5th Grade
June 1 - June 5

Wayne-Westland
COMMUNITY SCHOOLS

Battle of the Bots

by ReadWorks

Alex set down the screwdriver with a slam. "There! We've finished it!" he said. Alex looked around at his three teammates. The four of them had been working together to build a robot for the last three months. Now the robot was complete, and they had given it a name: Athena. Battle of the Bots was the state's biggest robot competition, and it was starting in two days. The team had finished just in time.

"Are you sure?" Alyssa asked. "Don't you think we could still improve some things?"

"No!" cried everyone else in unison. Alyssa always wanted to keep adding things to the robot. She had come up with some great ideas; the razor defense mechanism had been her suggestion. She had also figured out a way to attach the robot's wheels so that it could roll over its opponent. But now there was no time left. They needed to stop building and prepare their strategy.

Each year the state put on Battle of the Bots. It was a showdown to see which school could build the competition's winning robot. For a full day, the robots faced off in an arena. By the end of the day, the arena would be filled with mechanical arms and levers from the defeated robots. The team that built the winning robot would receive $5,000.

Alex looked at his group. If they split the prize evenly, that would be $1,250 each. What would everyone else do with $1,250? He knew that he would save his for camp that summer. Alyssa would probably use hers to buy more tools-she was always building something. Alex shook himself. This was not the time to be daydreaming about the prize. They still needed to design a strategy so that they could win the competition.

"Alright, guys," said Alex. "How are we going to beat the Cougars?" The Cougars had won the competition for the last two years. Last year their robot, "The Destroyer," had won Battle of the Bots in record time. Large, scissor-like jaws had chomped down the competition.

"I have an idea," said Kumar. "I've been watching videos from last year's competition. I noticed something. The Cougars use the same strategy every year."

Kumar's brother Arif nodded and chimed in. "The Cougars always build a robot that is big and strong. It wins through force. But usually their robot isn't very fast," Arif explained.

"Our robot is fast," Alyssa said, thoughtfully.

"Exactly!" Kumar said. "We need to use our speed to beat them. And I have a plan for how to do it." Kumar explained his plan to the group and they began to prepare.

Two days later, the team gathered at Battle of the Bots. Alyssa was chewing on her nails. Alex was so nervous he felt sick. Arif was pacing back and forth. Only Kumar looked calm. "Don't worry guys," he said. "The plan will work. Athena will win."

The competition began, and Athena was winning all of her battles. The team had designed her for speed, and she was able to outpace her opponents. Several of Alyssa's secret weapon designs proved deadly for the competition. The bad news was that the Cougars' robot was doing equally well. Once again the Cougars had built an enormous, powerful robot. This year they called the robot "The Avenger." By the end of the day, The Avenger and Athena were the only two robots remaining.

"Finalists, could you please come to the main arena and prepare your robots?" said the announcer. "We will begin the Final Death Match in five minutes." Alex and the team walked down to the main arena. Alex could feel his heart pounding in his chest. Athena was half the size of The Avenger-could their robot really win?

The match began, and the two robots moved towards each other. The Avenger lunged for Athena, but the small robot was too quick for him. Athena circled behind The Avenger and, before the larger robot had time to turn, Athena hit The Avenger from behind. There was the harsh sound of metal cutting metal and then silence. The Avenger lay on the ground. Athena had cut the wires connecting the body of the robot to its wheels. Not only had they won, but they had won in record time.

Alex, Alyssa, Kumar and Arif all hugged. "Now it's time for the real question," said Alex. "How will we spend that $5,000?"

Name: _____ **Date:** _____

1. What is the Battle of the Bots?

A. the place where Alex and his teammates complete Athena

B. a summer camp

C. a school that has built a robot called "The Avenger"

D. a robot competition

2. What is the climax of this story?

A. Kumar explains his plan to win the Battle of the Bots by using Athena's speed.

B. Alyssa asks whether some things about Athena could be improved.

C. Athena battles against The Avenger in the Final Death Match.

D. Alex and his teammates finish building Athena.

3. Read this paragraph from the story.

"The match began, and the two robots moved towards each other. The Avenger lunged for Athena, but the small robot was too quick for him. Athena circled behind The Avenger and, before the larger robot had time to turn, Athena hit The Avenger from behind. There was the harsh sound of metal cutting metal and then silence. The Avenger lay on the ground. Athena had cut the wires connecting the body of the robot to its wheels. Not only had they won, but they had won in record time."

What can be concluded from these sentences?

A. Athena's speed helps her beat The Avenger.

B. Athena's strength helps her beat The Avenger.

C. The Avenger's speed helps him beat Athena.

D. The Avenger's strength helps him beat Athena.

4. How do the members of Alex's team interact with each other?

A. They keep secrets and lie to each other.

B. They disagree with each other and get into fights.

C. They ignore each other and work separately.

D. They listen to each other and work together.

5. What is a theme of this story?

A. Speed and strength are equally important.

B. Strength can be more important than speed.

C. Winning is more important than teamwork.

D. Speed can be more important than strength.

6. Read this paragraph from the story

"Finalists, could you please come to the main arena and prepare your robots?" said the announcer. "We will begin the Final Death Match in five minutes." Alex and the team walked down to the main arena. Alex could feel his heart pounding in his chest. Athena was half the size of The Avenger- could their robot really win?

What feeling might the author be trying to create in the reader with the last three sentences of this paragraph?

A. anger

B. confidence

C. suspense

D. fear

7. Choose the answer that best completes the sentence.

The Avenger is bigger than Athena; _____, he is not as fast.

A. however

B. later on

C. including

D. for example

8. Kumar has been watching videos from last year's competition. What does he notice?

9. Describe the Cougars' strategy.

10. Does knowing the Cougars' strategy help Alex's team defeat them in the Battle of the Bots? Explain why or why not, supporting your answer with evidence from the text.

I Break Stuff for a Living

by ReadWorks

You know the best part about building a bridge? Finding out what makes it collapse.

This is the kind of thing I used to think about all the time when I was 10. At the end of every school day, the bus would drop me off about half a mile from my dad's house. To get to our neighborhood, I would walk across a wooden footbridge that was built over a dried-up riverbed.

That rickety thing must have been older than anyone on my street. It was so old, in fact, that water hadn't run under it for years. Kids would play in the riverbed, kicking soccer balls and chasing dogs into the brush. I'd sit on a rock and wonder what it would take to make the bridge fall down.

Eventually, curiosity and a hot summer day got the best of me. I won't go into too much detail. Let's just say it involved a few bicycles, some rope, and a lot of buckets. The affair ended with my dad telling me to go to my room. I was grounded for three weeks.

As soon as I was allowed to leave the house, he walked me down the street with a bundle of lumber. My dad was an architect, and that day he helped me figure out what made the bridge

finally crack. Then, we fixed it.

In middle school, I kept looking for other bridges to break. Every time a math teacher began reading from the textbook and drawing diagrams on the board, I'd slip into a daydream. It was impossible to focus in the classroom. But during lunch hour, I'd read about airplanes and space shuttles, flying hundreds of miles an hour through sky and space. How did anyone come up with this stuff? How could anyone be sure that they were safe?

I imagined suiting up crash test dummies for a supersonic test flight. I wondered: could NASA scientists be grounded, too?

One day in high school, I noticed my trigonometry teacher working on a notebook computer. His screen had two windows open. Both had black backgrounds and were filled with line after line of intense-looking words.

"It's a computer program," he explained. "I just figured out why it's broken."

"Who broke it?" I asked, without thinking.

"Well, I broke it," he responded. Looking at my perplexed expression, he added, "I mean, if you think about it, anything you're building from scratch is broken until it works, right?"

After that conversation, I started staying after school to help my teacher break his program. It was supposed to read 300 homework assignments that our class had completed on the computer, grade them, and then show him the lowest grades. If he could get this thing to work, he could spend less time filling out grades and more time helping the students who weren't doing as well.

The problem was that his program couldn't understand a lot of the answers it was reading. It had to do with the way some students chose to type out fractions and math symbols. Different students typed out their answers in different ways, but the program only spoke one kind of math, I suppose.

My teacher had made a bunch of fixes to the program, and now he was thinking of other ways that students could surprise the computer. Every time he broke the program, he could figure out a way to teach it a new trick.

I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition. Testing my teacher's program was a lot like dragging buckets filled with sand onto an old, worn-out bridge.

The question, though, was who would be weird enough to act like my 10-year-old self when

doing a high school math homework assignment. After a couple of weeks, we realized we were testing for things that would never happen, and stopped finding ways to break the program.

I started learning to code, taking classes online to become a software engineer. The next year, I found the perfect job, doing "Quality Assurance" work for a tech company downtown. I've been doing the same job, in different ways, ever since.

Working on the Q.A. team is kind of like waking up every day and finding new ways to break stuff. I talk to the engineers to see what they're trying to build. This week, it's an interactive web page that lets students see different pieces of a movie by jumping to different parts of the world on a map online.

Once they've got a prototype up and running, I create a fake person-a "test user"-on the computer. Instead of trying to break the map a hundred different ways myself, I turn my test user into its own program. The test user can try those hundred different things in just a few seconds, showing us what's broken, and helping the team decide what to fix. Whenever we update the program, everything must be tested by Q.A. to be sure the new version won't break.

Every once in a while, I write a test and find a bug that would be really difficult to fix. Sometimes, I break the system in a way that's so clever there's no point in making a fix. The team will tell me that no sane person would go to that much effort to break the system, so the bug will probably never cause us trouble.

I keep waiting for them to tell me to go to my room.

Name: _____ **Date:** _____

1. What is the first thing that the person telling this story tries to break?

A. an airplane

B. a space shuttle

C. a bicycle

D. a bridge

2. When does the main character in this story break stuff?

A. in the beginning of the story ONLY

B. in the middle of the story ONLY

C. at the end of the story ONLY

D. in the beginning, middle, and end of the story

3. Breaking something can make it better.

What evidence from the story supports this statement?

A. "Every time a math teacher began reading from the textbook and drawing diagrams on the board, I'd slip into a daydream."

B. "One day in high school, I noticed my trigonometry teacher working on a notebook computer."

C. "I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition."

D. "I started learning to code, taking classes online to become a software engineer."

4. Why is doing "Quality Assurance" the perfect job for the main character of this story?

A. The job involves dragging buckets filled with sand onto an old, worn-out bridge.

B. The job involves suiting up crash test dummies for supersonic test flights.

C. The job involves breaking stuff, which the main character likes to do.

D. The job involves trigonometry, which the main character dislikes.

5. What is a theme of this story?

A. a behavior that is bad in one situation can be good in another

B. parents should watch children carefully to keep them out of trouble

C. the importance of kindness

D. the importance of telling the truth

6. Read the following sentences: "I learned that breaking computer programs was the only way to figure out whether or not they would work for every possible condition. **Testing my teacher's program was a lot like dragging buckets filled with sand onto an old, worn-out bridge**."

Why does the author compare testing a computer program and dragging buckets of sand onto an old bridge?

A. to show that both activities are done to break something

B. to explain why the main character daydreams in math class

C. to help the reader picture the main character sitting in class

D. to describe the sadness felt when realizing that something is broken

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

At first the main character gets in trouble for breaking something; _____, breaking stuff becomes the main character's job.

A. previously

B. in the end

C. even though

D. initially

8. What does the main character use to break the bridge?

9. Why does the main character's trigonometry teacher keep trying to break his own computer program?

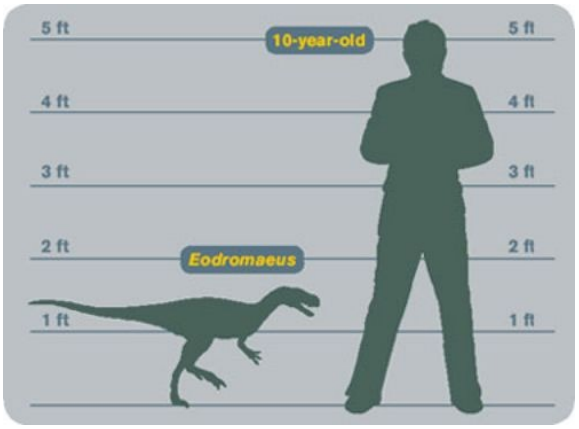
10. Is breaking stuff helpful or harmful? Support your answer with evidence from the story.

Tiny Terror

Scientists unearth one of the oldest known dinosaurs.

Millions of years ago, a bloodthirsty dinosaur roamed Earth. The rough reptile terrorized its prey, viciously ripping apart animals with its sharp claws and knife-like teeth. Who was this fierce hunter? No, not *Tyrannosaurus rex.* It was *Eodromaeus*—a dinosaur the size of a dog!

Scientists recently introduced the teeny meanie, which they discovered in Argentina. That is a country in South America. Experts say *Eodromaeus* (ee-oh-DROH-mee-uhss) is one of the oldest dinosaurs ever discovered. It lived during the Triassic Period about 230 million years ago. The dinosaur's name means "dawn runner."



Fotolia

The pint-sized predator was four feet long from nose to tail and weighed less than fifteen pounds. Though *Eodromaeus* was small, it may hold big clues about the world's first dinosaurs.

"We're looking at a snapshot of early dinosaur life," says Paul Sereno. He is a paleontologist who helped find the reptile.

A Meaty History

Eodromaeus has a history that scientists can really sink their teeth into. The dinosaur was one of the very first **theropods.** A theropod was a meat-eating dino that walked on two legs.

The great-granddaddy of *T. rex* shared some key features with later **carnivores,** or meat eaters. The reptile had sharp, narrow teeth. "They have small, steak knife-like [edges] so that when they are jabbed into flesh, they open a wound," Sereno explained to *WR News. Eodromaeus* most likely chowed down on small dinosaurs and the young of other reptiles.

Also like later meat eaters, the dinosaur had hands that were perfect for grabbing its dinner. "The bones behind the claws are very long, so it can get the claw around something," Sereno explains.

In addition, the end of the dino's tail was stiff to let *Eodromaeus* keep its balance while running.

The Big Reveal

Eodromaeus is helping scientists learn about other early dinosaurs. The reptile shared its turf with a similar-looking dinosaur called *Eoraptor* (ee-oh-RAP-tor). For years, experts **suspected,** or thought, that *Eoraptor* ate meat. But after comparing *Eoraptor*'s and *Eodromaeus*'s features, they determined that *Eoraptor* was an **herbivore,** or plant eater.

Despite the dinos' different diets, they had a lot in common, including their size, experts say. "I think if they [ran] by, you might not even know the difference except that one might want to rip your arm off and the other one might ... hide in a bush," Sereno says.

The fact that the dinosaurs shared so many features could mean that they are also very similar to the world's first dinosaur, Sereno says. Experts believe that dino roamed Earth ten million years earlier than *Eoraptor* and *Eodromaeus* did. That may seem like a long time, experts say, but it is relatively short compared with the 183 million years that dinosaurs existed.

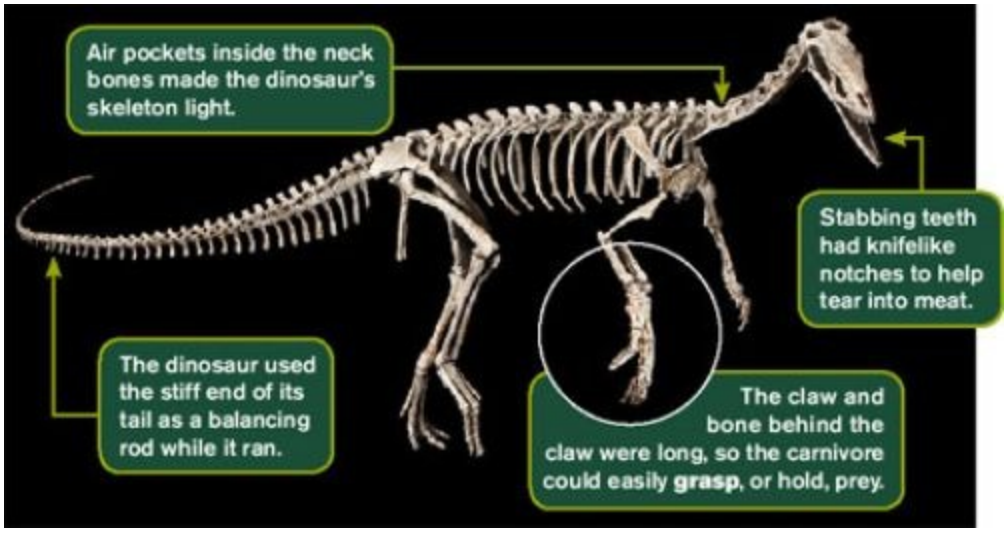
Digging Deeper

Sereno and his team found both *Eodromaeus* and *Eoraptor* in northern Argentina. They believe the country may hold even more fossils-including the remains of the very first dinosaur.

"We're going to go back," Sereno says. He's pretty sure some fossils will turn up. "They always come out to say hi when we come!"

Profile of a Predator

Small animals, beware! *Eodromaeus*'s skeleton shows certain features that are common in all meat-eating dinosaurs, including *T. rex.*



Mike Hettwer

Dino Hunter

Paleontologist Paul Sereno is dino-mite at discovering dinosaurs. He has found the ancient reptiles on five continents! *WR News* talked to Sereno about his work.

WR News: How did it feel to find your first dinosaur, *Herrerasaurus,* in 1998?

Mike Hettwer

Paul Sereno: It was unbelievable. ... I was afraid it was going to disappear in front of my eyes. ... There we were, ... standing over something 230 million years old waiting for us to walk up and discover it.

WR News: How do you name the dinosaurs you discover?

PS: If there's nothing like a giant horn or something that's utterly **peculiar** [or unusual] on the animal you're describing, then you have to think harder about what is its way of life, what's special about it.

WR News: Why is patience important for paleontologists?

PS: It took years to find *[Eodromaeus].* ... If we had cut corners anywhere, at any point along the way, we would know less than we know now.

Name: _____ **Date:** _____

1. What dinosaur did scientists recently introduce?

A. Eodromaeus
B. Tyrannosaurus rex
C. Eoraptor
D. Herrerasaurus

2. To organize the text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "A Meaty History"?

A. the location of Argentina in South America
B. the key features that confirm Eodromaeus was a meat eater
C. the height and weight of the dinosaur Eodromaeus
D. the discovery of even more fossils in Argentina

3. Read this sentence from the text:

"Eodromaeus was a carnivore, or meat eater."

What evidence from the text supports this conclusion?

A. The reptile shared its turf with a similar-looking dinosaur called Eoraptor.
B. Eodromaeus had sharp, narrow teeth that had edges like those of steak knives.
C. Eodromaeus was four feet long and weighed less than fifteen pounds.
D. Scientists found both Eodromaeus and Eoraptor in northern Argentina.

4. Read this sentence from the text:

"Though Eodromaeus was small, it may hold big clues about the world's first dinosaurs."

Based on this information, what can you infer about Eodromaeus and the world's first dinosaurs?

A. Scientists can learn about the world's first dinosaurs by studying Eodromaeus.
B. Most of the world's first dinosaurs were as small as Eodromaeus.
C. Eodromaeus started out small but grew to be much bigger than it once was.
D. Unlike Eodromaeus, the world's first dinosaurs did not eat meat.

5. What is the main idea of this text?

A. Tyrannosaurus rex was a bloodthirsty hunter that roamed Earth millions of years ago.

B. Dinosaurs have been discovered on five different continents.

C. Most dinosaurs are named after unusual features they have, like a giant horn.

D. Scientists have discovered Eodromaeus, one of the oldest known dinosaurs.

6. The diagram on the first page compares the size of Eodromaeus to that of a ten-year-old human. Why might the author have included this diagram?

A. to show the reader the average height of a ten-year-old

B. to confuse the reader with unrelated statistics and facts

C. to convince the reader that Eodromaeus would have made a great pet

D. to emphasize to the reader how small Eodromaeus was

7. _____ Eodromaeus and Eoraptor had different diets, they still had a lot in common, including their size.

A. Although

B. Because

C. Since

D. Unless

8. Unlike the meat-eating Eodromaeus, Eoraptor was a plant eater. What is another name for a plant eater?

9. For years, scientists believed Eoraptor was a carnivore. How did they determine that this was not true?

10. Explain how studying Eodromaeus can help scientists learn about other dinosaurs as well.

Unit 5 Writing Prompt
Research Paper
Week 1 and 2

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

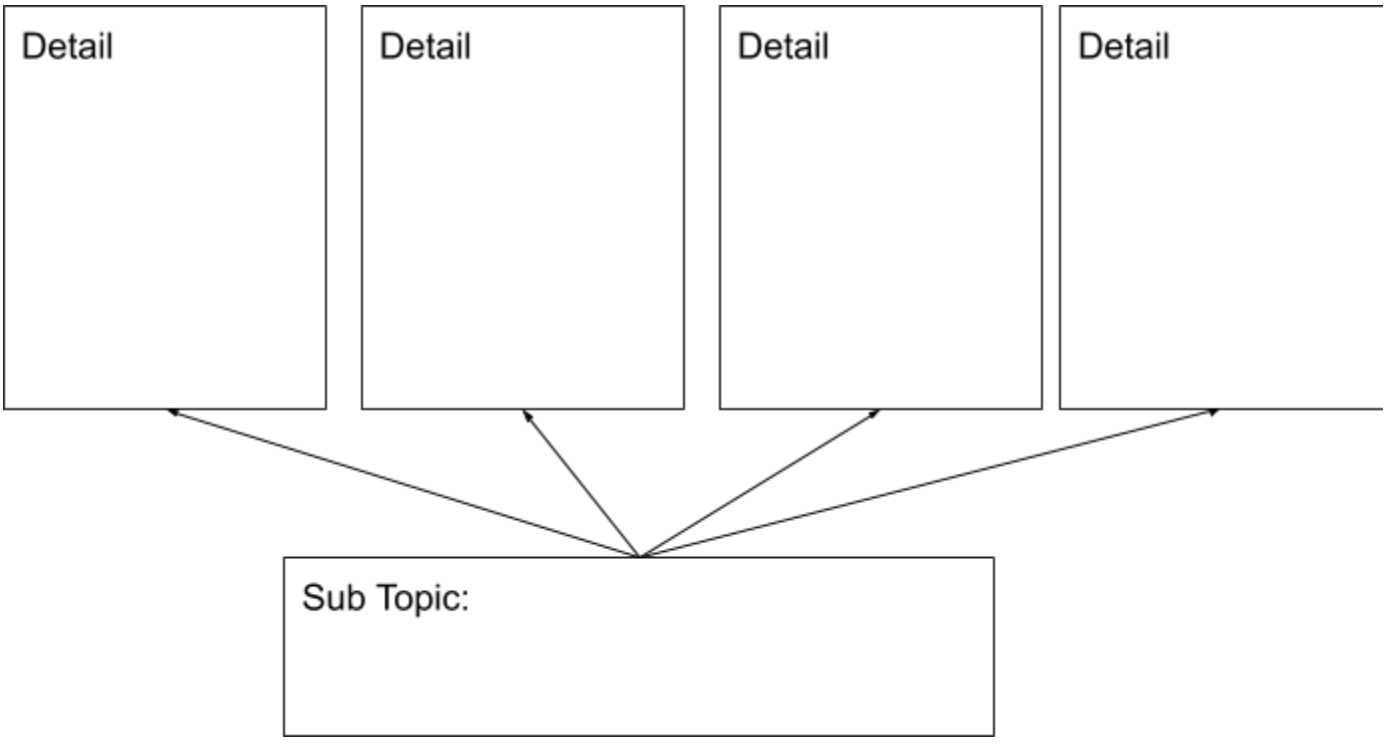
Write about one science or technology topic. Write a research report telling about this topic.

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

Examples of Scientific or Technological Topics you could write about:

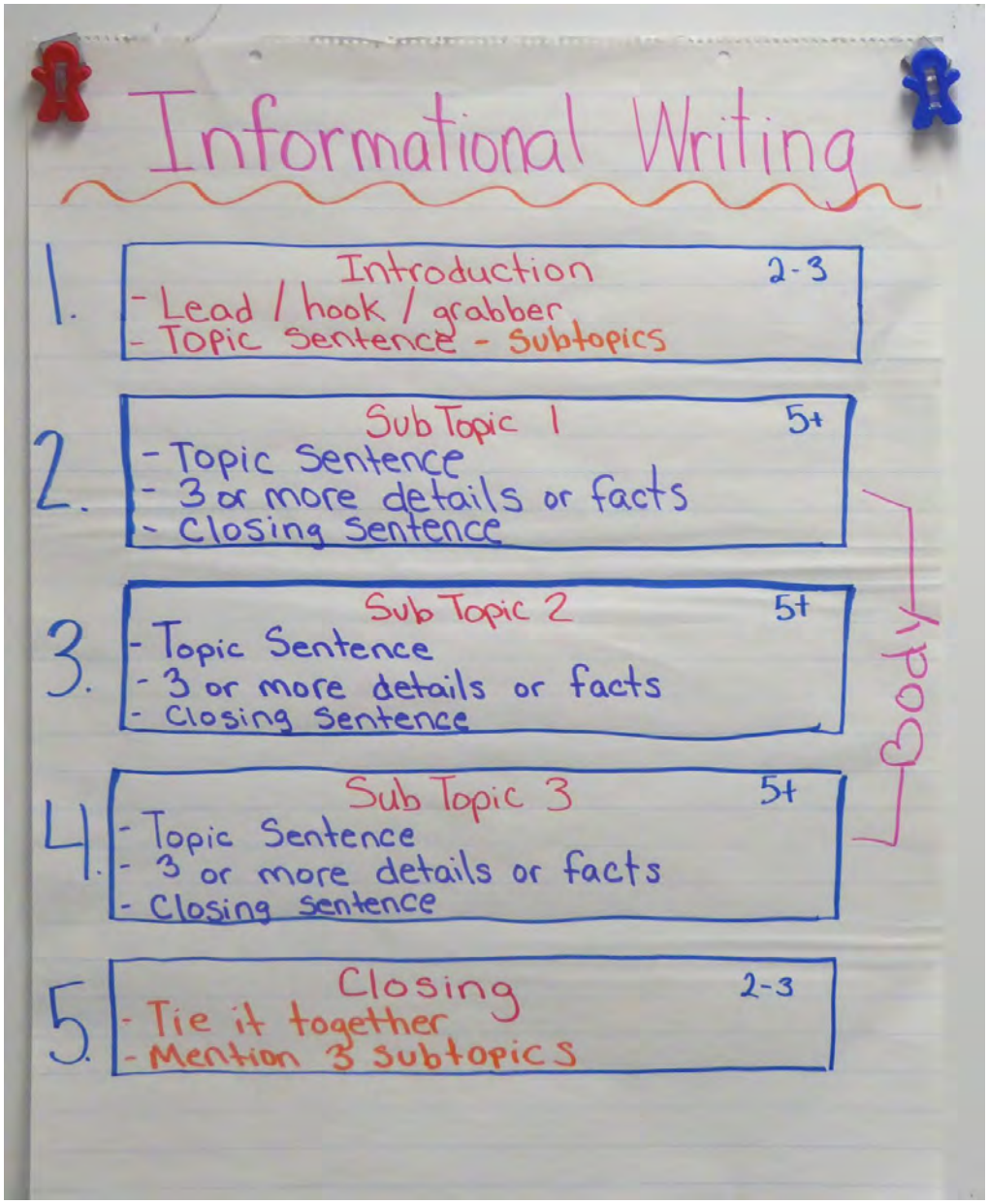
- The discovery of the planets
- The invention of the world wide web
- How video games are developed
- Mammals of the sea

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



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

Follow an outline like this when writing your research paper



Sheet for Rough Draft

Topic:

Introduction:

Paragraph 1 (subtopic 1 with details)

Paragraph 2 (subtopic 2 with details)

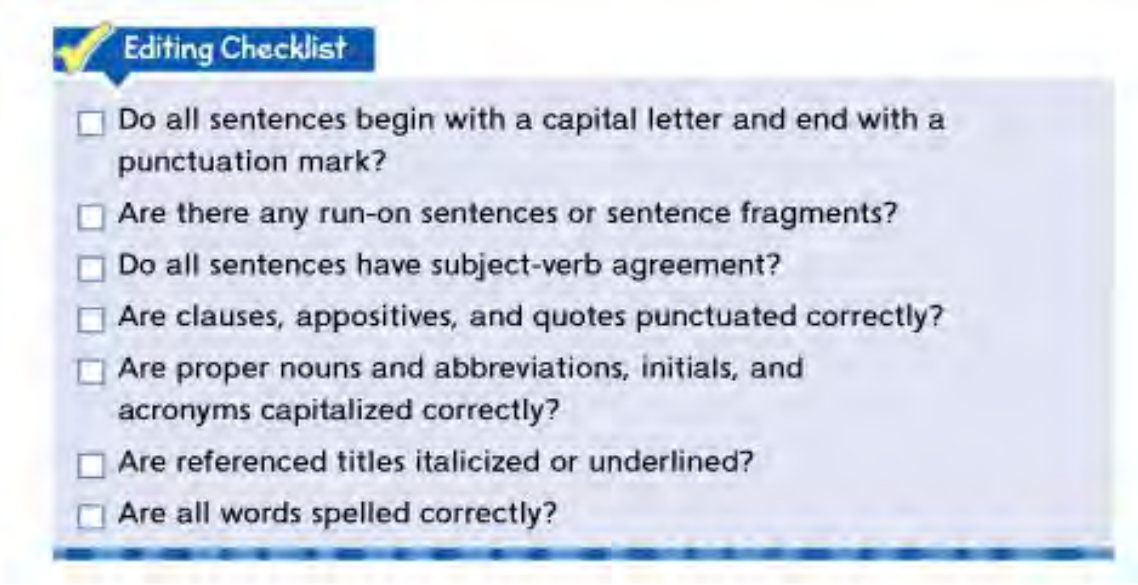
Paragraph 3 (subtopic 3 with details)

Conclusion:

Unit 5 Writing Prompts
Research Paper
Week 3 and 4

Week 3 and 4 - Revising and Final copy

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



2. Once you have checked your grammar using the editing checklist, write your final paper or type it. Make sure your paper follows these guidelines.
    a. Guidelines for the Research Paper:
        i. Introduces the topic in a way that captures readers' attention and clearly states the purpose of the report.
        ii. Provides research facts, specific details, examples, and explanations relevant to the topic.
        iii. Information is presented in a logical order

3. Publish your paper to your teacher. Here are different ways your teacher would love to see your research paper.
    a. Email it to your teacher
    b. Share it, if you typed it in google docs.
    c. Take a picture of it and send it to your teacher through dojo messenger.

Final Copy Sheet

Topic:

Introduction:

Paragraph 1 (subtopic 1 with details)

Paragraph 2 (subtopic 2 with details)

Paragraph 3 (subtopic 3 with details)

Conclusion:

Fifth Grade Writing Prompts

Persuasive Essay Writing Prompts

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

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

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

Expository Essay Writing Prompts

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

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

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

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

Name _____

- An **adverb** can compare two or more actions. Adverbs that compare two actions use *-er* or *more*: *Amy jumped higher than Sam during the game.* Adverbs that compare three or more actions use *-est* or *most:* *Avery worked the hardest and most carefully of all.*

Read each sentence. Write the correct comparative form of the adverb in parentheses on the line provided.

1. I can run (fast) than my brother. _____
2. Our father runs (quickly) of all. _____
3. He trains (often) than my brother does. _____
4. He enjoys running (fully) than biking. _____
5. Even so, he practices swimming (seriously) of all. _____
6. I prefer team sports (strongly) than other sports. _____
7. I can throw (accurately) than our team's other pitcher. _____
8. In the entire league, she pitches (wildly) of all. _____
9. Our final game will be here (soon) than we expect. _____
10. The audience will cheer (loudly) of all during our final inning. _____

In your writer's notebook, write a short passage about a sport that you enjoy. Include at least three adverbs that compare two or more actions.

Name _____

- Add *-er* or *-est* to most short adverbs to compare actions: *swam farther, swam the farthest*. Add *more* or *most* to adverbs that have two or more syllables or to adverbs that end in *-ly*: *more softly, most softly*.

Read each sentence. Write the correct comparative form of the adverb in parentheses on the line provided.

1. The sun shone (brightly) today than yesterday. _____
2. The three of us raced to see who could pack (rapidly) for our trip. _____
3. I should have prepared (carefully) than I did. _____
4. My bag was the (poorly) packed of all. _____
5. Mom spoke to me (sternly) than usual. _____
6. We might arrive (late) than expected at the airport. _____
7. Luckily, the traffic was moving (smoothly) than normal. _____
8. In fact, we checked in at the gate (early) of all. _____

Reading/Writing Connection

Read this sentence from "Allies in Action." Underline the adverb. Then rewrite the sentence using a comparative adverb.

He demonstrated how quickly the Navajo could encode and decipher messages.

_____

_____

Name _____

- *Good* is often an adjective, and *well* is often an adverb that tells how. *Good* and *well* cannot be used interchangeably. *Well* is an adjective when it means *healthy*: *I was sick yesterday, but I am well now.*
- As with the adjective *good,* the comparative form of *well* is *better.* The superlative form is *best.*
- Never add *-er* and *more* or *-est* and *most* to the same adverb.

Read each sentence. Choose the word in parentheses that best completes each sentence and write it on the line provided.

1. The carpenter did a (good, well) job on our new porch. _____

2. We paid him (good, well) for his hard work. _____

3. The house looks (better, best) than before. _____

4. The work was finished (sooner, more sooner) than we expected.

_____

5. We go outside more (frequent, frequently) than we used to. _____

6. The porch is built of (good, well), strong wood. _____

7. Our first dinner on the porch went very (good, well). _____

8. Our second meal was even (better, best) than that. _____

9. I always feel (good, well) after spending time outside. _____

10. Nothing makes you feel (weller, better) than a sunny day! _____

In your writer's notebook, write a short passage describing an experience that turned out better than you expected. Include at least five comparative adverbs. Make sure to use the correct comparative forms.

Name _____

- Add *-er* or *-est* to most short adverbs to compare actions. Add *more* or *most* to adverbs that have two or more syllables or to adverbs that end in *-ly*.
- *Good* is often an adjective, and *well* is often an adverb that tells how. *Good* and *well* cannot be used interchangeably. *Well* is an adjective when it means *healthy*.

Proofread the paragraph. On the lines below, correct mistakes in grammar and mechanics.

I wasn't feeling good, so I went to the school nurse. She treated me carefully than the last time I visited. A new virus had recent been detected at school. It was spreading more faster than any disease she had ever seen. Luckily, the simple treatment she prescribed oftenest of all was also working more effectively of all. She said I should feel more well in a few days.

COMMON ERRORS

Never add *-er* and *more* or *-est* and *most* to the same adverb.

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 parents were acting most strangely than ever. (2) My sister was behaving more suspiciously of all. (3) She was treating me more politely than usual. (4) Luckily, I am the smarter member of my family. (5) I easily fooled my sister into believing that I knew the secret. (6) Most finally I figured out why everyone was acting so strange—we got a new puppy!

1. What change needs to be made in sentence 1?

- **A** Change ***most strangely*** to **more strangely**
- **B** Change ***most strangely*** to **more stranger**
- **C** Change ***strangely*** to **stranger**
- **D** Change ***strangely*** to **strangelier**

2. What change, if any, should be made in sentence 2?

- **F** Change ***suspiciously*** to **suspicious**
- **G** Change ***more suspiciously*** to **most suspicious**
- **H** Change ***more suspiciously*** to **most suspiciously**
- **J** Make no change

3. What changes, if any, should be made in sentence 3?

- **A** Change ***more*** to **most**
- **B** Change ***more politely*** to **most polite**
- **C** Change ***politely*** to **polite**
- **D** Make no change

4. How does sentence 4 need to be changed?

- **F** Change ***smarter*** to **smartest**
- **G** Change ***smarter*** to **more smart**
- **H** Change ***smarter*** to **most smart**
- **J** Change ***smarter*** to **smartiest**

5. What change, if any, needs to be made to sentence 5?

- **A** Change ***easily*** to **more easily**
- **B** Change ***easily*** to **most easily**
- **C** Change ***easily*** to **easier**
- **D** Make no change

6. What is the correct way to write sentence 6?

- **F** Most finally, I figured out why everyone was acting so strangely—we got a new puppy!
- **G** Finally, I figured out why everyone was acting so strangely—we got a new puppy!
- **H** Finally, I figured out why everyone was acting so stranger—we got a new puppy!
- **J** More finally, I figured out why everyone was acting so strangest—we got a new puppy!

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. subtraction
	2. _____	2. transportation
	3. _____	3. missile
	4. _____	4. portable
	5. _____	5. intermission
	6. _____	6. committee
	7. _____	7. respect
	8. _____	8. transport
	9. _____	9. tractor
	10. _____	10. spectator
	11. _____	11. attraction
	12. _____	12. export
	13. _____	13. inspector
	14. _____	14. distract
	15. _____	15. spectacle
	16. _____	16. inspect
	17. _____	17. mission
	18. _____	18. import
	19. _____	19. dismiss
	20. _____	20. suspect
Review Words	21. _____	21. telescope
	22. _____	22. astronaut
	23. _____	23. photograph
Challenge Words	24. _____	24. spectacular
	25. _____	25. protractor

Name _____

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

Some Latin roots include ***aud*** (to hear), ***miss/mit*** (to send), ***auto*** (self), ***dict*** (to say), ***port*** (to carry), ***scrib/script*** (write), ***spect*** (to look at), and ***tract*** (to pull).

Read each spelling word aloud. Do you notice any patterns?

DECODING WORDS

Many verbs end with the Latin root *spect* or *tract*, such as *inspect*, *attract*, and *distract*. When these words become nouns, the final consonant sound changes. For example, the /t/ in *attract* changes to /sh/ in *attraction*. Read this word aloud: /ə/ /trak/ /shən/.

Write the spelling words that contain the matching Latin root.

subtraction	export	tractor	inspector	mission
transportation	committee	spectator	distract	import
missile	respect	attraction	spectacle	intermission
portable	transport	dismiss	inspect	suspect

port

1. _____
2. _____
3. _____
4. _____
5. _____

miss/mitt

6. _____
7. _____
8. _____
9. _____
10. _____

spect

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

tract

17. _____
18. _____
19. _____
20. _____

Look through a dictionary for more words with Latin roots. Create a word sort for a partner in your writer's notebook. Then share your answers.

Name _____

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

Some Latin roots include ***aud*** (to hear), ***miss/mit*** (send), ***auto*** (self), ***dict*** (to say) ***port*** (to carry), ***scrib/script*** (write), ***spect*** (to look at), and ***tract*** (to pull).

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Write the spelling words that contain the matching Latin root.

subtract	export	tractor	inspector	mission
port	commit	spectator	distract	import
missile	respect	traction	spectacle	intermission
portable	transport	dismiss	inspect	suspect

port

1. _____
2. _____
3. _____
4. _____
5. _____

miss/mitt

6. _____
7. _____
8. _____
9. _____
10. _____

spect

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

tract

17. _____
18. _____
19. _____
20. _____

Look through a dictionary for more words with Latin roots. Create a word sort for a partner in your writer's notebook. Then share your answers.

Name _____

A. Write the spelling words that contain the matching Latin root.

subtraction	export	intractable	inspector	mission
transportation	committee	spectator	distract	import
missile	prospector	attraction	spectacle	intermission
portable	transport	dismissal	inspect	circumspect

port

1. _____
2. _____
3. _____
4. _____
5. _____

miss/mitt

6. _____
7. _____
8. _____
9. _____
10. _____

spect

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

tract

17. _____
18. _____
19. _____
20. _____

B. Compare the words *subtraction* and *transportation*. How are they alike? How are they different?

_____

_____

_____

Look through a dictionary for more words with Latin roots. Create a word sort for a partner in your writer's notebook. Then share your answers.

Name _____

subtraction	export	tractor	inspector	mission
transportation	committee	spectator	distract	import
missile	respect	attraction	spectacle	intermission
portable	transport	dismiss	inspect	suspect

A. Write the spelling word that has the same, or almost the same, meaning.

1. examiner _____

2. sight _____

3. to check _____

4. observer _____

5. to move _____

6. to release _____

7. honor _____

8. job _____

9. to suppose _____

10. break _____

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

11. The bus is my _____ to and from school.

12. Which automobiles do we _____ from other countries?

13. I used _____ to figure out how much money was left.

14. The food court is a popular _____ at the mall.

15. A _____ can be a very destructive weapon.

16. I try not to let phone calls _____ me when I'm studying.

17. The citizens formed a _____ so they could work together.

18. We take a _____ stove with us on camping trips.

19. The farmer kept his old _____ in the barn.

20. Can you name one _____ that we ship overseas?

Name _____

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

James was a spektator at all the school basketball games. His mision was to boost the home team's spirits, and he organized a commettee of students to join him in making signs and cheering loudly at each game.

1. _____ **2.** _____ **3.** _____

Soon James's group of cheering students became the main attaction at the games. Did the students distrack the other teams? Some said they did, but their display was always good-natured and done with the greatest respecd for all players.

4. _____ **5.** _____ **6.** _____

Writing Connection

Write a passage for a story about another enthusiastic student. Use at least four spelling words in your writing.

Name _____

Remember

Many English words come from the Latin language. Recognizing Latin roots can help you remember a word's spelling and meaning. For example, if you know the root ***tract*** (to pull), you should be able to determine the spelling and meaning of *tractor*.

Read each spelling word aloud. Which words share the same Latin roots?

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

subtraction	export	tractor	inspector	mission
transportation	committee	spectator	distract	import
missile	respect	attraction	spectacle	intermission
portable	transport	dismiss	inspect	suspect

1. re __ __ ect _____

2. transp __ __ tation _____

3. interm __ __ sion _____

4. att __ __ ction _____

5. po __ __ able _____

6. dis __ __ ss _____

7. tr __ __ tor _____

8. spe __ __ acle _____

9. transp __ __ t _____

10. m __ __ sile _____

11. s __ __ ctator _____

12. mi __ __ ion _____

13. ex __ __ rt _____

14. distra __ __ _____

15. insp __ __ tor _____

B. Write these spelling words on the lines in alphabetical order. Alphabetize them to the third letter. ***suspect, import, committee, inspect, subtraction***

16. _____ **18.** _____ **20.** _____

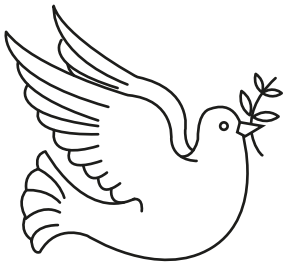
17. _____ **19.** _____

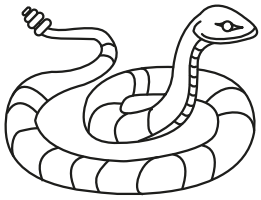
Name _____

Literal language says what it means. *Literal* refers to the dictionary definition, or *denotation*. For example: *Storm clouds appeared in the sky.*

Figurative language has a deeper meaning that goes beyond the literal meaning. Writers may include similes, metaphors, personification, hyperbole, or other figures of speech to make the writing more interesting. Figurative language also allows for a deeper connection with the reader due to the *connotation* of the chosen words, or the feelings and ideas associated with them. For example: *The sky suddenly became angry.*

Look at the images below. Then write one sentence about the image using literal language and one sentence about the image using figurative language.





	Literal Language	Figurative Language

Name _____

Homophones are words that sound the same but are spelled differently and have different meanings. Say the following homophone pairs out loud.

peace, piece	*flower, flour*	*waist, waste*
principle, principal	*sole, soul*	*stationary, stationery*

Read the sentences below and circle the correct word to complete each one. Underline the context clues that help you figure out which word to use. Then use that word in a new sentence.

1. This morning the wind _____ so hard that I nearly fell over. **blew** **blue**

2. I thought I _____ all the answers to her questions. **knew** **new**

3. I didn't recognize you when we _____ on the street. **passed** **past**

4. Call your dog to come _____ now. **hear** **here**

5. He seems like a nice person and a good friend, _____. **to** **too**

B Improvement _____ # Correct _____

Divide.

1	4 ÷ 10 =	.	23	25 ÷ 50 =	.
2	4 ÷ 20 =	.	24	2.5 ÷ 50 =	.
3	4 ÷ 40 =	.	25	3.5 ÷ 50 =	.
4	8 ÷ 10 =	.	26	3.5 ÷ 70 =	.
5	8 ÷ 20 =	.	27	0.35 ÷ 70 =	.
6	8 ÷ 40 =	.	28	0.35 ÷ 50 =	.
7	9 ÷ 10 =	.	29	0.42 ÷ 60 =	.
8	9 ÷ 30 =	.	30	0.54 ÷ 90 =	.
9	9 ÷ 90 =	.	31	0.56 ÷ 80 =	.
10	6 ÷ 2 =	.	32	0.63 ÷ 70 =	.
11	6 ÷ 20 =	.	33	6 ÷ 30 =	.
12	12 ÷ 2 =	.	34	18 ÷ 90 =	.
13	12 ÷ 20 =	.	35	72 ÷ 80 =	.
14	12 ÷ 30 =	.	36	4.8 ÷ 80 =	.
15	12 ÷ 40 =	.	37	0.36 ÷ 30 =	.
16	12 ÷ 60 =	.	38	0.48 ÷ 40 =	.
17	15 ÷ 5 =	.	39	0.65 ÷ 50 =	.
18	15 ÷ 50 =	.	40	1.38 ÷ 30 =	.
19	15 ÷ 30 =	.	41	2.64 ÷ 60 =	.
20	21 ÷ 30 =	.	42	5.18 ÷ 70 =	.
21	27 ÷ 30 =	.	43	6.96 ÷ 80 =	.
22	36 ÷ 60 =	.	44	6.12 ÷ 90 =	.

A # Correct _____

Solve.

1	$10 \times 10 =$		23	$3{,}400 \div 10^2 =$	
2	$10^2 =$		24	$3{,}470 \div 10^2 =$	
3	$10^2 \times 10 =$		25	$3{,}407 \div 10^2 =$	
4	$10^3 =$		26	$3{,}400.7 \div 10^2 =$	
5	$10^3 \times 10 =$		27	$63{,}000 \div 1000 =$	
6	$10^4 =$		28	$63{,}000 \div 10^3 =$	
7	$3 \times 100 =$		29	$63{,}800 \div 10^3 =$	
8	$3 \times 10^2 =$		30	$63{,}080 \div 10^3 =$	
9	$3.1 \times 10^2 =$		31	$63{,}082 \div 10^3 =$	
10	$3.15 \times 10^2 =$		32	$81{,}000 \div 10{,}000 =$	
11	$3.157 \times 10^2 =$		33	$81{,}000 \div 10^4 =$	
12	$4 \times 1000 =$		34	$81{,}400 \div 10^4 =$	
13	$4 \times 10^3 =$		35	$81{,}040 \div 10^4 =$	
14	$4.2 \times 10^3 =$		36	$91{,}070 \div 10^4 =$	
15	$4.28 \times 10^3 =$		37	$120 \div 10^2 =$	
16	$4.283 \times 10^3 =$		38	$350 \div 10^3 =$	
17	$5 \times 10{,}000 =$		39	$45{,}920 \div 10^4 =$	
18	$5 \times 10^4 =$		40	$6{,}040 \div 10^3 =$	
19	$5.7 \times 10^4 =$		41	$61{,}080 \div 10^4 =$	
20	$5.73 \times 10^4 =$		42	$7.8 \div 10^2 =$	
21	$5.731 \times 10^4 =$		43	$40{,}870 \div 10^3 =$	
22	$24 \times 100 =$		44	$52{,}070.9 \div 10^2 =$	

B Improvement _____ # Correct _____

Solve.

1	10 x 10 x 1 =		23	$4{,}370 \div 10^2 =$	
2	$10^2 =$		24	$4{,}370 \div 10^2 =$	
3	$10^2 \times 10 =$		25	$4{,}307 \div 10^2 =$	
4	$10^3 =$		26	$4{,}300.7 \div 10^2 =$	
5	$10^3 \times 10 =$		27	73,000 ÷ 1000 =	
6	$10^4 =$		28	$73{,}000 \div 10^3 =$	
7	500 ÷ 100 =		29	$73{,}800 \div 10^3 =$	
8	$500 \div 10^2 =$		30	$73{,}080 \div 10^3 =$	
9	$510 \div 10^2 =$		31	$73{,}082 \div 10^3 =$	
10	$516 \div 10^2 =$		32	91,000 ÷ 10,000 =	
11	$516.7 \div 10^2 =$		33	$91{,}000 \div 10^4 =$	
12	6,000 ÷ 1000 =		34	$91{,}400 \div 10^4 =$	
13	$6{,}000 \div 10^3 =$		35	$91{,}040 \div 10^4 =$	
14	$6{,}200 \div 10^3 =$		36	$81{,}070 \div 10^4 =$	
15	$6{,}280 \div 10^3 =$		37	$170 \div 10^2 =$	
16	$6{,}283 \div 10^3 =$		38	$450 \div 10^3 =$	
17	70,000 ÷ 10,000 =		39	$54{,}920 \div 10^4 =$	
18	$70{,}000 \div 10^4 =$		40	$4{,}060 \div 10^3 =$	
19	$76{,}000 \div 10^4 =$		41	$71{,}080 \div 10^4 =$	
20	$76{,}300 \div 10^4 =$		42	$8.7 \div 10^2 =$	
21	$76{,}310 \div 10^4 =$		43	$60{,}470 \div 10^3 =$	
22	4,300 ÷ 100 =		44	$72{,}050.9 \div 10^2 =$	

Problem 1

Thirty-two cyclists make a seven day trip. Each cyclist requires 8.33 kg of food for the entire trip. If each cyclist wants to eat an equal amount of food each day, how many kg of food will the group be carrying at the end of day 5?

Problem 2

The area of a vegetable garden is 200 ft^2. The width is 10 ft. What's the length of the vegetable garden?

Problem 3

852 pounds of grapes were packed equally into 3 boxes for shipping. How many pounds of grapes will there be in 2 boxes?

Life Science
WEEK 6

Animal
Behavior

Science Studies Weekly
Challenger
GRADE 5

See Primary-Source Related Media...
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Animal Behavior

You might have watched a cat scratch at the leg of a sofa or a scratching post, and you might have wondered what all that scratching was for. The truth is, that cat may be trying to communicate with other cats. For a long time, people believed that cats scratch things to sharpen their claws, but some scientists now think that there's more to it than that. Take a look at the evidence: Cats carefully choose posts and places to scratch that can be seen. Cats also have little chemicals in their paws that smell. That smell tells other cats that they have been there. So, scratching posts and chairs and things is a way of saying, "Hey, I, Fluffy, was here! This is my space!"

Cats aren't the only animals with cool ways to communicate. You may have participated in a conversation with your dog. Dogs bow their bodies and bark when they want to play. They make whimpering sounds when they want something. They wag their tails when they are content. Ever seen a dog do any of that?

Animals in the wild often use behaviors to help them avoid danger and find food. For example, imagine that you're a bird called the American avocet, and a predator is approaching your nest of eggs. What do you do? If you're an avocet, you pretend you have a broken wing and flop around on the ground, farther and farther from your nest. The predator will follow you, hoping for a free meal. At the last minute, you fly off, leaving the predator hungry and lost. That behavior saves the lives of the eggs in the nest.

Continued on page 4

STEM *Smart Pups*

We love our pets in this country. A survey conducted by the Humane Society of the United States in 2012 reported that there were 164 million owned pets. Data collected by the Federation of Retailers across the country show that we spend a staggering $51 billion on pets or pet-related products each year—and that $310 million is for pet Halloween costumes alone!

So, exactly what is it about pets that we love so much? Well, some folks keep pets just for the company. They can be terrific listeners, and if treated humanely, they will love us unconditionally. If you've ever seen service animals at work, you know that pets can be life-saving helpers, too. Some service dogs help by watching for dangerous situations. Others help find people after disasters or work on ranches to herd animals. But the human-pet partnership is nothing new. Anthropologists and archaeologists who study the history, origins and cultures of humans know that dogs have been partners to people for at least 14,000 years. It's no wonder that modern researchers look for new and exciting ways to put pets to work. Returning combat veterans have found that service dogs help to mitigate, or lessen, the stress and trauma they feel as the result of war. Children and adults with life-threating conditions, such as seizures and allergies, partner with dogs that are trained to recognize changes in their human's body chemistry and alert them to the onset of illness. It seems that the possibilities are endless. No wonder we love our pets so much!

Amazing Animals

The Quest for Food

There are some sneaky animals that use tricks and cunning traps to get the food they need. Some birds know how to trick other birds out of their food by shouting a loud warning call, as if danger were near. The other birds fly away to escape the danger, leaving all the food to the trickster. Most clever! That's kind of like saying to your friends, "What's that over there?" and then taking a bite of their pizza when they turn their heads to look.

Spiders use webs and other tools to trap their prey.

Other animals use tricks and traps as well. Ant lions dig traps in the sand and wait hungrily at the bottom. Spiders use sticky webs as snares, but that's not all; one spider, called the bolas spider, creates a scent that smells just like a female moth. Male moths, looking for a date, are drawn to the web for lunch. This isn't their idea of a romantic evening!

Some animals hunt in groups called packs. It's easier for a group of wolves to bring down a fast caribou than for one alone. The packs act like families, right down to dinnertime, when they all sit down together to feed on the kill, just like you and your brothers and sisters sitting down together around a pizza.

Hyenas are scavengers. They eat animals that are already dead. Vultures also fall into the scavenger category.

Some animals, like hyenas, travel in packs as well, but aren't great hunters. Instead, they follow packs of hunters around and eat the leftovers. That's called scavenging. It happens on land and at sea, too. Crabs in the ocean do the same thing, looking for what's left over after the big undersea predators have filled their bellies.

If you've ever been bitten by a mosquito, you can understand that there are some animals that live mostly on the blood of other animals. And, if you think mosquitoes are as bad as it gets, try these bloodsuckers on for size: There's a blood-sucking bat (actually called the vampire bat—spooky, eh?) that sucks the blood of cattle standing in the field. Or, what about one of the most famous bloodsuckers of all—the leech? This tiny critter looks like a little black slug and just waits in the water patiently until a big animal like a deer, a cow, or even a human comes by for a dip. Then it attaches itself to the animal and calmly sucks up more than eight times the leech's own body weight in blood! All fattened up, the leech plops back into the water and goes to sleep. A meal like that will last about six months.

Finding a Mate and Raising the Little Ones

So what do you think some female animals look for in a boyfriend? You'd be surprised! A male green anole, for example, has a part of its neck called the dewlap that it displays to get the attention of a female. And then there's the male bower bird. This chap decorates a nest with shiny things like bottle caps, feathers, colored string and anything he can find to attract a female. When a female shows up, he does a silly dance and sings a crazy, romantic song for her. Cute, eh? Maybe so, but not all animals are so romantic. Female black widow spiders and praying mantises aren't so big on impressing the guys. In fact, they eat their mates! Other animals like deer and bighorn sheep use their horns to fight each other for a mate. The females finally wind up with the biggest and strongest of the guys.

Blue whales are the largest mammal on Earth, so their babies are pretty big!

Technology & Science

Follow That Animal!

How do scientists study how far animals travel when they migrate? How can they tell how often whales dive deep underwater? How do they keep track of an endangered animal? Well, for years, scientists have used radio transmitters. A radio transmitter can be attached to large animals such as whales and elephants or even smaller ones like bats, seals, koala bears, tundra swans and more. Satellites orbiting the Earth have sensors that can hear the radio signals. ARGOS is the name of one satellite system that locates transmitters on the Earth and tells us where the animals are located. ARGOS systems can track a bird from 500 miles overhead. And these transmitters work for years!

Can anyone get in on the adventure of tracking animals? You bet! And, while we don't recommend trying to put your own radio collars on the animals in your own neighborhood, you could try something else: Take the Albatross Project, for example. It's a project that invites kids all over the world to participate in tracking albatross movements across the oceans. For more information, go to http://www.conserveturtles.org/satelliteturtles.php. Or, track a sea turtle at cccturtle.org/.

Book Science

'Return to Exile' by E.J. Patten

If it's been a while since you've read a fabulously frightening fantasy novel, then "Return to Exile" is the book for you. You'll soon be looking over your shoulder, expecting something from the cast of monsters to be behind you. There are Wargarous (wolf-like shape shifters), Piebalds (black-and-white crows whose skeletons glow) and Shadow Wargs, just to name a few.

Our hero, Sky Weathers, has been learning about traps, riddles and imaginary monsters all his life from his Uncle Phineas. He assumes it's all fun and games until Uncle Phineas disappears. Sky joins a band of teenage monster hunters to rescue his uncle. Then he learns that children have been disappearing and the dreaded Arkhon is about to be unleashed. Let the good vs. evil monster battles begin!

This is the first book in "The Hunter Chronicles," with monsters like you've never seen before. Fortunately, Sky keeps a monster notebook. For example, you can survive encounters with Gnomon, large nose-less creatures whose heads are covered with mouths full of razor-sharp teeth, because they do not have opposable thumbs.

Humans, along with most apes and monkeys, have thumbs, which differ from the rest of the fingers on our hand. These opposable thumbs can touch the tip of each finger independently. This allows us to grasp tools or weapons tightly (which would certainly give Sky a big advantage over the Gnomon). Hold the thumb of one hand with your other hand and try eating, getting dressed, or playing video games, and you'll be glad you're not a Gnomon.

A gecko can remove its tail when a predator grabs it. Wouldn't that be a cool trick?

Avoiding a Predator

Animals have all sorts of clever ways to avoid being eaten. Chameleons change colors to blend into the background so that they're impossible to see. The burrowing owl can hiss like a rattlesnake's rattle. Some animals have body parts that confuse predators. Take the hairstreak butterfly, for example. It has a tail that looks like a head. It's sure confusing for birds! The snake-mimicking caterpillar changes its body shape to look like a scary snake. The desert gecko raises its tail when attacked. When a predator grabs the tail, it breaks right off, and the gecko runs. Skunks and some frogs use bad-smelling chemicals to keep predators away. Porcupines have sharp quills that jab predators when they try to eat them. Many insects, birds and fish have bright colors, which startle predators. Predators are cautious with brightly colored animals, because those colors sometimes mean poison and danger in nature.

We all know what a skunk's defense mechanism is!

Praying mantises use their front claws or pincers to trap food and eat it.

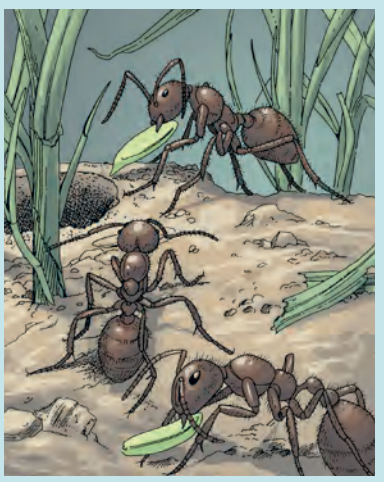
Tools of the Trade

For a long time, people thought that one of the big differences between animals and people was that people could use tools, and animals couldn't. But lately, we've seen animals using tools just as people do. Chimps and some birds have been seen using sticks as tools to fish insects out of holes. Some of those same animals also use rocks as tools to open hard nuts and shells. Tool users? Looks like it!

In the Lab

Ant Observations

Animals have many unique behaviors, and ants are definitely no exception. Ants have amazing abilities and a unique culture that most insects don't have. They are very social creatures who live in a large nest with hundreds of their relatives. In fact, a single ant cannot survive on its own. Have you ever seen an anthill or a colony in the cracks of your sidewalk? Let's take a closer look at these tiny workers.



Materials

- ants
- a small amount of paint
- magnifying glass
- sugar

Instructions

To begin with, form a hypothesis about your ant studies. How do you think the ants will react to the challenges you give them? What behaviors do you see in all the ants? How do they interact with each other? Write your hypothesis down so that you can compare it with your findings. Let's begin our experiment. Because ants are pretty small, it's a good idea to mark an ant or two when you're taking a look at them. A teeny dab of bright, quick-drying paint will not hurt their hard shells at all, but only a teeny dab, not even a drop. You can use a toothpick or small paintbrush to dab it onto the ants' backs.

Make a sugar lure for the ants. Just make a small trail of sugar in a line near the ant nest and watch as the ants come running. Mark the first ant who finds your sugar lure. What does he do? Does he stay and eat? Does he alert the other ants about his find?

You can give the ants you're watching a challenge and see how they handle the problem. If you have a dead fly, pin it to the ground not far from the ant nest with a long needle or straight pin. Mark the first ants who come along and find it. They will try to move the fly. Do they seem baffled when it doesn't budge? What will they do? How will they solve the problem? You can also give them twigs to climb over and try to move if you don't have a fly.

So what have you learned about ants and their behaviors? Do you think other insects would act in a similar way? You can do these experiments on other insects as well. Have fun exploring the world of ants!

This Week's Question

How do birds know how to get back home after flying south?

For years and years, scientists have studied how birds seem to know how to head south for the winter and then return in the spring to the exact place they left. Humans have wondered how homing pigeons could find their way home when released hundreds of miles away. We've discovered that many birds (like pigeons) and even sea turtles are somehow aware of the north and south magnetic fields of the Earth. So, even at night, when they can't see the land, they know where to go.

Scientists have studied this by placing magnets on birds, which disrupt their magnetic sense. But, knowing about magnetic fields isn't the only way to get around. Many animals also remember the way places smell and follow their noses home. During the day, some birds watch the position of the sun. And at night, birds also use the positions of stars as guides. Birds will change their position when they are released inside a planetarium (a building that has stars projected on the ceiling like in the sky). If the stars are rotated, the birds will rotate. Amazingly, birds seem to watch for the North Star, just as human sailors do.

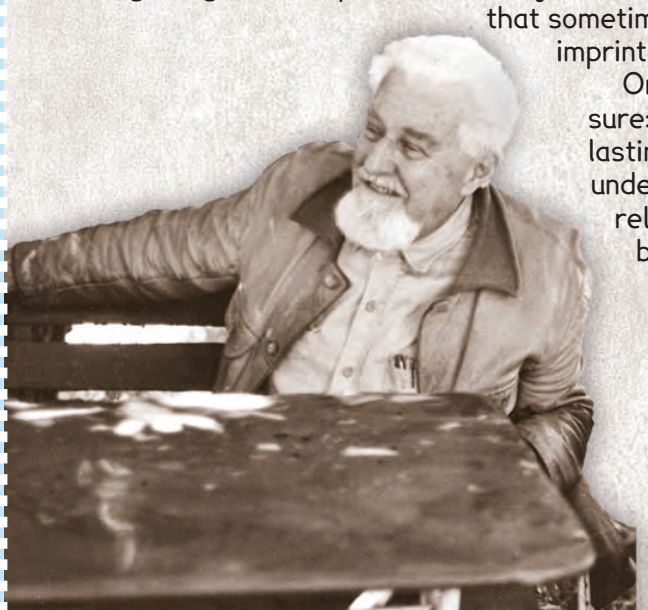
Spotlight

Konrad Lorenz 1903-1989

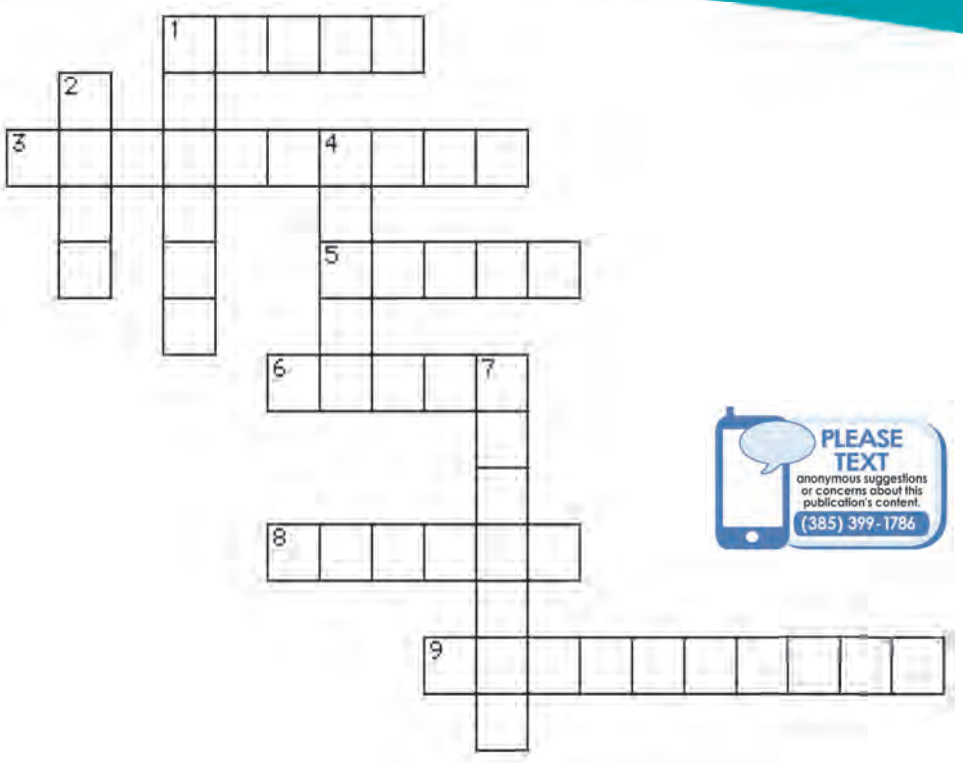
Konrad Lorenz was born in Austria, and as a kid he had all kinds of pets. He had monkeys, insects, dogs, birds and many more. As a child, he found that a duck followed him around as if he were the parent. Later, he studied animals and how they imprint. What's that? Well, when animals like geese, ducks and monkeys are born, something in their brains locks onto the first animal they see (usually their mommy). That's called imprinting. After it happens, they'll follow that animal anywhere. You may see baby ducks following their mommy around. That's a good example of imprinting.

Lorenz became a zoologist. He studied animal behavior and found that if baby ducks and geese were shown something other than their mommy, they would imprint on that object. Lorenz also discovered that sometimes animals become imprinted on people.

One thing is for sure: Lorenz left a lasting "imprint" on our understanding of the relationships that form between baby animals and their mommies, even if that "mommy" is you!



Name _____



ACROSS

1. a water-dwelling, slug-like animal
3. butterfly whose tail looks like a head
5. A male bower bird will _____ and sing to attract a female.
6. tools used as nut-crackers by chimps and birds
8. part of an anole's neck that it waves around during mating season
9. eating the leftovers of another hunter

DOWN

1. the last name of a scientist who studied imprinting
2. a group of animals that live and hunt together
4. This kind of transmitter is used by scientists to track animals.
7. one way cats use to tell other cats where they've been

Everybody Eats

Mini-Lab

What better way to show how animals get food than by using a table? It's your job to fill in this one. Start by writing the name of an animal in the column on the far left. Then write an X in the column that shows how it gets its food. You may need to mark more than one column. If you use the column that says "Other," write a couple of words about how that animal eats instead of marking it with an X. We did the first one to get you started. After you finish, you can create your own tables of information about how animals attract mates, use tools or avoid predators. You don't have to use only the information in Science Studies Weekly. Do some research online or in the library. Before long, you'll be an animal behavior expert!

How Animals Get Food

Animal	Tricks	Traps	Hunts Alone	Hunts in Packs	Scavenges	Other
Leech						Sucks blood

Animal Behavior

Continued from page 1

Interesting behaviors are good for even more than just avoiding predators. Animals might do crazy dances, sing funny songs, or even give off certain smells, all to attract a mate.

People have studied and watched animal behavior for thousands of years. For early humans, animals were a source of food and clothing, and understanding how animals live has always been very important. But it's also a lot of fun. If you think that some PEOPLE act crazy, turn the page for a look at some crazy ANIMAL behavior.

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

Let's Investigate

Detectives always have to report what they find out in an investigation. That goes for science detectives, too. There are many different ways to share your findings. Writing a paragraph to explain your results is a good start. Drawing sketches is a great way to keep track of how a plant is growing or to show the shapes of animal tracks. You can record measurements of height or weight in a table. Just count how many rows and columns you need (don't forget a row and column for headings or labels) and grab a ruler. Or have your computer make a table for you! If your investigation involves numbers, a graph is a great tool. You can create bar graphs, line graphs, pie charts or pictographs. A flow chart is a series of boxes and arrows that shows the order of events. It's great for demonstrating life cycles or other changes over time. If you're comparing two or more things, Venn diagrams work well. Although you probably are used to seeing a two-circle Venn diagram, you can draw three or even four circles that overlap in different places.

Bird Beaks

Different birds have different types of beaks. A house finch, for example, has a short stubby beak. What do you think it eats? The house finch's beak is best for eating fruit. What about a Darwin's finch, which has a thick heavy beak? That bird uses its beak to crack open large seeds. Can you guess what the European goldfinch eats? It has a sharp, pointed beak. If you guessed insects, you're right! Those birds are all finches, but they have three very different beaks! What about hawks, which have sharp, curved beaks? Those are perfect for tearing meat. Did you ever see a hummingbird? What kind of beak does it have? It's long and slender so it can get the nectar out of flowers. A heron has a beak shaped like a spear. That makes it a great tool for spearing fish. If you already know what a bird eats, then you can look at its beak and discover why it's shaped that way. If you don't know what they eat, then you can try to guess based on the information you already know. Scientists and detectives have a lot in common, don't they? See if you can match the bird and its type of bill with its food below:

1. duck with long, flat bill _____ A. insects, grain and small animals
2. woodpecker with a long, chiseled beak _____ B. small plants & animals
3. crow with a multi-purpose beak _____ C. insects inside wood

Comprehension Questions

1. The purpose of this article is to _____.
- ❍ persuade
- ❍ inform
- ❍ entertain

2. What would be a good alternate title for this article?
- ❍ Birds of a Feather Flock Together
- ❍ Birds and their Beaks
- ❍ Food for Exotic Birds

3. Which of the following does the author NOT mention?
- ❍ how beaks affect what birds eat
- ❍ that some of the same types of birds have
- ❍ different beaks
- ❍ that some birds don't use their beaks

4. What do hummingbirds eat?
- ❍ nectar
- ❍ flowers
- ❍ insects

5. Why did Darwin's finches have thick, heavy beaks?
- ❍ to attack their prey
- ❍ to crack open large seeds
- ❍ to catch fish

Standards Covered: N/A

WEEK 19

United States Government

USA Studies Weekly

Ancient America to Reconstruction

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Why Do We Need Government Anyway?

"Hey, Jackson!"
"Alana, where have you been? I've been waiting for you and your camera to take us back in time."

"I know. I had to finish cleaning my room first. That's one of my family's rules. I can't leave the house until my room is clean. Wouldn't it be great if there were no rules to follow?"

"Well, Alana, that may sound good right now, but rules actually keep us safe and help give us more freedom. What if you never cleaned your room and it was so dirty that you couldn't find anything or you got sick from all the germs?"

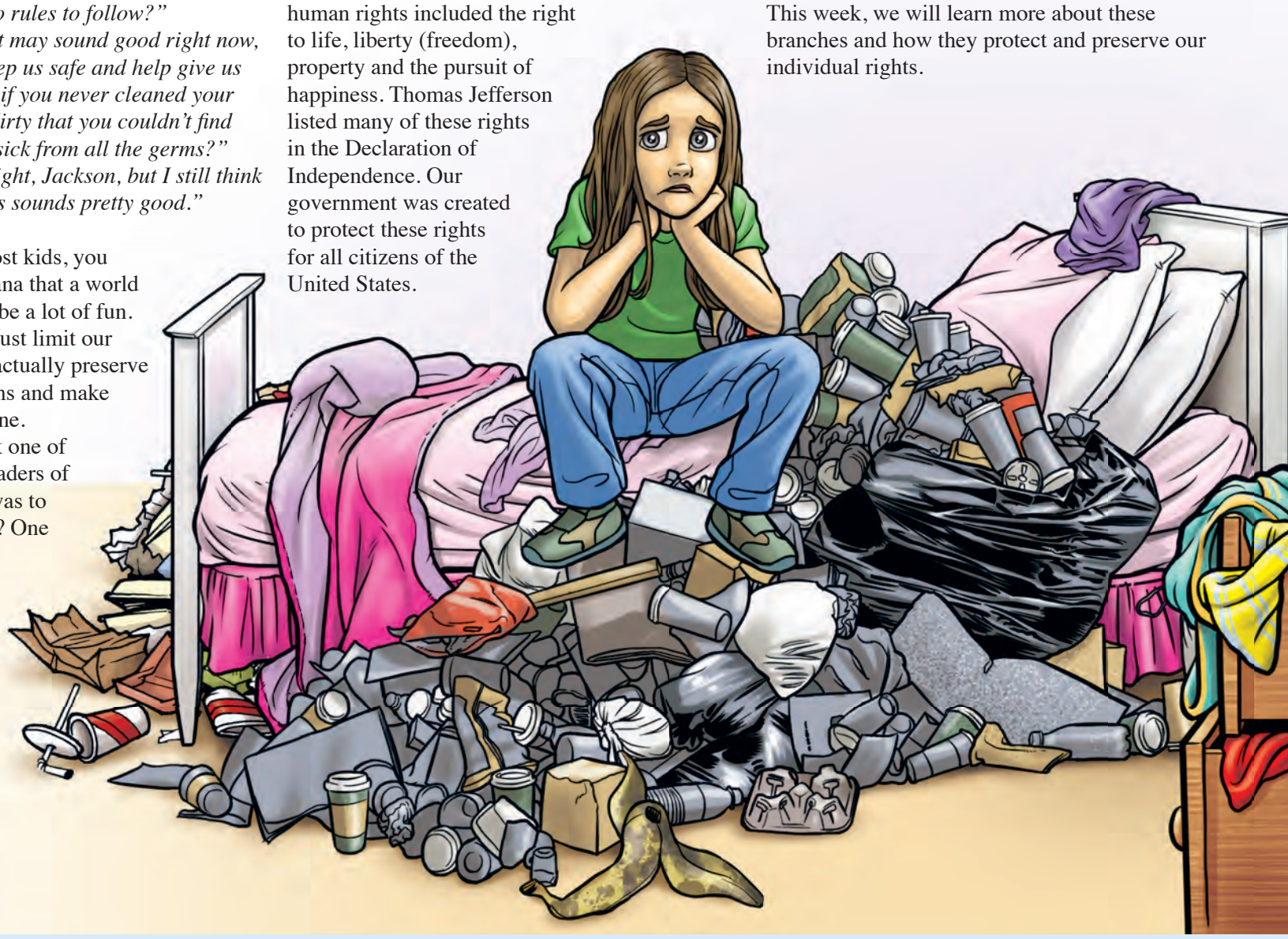
"I guess you're right, Jackson, but I still think a world without rules sounds pretty good."

If you are like most kids, you might agree with Alana that a world without rules would be a lot of fun. Rules do more than just limit our fun, however. They actually preserve (protect) our freedoms and make life better for everyone.

Why do you think one of the first things the leaders of our new nation did was to create a government? One reason was to keep the country running smoothly, of course. Our leaders also believed that all people have certain rights that must be protected. So they created a government that would protect these rights.

Where do our rights come from? Most people believe that all human beings are born with certain basic rights. The specific rights vary from culture to culture, but our early leaders in America believed that some of these basic human rights included the right to life, liberty (freedom), property and the pursuit of happiness. Thomas Jefferson listed many of these rights in the Declaration of Independence. Our government was created to protect these rights for all citizens of the United States.

We know that the first governing document of our country, the Articles of Confederation, turned out to be too weak to govern our country well. That's why the Founding Fathers wrote the Constitution to replace it. The Constitution created three branches of government and listed the responsibilities and powers of each branch. This week, we will learn more about these branches and how they protect and preserve our individual rights.



Connections

Is There Too Much Money in Politics?

Candidates are spending huge amounts of money on political campaigns, more than ever before. There are many reasons for this, but a big reason is a decision recently made by the Supreme Court. In a decision called "Citizens United," the Supreme Court said corporations and unions could donate an unlimited amount of money to campaigns, but not directly to candidates. Many people think that this much money and secrecy in politics can only lead to trouble. Others are glad that the rules have changed.

A company or group with a lot of money can pay for commercials that support the candidate they like and criticize the other candidates. But some people say that the public doesn't know who those groups are. The groups might not be honest about what they want the candidate to do if he or she is elected. If the candidate is elected, then some believe that the groups will say, "We helped you win, now you change the laws to help our group get what we want."

Those who agree with the Supreme Court's decision say it's good to have fewer rules and less government involvement in campaigns. Many believe it doesn't matter who gives money, and politicians will do the jobs they were elected to do.

Political races will certainly be different because of the new rules. Watch the candidates' commercials and discuss them with your parents and teachers. What do YOU think about money and politics?

USA Lesson

Dividing the Power

The Three Branches of Government

We know the Constitution divides the government into three branches, or parts. Each branch has a job to do and each branch checks on, or balances out, the other branches. The first three sections (called Articles) of the Constitution list the branches of government and the responsibilities of each. The three branches of government are the executive branch, the legislative branch and the judicial branch.

Executive Branch

The executive branch of government makes sure that the laws are carried out. It also is in charge of the military. The head of the executive branch of government is the president of the United States. Many other government offices, including the president's Cabinet and departments such as the Department of Defense and the Social Security Administration, are also part of the executive branch. Including the men and women of the military, more than 4 million Americans currently work for the executive branch.

Legislative Branch

The legislative branch makes the laws and establishes taxes. Congress, the legislative branch of our national government, is divided into two parts: the Senate and the House of Representatives. Two senators are elected from each state. The number of representatives for each state depends on how many people live there. The larger states send more representatives and the smaller states send fewer. Today, there are 100 senators serving in the Senate and 435 representatives serving in the House. All of them were elected by the people of their state.

Judicial Branch

The judicial branch interprets the laws, or decides what they mean. It also decides if the laws follow the Constitution. The judicial branch is headed by the Supreme Court and other federal, or national, courts. The Constitution does not state how many justices should sit on the Supreme Court, but allows Congress to decide this number. Since 1869, there have been nine justices serving on the Supreme Court.

The role of the judicial system is to make sure that the rights of all citizens are protected and that the law is followed. Article III of the Constitution guarantees that anyone who has been accused of a crime has the right to a fair trial before a judge and a jury. The Constitution also guarantees that:

- No one will have his or her life, liberty or property taken away unless authorities follow the appropriate legal processes.
- No one will be tried for the same crime twice.
- All will have the right to a speedy (quick) trial.
- All will have the right to call witnesses to support his or her case and to ask questions of other witnesses.
- All will have the right to a lawyer.
- All will have the right to choose not to testify if it will incriminate (cause to look guilty) him or her.
- All will be protected from unreasonably high bail, fines or cruel and unusual punishments.

Federal Powers vs. State Powers

The powers of government are also divided between the federal, or national, government and state governments. Here is a list of some of the responsibilities of each:

The Federal Government has the power to:

- print money
- declare war
- build the military
- make treaties (agreements) with foreign countries
- make rules for doing business between the states and foreign nations
- create post offices and issue postage
- make laws to enforce the Constitution

State Governments have the power to:

- create local governments
- issue licenses (driver's, marriage, hunting, etc.)
- make laws for business within the state
- hold elections
- ratify (approve) Constitutional amendments
- take care of the health and safety of its citizens

Powers Shared by Federal and State Governments

- set up courts
- collect taxes
- build roads
- borrow money
- make and enforce laws
- create banks
- spend money for the benefit of the people
- take private property for government use, with proper payment

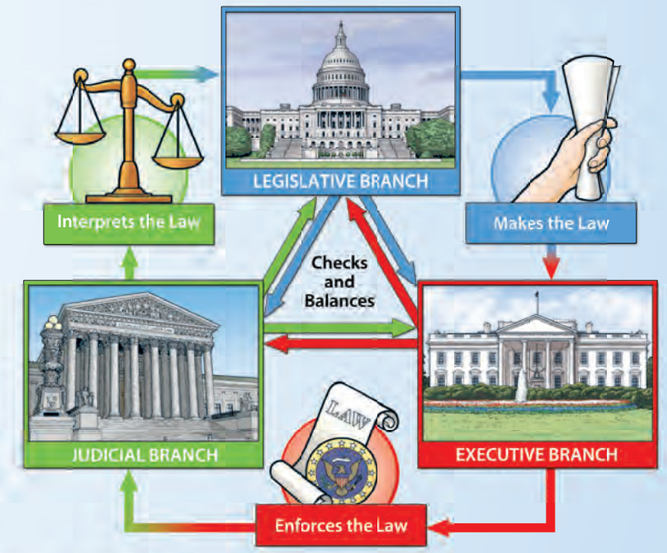
The Constitution also says that any powers not specifically given to the federal government are given to the states. These are called reserved powers because they are "reserved," or left, to the states.

Responsibilities of a Good Citizen

As you have learned, the government guarantees U.S. citizens many rights. With these rights come responsibilities. A responsibility is a duty or task that is your job to complete. As U.S. citizens, we all have the responsibility to make this country a better place and to help out wherever we can. Here is a list of some of our important responsibilities:

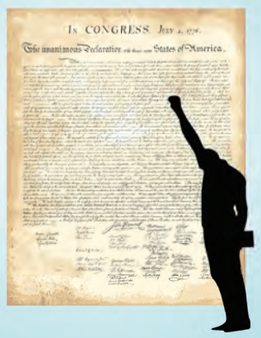
- obey the laws of the land
- respect the rights of others
- respect property
- serve on a jury when asked
- serve in the military to defend our country
- help police and other law enforcement agencies keep our nation safe
- vote in elections
- pay taxes
- volunteer in the community

The U.S. government was created to protect the rights of all Americans. We citizens share the responsibility to preserve these rights and make our country a better place.



American Character

Respect for Human Rights

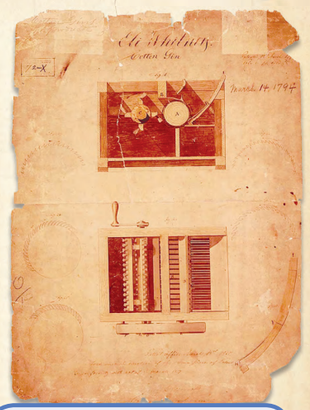


In the Declaration of Independence, Thomas Jefferson wrote that all people are born with "certain unalienable rights," or rights that can't be taken away. These rights include "life, liberty and the pursuit of happiness." If all people were born with these rights, didn't that also include the slaves? Weren't they born with the same rights to life, liberty and the pursuit of happiness as the colonists were?

Many colonists didn't believe that these rights applied to slaves. The ideas in the Declaration of Independence gave Americans something to think about when it came to human rights. These are rights that belong to all human beings regardless of race, age, gender or religion. Not many years would pass before the nation would be caught up in a war over the issue of slavery and human rights.

History

Unintended Effects



Eli Whitney's original cotton gin patent drawing.

We know Eli Whitney's cotton gin was a major improvement in technology of the 1790s. It could do the work of 50 people. But it didn't mean plantation owners used fewer slaves in the cotton fields. The gin worked fast, so people could produce more cotton. But that meant even more workers were needed to pick even more raw cotton in the fields. This actually increased slavery.

Another unexpected effect of Whitney's invention was that people copied his cotton gin and claimed it as their own. They got lots of the money that should have been Eli's. Whitney fought the copiers in court. That led to changes in U.S. patent laws. Now, inventors can get exclusive (unshared) rights to their ideas and machines. It is illegal for others to "pirate," or steal, them. A great thing for Whitney was that he finally became rich with his 1798 invention of a machine that made interchangeable musket parts. His cotton gin increased slavery, but his musket-parts machine later helped the North win the Civil War. What an interesting turn of events!

This Week's Question

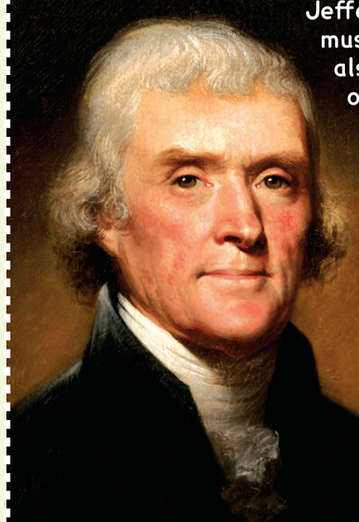
What is the system of checks and balances?

The three branches of government were set up so their powers would be balanced. The branches have the authority to check, or hold back, each other's powers. This keeps any one branch from becoming too powerful. The executive branch, or the president of the United States, can veto (say no to) bills that Congress passes. The legislative branch, or Congress, has the power to override (cancel) the president's veto. Congress can also refuse to appoint judges that the president recommends. The judicial branch can overturn laws that it finds unconstitutional, or against the Constitution. Each branch of government has the power to keep the other branches from taking control of the country. The three branches check each other and keep each other in balance.

Biography

Thomas Jefferson

Thomas Jefferson, the third president of the United States, is well known as a government leader, but he is even more famous for the beliefs he held. As the author of the Declaration of Independence, Jefferson was one of the first Americans to express the idea that all people are born with certain rights that should never be taken away. Jefferson said that among these rights were, "life, liberty and the pursuit of happiness."



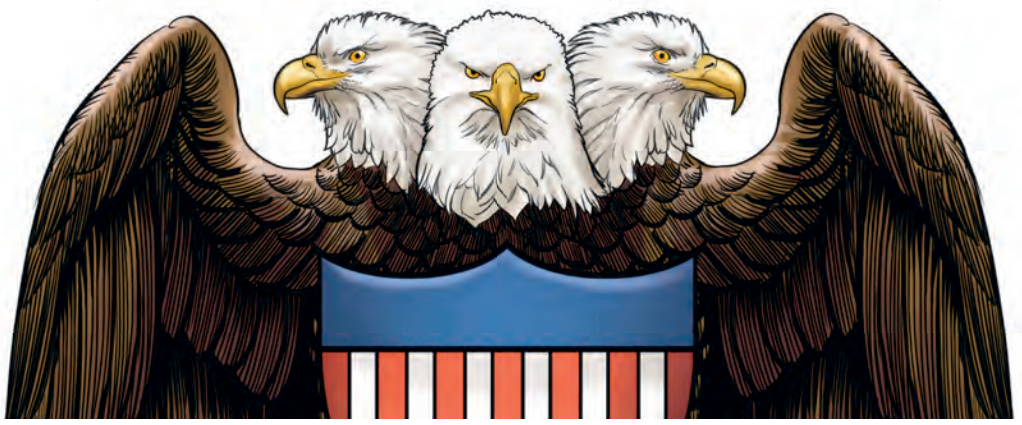
Jefferson believed the government must protect these rights, but he also believed men were capable of governing themselves. He didn't want the government to become too large or too powerful. Jefferson wrote, "Under the law of nature, all men are born free, everyone comes into the world with a right to his own person, which includes the liberty of moving and using it at his own will."

Name _____

The Three-Headed Eagle

Activity

The three-headed eagle is sometimes used to represent the three branches of U.S. government. On the activity below, label the three branches of government. Fill in the responsibilities of each branch. (If you need help, look back at the lesson on pages 2-3.)



_____ Branch	_____ Branch	_____ Branch
Responsibilities	**Responsibilities**	**Responsibilities**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Tortilla-Maker to U.S. Treasurer Romana Acosta Banuelos

Spotlight

Romana Banuelos was born in 1925 to a poor immigrant family in Arizona. In 1933, the government deported them to Mexico, where Romana worked on the family farm and helped her mom sell empanadas (stuffed pastries). In 1943, Romana moved back to the U.S., making her way to Los Angeles with her two sons and only $7 to her name. She started washing dishes as a job by day and making tortillas at night.

Banuelos saved what money she could and worked hard to buy some equipment to start her own tortilla factory, which she opened in 1949. Sales were successful. She named her company Ramona's Mexican Food Products, Inc., changing her name slightly. By the 1960s, her business had proved successful. Soon, Banuelos co-founded the Pan-American Bank to help other Hispanic people get small-business loans and help the whole community.

President Richard Nixon saw how organized Banuelos was and what a fantastic businesswoman she had become. He appointed her U.S. Treasurer, a higher government post than any other Mexican American had held at the time. Romana served one term and then re-focused her attention on running her businesses, providing scholarships to Hispanic youth and helping her community continue to improve.

Opinion

Let's Write

Imagine you are all grown up and that you have been called to serve on a jury. Use what you know about courts and trials and do some extra research if you need to. Write a paragraph that describes how you feel about serving on a jury. What are your responsibilities as a juror? What sacrifices must you make to serve? How do you feel about making these sacrifices? Remember to use correct spelling, grammar and punctuation in your paragraph.

Think & Review

1. Where do most people believe our basic rights come from?
2. What is the purpose of government?
3. List the three branches of government.
4. What are the responsibilities of the judicial branch of government?
5. What does the Constitution say about reserved powers?
6. List six responsibilities of a good citizen.
7. What was an unintended negative effect of the cotton gin?
8. What is the system of checks and balances in government? Give at least one specific example.
9. The Declaration of Independence talks about all men being created equal and having certain protected rights. Some colonists believed that this idea didn't apply to whom?
10. Which branch of government is headed by the president of the United States?

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

USA Studies Weekly—Ancient America to Reconstruction, Week 19

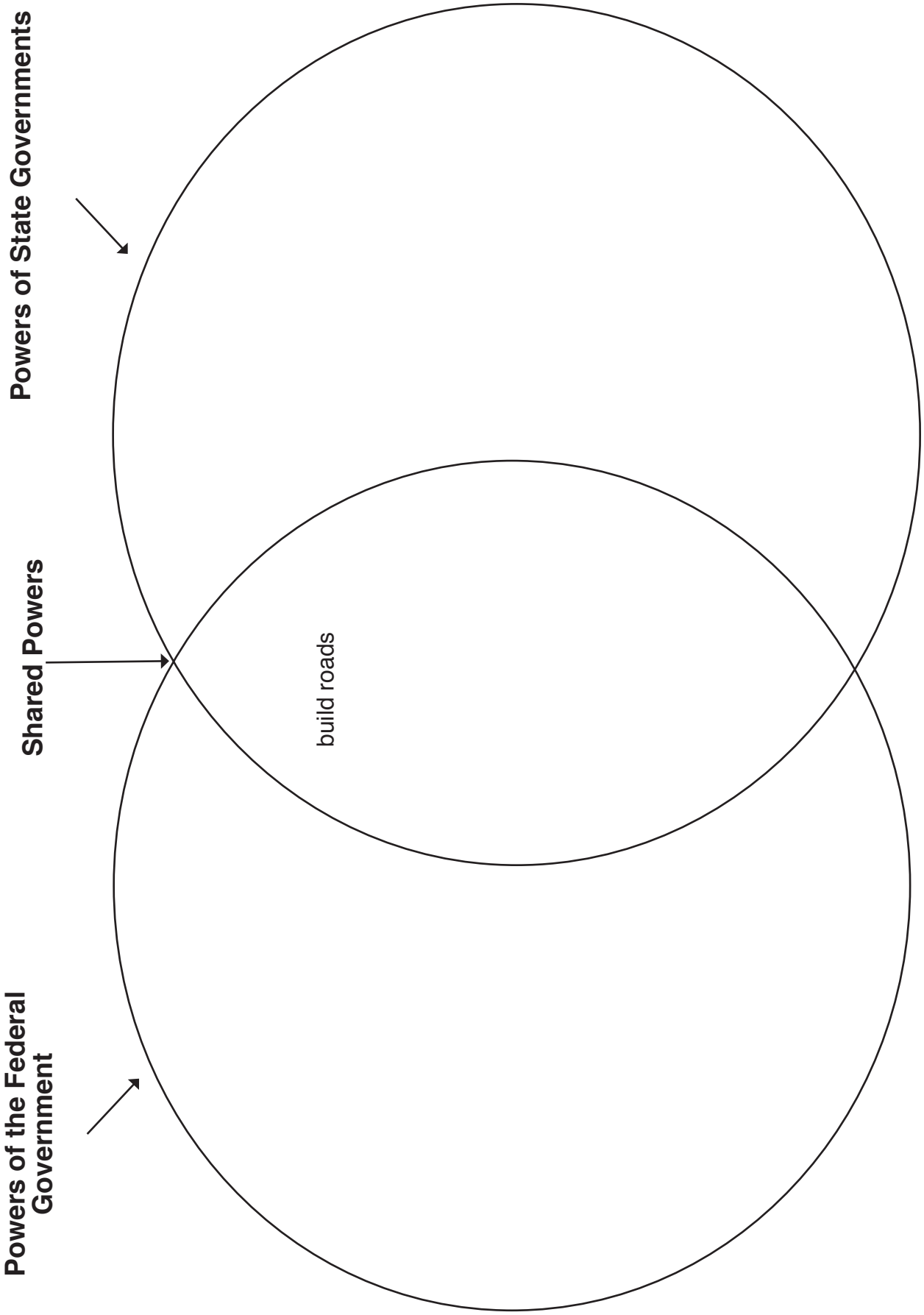
Name _____ Date _____

Powers of Government

The powers of government are divided between the federal government and state governments. Use the Venn diagram your teacher gives you to show which powers belong to each division of government. The powers that belong to both state and federal government should be listed in the overlapping portion of the circles. The first one has been done for you. (For help with this activity, you may use Pages 2-3 of this week's newspaper.)

List of Powers

- build roads ✓
- protect health and safety
- ratify Constitutional amendments
- spend money for the benefit of the people
- issue licenses
- make rules for doing business between the states and foreign nations
- set up courts
- make laws to enforce the Constitution
- create local governments
- make treaties with foreign countries
- take private property for government use
- create banks
- make laws for intrastate (within the state) business
- build the military
- create post offices and issue postage
- hold elections
- collect taxes
- borrow money
- make and enforce laws
- declare war


Powers of State Governments
Shared Powers
build roads
Powers of the Federal Government

USA Studies Weekly—Ancient America to Reconstruction
Teacher Supplement

Name _____ Date _____

USA Studies Weekly—Ancient America to Reconstruction **3rd Quarter, Week 19**

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

1. Where do most cultures believe our basic human rights come from?
   Ⓐ the government
   Ⓑ We are born with them.
   Ⓒ our employers
   Ⓓ none of the above

2. What is the main duty of the legislative branch?
   Ⓕ to enforce the laws
   Ⓖ to interpret the laws
   Ⓗ to make the laws
   Ⓘ to appoint judges to the courts

3. Which of the following is NOT a power belonging to the federal government?
   Ⓐ issuing licenses
   Ⓑ printing money
   Ⓒ declaring war
   Ⓓ creating post offices

4. The Constitution states that any powers not specifically given to the federal government are given to _____.
   Ⓕ the national government
   Ⓖ the president of the United States
   Ⓗ the Supreme Court
   Ⓘ the state governments

5. The cotton gin _____.
   Ⓐ decreased slavery and increased cotton production
   Ⓑ increased cotton production and increased slavery
   Ⓒ increased silk production and increased slavery
   Ⓓ increased tobacco production and decreased slavery

6. Article III of the Constitution guarantees that anyone accused of a crime has _____.
   Ⓕ the right to a trial before a judge and jury
   Ⓖ the right to a speedy trial
   Ⓗ the right to a lawyer
   Ⓘ all of the above

7. Which of the following is a responsibility of all U.S. citizens?
   Ⓐ to serve a four-year term in the military
   Ⓑ to join the police force
   Ⓒ to pay taxes
   Ⓓ to run for mayor

8. Whom did some colonists believe were NOT included in Thomas Jefferson's statement that "all men are created equal"?
   Ⓕ the British
   Ⓖ slaves
   Ⓗ the Spanish
   Ⓘ the French

9. If the president of the United States disagrees with a law passed by Congress, he or she can _____ this law.
   Ⓐ veto
   Ⓑ adopt
   Ⓒ ratify
   Ⓓ sign

10. What is one of the main duties of the national government?
   Ⓕ It protects our rights.
   Ⓖ It makes sure we all have jobs.
   Ⓗ It gives everyone free health care.
   Ⓘ It gives everyone a free college education.

11. List six responsibilities of a good citizen.

_____

_____

_____

_____

12. Which branch of the government do you see as having the most challenging job? Why? Which branch of the government do you see as having the job that you would enjoy doing the most? Why?

_____

_____

_____

_____

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/1/20

COLOR WHEEL SCAVENGER HUNT

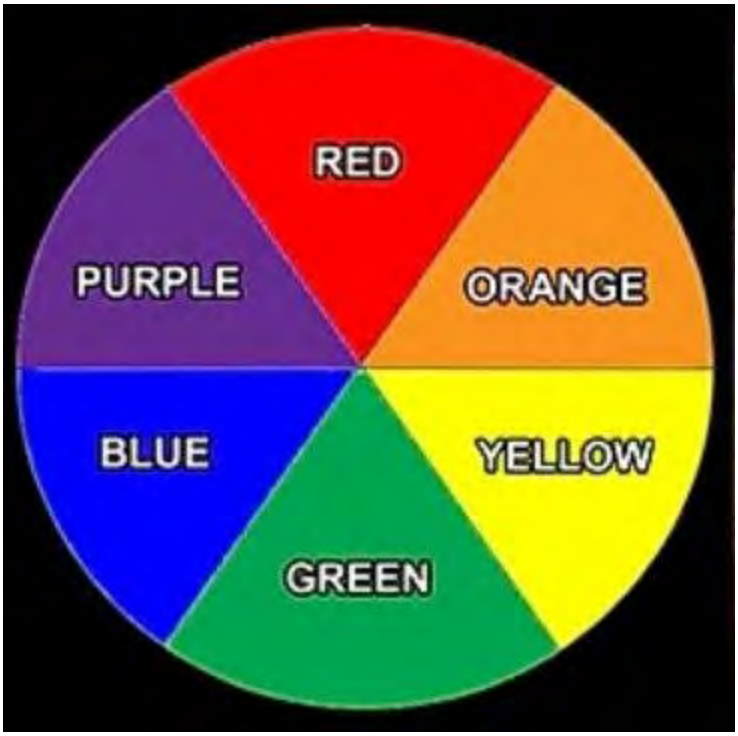
DIRECTIONS:

Create a color wheel, with the primary and secondary colors, using items you collect around your home. This could be a tabletop color wheel, using items like: crayons, Legos, action figures, etc., or the color wheel could be created on the floor, using larger items, such as: books, clothing, pillows, etc.

Make sure you put the colors in the correct order (see examples.) It is O.K. to use items that are 'mostly' the color you're searching for, although solid colors are best. Different values (light & dark) of the colors are also fine, such as: light blue, medium blue & dark blue.

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

COLOR RESOURCES:



YouTube Videos:

This short video provides a basic review of primary colors (Kindergarten), secondary colors(1st grade), tints and shades (2nd grade), and tertiary colors (5th grade): https://www.youtube.com/watch?v=1lYgcwmc4XU

Warm and Cool Colors (3rd grade):
https://www.youtube.com/watch?v=LhtJ6Eeqm90

Complementary Colors (4th grade):
https://www.youtube.com/watch?v=qv70Y9X-wZM(Primary Colors, Secondary Colors, Tertiary Colors, Warm/Cool, Complementary Colors)

How to Mix 3 Colors to Make a Rainbow - Science Experiments for Kids - Primary Colors Fun science experiment about color!

Peep and the Big Wide World: A Peep of a Different Color Short movie about color and coloring mixing.

Sesame Street: OK Go - Three Primary Colors "OK go" Primary Color song.

The Colors Song | Art Songs | Scratch Garden "The Color Song" about Primary, Secondary, and warm and cool colors.

Comparing Warm and Cool Colors | ArtQuest | NPT Warm and Cool Colors

https://www.youtube.com/watch?v=fph81KVY6f8&disable_polymer=true "The Advanced Color Song" about Primary, Secondary, Tertiary, Complementary colors and more!

(Songs about Value, Shades & Tints)

The Value Song | Art Songs | Scratch Garden

Tints and Shades

Books:

Mix It Up

https://www.storyjumper.com/book/read/59596375/THE-COLOR-WHEEL#page/2

https://www.storyjumper.com/book/read/15300622/Color-My-World#page/26

Games:

Color — Method of Action

Free Art Game for Kids- Interactive Colorwheel

Free Art Game for Kids-- Paint Drip Catch

Paint - Digital Painting Skills • ABCya!

Free Draw: Online Art and Creativity Game for Kids

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

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

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 June 1st

Move It Monday

We're gonna start this week out by playing follow the leader. Get your family together and take turns being the 'leader'. Everyone follows along behind the leader doing what they are doing. Some examples could be skipping, galloping, jogging, hopping, jumping, skipping, crawling or moving like different animals. Take turns being the leader and be creative!

Turn It Up Tuesday

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

Kids Circuit Workout

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 curl ups (also called sit-ups).
Curl Up Demonstration
Curl Up Cadence

Fun Time Friday

Today we are going to have a nature scavenger hunt. You can take this nature walk in your backyard, around your neighborhood or at a nearby park. First you are going to make the list of things that you are going to find. Some ideas could be pinecones, different types of leaves, different shaped twigs or rocks, something that is red or any color you pick, something that looks like a specific shape, something that is round or flat, maybe you have to spot a certain flower or a certain bird or animal. Whatever you choose, make the list with the person you are going to take this walk with. Then when you get back, you can talk about all the different things you found or saw! Have fun!

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

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- 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 , 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

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