-blooded critter over there? Whatever it is, it's a sure bet that it's a mammal. Wanna get a good look at how animal groups are divided up? Turn the page!



Biography Sir Ian Wilmut and Dolly the Sheep

Scientists do some amazing things these days. But can you imagine having a brother or sister who is exactly the same as you — no, not a twin, but exactly the same? Right down to the very last cell? Sounds a little bit like a plot from a science fiction show or movie, doesn't it? But Sir Ian Wilmut, an English scientist, thinks it's entirely possible. Dr. Wilmut uses a procedure called cloning. Cloning is taking the cells from one living organism and using them to create an absolutely identical one.

Sir Ian Wilmut was born in 1944 and raised in an English town called Coventry. As a child, Wilmut enjoyed life outdoors, a pleasure that led to his future university

studies in the field of agriculture, or farming. Eventually Wilmut focused his work on genetic engineering, and he graduated from Cambridge University in 1971 with a doctorate degree in embryology—the study of the early stages of life.

Twenty-five years after Dr. Wilmut graduated, his research and hard work paid off. He used the cells from one sheep and cloned a lamb named Dolly. Dolly didn't have a mother or father, although some people thought of the sheep that donated cells as a kind of mother. Dolly lived only seven years and died of lung disease in 2003. Scientists have since cloned other animals, but what do you think about cloning humans?





The Wide World of Animals

Mammals

There are many kinds of mammals. Elephants, giraffes and buffalo are big mammals. Mice, bats and kitty cats are small mammals. The largest mammal is the blue whale, which can grow to be more than 80 feet long. The smallest is a bat the size of a bumblebee. Mammals are warm blooded and have hair and backbones. They generate



heat within their bodies. Though some mammals (like the duck-billed platypus) lay eggs, it's not very common. Most mammals are not hatched from eggs, but are born live. And talk about brains—the brains of mammals are the biggest and most advanced of the animal kingdom. And what mammals have the most advanced brains? The mammals you go to school with! That's right—humans are mammals, too!

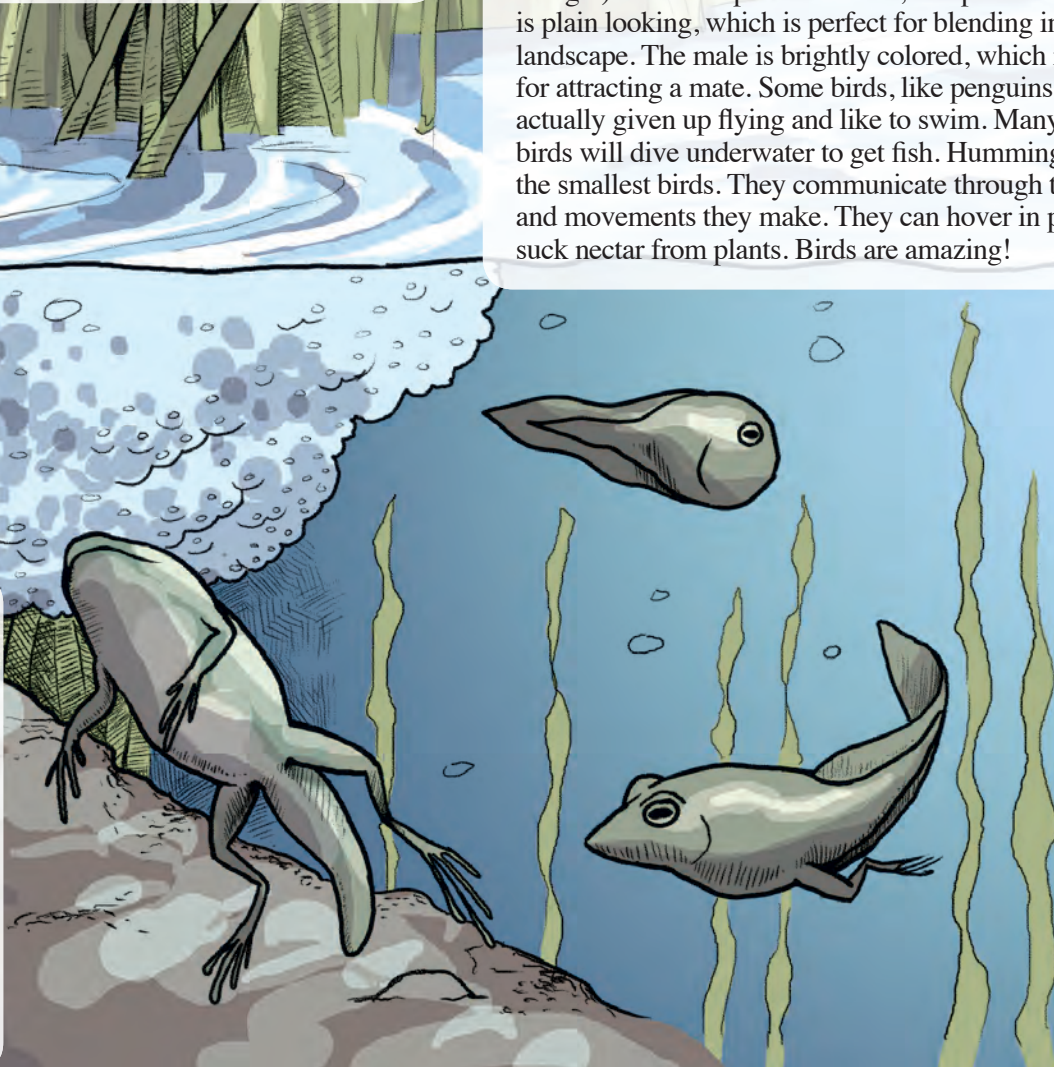
Birds

Birds are not mammals, but they are warm blooded. There are almost 10,000 types of birds in the world. Most fly using wings. Feathers are light, hollow and specially shaped, making it easier for birds to fly. In fact, airplanes fly because of what we learned by studying the shape of bird wings. Some birds, like owls, have special, silent feathers and can see in the dark, two very helpful adaptations for hunting prey at night. Many owls are nocturnal (awake and out and about at night). In some species of birds, like peafowl, the female is plain looking, which is perfect for blending in with the landscape. The male is brightly colored, which is perfect for attracting a mate. Some birds, like penguins, have actually given up flying and like to swim. Many water birds will dive underwater to get fish. Hummingbirds are the smallest birds. They communicate through the sounds and movements they make. They can hover in place and suck nectar from plants. Birds are amazing!



Amphibians

Amphibians are cold-blooded animals with backbones (vertebrates). The cool thing about amphibians is that they can live on both land and in water. They breathe with lungs, but they also breathe right through their skin. There are three groups: one group that includes frogs and toads, another that includes salamanders and newts, and a group of creatures with no legs called the caecilians. Many amphibians lay eggs in water, like frogs. Frog hatchlings grow first into tadpoles (tadpoles look a lot like fish), and then they grow legs for hopping and head for land.



Technology & Science

Animal Cures

Animals often excrete (give off or eliminate) chemicals from their bodies. They might do it for defense, to attract other animals, or even to attack other creatures. Amazingly, scientists have discovered that some of those chemicals are useful in curing human diseases. Here are some examples: Animals like leeches have chemicals that thin blood, which could be useful to keep people free of blood clots. The deadly venom (poison) from the saw-scaled viper may also turn out to be part of a useful blood thinner for humans. Dart frogs from rain forests produce a bunch of powerful chemicals called alkaloids. That may mean there could be disease-fighting frogs as well. The venoms of snakes, snails and sponges are also being studied. Someday they may be used to fight cancer. Who would have thought that poisonous animals would produce chemicals that could be helpful as well as harmful?



'The One and Only Ivan' by Katherine Applegate

Many fictional characters are based on real-life events, but few will capture your heart like "The One and Only Ivan." In fact, it's hard to choose which has more drama. In the novel, a gorilla named Ivan lives in a small, glass-sided cage in a circus-themed shopping mall. The book was based on a real lowland gorilla, also named Ivan, that lived in a small cage in (believe it or not) a shopping mall for 27 years.

Ivan, who narrates the novel, is a silverback gorilla, an adult male with a patch of silver hair on his back showing that he is the family leader and protector. But Ivan, captured as a baby, has no family. He has friends, Stella the elephant and Bob, a stray dog. Ivan loves to draw pictures with crayons he was given, but mostly

his life is sad and lonely. His caretaker sometimes turns on the TV, but Ivan never goes outdoors.

When a baby elephant named Ruby arrives at the zoo, Ivan sees his surroundings in a new light. He suddenly has someone who needs protecting, and his life changes in surprising ways.

The original gorilla named Ivan was captured in Africa in 1962 and spent nearly three decades in a Tacoma, Washington, shopping mall zoo. When his story reached the public through magazine articles and concerned citizens, he was relocated to Zoo Atlanta in 1994. He lived happily with other gorillas in a comfortable, outdoor natural habitat until his death in August 2012. You can read about him at <http://www.zooatlanta.org/ivan>.

Invertebrates

Invertebrates are animals with no backbones. There are more than 1 million species of invertebrates. They are the most common animals on the Earth. Some—like crabs, spiders and starfish—have hard bodies. Others are soft, like worms, jellyfish, sponges and sea anemones. Insects are invertebrates, too. Insects (and some other invertebrates like crabs and lobsters) have hard skeletons outside their bodies. This is called an exoskeleton. Insect bodies are easy to spot. Each one has three parts: a head, a thorax and an abdomen. Insects have six legs, and many have wings. Beetles are the largest group of insects. Bugs are insects that pierce things to get food. Many insects such as bees and ants live in societies as complex as human cities. In these cities, each insect has a specific job to do.



Reptiles

Reptiles have scales and a backbone, and they are cold blooded. Unlike mammals, the only way they can keep warm is to get out in the sun. There are three main groups of reptiles: one that includes crocodiles and alligators, another that includes lizards and snakes, and a third that includes turtles and tortoises. But does that make telling reptiles apart any easier? Hardly! There are about 6,000 species of reptiles, and while they all have some things in common (for example, reptiles hatch from soft eggs), there’s also lots of variety. Some are huge, like big crocs. Some reptiles, like certain lizards, are so tiny that you hardly know they’re there. Some reptiles shed their skins occasionally, like snakes. Others have hard shells to protect them, like turtles.



Fish

Fish have backbones and breathe under water using gills. Gills are great! Here’s kind of how they work: Water contains oxygen, and fish suck water into their mouths. As the water passes the gills, the gills catch the oxygen and let the rest of the water go by. Then the fish’s body can use the oxygen. Some fish, like sharks, have strong jaws and can eat big water animals. But some fish—like the suckerfish lamprey, bony fish, trout and salmon—would rather snack on small stuff, like insects. Some fish have regular old bones, but sharks and rays have skeletons made of a soft, flexible material called cartilage. You’ve got cartilage, too. (It’s what makes the end of your nose flexible.) Fish may have fins anywhere on their bodies. Sharks have great big fins on their backs called dorsal fins, which often warn people when they’re near. Many coral-reef tropical fish have beautiful colors and designs.

In the Lab

Classifying Vertebrates

In this week’s lesson, we talked about how animals are classified into different categories such as mammals or birds. In this lab, you’re going to test your classifying abilities by trying to put the pictures below into their correct classifications. Write a hypothesis about what characteristics you would use to classify the vertebrates.

Activity

Below are five vertebrates. Use the clues in each picture to help you classify each animal into one of these five categories: mammal, reptile, bird, amphibian, fish. Write out why you classified the animal in the category you did. What characteristics did it have that let you know what type of vertebrate it was? All right, let’s get started.



Classification



What is bioluminescence?

This Week's Question

Imagine having a light bulb built into your body to see at night. The deepwater black dragon fish has a pair of “night-vision goggles” or red lights under its eyes that help it see. The female has another sort of light that hangs off of her chin to attract prey. Now, when other fish see the female’s light floating around, they think it is food. But they are blind to the red-light night goggles of the dragon fish, so the dragon fish sees them, but they don’t see the ferocious jaws until it is too late. Pretty amazing, huh? How could living things have their own built-in lights? Well, most living things store energy in their cells. Some organisms convert some of that energy to light. Fireflies, or lightning bugs, flash light at night for attracting mates. A type of mushroom called mycena lux-coeli glows a soft green color. Some jellyfish glow beautiful colors. Some fish have blue lights that attract other fish. Many algae glow a blue color. The light created by a chemical reaction in animals is called bioluminescence. And they don’t have to use up batteries!



Jane Goodall (born 1934)

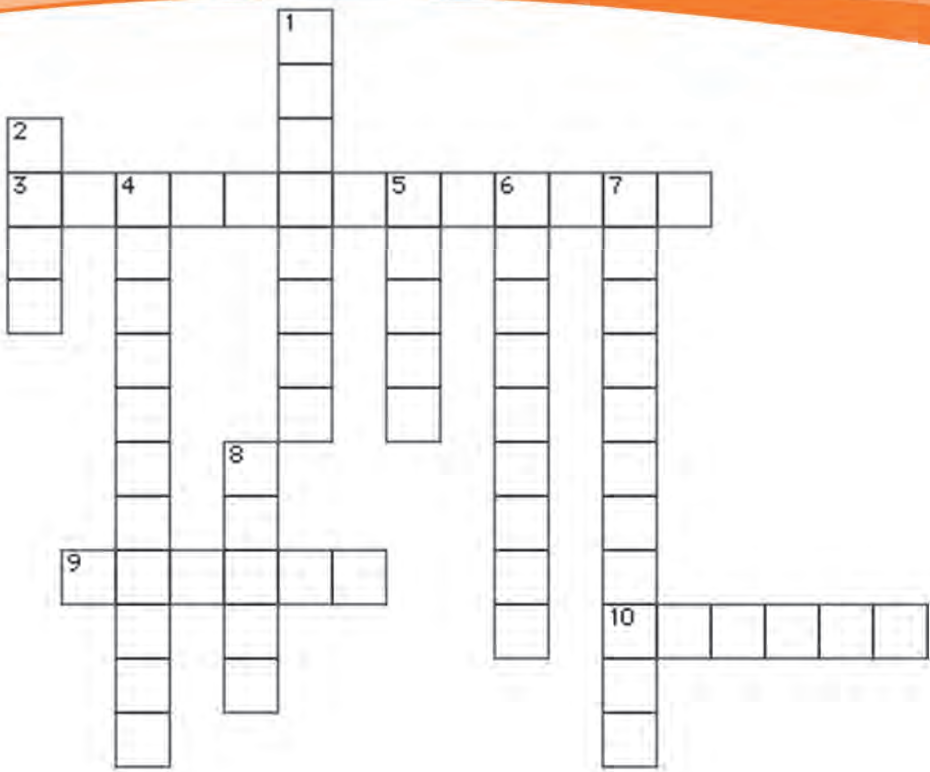
Spotlight

Like many boys and girls, young Jane Goodall loved animals. She loved to study them and read about them, and she grew up to be one of the most famous animal lovers and scientists in modern history. When she was 18 years old, Jane went to Africa where she worked for an anthropologist. Her time in the field brought her close to wild chimps, and it inspired a life’s work. After returning to England, Goodall graduated from Cambridge University with her Ph.D. in ethology, which is the study of animals in the wild. She decided that she wanted to study chimpanzees in the Gombe National Preserve, and Dr. Goodall began by simply watching. A very patient scientist, she was fascinated by the community of chimps and spent many years with them.



Observation is an important part of scientific investigations, and it took sitting in the jungles of Africa, watching chimpanzees all day long, for Jane to make great scientific observations. Dr. Goodall has proved to be an amazing scientist. Her observations of how chimpanzees live in a society, have order in their families, raise and care for their young, fight wars and use simple tools to get food have greatly contributed to science. But Jane Goodall is not just scientist. She is also an animal welfare expert and international voice for conservation and wildlife. To learn more about Dr. Goodall’s work for conservation, check out her youth website: <http://rootsandshoots.org/>.

Name _____



ACROSS

- 3. animals with no backbone
- 9. warm-blooded, hairy, backboned animal
- 10. one of the three insect body parts

DOWN

- 1. born from soft eggs, cold-blooded; some have scales or shells
- 2. lives only in water, has gills
- 4. animals with backbones
- 5. many have feathers and fly, born from eggs
- 6. cold-blooded animal, feels at home in the water and on land
- 7. hard covering of the body of an insect
- 8. animal with the most advanced brain

Location, Location, Location!

Mini-Lab

See if you can locate where each of the following endangered animals lives. Draw a line from the animal to the country or continent where it lives.



Asian Elephant



Bald Eagle



Kangaroo



Gorilla



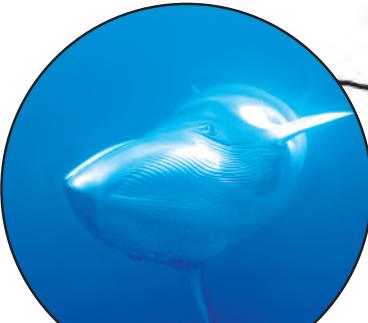
Giant Armadillo



Impala



Pelican



Blue Whale



Gray Wolf



Giant Panda



Orangutan

This activity is just for fun and to help you learn about where animals live. The answers are not found in this week's paper, so you will have to do some research in your library or on the Internet. What you learn might be fascinating!

WEEK 18

Plans for
the New
Government



DISCOVER MORE!

Q www.studiesweekly.com/online



Primary Source & Bonus Media

City Mouse, Country Mouse

Click! ... “I wonder what happened. I thought I set the camera for 1787, but it says 1790.”

“Guess we took a wrong turn in the time travel tunnel.”

“Oh well, Jackson. It’s pretty cool to be sitting in the first president’s Cabinet, isn’t it?”

“We’re in a cabinet, Alana? This looks like a whole room to me!”

“Ha! Ha! Of course, you know the Cabinet is what we call the president’s advisors. This is where Washington’s advisors meet.”

“Look, there’s Henry Knox, the Secretary of War. And Thomas Jefferson is Secretary of State.”

“Why do they call them secretaries, Jackson? These aren’t the kind of secretaries who take notes and answer phones. That’s for sure.”

“Right, Alana. A Cabinet secretary is someone who’s in charge of a whole department for our country. Each one has an important job to do. That’s Alexander Hamilton, Secretary of the Treasury, and there’s Edmund Randolph, the first U.S. Attorney General.”

“I’m sure they talk about a lot of important things at their meetings.”

“Yeah, they talk about the United States, the Constitution, rules, policies ... Hey, listen. Sounds like an argument. Alexander Hamilton is saying that ordinary people shouldn’t get too much power. He wants businesses and industries to build our nation’s economy.”

“That’s because Hamilton is a Federalist, Jackson. He thinks the central government should have more power than the people. He

believes only a few people should be in charge of everything. Federalists believe that states’ rights aren’t nearly as important as national power.”

“Exactly. Federalists were one of the first political parties. Today the two main parties are Democrat and Republican, but there are other parties, too.”

“Listen, Jackson. Thomas Jefferson is disagreeing with Hamilton.”

“That’s Jefferson, alright. He didn’t want the central government to be too strong. He wanted power for the people. He was a farmer at heart and wanted landowners to keep control of the economy. He believed it took many people to run a country. Jefferson was an Anti-Federalist, but his party was called the Democratic-Republicans.”

“Which side do you think is right, Jackson?”

“It’s not so much about one side being right and the other being wrong, Alana. Both men had good points.”

“Okay then, which one did George Washington

listen to? Tell me that.”

“See for yourself. One reason Washington was such a good leader was that he listened to all his advisors. America was built on the best ideas from all sides. Think about it. We need farmers and industries. We need leaders and everyday citizens. This is what makes our country great. It doesn’t matter if you’re a country mouse or a city mouse, because we’re all in it together. Speaking of mice, cheese sounds pretty good right now.”

“Very funny, Jackson!” ... Click!



Connections

Constitutional Changes and Challenges

Did you know that when the Founding Fathers wrote the Constitution with plans for how many representatives would be allowed for each state, slaves weren’t counted as whole people? What? It’s true. The Three-fifths Compromise said that slaves counted as only three-fifths of a person. For example, if 500 slaves were living on a southern plantation, only 300 of them would count

to determine how many representatives that state got.

Other surprising laws we once had were the Alien and Sedition Acts of 1798. These acts made it hard for immigrants to become citizens and easier to put them in jail for being troublemakers. That was the alien part. The sedition (rebellion) part involved speaking out against the government. That

was made a crime. While some states tried to uphold these laws, others believed they were unconstitutional. The acts were later cancelled.

What do you think? Should states be required to enforce laws they consider unconstitutional? What are some challenges to our Constitution that you see in the news today?



Plans for the New Government

The wrong turn Jackson and Alana took in the time travel tunnel gave us a chance to see the results of some of the hard work the Founding Fathers did to set up the government of our country—a new president and four advisors with strong opinions. Let's take a look at that hard work.

How Soon We Forget

Not long ago you learned that Congress didn't need more events like Shays' Rebellion to persuade them that the Articles of Confederation weren't strong enough. You read about states issuing their own money, starting their own militias and making their own rules about trade. What a mess! The Articles of Confederation were not working. What about that long list of complaints in the Declaration of Independence? Didn't anybody remember that?

- It included:
- The king taxed the colonies and disrupted their ability to trade freely.
 - The king kept armies in the colonies even when there wasn't a war.
 - The king made rules without the people's consent.

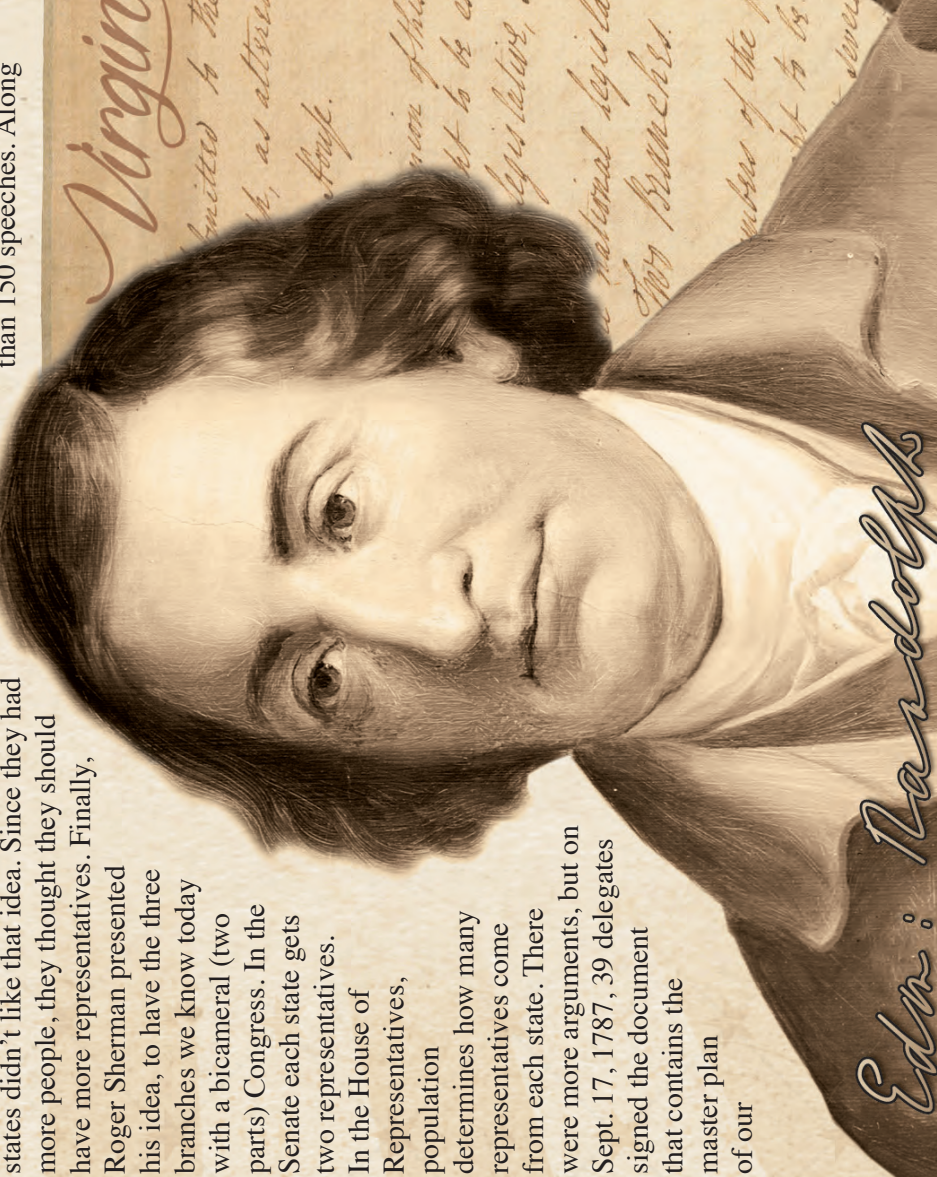
Some of the things on the list sounded a lot like what was going on in the new states. The leaders decided they had to take action quickly.

Plan, Plan, Everywhere a Plan

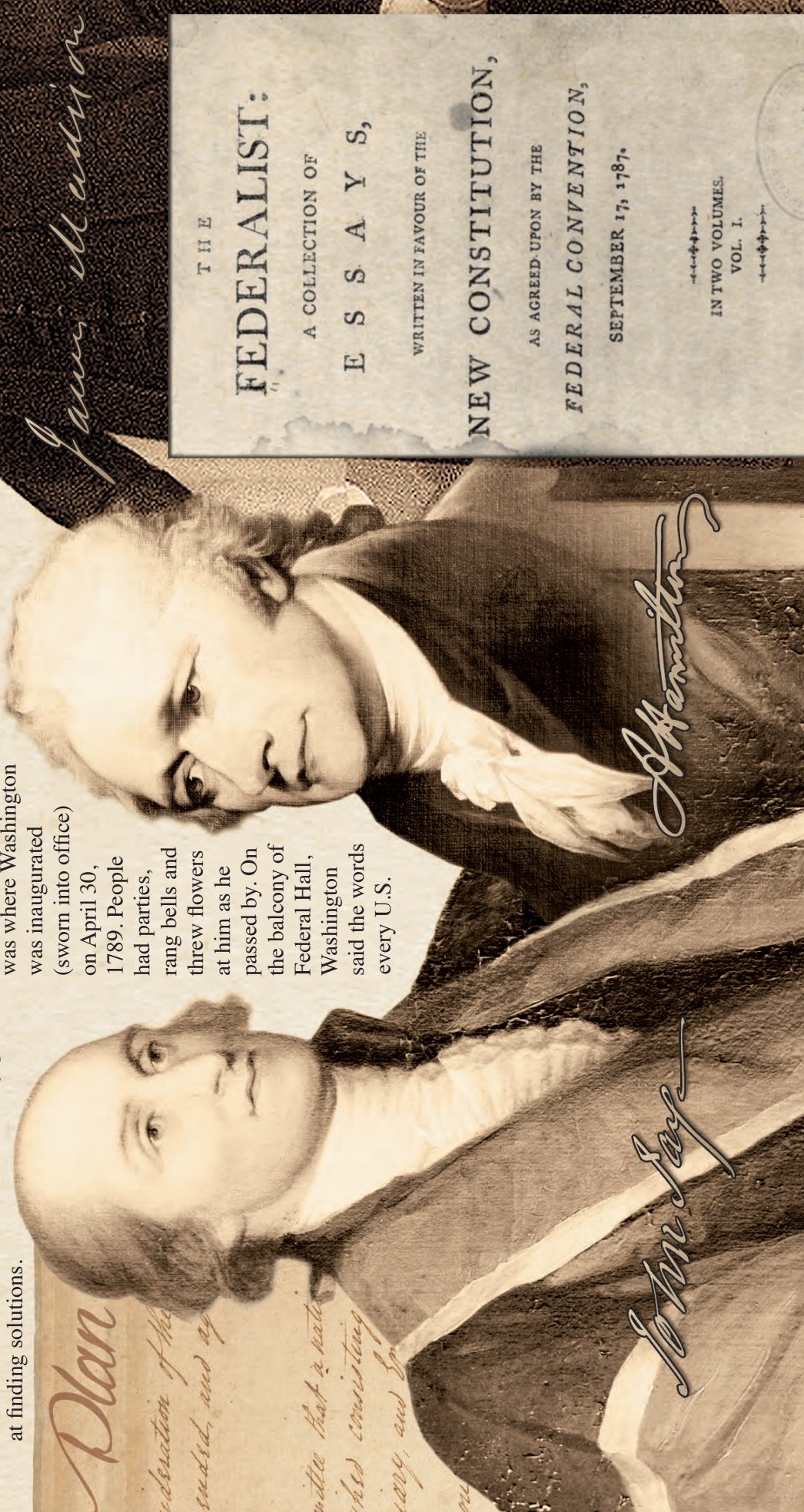
In May 1787 a meeting began, with 55 delegates coming from the 13 states. Congress chose George Washington to be the president of the convention. Before long, the representatives knew that rewriting the Articles would not be good enough. They decided to write something new and improved, like a constitution (a written plan for government). But there was a lot of arguing about that! The delegates argued about what this new document should be called. They argued about who should have the most power: the central government or the states. They argued about the details of setting up the government.

Edmund Randolph had an idea. He

presented the Virginia Plan, which called for three branches of government. Do you remember what they are? He suggested the legislative branch be based on states' populations. Small states didn't like that part of his plan, because they would have less representation. Then, William Paterson presented the New Jersey Plan. He wanted three branches too—an executive board, a Supreme Court and a legislative branch with equal representation for every state. Large states didn't like that idea. Since they had more people, they thought they should have more representatives. Finally, Roger Sherman presented his idea, to have the three branches we know today with a bicameral (two parts) Congress. In the Senate each state gets two representatives. In the House of Representatives, population determines how many representatives come from each state. There were more arguments, but on Sept. 17, 1787, 39 delegates signed the document that contains the master plan of our



with Alexander Hamilton and John Jay, he also wrote 85 newspaper articles that became known as the Federalist Papers. The articles strongly promoted the ideas of the Constitution. After the Constitution was ratified (approved), Madison became a representative in Congress and continued to support the Constitution. James Madison and the other Federalists were certain that the system of checks and balances would keep the three branches of government working the way they should. Of course, there were still people who didn't believe the Constitution would work at all. These Anti-Federalists were certain that states' and individuals' rights were not adequately addressed by the Constitution. James Madison kept working on a compromise. His ideas eventually became the first 10 amendments, or Bill of Rights. Congress ratified the Bill of Rights in December 1791. It's only fitting that Madison is called the Father of the Constitution, because fathers are usually good at finding solutions.



Meanwhile, Back at the Ranch ...

You may recall that part in the Constitution about the executive branch. Well, the nation needed its very first executive, the president of the United States (or POTUS in Secret Service lingo). The Constitution decided a special group of representatives would elect our presidents. Each state would choose its electors. (We call them the Electoral College today.) There were 69 electors present for the first election, and every one chose George Washington to be our first president! There has not been a unanimous vote by electors since. John Adams became vice president.

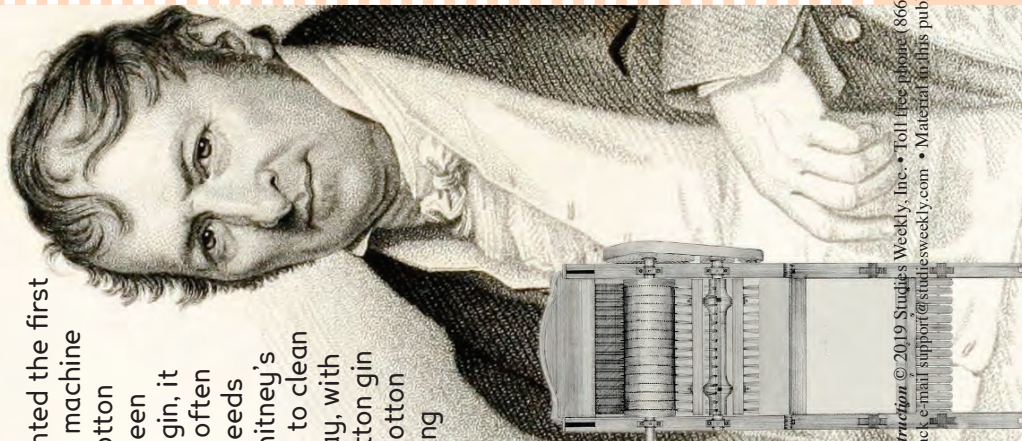
Washington had already retired to Mount Vernon after the Constitutional Convention. A messenger brought him the news that he had been elected president. Although he had plenty of land, he had to borrow money to get to New York City, the new nation's first capital. This was where Washington was inaugurated (sworn into office) on April 30, 1789. People had parties, rang bells and threw flowers at him as he passed by. On the balcony of Federal Hall, Washington said the words every U.S.

president says on inauguration day: "I do solemnly swear that I will faithfully execute the office of president of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States." Washington served two terms as U.S. president but turned down a third term.

Trades&Technology

The Cotton Gin

In 1794, Eli Whitney patented the first cotton gin. The cotton gin is a machine that cleans the seeds from cotton fibers after the plants have been harvested. Before the cotton gin, it took many hours for workers, often enslaved people, to pick the seeds out of the cotton by hand. Whitney's new machine made it possible to clean 50 pounds of cotton in one day, with no hand picking at all! The cotton gin helped make many southern cotton growers rich by making cleaning cotton fibers fast and easy. Because of the cotton gin, the production of raw cotton doubled every 10 years after 1800. By 1860, the United States was providing two-thirds of the world's cotton.



Numismatic Mania

Economics

What is numismatics? It's the study or collecting of currency—coins, medals and paper money. Cool, right?

Numismatists say that America's oldest gold coin is worth over 6 million dollars today! Of course, you already know that Thomas Jefferson proposed a coin system for the country's currency in the 1780s. The Constitution states that "... a mint for the purpose of national coinage be ... established."

The first mint was built in 1792, in Philadelphia. The first coins included half-cents, half-dimes (half-dimes), quarter-eagles (\$2.50), half-eagles (\$5.00) and eagles (\$10.00). There wasn't much gold and silver available back then, so only the small copper coins were popular at first. Coin engravers carved decorations like wreaths or eagles on one side and images that stood for liberty or of presidents on the other. Heads is the obverse (front) side and tails is the reverse (back). Collecting coins and bills is a fun hobby! Have you collected state quarters or presidential dollars?



Red, White, Blue ... and Yellow?

By the 1790s, Philadelphia was America's largest city. Its docks bustled with trade from around the world. But with the goods brought in on ships came some unwanted guests. Mosquitoes carried diseases from the Caribbean, and one disease was yellow fever. A mosquito would bite an infected person, and then the insect would bite someone else and transfer the disease. First, the victim would get a terrible headache. Then the backaches started. After that, a high fever set in, with vomiting and a frightening yellow tinge to the skin and eyes. Most victims died within a few days. Over 4,000 people died in the Philadelphia-Baltimore area in late summer of 1793. Dr. Benjamin Rush, a Philadelphia physician and a signer of the Declaration of Independence, was at a loss. Medical knowledge and technology was very basic in the 1700s. Doctors didn't always understand how diseases spread. The doctors never guessed that mosquitoes had anything to do with the epidemic (widespread outbreak of a disease). Doctors took care of the sick and told healthy people to leave town. Congressmen and even

President George Washington fled to the countryside to escape. Dr. Rush received a letter from a Baltimore doctor who wrote:

The first case of yellow fever, that I saw, was on the 7th of August. The patient was in the fourth day of the disease, and had been harassed several hours with the vomiting ... His eyes had been very red, but were now, together with his skin, yellow: the latter was dry and cool; his pulse was slow and full. He was either oppressed with stupor - or deranged with a mild delirium. In a few hours he was dead.

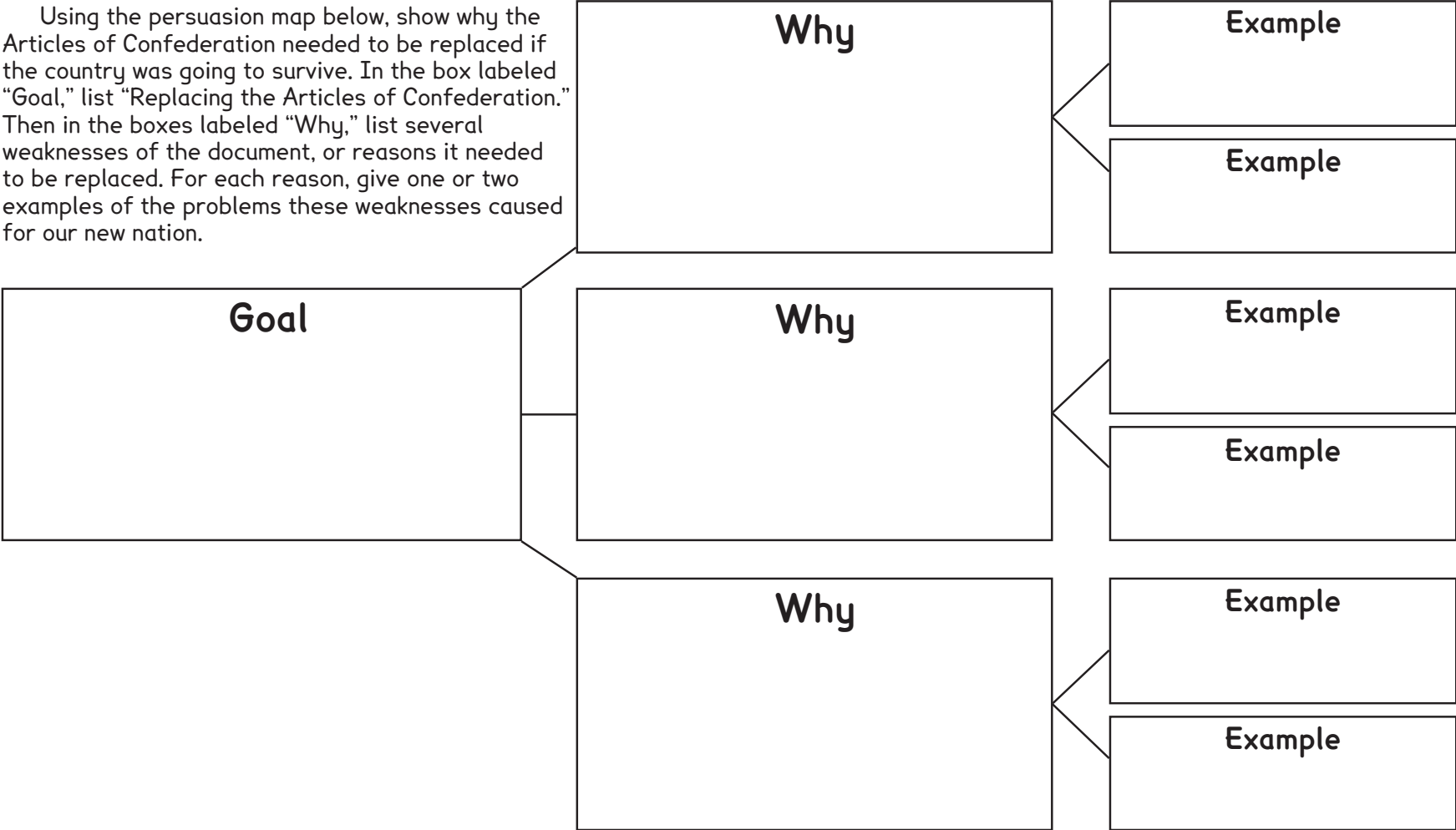
When the weather turned cold in October, the epidemic stopped almost as quickly as it started. Today there is still no treatment for yellow fever, and about 200,000 people a year are infected with it in Africa and South America. Fortunately, doctors have developed a vaccine to prevent yellow fever. If you're traveling to foreign countries in the tropics, it's a good idea to get the vaccine before you leave.



Name _____

Replacing the Articles of Confederation

Using the persuasion map below, show why the Articles of Confederation needed to be replaced if the country was going to survive. In the box labeled "Goal," list "Replacing the Articles of Confederation." Then in the boxes labeled "Why," list several weaknesses of the document, or reasons it needed to be replaced. For each reason, give one or two examples of the problems these weaknesses caused for our new nation.



Activity

Self-Starter Madam C.J. Walker (1867-1919)

Spotlight

Sarah Breedlove McWilliams Walker was orphaned at age seven. The daughter of former slaves, Walker worked as a cotton picker and laundry maid until she married at age 14.

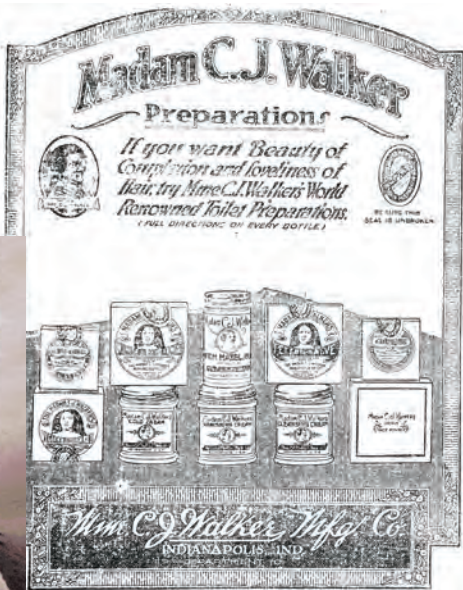
As a teenager, Sarah began having problems with thinning hair, a common problem for slaves and former slaves at the time. Walker experimented with mixtures of natural ingredients to find something that might help. She tried some on herself, and they worked!

Walker then moved to Denver, changed her name to Madam C.J. Walker and began selling her hair products to other black women. When she

started, Walker walked door-to-door to make sales and do demonstrations. Walker went far and wide across the U.S. and even to the Caribbean Islands, teaching women about hair care. Walker also taught women how to sell her products and make a living, eventually opening a beauticians' college in Pittsburg.

As time passed, Sarah came to employ thousands of "Walker Agents" who demonstrated and sold the "Walker System." Her products and training took off, and Madam C.J. Walker became the first self-made African American female millionaire.

She built a giant mansion, entertained famous black leaders and stars, and donated much of her money. Madam Walker will be remembered for creating not only her own success through hard work, but also for helping many other women succeed in sales and industry.



If you started a political party, what would you name it? What would your party believe in? Who would your next presidential candidate be and why? Explain your reasons in an expository essay. Persuade your readers to join your party. Illustrate your essay with a drawing of your leader.

Let's Write

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Think & Review

1. Who were some of the first Federalists and what did they believe?

2. Who were Washington's four Cabinet members and what were their titles?

3. In what city did George Washington first work as president?

4. What were the first two political parties and what did they believe?

5. What were the Federalist Papers and who wrote them?
6. What does a numismatist do?

7. What is a cotton gin and who patented it?

8. Describe Roger Sherman's compromise. Do you think it was a good idea? Why or why not?

9. What were the symptoms of yellow fever?

10. How can yellow fever be prevented today?

USA Studies Weekly—Ancient America to Reconstruction

Teacher Supplement

USA Studies Weekly—Ancient America to Reconstruction, Week 18

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HISTORY HUMANIMALS

Do you know what a fable is? It's a story with animal characters that act like humans and teach us a lesson, or moral. Think about one of your favorite figures in American history. Now, change that person into an animal. Which animal suits the person best? Write a fable with your "Humanimal" as the main character. Think about what the person really did in history and use his/her life to base your story on. What lesson could the Humanimal teach us in your fable? Write your fable on the lines below, then add an illustration.

My person from history is: _____

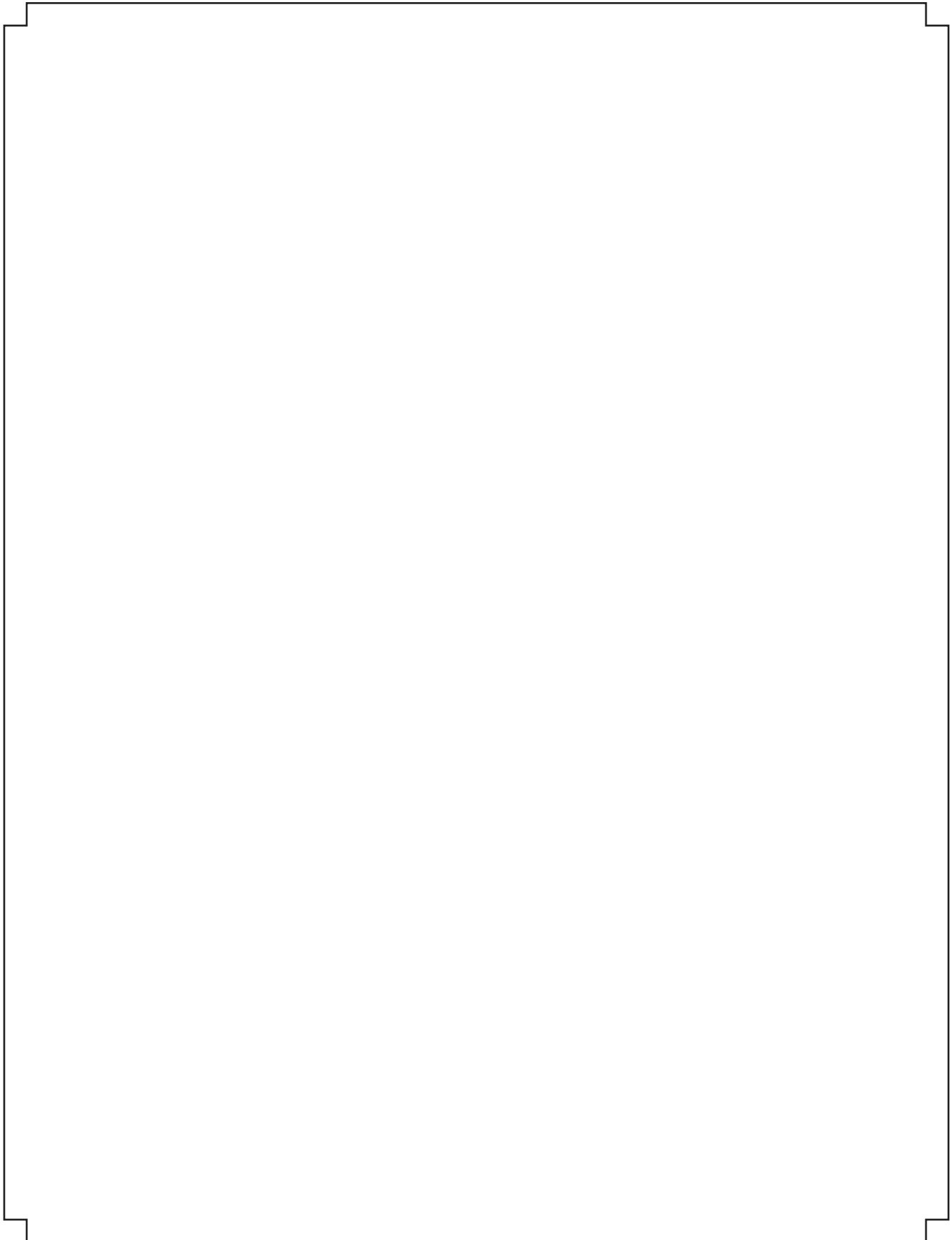
Animal the person will be in my story: _____

(Title)

USA Studies Weekly—Ancient America to Reconstruction

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Draw an illustration for your fable in the box below.

A large rectangular box with a black border, intended for drawing an illustration. The box is empty and occupies most of the page below the instruction.

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Activity

Time for American Trivia!

Form two teams named the Federalists and Anti-Federalists. You will compete by answering trivia questions. After reading each fact on the list below, reword them as questions for the other team to answer. Each team must write 15 questions. Write each question on the front of a strip of paper or index card, with its correct answer on the back. Make sure you write the questions so they can't be answered with a simple yes or no. Then, study your facts and get ready for the game! The moderator (your teacher or a delegate) will put all the strips in a container and pull them out one by one to ask during the trivia game. The team that gets the most correct answers gets to run the country for a day! (OK. That's not really going to happen, but maybe your teacher will let you line up first for lunch. Be sure you get there before Jackson does!)

American Trivia

- George Washington never went to college.
- Only President George Washington has been unanimously elected.
- George Washington never lived in Washington, D.C.
- George Washington never chopped down a cherry tree. Mason Weems made up the "honesty" story.
- George Washington is the Father of our Country, but he never had children. He had two stepchildren.
- Washington declared November 26, 1789 a "thanksgiving" holiday to give thanks for the Constitution.
- George Washington had slaves but freed them in his will.
- George Washington had scars on his face from smallpox.
- President Jimmy Carter promoted George Washington to a six-star General of the Armies of Congress so no one would ever out-rank him.
- George Washington married Martha Dandridge Custis.
- Washington served two presidential terms, from 1789-1797.
- George Washington is the only president to be inaugurated in two different places—New York and Philadelphia.
- Five new states were added during George Washington's presidency—N.C. (1789), R.I. (1790), Vt. (1791), Ky. (1792), Tenn. (1796).
- The Constitution, at 4,400 words, is the shortest and oldest major government document in the world.
- There are spelling mistakes in the Constitution. "Pensylvania" is one.
- The Constitution is displayed at the National Archives in Washington, D.C. The four pages are under bulletproof glass framed with titanium and kept at 67 degrees Fahrenheit. The cases are filled with argon gas to help preserve the documents.
- Constitution Day is September 17.
- Ben Franklin, at age 81, was the oldest signer of the Constitution. He needed help to sign his name.
- The phrase "United States of America" was first used in the Declaration of Independence.
- James Madison and George Washington were the two presidents who signed our Constitution.
- The Constitution has had 27 amendments.
- The first 10 amendments to the Constitution are the Bill of Rights.
- The Declaration of Independence says, "... all men are created equal."
- Our first money was only coins, no bills.
- Ben Franklin's image appears on the \$100 bill.
- When Franklin died in 1790, 20,000 came to the funeral, making it the largest gathering of its time.
- At one time, the U.S. had \$1,000, \$5,000 and \$10,000 bills, though they are no longer in circulation.
- James Madison's image appeared on the \$5,000 bill.
- Washington is the only president with a state named after him.
- George and Martha Washington's silver was melted to make some of the first official U.S. coins.

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USA Studies Weekly—Ancient America to Reconstruction

3rd Quarter, Week 18

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

1. What does the word **delegates** mean in this sentence?: “In May 1787 a meeting began, with 55 **delegates** coming from the 13 states.”
 - Ⓐ documents
 - Ⓑ representatives
 - Ⓒ articles
 - Ⓓ friends
2. A Cabinet secretary is someone who _____.
 - Ⓕ is in charge of a major government department
 - Ⓖ makes coffee for the president
 - Ⓗ writes letters for government officials
 - Ⓘ designs kitchen cupboards
3. Alexander Hamilton belonged to the _____ political party.
 - Ⓐ Democrat
 - Ⓑ Communist
 - Ⓒ Federalist
 - Ⓓ Republican
4. The “Father of the Constitution” was _____.
 - Ⓕ Thomas Jefferson
 - Ⓖ Benjamin Franklin
 - Ⓗ James Madison
 - Ⓘ George Washington
5. Which of these is the best summary of the article “Red, White, Blue ... and Yellow?”
 - Ⓐ Doctors in the 1790’s realized that yellow fever was caused by mosquitos. Dr. Benjamin rush couldn’t find a cure. Today there is still not cure, but there is a vaccine against the disease.
 - Ⓑ Doctors in the 1790s didn’t know yellow fever was caused by mosquitos. Yellow fever killed thousands of people in Philadelphia in 1793. Today there is still no cure, but there is a vaccine against the disease.
 - Ⓒ About 200,000 people a year are infected with yellow fever. There is no cure, but there is a vaccine against the disease.
 - Ⓓ Dr. Benjamin Rush learned about yellow fever through a letter from another doctor. Today there is no cure for yellow fever, but there is a vaccine to help keep people from getting it.
6. The cotton gin helped make the southern states rich by _____.
 - Ⓕ making it easier to transport cotton across the ocean
 - Ⓖ allowing southern states to plant cotton for the first time
 - Ⓗ harvesting the cotton earlier in the season
 - Ⓘ removing the seeds from large amounts of cotton quickly

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7. In 1790 George Washington's cabinet included:
- Ⓐ Ben Franklin, James Madison, Thomas Jefferson and John Adams
 - Ⓑ only men who had been governors of a colony
 - Ⓒ only men who had served with him in the Continental Army
 - Ⓓ Alexander Hamilton, Edmund Randolph, Henry Knox and Thomas Jefferson
8. Yellow fever was a disease that became an _____ in the 1790s.
- Ⓐ epidemic
 - Ⓑ issue in most of the Federalist Papers
 - Ⓒ embarrassment to the U.S. government
 - Ⓓ idea doctors believed was false
9. George Washington first worked as president in:
- Ⓐ Washington state
 - Ⓑ Jamestown
 - Ⓒ Washington, D.C.
 - Ⓓ New York
10. To which political party did Thomas Jefferson belong?
- Ⓐ Federalist
 - Ⓑ Democratic Republican
 - Ⓒ Whig
 - Ⓓ Independent

11. What were the Federalist Papers and who wrote them?

12. What is a cotton gin and who patented it?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/25/20

ART APPRECIATION



Art is Everywhere. Let's Look for some!

DIRECTIONS:

ONLINE OPTION: Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

GALLERY: <https://www.youtube.com/watch?v=cLftKHybvV8>

OFFLINE OPTION: You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

ART APPRECIATION RESOURCES:

YouTube Videos:

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

Books:

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

Games:

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

[Mona Lisa Puzzle | Online Arts Game](#)

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

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 25th

Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

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!

[Family Fun Cardio](#)

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 some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

Fun Time Friday

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

[Hip Hop Routine](#)

Topic: Play a developmentally appropriate role in classroom management and positive school climate.

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on it.

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