

Fifth Grade

"From A Distance"

Monday:

9 - 10 am 10 - 11 am *Any time

*Any time 6 - 7 pm

Mrs. Grace/Reading

Mrs. Lawrence/Science

Mrs. Denison/Writing Mrs. Blakley/Math

Mrs. Denison/Writing

a-Mam

Teaching Live (Via <u>Zoom)</u> Teaching Live (Via <u>Zoom)</u>

Prerecord video youtube video Available on Zoom

Tuesday;

10 - 11 am

*Any time 1 - 2 pm

2 - 4 pm

Mr. Zumwalt/ Social Studies

Mrs. Denison/Writing Mrs. Denison/Writing

Mrs. Grace/Reading

Teaching Live (Via Zoom)

Prerecord video Available on <u>Zoom</u> Available on <u>Zoom</u>

Wednesday:

*Any time
*Any time

1 - 2 pm 2 - 4 pm 6 - 7 pm Mrs. Blakley/Math Mrs. Denison/Writing Mrs. Lawrence/Science Mrs. Grace/Reading

Mrs. Denison/Writing

Prerecord video youtube video

Available on Zoom
Available on Zoom
Available on Zoom

Thursday:

10 - 11 am *Any time

> 1 - 2 pm 5 - 7 pm 6 - 7 pm

Mr. Zumwalt/ Social Studies

Mrs. Denison/Writing
Mrs. Denison/Writing
Mr. Zumwalt/ Social Studies

Mrs. Lawrence/Science

Available on Zoom

Prerecord video
Available on Zoom
Available on Zoom
Available on Zoom



Mrs. Lawrene's 5th grade Science class.

Online assignments:

To be sent out one per week though Remind or on the FB page.

Week 1: Why Do We Have to Stay Home?

Week 2: Earth's Movement

Week 3: Constellations/The Sun

Week 4: The Moon & Its phases

Week 5: Review and Final Assessment

* Pages will be graded. Week 1 will begin on April 6th. Assignments are due the following Monday after the lesson is taught.

Packet/At Home Work:

To be picked up or delivered via bus. Use textbook packed in personal items from school.

Week 1: How does the Earth Move? Lesson 1:Read pages 253-257 attached worksheet

Week 2: What is a Star? Lesson 2: Read pages 259-263 attached worksheet

Week 3: Planets Lesson 3&4: Read pages 265-271 & 273-277 attached worksheet

Week 4: Asteroids, meteors, comets and moons. Lesson 5: Read pages 279-283 attached worksheet

Week 5: Review pages 292&293 and Final Assessment attached

Either way, send a picture of your work to Mrs. Lawrence through the Remind app or her email.

(jacqualine.lawrencec@littleaxeps.org)

- Archaeology

Archaeology is the science of learning about the past. These scientists, called archaeologists, study the remains of things people have left behind or thrown away. This helps them learn about people who lived long ago. They learn how people lived, what they looked like, and what tools they used. Archaeologists



study everything from shipwrecks to lost cities that were hidden under in the sand.

You will often find archaeologists on a "dig," because things from the past often get buried under layers of dirt. They can be buried by people, or by natural disasters like floods, volcanoes, or hurricanes. Once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed. Archaeologists study these once hidden areas.

When archaeologists start on a dig, they always dig square holes, in a neat, organized way. They make a grid to help them keep records of where they make each find. This is important because they never keep the things that they find. They take them back to the lab and try to put a map together of everything that they have found. This helps them understand how people lived long ago. On a dig, they find two types of things. Artifacts are items that are smaller. These items may be moved and might be displayed in a museum later on. Larger things like fireplaces, floors, or walls which can't be moved are called features.

Archaeologists use many different tools from a toothbrush, to expensive machines. Other tools include a trowel, to scrape off layers of dirt, a handpick, to loosen the dirt, and shovels, to scoop the dirt into wheelbarrows. This soil is moved to an area called a dumpsite.

When archaeologists work underwater, they use a different set of tools. Underwater archaeologists usually dress like scuba divers. They carry tools like a measuring tape, a special plastic notepad that they can write on underwater, and a digging tool. Instead of shoveling dirt, they use tools called dredges or airlifts. These work like big vacuum cleaners. The dredges suck up sand that cover artifacts and blow the sand away. To lift heavy artifacts out of the water, they use giant balloons called liftbags.

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	Name:
	 I. Look at the choices below. Write SD for supporting details or MI for the main idea of the archaeology passage. A Archaeologists use a variety of tools. B Many items from the past are buried under dirt. C Some archaeologists work underwater. D Archaeologists study items from the past.
	2. The author stated that once a natural disaster happens, people sometimes re-build homes right on top of homes that were destroyed. What does the word "natural disaster" mean? A. A naturally occurring event that causes lots of damage or loss of life B. Food that is grown naturally C. Every day weather
	3. Look at the first paragraph. Which one is the best choice for its main idea? A. Archaeologists may work under the water. B. Archaeologists learn about how people lived long ago. C. Archaeologists use many different tools.
	4. Look at the fourth paragraph. Which one is the best choice for its main idea? A. Archaeologists use toothbrushes. B. Archaeologists use many different tools. C. Archaeologists scoop dirt into wheelbarrows.
	5. When archaeologists work in the dirt, it is called a what? A. A work area B. The pre-museum C. A dig
	6. Which one is NOT a supporting detail from this passage? A. Archaeologists sometimes work under the water. B. Archaeologists work in an organized way. C. Archaeologists are smarter than paleontologists.

Hammerhead Sharks

Hammerhead sharks are fascinating creatures. These sharks mostly live in warm waters near the coastlines and far offshore, all around the world. Most hammerheads migrate to cooler water in the summer months. Although they travel in large groups with as many as 100 sharks during the day, these sharks like to hunt alone at night.



There are nine different species of hammerheads but only three are dangerous to humans; the great hammerhead, the smooth hammerhead, and the scalloped sharks. Hammerhead sharks come in a variety of sizes and weights, with the great hammerhead being the largest of them all. It can grow up to 20 feet in length and weigh up to 1,000 pounds. Most hammerhead species though, are fairly small and are considered harmless to humans.

Hammerhead sharks are gray-brown to olive-green on top. Underneath, they are off-white, which allows them to blend in well in the water. One of its most recognized features is the shape of its head. It looks somewhat like a hammer, with its eyes set far apart at each end of its head. On the tops of their bodies, hammerhead sharks have a large dorsal fin with a point at the top of it. Their triangular teeth are pointy too and grow in rows, just like other types of sharks. These teeth are jagged and are extremely sharp.

Hammerhead sharks are expert predators and eat a variety of foods including small fish, small sharks, shrimp, octopus, and squid. Their favorite food is sting ray, which often hides under the sandy ocean floor. When food is scarce, some scientists believe that the hammerheads will eat each other in order to survive.

Hammerheads have an excellent sense of smell, which helps them locate food easily. The shape of their head and the placement of their eyes, also helps them locate prey by allowing them to see in various directions better than other species of sharks. In addition, they have a number of sensory organs in their head to feel vibrations and movements of their prey, even when they don't see them.

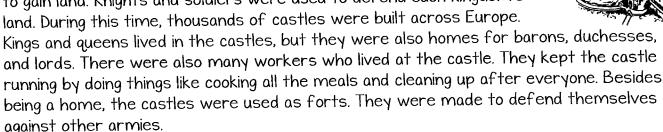
Unlike most fish, hammerhead sharks do not lay eggs but give birth to live young around 11 months. Female hammerhead sharks give birth to 20-40 pups at a time. The mothers do not take care for their young, but separate themselves from them immediately. Some baby sharks are eaten by other sharks but a good number still survive. Most hammerheads live from 20-25 years in the wild.

J	
	Name:
	 I. Look at the choices below. Write SD for supporting details or MI for the main idea of the hammerhead shark passage. A Hammerhead sharks eat a variety of foods. B Hammerhead sharks are unique animals. C A hammerhead shark's body features help it find prey. D Hammerhead sharks are born live.
	2. The author stated that hammerhead sharks will eat other hammerhead sharks if food is scarce. What does "scarce" mean? A. Easily found B. Scary C. Not easily found
)	3. Look at the second paragraph. Which one is the best choice for its main idea?A. There are several different species of hammerhead sharks.B. Most hammerhead sharks are harmless to humans.C. The great hammerhead is the largest hammerhead shark.
	4. Look at the last paragraph. Which one is the best choice for its main idea?A. Hammerhead sharks are born live.B. Hammerhead sharks may live up to 25 years in the wild.C. Hammerhead sharks have an interesting life cycle.
	5. Which food is a hammerhead's favorite?A. SquidB. Sting rayC. Octopus
	6. Which one is NOT a supporting detail from this passage? A. A hammerhead's eyes allow it to see in many directions. B. Just like bats and owls, hammerheads are nocturnal. C. Most hammerheads live 20 - 25 years in the wild.

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CASTLES

The Middle Ages was from about 500 to 1500 A.D. Most countries in Europe at that time were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this time, thousands of castles were built across Europe.



Castles were built in many locations. The best location for a castle was at the top of a hill. Hills were good lookout spots. They helped them see enemies coming from many miles away. Being on a hill made them easier to defend.

The first castles were made from wood. The wood could easily be set on fire. One fire-arrow could burn down a whole castle. So, castle owners began to build castles with stone to make them much stronger. The builders found stones and put them together using mortar. The mortar was made with water, sand, and lime (powdered limestone). They put mortar between the stones. The mortar was like glue. As soon as the mortar dried, the stone walls became very strong.

Castles were built for protection. Thick stone fences called "curtain walls" went all the way around the castle. Water-filled moats (deep trenches filled with water) were built next to the curtain walls. These stopped armies from using ladders to climb over the wall. It also stopped them from going under the walls.

The main entrance to the castle had a strong gatehouse. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the drawbridge to stop enemies from getting inside.

One of the most important weapons was the crossbow. A crossbow shoots arrows. Castles were made with narrow slits in the walls to protect soldiers while shooting their arrows. They could also shoot and then stand behind "battlements". These battlements look like teeth on the roofs of castle towers.

If enemies came into the castle, there were things inside to slow them down. For example, stone staircases went up and around in a clockwise direction. This helped right-handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose. Uneven stairs might trip soldiers who weren't expecting them. Castles also had secret passages. These passages let people get away quickly or to hide when they needed to.

Castles were built in Europe until the 1400's, when cannons were used in war. Castle owners tried to make the castle walls stronger but cannonballs could easily break down a stone wall. Many castles were torn apart or not taken care of. Some were changed into schools, churches, or prisons. It was the end of the castle building time.

1. What is the main idea for the entire passage?
A. Castles were built to protect kings and the people who lived there
B. Castles had moats
C. Castles were first made of wood and later built of stone
2. Look at the 3^{rd} paragraph. Write M beside the main idea of this paragraph and SD beside each supporting detail.
A Mortar was made of sand, water, and lime
B How castles were built
C Castles made of wood could burn down
3. There are eight paragraphs in this passage. Which paragraph has a main idea of <i>Castles were built with things on the inside to slow enemies down?</i> Circle one: 1 2 3 4 5 6 7 8
4. List one supporting detail for the Castles were built with things inside paragraph:
5. Look at the 6th paragraph. Write M beside the main idea of this paragraph and SD beside each supporting detail.
A Battlements looked like teeth
B Soldiers shot from castle towers
C Crossbows were important weapons
6. Look at the second paragraph. What is the main idea of this paragraph?
A. Enemies could be seen from far away when castles were built on hills
B. Castles could be built anywhere
C. The best place to build a castle was at the top of a hill
7. Look at the first paragraph. Which one is NOT true?
A. Workers lived in the castles
B. Kings and queens were the only ones who lived in castles
C. Thousands of castles were built in the Middle Ages
8. What is the main idea for the last paragraph?
A. Castle building ended because cannons could break down castle walls
B. Some castles were changed into schools or churches
C. Some castles weren't taken care of

Passage 5A

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CASTLES

In the Middle Ages (from about 500 to 1500 A.D.), most countries in Europe were ruled by kings. The kings often went to war to gain land. Knights and soldiers were used to defend each kingdom's land. During this dangerous time, thousands of castles were built across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as forts, and were built to defend themselves against other armies.

Castles were built in many locations but the best location for a castle was at the top of a hill. Hills were good lookout spots and helped them see enemies coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were built out of wood but could easily be set on fire. One flaming arrow could burn down a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar. Then they smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were built with features for extra protection. Thick stone fences called "curtain walls" surrounded the castle. Water-filled moats (deep trenches filled with water) were placed next to the curtain walls. These stopped armies from using ladders to climb over the wall or to tunnel under the walls.

A strong gatehouse was built at the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat to let people in. They would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons back then was the crossbow. Castles were made with narrow slits in the walls, to allow archers to be protected while shooting their arrows. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies came inside the castle, there were things inside that were made to slow them down. For example, narrow, winding stone staircases went upward in a clockwise direction. This helped right—handed fighters coming down the steps, since they could more easily swing their swords. Stairs were sometimes built to be uneven on purpose, to trip soldiers who were not familiar with them. Castles also had secret passageways to allow people to either escape or to hide in hidden places.

Castles were built in many parts of Europe until the 1400's, when cannons were used in war. Even though castle owners tried to make the castle walls stronger, cannonballs could easily break down a stone wall. Many castles either were torn apart, fell into ruin, or were converted into schools, religious buildings, or prisons. It was the end of the castle era.

Name:
1. What is the main idea for the entire passage?
A. Castles were built to protect kings and the people who lived there
B. Castles had moats
C. Castles were first built of wood and later built of stone
2. Look at the 3^{rd} paragraph. Write M beside the main idea of this paragraph and SD beside each supporting detail.
A Mortar was made of sand, water, and lime
B How castles were built
C Castles made of wood could burn down
3. There are eight paragraphs in this passage. Which paragraph has a main idea of <i>Castles were built with things on the inside to slow enemies down?</i> Circle one: 1 2 3 4 5 6 7 8
4. List one supporting detail for the Castles were built with things inside paragraph:
5. Look at the 6th paragraph. Write M beside the main idea of this paragraph and SD beside each
supporting detail.
A Battlements looked like teeth
B Archers shot from castle towers
C Crossbows were important weapons
6. Look at the second paragraph. What is the main idea of this paragraph?
A. Enemies could be seen from far away when castles were built on hills
B. Castles could be built anywhere
C. The best place to build a castle was at the top of a hill
7. Look at the first paragraph. Which one is NOT true? A. Workers lived in the castles
B. Kings and queens were the only ones who lived in castles
C. Thousands of castles were built in the Middle Ages
8. What is the main idea for the last paragraph? A. Castle building ended because cannons could break down castle walls
B. Some castles were converted to schools or religious buildings
C. Some castles fell into ruin

CASTLES

In the Middle Ages (from about 500 to 1500 A.D.), most European countries were ruled by kings who often went to war to gain land. Knights and soldiers were used to defend each kingdom's territories. During this dangerous time, thousands of castles were built

across Europe. Not only did kings and queens live in castles, but castles were also homes for barons, duchesses, and lords. Besides the king and the nobles, many workers lived at the castle. They kept the castle running smoothly by doing things like cooking all the meals and cleaning up after everyone. Besides being a home though, the castles served as fortresses, and were specifically built to defend themselves against invading armies.

Castles were built in many locations but the best location for a castle was at the top of a hill because it served as a good lookout spot, as enemies could be seen coming from many miles away. Also, being on upper ground made it easier to defend.

The first castles were constructed out of wood but they proved to be too easily set on fire. One flaming arrow could destroy a whole castle. So, castle owners began to rebuild castles with stone to make them much stronger. They gathered stones and put them together using mortar, which acted like glue. They used water, sand, and lime (powdered limestone) to make the mortar and then smeared it between the stones. As soon as the mortar dried, the stone walls were set firmly in place.

Castles were designed with features which provided extra protection. Thick stone fences called "curtain walls" surrounded the castle and water—filled moats (deep trenches filled with water) were placed next to the curtain walls to prevent armies from using ladders to climb over the wall or to tunnel under the walls.

A heavily fortified gatehouse formed the main entrance to the castle. Gatehouse guards would lower the drawbridge over the moat if they wanted to let people in and they would raise the heavy iron gate if they wanted to block enemies from getting inside.

One of the most important weapons of that time was the crossbow. Castles had narrow slits which allowed archers to shoot, while providing them with protection. Archers could also shoot and then stand behind "battlements," which look like teeth on the roofs of castle towers and buildings.

If enemies made it inside the castle, there were features there that were designed to slow them down. For example, narrow, winding stone staircases spiraled upward in a clockwise direction, which gave right—handed fighters coming down the steps an advantage, since they could more easily swing their swords. Stairs were sometimes built to be uneven purposely, to trip invaders who were not familiar with them. Castles also had secret passageways to allow residents to either escape or to hide in hidden places.

Castles were a major part of the European landscape until the 1400's when cannons became a widespread weapon. Even though castle owners tried to reinforce their walls, a stone castle proved to be no match for a cannonball blast. Many castles either were torn apart, fell into ruin, or were converted into schools, monasteries, or prisons. It was the end of the castle era.

Name:
1. What is the main idea for the entire passage?
A. Castles were built to protect kings and nobility
B. Castles had moats
C. Castles were first built of wood and later built of stone
2. Look at the 3^{rd} paragraph. Write M beside the main idea of this paragraph and SD beside each supporting detail.
A Mortar was made of sand, water, and lime
B The castle's construction
C Castles made of wood could burn down
3. There are eight paragraphs in this passage. Which paragraph has a main idea of <i>Castles were built with features on the inside to slow enemies down?</i> Circle one: 1 2 3 4 5 6 7
4. List one supporting detail for the Castle's inside features paragraph:
5. Look at the 6th paragraph. Write M beside the main idea of this paragraph and SD beside eac supporting detail. A Battlements looked like teeth
B Archers shot from castle towers
C Crossbows were important weapons
6. Look at the second paragraph. What is the main idea of this paragraph? A. Enemies could be seen from far away when castles were built on hills B. Castles could be built anywhere G. The head leasting to build a castle was at the top of a hill
C. The best location to build a castle was at the top of a hill
7. Look at the first paragraph. Which one is NOT true?
A. Workers lived in the castles
B. Kings and queens were the only ones who lived in castles
C. Thousands of castles were built in the Middle Ages
8. What is the main idea for the last paragraph?
A. Castle building ended because cannons could destroy castle walls
B. Some castles were converted to schools or monasteries
C. Some castles fell into ruin

Passage 5C

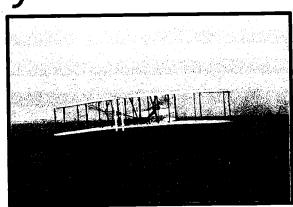
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Historical Dext:

The Wright Brothers

Name:	
Name	

Orville and Wilbur Wright were brothers who were born four years apart. Wilbur was born in 1867 and Orville was born in 1871. They also had two other brothers and a sister. Their father was a bishop in their church, so they moved around a lot. Both parents encouraged them to read and to



learn about the world. One day their father gave them a flying toy made of paper, cork, and bamboo. They played with it so much that they broke it, but it inspired them to promise each other that one day they would fly themselves.

Thoughout their childhood, the boys continued to be interested in mechanical things and flight. Orville decided to sell kites at school to make money and Wilbur read everything he could find about how birds flew and machines worked. As the brothers became adults, they opened a bicycle shop. While they were young, their mother was the one in the family who fixed things, so both brothers learned to be very good mechanics and could fix just about anything anyone asked them to fix. While working in the bicycle shop, the idea of designing an airplane was born.

In the early 1900's, many people were interested in the possibility of flight but most were focused on gliders. The Wright Brothers experimented with the possibility of flight using a light but powerful engine. Taking their profits from the bicycle shop, they started testing their airplane invention at Kitty Hawk, North Carolina, which was located in a windy area in the country.

On December 17, 1903, the Wright Brothers made the first successful historic airplane flight, with Orville piloting the plane (called 'the Flyer') and Wilbur running alongside the plane at the wing tip. This first flight was only 120 feet in length and lasted 12 seconds, at a speed of only 6.8 miles per hour. It was recorded in a famous photograph.

Over the next few years, the Wright Brothers continued to develop their aircraft and received their first patent in 1904. By 1908, Wilbur made over 100 flights and in France, he set a record with his longest one, at 2 hours and 19 minutes.

hat helped	livities were the brothers involved in during their childhood, to prepare them to invent the airplane? What is your rom the text?
	·
	arent was the family mechanic? Make sure to list your proof ext.
Find reaso	n inference. How was a glider different from the first airpland ons from the text. Using your inference skills, why do you thin t Brothers chose a windy place to do their test flights?
Find reaso	inference. How was a glider different from the first dirpland ons from the text. Using your inference skills, why do you thin t Brothers chose a windy place to do their test flights?

Fenne (Foxes

Name:_____

- The fennec fox lives in North Africa and can be found in the Sahara Desert. It also lives to the east in Sinai and Arabia. Fennec foxes like to live in sandy deserts. They like dry places with low growing plants.
- The fennec fox has sharp curved claws. It uses these to dig large dens with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their dens with bits of fur and feathers. This makes them soft and cozy. They sleep during the day to avoid the heat of the desert. Most foxes live alone but fennec foxes like to live in groups. They live in family groups of up to ten members.
- The fennec fox is about fifteen inches long. It weighs about three pounds. Its tail is 7 12 inches long and has a black tip. The fennec fox's tail is useful. It helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur. This helps it blends in with the sand in the desert. Its fur is thick to keep it warm during cold desert nights.
- One of the things that makes the fennec fox easy to recognize is its ears. Its ears are very large compared to its body. The fennec fox's ears always stand straight up. They are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears help them get rid of body heat. Their ears also help to cool the foxes off in the hot desert.
- At night, fennec foxes look for food. They eat both meat and plants, so they are omnivores. They hunt for insects like grasshoppers or locust. They also look for small birds, mice, and lizards. They eat plants like roots, grasses, fruits, and berries. They can live a long time without water. In fact, they get most of their water from the foods they eat.
- Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind. They open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

Directions: For numbers 1 - 8, use your crayons to underline evidence from the text. Make sure to underline the complete sentence, and not simply a word or two.

- I. Using blue, underline the text which explains how long a fennec fox's ears are.
- 2. Using red, underline the text which describes how the fennec fox's tail is helpful when it sleeps.
- 3. Using yellow, underline the text which describes how its thick fur is helpful at night.
- 4. Using green, underline the text which tells how many babies are usually born in a litter.
- 5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
- 6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
- 7. Using brown, underline the text which describes where fennec foxes live in North Africa.
- 8. Using black, underline the text which explains how many fennec foxes live in a group.

Directions: There are six paragraphs in the passage. Match the question about the text, to the number of the paragraph where the answer is found.

q	How long is the fennec fox's tail?
Ю	Which insects do fennec foxes like to eat?
11.	How large are fennec fox pups when they are first born?
12	_How does its tail help it when it runs?
13	_ Why do fennec foxes sleep during the day?
H	_ How do fennec foxes get most of their water?
 5	_ How are fennec fox's ears helpful to them?

Fenne (Foxes

Name:

- The fennec fox lives in North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with low growing plants.
- The fennec fox uses its sharp curved claws to dig large burrows with tunnels up to 32 feet in length. These dens have many entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
- The fennec fox is about fifteen inches long and weighs about three pounds. Its tail is 7 12 inches long and has a black tip. The fennec fox's tail is useful because it helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur, so it blends in with its sandy habitat. Its fur is thick to keep it warm during cold desert nights.
- One of the things that makes the fennec fox easy to recognize is its ears. Its ears are especially large compared to its body. The fennec fox's ears always stand straight up and are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears also help them get rid of body heat to cool the foxes in the hot desert climate.
- At night, fennec foxes search for food. They are omnivores (eat both meat and plants) and hunt for insects like grasshoppers or locust, small birds, mice, and lizards. They also eat roots, grasses, fruits, and berries. They can survive a long time without water. In fact, they get most of their water from the foods they eat.
- Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become adults at nine to eleven months old. Fennec foxes live about 12 years in the wild.

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- 4. Using green, underline the text which tells how many babies are usually born in a litter.
- 5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
- 6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
- 7. Using brown, underline the text which describes where fennec foxes live in North Africa.
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10	_ Which insects do fennec foxes like to eat?
11.	How large are fennec fox pups when they are first born?
12	_ How does its tail help it when it runs?
13	_ Why do fennec foxes sleep during the day?
件	_ How do fennec foxes get most of their water?
15.	How are fennec fox's ears helpful to them?

Fenne (Foxes

Name:_____

- The fennec fox is native to North Africa and can be found throughout the Sahara Desert and east to Sinai and Arabia. Fennec foxes prefer to live in sandy deserts and arid regions with scrub vegetation.
- The fennec fox uses its sharp curved claws to dig complex burrows with tunnels up to 32 feet in length. These dens have multiple entrances and exits to help them escape from predators. Fennec foxes line their burrows with bits of fur and feathers to make them soft and cozy. They sleep during the day to escape the heat of the desert. Most foxes live alone but fennec foxes are social animals. They live in family groups of up to ten members.
- The fennec fox is about fifteen inches long and weighs about three pounds. Its tail is 7 12 inches long and has a black tip. The fennec fox's tail is useful because it helps the fox change direction as it runs. Its tail also keep its nose and feet warm while it sleeps. The fennec fox has tan fur, so it is camouflaged in the sandy habitat. Its fur is thick for insulation during cold desert nights.
- One of the things that makes the fennec fox easy to recognize is its ears. Its ears are especially large compared to its body. The fennec fox's ears always stand straight up and are four to six inches in length. They have excellent hearing and are able to hear underground prey. Their ears also radiate body heat to help cool the foxes in the hot desert climate.
- At night, fennec foxes search for food. They are omnivores (eat both meat and plants) and hunt for insects like grasshoppers or locust, small birds, mice, and lizards. They also eat roots, grasses, fruits, and berries. They can survive a long time without water. In fact, they get most of their water from the foods they eat.
- Usually, fennec foxes have one litter of pups, with two to five babies, each year. The pups weigh only about 50 grams when they are born. The pups are born blind but open their eyes when they are about eight to eleven days old. They start walking when they are about two weeks old. The pups drink their mother's milk for the first ten weeks of life. They become mature at nine to eleven months old. Fennec foxes live about 12 years in the wild.

Directions: For numbers 1 - 8, use your crayons to underline evidence from the text. Make sure to underline the complete sentence, and not simply a word or two.

- I. Using blue, underline the text which explains how long a fennec fox's ears are.
- 2. Using red, underline the text which describes how the fennec fox's tail is helpful when it sleeps.
- 3. Using yellow, underline the text which describes how its thick fur is helpful at night.
- 4. Using green, underline the text which tells how many babies are usually born in a litter.
- 5. Using purple, underline the text which explains what kind of plants the fennec fox eats.
- 6. Using orange, underline the text which describes what fennec foxes do to make their burrows soft and cozy.
- 7. Using brown, underline the text which describes where fennec foxes live in North Africa.
- 8. Using black, underline the text which explains how many fennec foxes live in a group.

Directions: There are six paragraphs in the passage. Match the question about the text, to the number of the paragraph where the answer is found.

q.	_How long is the fennec fox's tail?
	Which insects do fennec foxes like to eat?
	How large are fennec fox pups when they are first born?
12	How does its tail help it when it runs?
13	Why do fennec foxes sleep during the day?
H	How do fennec foxes get most of their water?
15	How are fennec fox's ears helpful to them?

STORIES, MYTHS, AND TRADITIONAL LITERATURE

Directions: Read the fables below. Then answer the questions.

THE LION AND THE MOUSE By Aesop



One day a tiny mouse came upon a sleeping lion. "Since he's sleep," thought the mouse, "He'll never suspect I'm here!" So the little mouse climbed up onto the lion's tail, scurried across its back, slid down its leg and leapt off of its paw. Suddenly, the lion woke up and quickly caught the mouse between its claws. "Oh, please," said the mouse, "Let me go and someday I'll come back and help you." At this thought, the lion smiled. "You are so small! How could you ever be able to help me?" The lion laughed so hard he dropped the mouse who ran, until she was very far away.

The next day, two hunters appeared in the jungle and set up a trap made of ropes in the lion's lair, in order to catch the lion. Later that night, the lion came home and stepped into the trap. The lion roared and pushed and pulled against the ropes but could not free himself. When the mouse heard the lion's pitiful roars, she came back to help him. The mouse began nibbling at a rope until it broke and the lion was freed. At that, the lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being so small. You helped me by saving my life after all!"



THE DOVE AND THE ANT By Aesop



Once an ant was hurrying along on its six legs. Suddenly, it stopped and said aloud, "I'm thirsty". A dove heard the ant and cooed from a perch in a nearby tree, "If you're thirsty, why don't you get a drink of water from the brook? The brook isn't far from here. Do be careful though, that you don't fall in." The Ant raced to the brook and started to drink. As he was drinking, a sudden wind blew the Ant into the water. "Help!" the Ant cried, "I'm drowning!" The Dove acted quickly to save the Ant. With its beak, the Dove broke a twig from the tree and flew over to the brook. The Dove dropped the twig next to the Ant, who climbed onto the twig and floated ashore. A short time later, the Ant saw a Hunter setting a trap to catch the Dove. The Dove began to fly towards the trap and the Ant knew it had to act quickly to save the Dove. The Ant ran towards the hunter and bit his bare ankle as hard as he could. "Ouch!" the Hunter cried. When the Dove heard the Hunter, she flew away.

•	
I. What is the theme of these stories?	
I. What is the theme of these stories.	
2. Compare the two stories. How are they alike?	
3. Contrast the stories. How are they different?	
4. Choose one of the stories and summarize it:	

INFERENCES: II

Name:

When babies are born, their teeth are hidden. The first baby teeth break through around 6 to 12 months old. Soon, the entire first set of 20 teeth, called baby teeth, come in. This happens for many kids by the time they are three years old. Starting at age five or six, most kids start losing their baby teeth. These teeth get loose because they are pushed out by the permanent teeth that are under them. By age 12 or 13, most baby teeth have fallen out and kids have a full set of permanent teeth.

When the permanent teeth come in, there are 28 of them. Four more teeth, called wisdom teeth usually grow in at the back of the mouth between the ages of 17 and 25. These wisdom teeth usually make the teeth too crowded and need to be removed.

Inside your mouth, the teeth are surrounded by gums. The part of the tooth that you can see is called the crown. Much of the tooth, including its root, is hidden under the gums. The crown of each tooth is covered with enamel. Enamel is a covering on the outside of the tooth. It protects the inside part of the tooth.

Under the enamel, is the dentin. The dentin is the largest part of the tooth and goes from the top of the tooth down to the roots. Dentin is not as strong as enamel, but it is still very hard. Dentin protects the very inside part of the tooth, called the pulp. Nerve endings and a blood supply for each tooth are found in the pulp. When you eat foods that are too hot or too cold or if you get a cavity, the pulp is the part of the tooth that feels the pain. The tooth's blood vessels feed the tooth and keep it alive and healthy.

You have several different types of teeth in your mouth. The two front teeth and the teeth on either side of them are incisors. There are four incisors on the top and four on bottom. These teeth are flat and are used for cutting and chopping food. We bite into food using these teeth.

Next to the incisors are pointy teeth called canine. Canine teeth help tear food. There are two on the top and two on bottom. Next to your canine teeth are your bicuspid teeth. You have eight bicuspid in all. There are four on top and four on the bottom. Bicuspids are shaped differently from both incisors and canines. Bicuspids are bigger and have ridges. This allows them to crush and grind food. In the very back of your mouth are the molars. There are eight of these, with four on the top and four on the bottom. Molars are the largest and strongest teeth. They grind the food until it's small and ready to be swallowed. Wisdom teeth are the last four teeth to come in, with one in each back corner of the mouth.

© The Teacher Next Doo

1. The author stated that when a baby is born, its teeth are hidden. Make an inference. Where are the baby's teeth? A. Under the baby's gums B. In the baby's stomach C. The parents have them 2. Make an inference. The author stated that wisdom teeth make the teeth too crowded. What does this tell you about the person's mouth when the wisdom teeth come in? A. The mouth is too big B. The mouth is too round C. The mouth is too small 3. What do the roots of a tooth do? A. Help a person mash food into small pieces B. Clean the tooth C. Anchor the tooth to the gums Match the tooth to its description: A. incisor 4. _____ Pointy teeth which tear food 5. _____ The largest teeth which get food ready to swallow B. canine C. bicuspid 6. _____ For crushing and grinding up food D. molars 7. _____ For cutting or biting into food F. wisdom teeth 8. _____ The teeth which usually have to be removed 9. Why do you think you have different kinds of teeth? A. To make your smile look better B. Each has a different purpose to help you eat different foods C. Each one fits together 10. Imagine a person had braces before they got their wisdom teeth. The braces made their teeth straight. What might happen when their wisdom teeth come in? A. Their teeth would get crowded and crooked B. They would become smarter

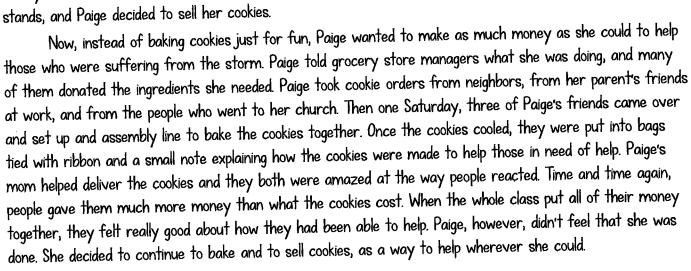
C. It wouldn't change their other teeth

. . .

Wharacter passant: The Baker

Paige couldn't remember the first time she helped her mom or dad make cookies, but she did know that she must have been very young. Making cookies was one of her favorite things to do! Everyone always loved it when she made cookies for bake sales, Girl Scout meetings, or just when friends came over.

One day, Paige's teacher, Mrs. Kelly, told the class about a town which was trying to recover after a hurricane. Many homes and schools had been flooded and some even destroyed. Families were hurting and Mrs. Kelly asked her students if they would like to help. Everyone agreed that they would do something to raise money to send the hurricane survivors. Some planned to hold car washes, some wanted to set up lemonade



I. What were the settings in this story?	
2 What inspired Paige to bake cookies to sell?	
3. Which character trait(s) does Paige show in this story?	
4. Which part of the text gives you this idea?	

O The Teacher Next Doo

Elements of DRAMA

Name:	
NOTIO:	

The New Puppy

Setting: On the Jackson's Farm in the country Characters: Sofia, Nathan, their father, and Farmer Jackson



{Farmer Jackson had promised to give one of the new puppies to Nathan and Sofia and they were anxious to choose one and to take it home.}

SOFIA: (running out of the car towards the barn) Hi, Mr. Jackson. Are the puppies still in the barn?

FARMER JACKSON (smiling): You betcha! Come on in and take a look.

SOFIA: Nathan, can you believe how cute they are! How are we ever going to decide?

NATHAN: I think we should take them all!

NATHAN'S FATHER: Aw, guys. I wish we could, but one is enough for us. Which one will it be?

SOFIA: I know which one. We'll take the runt. He looks like he needs us the most (wrapping the tiniest puppy in her arms while Nathan looks on and nods in agreement).

٠٠
1. What is the setting of the play?
2. Who are the characters in the play?
3. Look at the "description". What did Farmer Jackson promise Sofia and Nathan?
4. Look in the "stage directions" for Sofia's first line. Why do you think she got out of the car and started running towards the barn?
5. Why do you think Sofia and Nathan's Dad said one puppy was enough for them?
6. Why did Sofia want the runt?
7. Do you think Nathan agreed? How do you know?
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· Themes in Literature:

It (OULD ALWAYS BE WORSE

Jewish Folktale

Name:

Directions: Read the folktale below and answer the questions.

A certain man had come to the end of his rope and so he decided to pay a visit to his rabbi to ask for some advice. "Rabbi," he cried, "My life is terrible and is getting worse all of the time. We are a poor family and my wife, our six children and my in-laws, all live in a tiny one room house. Our nerves are shattered and we quarrel constantly. I don't know how much more of this I can take."

The rabbi considered the man's situation and said, "My son, I'll tell you what to do. If you follow my advice carefully, your life will improve." "Oh yes," replied the man. "I'll do whatever you say." "Tell me, what animals do you own?" asked the rabbi. "I have a cow, a goat and a few chickens" he responded. "Well, this is what you need to do. Go home and bring all of the animals inside your house to live with you." The man was astonished by what the rabbi told him to do, but he followed his advice and went home and brought all of the animals inside the house.

The next morning, the man rushed to see the rabbi saying, "Rabbi, I did what you told me to do but things are even worse than ever. My house has turned into a barn. Please tell me what I should do." "My son," replied the rabbi, "go home and take the chickens out of the house." So the man went home and took the chickens out of the house but soon afterwards, he went running back to the rabbi.

"Help me rabbi," he cried. "My goat is destroying everything in the house. She is turning my life upside down!" "Go home," the rabbi said, "and take the goat out of the house." So the man went home and took the goat outside but soon afterwards he went rushing back to the rabbi.

"Rabbi, you must save me now. The cow has turned my house into a barn. How can I live with such a messy animal that moos day and night?" "Here's what you should do," said the rabbi. "Go home and take the cow out of the house." So the man went home immediately and took the cow out of the house.

The next morning, the man rushed to see the rabbi once more. "Rabbi, you have made my life sweet again. Now that all the animals are outside, the house is so quiet and so much more roomy and clean! Thank you so much for your wise advice."

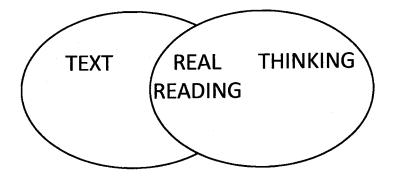
•	
What message is the author trying to convey in this story?	
. Which key detail in the text gave you a clue about the theme?	
. Summarize this folktale:	
	
4. How did the rabbi help the man feel better about his life?	
T. HOW WAN THE PADDITIES THE PROTECTION OF THE P	
1. 1	
5. Do you think the rabbi's advice was truly wise? Why or why not?	

RESTART Novel Study: Predicting

Before reading RESTART, look at the cover of the book. Take in the colours, font, the graphics, and the sub-title "Lose your memory. Find your life."

and the second s	
Predict what you think this book will be about:	
Plot:	
Setting:	
	<u> </u>
Characters:	
3.13. 4. 3. 3. 3. 3. 3. 3. 3. 3	

RESTART Novel Study: Metacognition



Text + Thinking = Real Reading

(p.19, Comprehension connections by Tanny McGregor)

As you read the first section of Chapter One, (up to the X on page 1) record your thinking as you read the text. Good readers think about what they are reading.

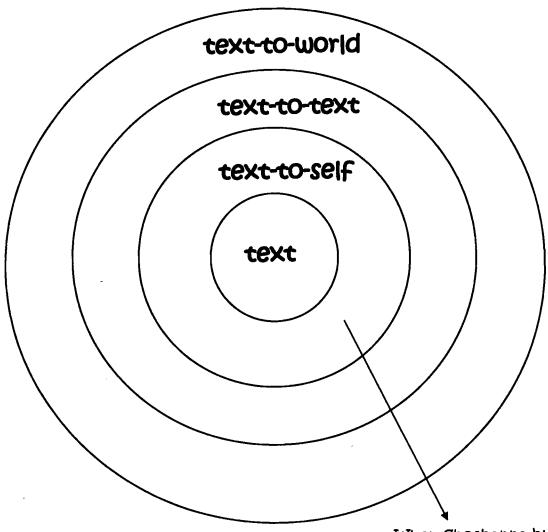
Use these thinking stems to help you:

I'm thinking I'm seeing	I'm noticing I'm wondering I'm feeling		

Metacognition = Thinking about our thinking

RESTART Novel Study: Schema

As you read chapters 1-3, record the connections you make on this sheet. An example is provided.



When Shoshanna bumped into Chase at the ice cream store it reminded me of how I felt when I bumped into someone at the mall that had been rude to me.

Schema = the prior knowledge or experiences you have about a topic.

RESTART Novel Study: Inferring

Background knowledge + Text cues = Inference (p.55, Comprehension Connections by Tanny McGregor)

As you read chapters 4-6, record the inferences you make on this sheet. Provide the evidence and/or background knowledge that helped you make this inference.

Inference	Evidence	Background Knowledge
	λ.,	

RESTART Novel Study: Questioning

Generate questions before, during and after reading.

(p.64, Comprehension Connections by Tanny McGregor)

Before, during, and after you read chapters 7-10, notice and record all the questions that come to mind each time you start and stop reading, and throughout reading. Use the following thinking stems, and your own ideas, to help you:

	TuTh a + iC	TuThy	How could
I wonder I don't ur	What if nderstand	Wny It co	nfused me

RESTART Novel Study: Determining Importance

Determine what is meaningful in the text.

(p.75, Comprehension Connections by Tanny McGregor)

Your purpose is to understand and enjoy the novel, RESTART.
Choose a chapter between chapters 11-15.
Why is the title of the chapter important?
What would happen if you didn't read the title?
When you write paragraphs, your opening sentence tells the reader what you will be talking about. Give an example of an important opening sentence from the book.
Write about what mattered the most in this chapter to the overall story. Why is it important?
What do you want to remember from this chapter?

RESTART Novel Study: Predicting

Now that you are in the middle of the book, look back at your original predictions. Write about what you predicted correctly and what was different. Make new predictions from this point in the book.

Plot:				
		· · · · · · · · · · · · · · · · · · ·		
Setting:				
		<u></u>	 	
			 	
Characters:			V.	
		<u>, _, _, _, _, _, _, _, _, _, _, _, _, _,</u>		
			 <u></u>	
\	•			

RESTART Novel Study: Visualizing

Create mental images using all of your senses.

(p.95, Comprehension Connections by Tanny McGregor)

Choose one scene out of RESTART in chapters 16-20 that really felt like you were connecting with the book. Using the thinking stems below, draw and write about what you visualized.

what you visualized.			
I'm picturing I can smell	I can imagine I can taste	I can feel I can touch	I can see I can hear
\ <u></u>			/

RESTART Novel Study: Synthesizing

Changing your thinking along the Way. (p.106, Comprehension Connections by Tanny McGregor)

(p.100) Comprehension Same
Think about the thoughts you had at the beginning of RESTART. Did you think the bully would change or go back to being a bully?
How did you think other students would respond to Chase?
As you continued with the story, how did your thinking change?
The state of the s
Use the thinking stems below, to write about how your thinking changed from the beginning to the end of RESTART. It may have changed a few times.
Now I understand why I'm changing my mind about
I used to think, but now I think My new thinking is
I'm beginning to think

RESTART Novel Study: Predicting

Now that you are finished the book, look back at the predictions you made in the middle of the book. Write about what you predicted correctly and what was different. Plot: Setting: Characters:

RESTART Novel Study: Final Thoughts What did you enjoy about RESTART and why? What did you not like about the book and why? What will you take away from this book? What has it changed about the way you understand relationships and other people's actions? Would you recommend RESTART to someone else and why?

RESTART Novel Study: Cover

The cover of a book is your first impression of the book. It can make you want to read it or put it down and look for something else. Draw a new cover for RESTART that you think would be appealing to readers.

Name: _____ Date: _____

1 6 876

2 2 538

6 8 7 6 — —

2 5 3 8 — —

(3) 4)788

4) 9**)**477

4 7 8 8 — — — 9 4 7 7 —

(5) 3**7**92

6 6 936

3 7 9 2 — —

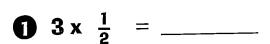
6	9	3	6
	_		

Everyone Needs Math!

Name Date _____

Riddle: Why did the artist need math?

To find the answer to the riddle, solve the multiplication problems. Then, match each product with a letter in the Key below. Write the correct letters on the blanks below.



2 5 x
$$\frac{1}{3}$$
 = _____

3
$$2 \times \frac{1}{6} =$$

6
$$3 \times \frac{3}{4} =$$



6
$$2 \times \frac{7}{8} =$$

6 a
$$\frac{9}{11} =$$

Key

						11
•	3/2	М	45/11	F	10/3	E
	16/7	Υ	9/4	D	8/7	G
	6/3	W	2/3	Z	36/9	R
	2/6	N	54/11	U	8/5	9
	14/8	В	3/6	T	5/3	В

Riddle Answer: **HE PAINTE**





Name: _____ Date: ____

1 3 675

2 5**7**15

3 6 7 5 — —

5 7 1 5 — —

3 5**665**

4) 8**)**952

5 6 6 5 — —

8 9 5 2 — —

5) 4)636

6) 7)581

4 6 3 6 — —

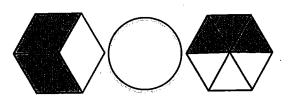
7 5 8 1 — —

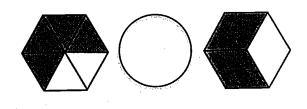
Thusday

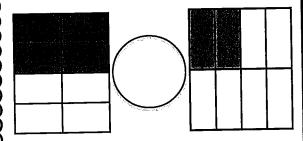
COMPARING AND ORDERING FRACTIONS

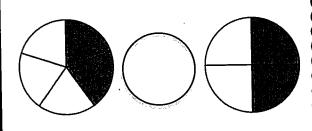
COMPARE THE FOLLOWING SETS OF FRACTIONS BY PLACING < > OR = IN THE CIRCLE.

IN THE SPACE BELOW, WRITE THE FRACTION REPRESENTED.

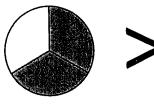


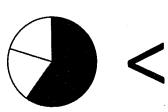


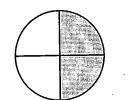




DRAW OR WRITE FRACTIONS TO MAKE THE BELOW STATEMENTS TRUE.







DRAW A VISUAL REPRESENTATION TO SOLVE THE FOLLOWING PROBLEM.

Ms. Sward, Ms. Galvan, and Ms. Hoit each baked a pan of brownies for valentine's day. Ms. Sward's class ate 3/4 of the pan. Ms. Galvan's class ate 2/3 of their pan, and Ms. Hoit's class ate 5/6 of their pan of brownies. Put the amounts of brownies each class ate in order from least to greatest.

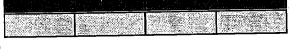
◆2015 TEACHING WITH A MOUNTAIN VIEW

Wednesday

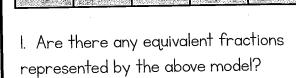
EQUIVALENT FRACTIONS

DETERMINE WHETHER OR NOT THE MODELS BELOW SHOW EQUIVALENT FRACTIONS.

EXPLAIN WHY OR WHY NOT.

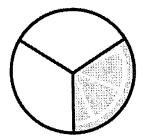


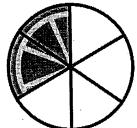
- I. Are there any equivalent fractions represented by the above model?
- 2. Explain why they are or are not equivalent.



2. Explain why they are or are not equivalent.

WRITE EACH FRACTION AND THEN DETERMINE IF THEY ARE EQUIVALENT.





Are the fractions equivalent?

Explain your answer.

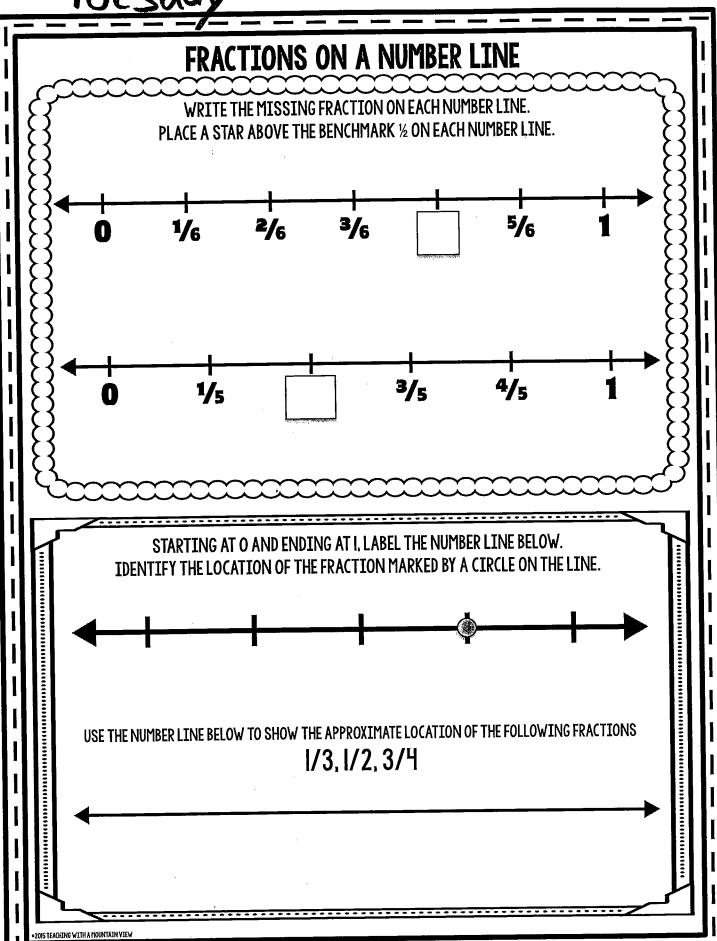
THE TWO FRACTIONS BELOW ARE EQUIVALENT. EXPLAIN HOW THIS CAN BE. EVEN THOUGH THEY HAVE A DIFFERENT NUMBER OF PARTS IN THE WHOLE.





•20IS TEACHING WITH A MOUNTAIN VIEW

Tuesday

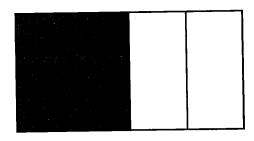


Date: Monday

DRAWING AND IDENTIFYING FRACTIONS

WRITE THE VALUE OF THE SHADED AREA OF EACH IMAGE BELOW







CAKE FOR ME AND YOU

Elise made a cake for her teacher's birthday. She cut the cake into six equal slices. She ate a piece, her teacher ate a piece, and the principal ate a piece. Draw the cake below to show how much of the cake had been eaten.

PIZZA PARLOR PARTY

Sam was making an extra large pizza. Half of the pizza had only sauce and cheese. One fourth of the pizza had sauce, cheese, and sausage. The final fourth of the pizza had sauce, cheese, and peperon!. Draw the pizza below.

AMONG FRIENDS

Micah's Smarties bag had 12 candies. He split the bag up between himself AND three friends. Draw the bag of Smarties below and show how many Smarties each friend got.

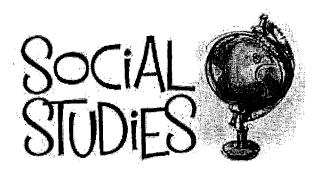
What fraction of the cake had been eaten?

Label your numerator and denominator.

If the pizza was split into eight equal slices, how many slices would have only sauce and cheese?

What fraction of the bag of Smarties did he give each friend?

●2016 TEACHING WITH A MOUNTAIN VIEW



This work is for Mr. Zumwalt's class.

send a picture of your work to Mr. Z through the remind app or his email.

(brian.zumwalt@littleaxeps.org)

Good luck!

Week 1 - Fill in blank map (states only) of U.S.

Week 2 - Read information on Native Americans in Eastern U.S. and fill the chart with 2 facts.

Week 3 - Mayflower escape room!

Week 4 - Fill in blank map of 13 colonies

Week 5 - Fill in notes on Revolutionary War.

Date: 3/23-3/26

Do on Monday	Due Tuesday	
Use these words to answer the following questions.	Sort the words from Monday's list.	
manuscript diversion misspell superior abduct dictation disapprove prescription survive misbehave diction abnormal	apart, in different away, from	
Label the part of speech of each underlined word. Wow, the chocolate cake with raspberry filling	Which word/phrase best completes the sentence? Although, Finally, Needless to say There was a delicious chocolate cake on the	
is <u>amazing</u> !	titchen table, I ate a piece as soon as I could.	
Correct the sentence by adding commas. Our flag is red white and blue.	Which word can mean a small measure of time and something very small? second, minute, hour	
Is this a simile or metaphor? What does it mean? He was crying like a baby during the movie.	What does the adage/proverb mean? Absence makes the heart grow fonder.	
Is the underlined verb PERFECT past, present, or future tense? Susie <u>has performed</u> in many shows.	Fill in the blank. cheer, cheered, will cheer We stand up and	
Add a comma	every time my sister scores a basket. Write the meaning of the underlined word.	
Add a comma. Your name is Nathan right?	His <u>vast</u> collection of books filled up the entire room.	
Refer to this box for this week's questions	Circle the words that contain the root that means to build. (refer to Monday's box)	
<i>stru, struct</i> to build	structure instructor conductor construction distraction student destructive observer reconstruct obstruct	

Due Wednesday	Due Thursday	
Sort the words from Monday's list.	Sort the words from Monday's list.	
on top of, over, wrong, bad above	write Speak	
Improve the sentence by expanding it with details.	Where does the comma go?	
She got stuff for her birthday.	However I wouldn't want to be the only person without an instrument.	
What is the correct formatting for handwriting a book title?	Which word could replace the underlined words? take, give, make	
"Stargírl" <u>Stargírl</u>	Jose will <u>provide</u> you <u>with</u> everything you need.	
brave (brav) adj. 1. ready to face danger or pain. noun 2. people who are ready to face danger.	Which definition of <i>brave</i> is being used in the sentence? Her <u>brave</u> nature was obvious as she faced the challenges.	
Complete the sentence with the correct PERFECT future tense verb.	Fill in the blank. goes, is going, went	
Susie (perform) in more than 100 shows before the end of the year.	Emily to stay with her grandparents while her parents were on vacation.	
Add a comma.	Highlight the part of the sentence that helped you find the meaning of the underlined word.	
Yes my name is Nathan.	His <u>vast</u> collection of books filled up the entire room.	
Someone who teaches and builds students' knowledge is called	The prefix re means <i>again</i> . What does the underlined word mean?	
a conductor an instructor an observer	The builders are going to reconstruct the building after the hurricane.	
(refer to Monday's box)	(refer to Monday's box)	

Do on Monday	Due Tuesday	
Use these words to answer the following questions.	Sort the words from Monday's list.	
instruct hydrate aqueduct compose interrupt illegible manipulate fracture legalize destruction manicure reposition	build to place, to put	
Label the part of speech of each underlined word. Well, Emily and Sandra are my best friends, so	Which word/phrase best completes the sentence: Consequently, Overall, or In fact?	
<u>vveii, Emily and Sandra are my best mends, so</u>	I ate a whole bag of candy yesterday.	
obviously I invited them to my party.	, I got a terrible	
	stomachache.	
Correct the sentence by adding commas.	Which word can mean the inside of your hand and a type of tree?	
My brother was patient kind and helpful while explaining my homework to me.	palm, pine, oak	
Is this a simile or metaphor? What does it mean?	What does the adage/proverb mean?	
My toes were icicles during the blizzard.	Actions speak louder than words.	
Is the underlined verb PERFECT past, present, or future tense?	Complete the sentence. watch, watched, will watch	
Mary <u>had been</u> to that show before.	Katie did her homework before she	
	TV.	
Add a comma.	Write the meaning of the underlined word.	
Tatiana are you still reading that book?	The <u>colossal</u> building is 12 stories high and is the length of the entire block.	
Refer to this box for this week.	Circle the words that contain the root that means many or much. (refer to Monday's box)	
<i>multi, poly:</i> many, much, more than	employee polygon multicolor commute polytheistic polyester multilingual envelope multiple multigrain Polynesia mutant	

Due Wed	dnesday		ursday
Sort the words from Monday's list.		Sort the words from Monda	ay's list.
break	water	pick, read, law	hand
Combine into a single sent	ence.	Where does the comma go	0?
The picture frame fell. It shattered.	It fell onto the tile floor.	In conclusion you mus	at recycle to save
		,	
What is the correct formatt	ing of a book chapter title?	Which word is an antonym	of the underlined word?
The Woes of M		untrustwort	thy, mean, old
"The Woes of t		The teacher knew she c	could trust the <u>reliable</u>
The Woes of N		student to bring the clas	ss dues to the office.
Circle the first definition of	the word cook.	Which definition of cook is sentence?	s being used in the
cook (kook) verb 1. prepare food by combining and heating ingredients in different ways. noun 2. a person who prepares and cooks food.			er famous tomato soup
Complete the sentence with the correct PERFECT			the sentence.
future tense verb.		paints, pain	ted, is painting
l (finish) my homework by dinner time.		Jocelyn draws and beautiful pictures.	
Add a comma.	Add a comma.		entence that helped you find lined word.
No I am not reading the book anymore.		The <u>colossal</u> building the length of the entir	is 12 stories high and is re block.
Circle the correct answer. (refer to Monday's box)		Circle the correct answer	. (refer to Monday's box)
Polynesia is a geographic area made up of		If something is multi-	colored it is made of
islands.		up of	
enormous		many col	ors
a few		only one	color
many		mostly gr	ay

Do Monday	Due Tuesday		
Use these words to answer the following questions.	Sort the words from Monday's list.		
polytheistic solitary rupture monotone multilingual bankrupt	many, much foot, feet		
chronometer deduction reduce pedometer	Which word best completes the sentence?		
The religion of the Ancient Greeks was polytheistic,	William Word best completed the service		
meaning they believed in	I am trying to get in shape, so I use a		
many gods and goddesses one god	to keep count of my steps.		
fairy godmothers	the contence?		
Label the part of speech of each underlined word.	Which word/phrase best completes the sentence?		
The wild fox ran swiftly through the forest and	Finally, Yet, For example		
over the hills.	It is easy to adopt a pet, it took Sara only thirty minutes to adopt her dog.		
What does the adage/proverb mean?	Which word can mean to crush and a vegetable?		
You scratch my back, and I'll scratch yours.	squash, smash, carrots		
Is the underlined verb PERFECT past, present, or future tense?	Complete the sentence with the correct PERFECT present tense verb.		
When you get to my house, I <u>will have been</u> there already.	They (live) in Florida for seven years.		
Write the meaning of the underlined word.	Complete the sentence.		
Unlike her brother's extremely messy bedroom, Tasha's was <u>immaculate.</u>	Every day after school, Carlostwo miles and lifts weights.		
	ran, runs, is running		
Refer to this box for this week.	A germaphobe is someone who germs.		
Velet to this poy lot this week.	A germaphoso is someone and		
nhohia nhohe	studies		
phobia, phobe	is afraid of		
fear, one who fears	doesn't believe in (refer to Monday's box)		

Due Wednesday			Due	Thursday
Sort the words from Monday's list.		Sort the words from Mo	onday's list.	
time	alone, only, o	ne	break	lead, take, bring
Which word means a spee	ch in which every w	ord	Which word best comp	pletes the sentence?
has one tone of voice?			The Spanish, English, F Italian.	student speaks Portuguese, French, and
Improve the sentence by e reducing.	expanding, combining	ıg, or	Where do the commas	s go?
The funny comedian, who is really funny, made me laugh.			a cat a dog and a rabbit elter. In addition she the shelter.	
				•
Rewrite the title using the	correct formatting.	_	Add a comma.	
Spring Tin (Book of Po			We are leaving for	lunch soon aren't we?
	·		Yes we are leaving	g in five minutes.
Circle the parts of speech		1	Which definition of <i>pla</i> sentence?	y is being used in the
play (pla) verb 1. engage in an activity for enjoyment. noun 2. a dramatic performance.		The baby loves to	play with his rattle.	
Highlight the part of the sentence that helped you find the meaning of the underlined word.		you	Is the underlined verb	tense correct or incorrect?
Unlike most children's dirty bedrooms, hers was immaculate.			as absent for yesterday's aking it today during recess.	
Write the meaning of the underlined word. (refer to Monday's box)		What is aquaphobia?	refer to Monday's box)	
After you ran from the spider, I knew you suffered from <u>arachnophobia</u> .				

Do Monday	Due Tuesday
What does a geologist study?	Which word means fear of being alone?
living creatures water the Earth and rocks Label the part of speech of each underlined word.	monochrome monophobia monotone Which word/phrase best completes the sentence?
The little girl loves jumping <u>in</u> mud puddles, <u>but</u> her mom <u>really</u> isn't thrilled <u>about it</u> .	Finally, However, Also Next, you will need to glue the last piece of wood, you are finished making your bird feeder.
Underline the correlative conjunctions. Have you decided whether you will go with me to the store or stay home and do homework? Is this a simile or metaphor? What does it mean?	Circle the definition of the underlined homograph. I was in second place. -the number two spot -one sixtieth of a minute What does the adage/proverb mean?
My trip <u>was a dream</u> ! It couldn't have gone any better.	Beauty is only skin deep.
Is the underlined verb PERFECT past, present, or future tense?	Complete the sentence. checks, checked, checking
I <u>have seen</u> over a hundred movies.	The teacher is walking around the room and the students' work.
Add a comma.	Write the meaning of the underlined word.
Let's work on our project Sammy.	Try to have good <u>etiquette</u> at the dinner table. For example, put your napkin in your lap, chew with your mouth closed, and don't talk with your mouth full.
Refer to this box for this week. -ate, -ize to do, to make, to cause to become	Add the correct suffix to these words. (refer to Monday's box) punctu visual energ demonstr
	magnet

Weekly Language Review – Q4:4

Date:

Due Wednesday	Due Thursday
Fill in the blank.	Which word means the action of destroying something that was built?
mono, multi, super	
Thisgrain bread contains	destruction transmission
barley, flax, millet, oats, wheat, and whole-	dissection
wheat flour.	
Improve the sentence by expanding with details.	Where do the commas go?
I went there.	I scraped my arms hands and knees when I fell off my bike yesterday. Nevertheless I still love riding my bike.
Rewrite the title using the correct formatting.	Which word could replace the underlined word?
Flowers Sprout Up	continue, encourage, stop
(Poem)	The airport will <u>suspend</u> all flights due to bad weather.
Circle the pronunciation of the word <i>change</i> . change (chanj) verb 1. make or become different. noun 2. coins as	Which definition of <i>change</i> is being used in the sentence? I paid the cashier five dollars, and she gave me
opposed to paper currency.	my <u>change</u> . Is the underlined verb tense correct or incorrect?
Complete the sentence with the correct PERFECT future tense verb.	
Once this movie is over, I(see) one hundred movies.	I am out of milk, so I <u>go</u> to the grocery store later this afternoon.
Add a comma.	What context clues helped you find the meaning of the underlined word
Our project is due tomorrow right?	Try to have good <u>etiquette</u> at the dinner table. For example, put your napkin in your lap, chew with your mouth closed, and don't talk with your mouth full.
The root frig means <i>cold</i> . What does refrigerate mean? (refer to Monday's box)	Write the meaning of the underlined word. (refer to Monday's box)
	Tonight, they will vote on whether to <u>legalize</u> gambling in their town.

Weekly Language Review – Q4:5

Do Monday	Due Tuesday	
Which of these is NOT a meaning of dis-, di-, dif-?	Which of these is NOT a meaning of to make, to cause to become?	
apart/away/separate	-able, -ible	
not/opposite of	·	
before/ahead of	-ate, -ize	
implies a negative meaning	super, sur	
reverse the action	Which of these is NOT a meaning of to build?	
Which of these is NOT a meaning of away?		
ab	rupt	
aqua, hydr-	scrib, script	
phobia, phobe	struct	
What do the roots sol, mon mean?	What do the roots pod , ped mean?	
time	foot, feet	
many	to put	
one	land, earth	
Label the part of speech of each underlined word.	Which word/phrase best completes the sentence?	
<u>Hey</u> ! Don't look <u>behind</u> the door <u>because</u> I hid	Therefore, Similarly, However	
1	The Superhero Sandwich is made with turkey.	
your <u>birthday</u> <u>present</u> there.	, so is the Gobbler Sandwich.	
Correct the sentence by adding commas.	What is the meaning of underlined homograph?	
We arrived late had a hard time finding a	She was able to <u>entrance</u> the audience with her performance.	
parking spot and barely got to our seats before the movie started.	the way into something	
the movie started.	to delight	
Is this a simile or metaphor? What does it mean?	What does the underlined idiom mean?	
Lucy was as strong as an ox.	My older brother is <u>in hot water</u> because he scratched our dad's car.	
Add a comma where needed.	Which correlative conjunctions best complete the	
Ava the zoo opens at nine o'clock doesn't it?	sentence? both/and, either/or, neither/nor	
No it opens at ten o'clock.	We were completely surprised when Todd	
Thanks I appreciate your help.	showed up because my sister	
тнанко гарртескате усиг негр.	I knew he was in town.	

Due	Wednesday	Due Thursday	
Which of these read?	e is NOT a meaning of law, to pick, to	Which of these is NOT a meaning of to place, to put?	
	frac, frag, rupt	ped, pod	
	man, manu	mit, miss, pon, pos	
	leg, lig, lect	di, dif, dis	
Which of these to bring?	e is NOT a meaning of to lead, to take,	Which of these is NOT a meaning of to break?	
	duc, duct	dict	
	multi, poly	geo, terra	
	tempor, chron	rupt	
What do the ro	oots poly, multi mean?	What do the roots phobe, phobia mean?	
:	shape .	fear	
	many	light	
	math	time	
Combine into one sentence.		Where does the comma go?	
Jane is playing a video game. The video game is new. Jane bought it today.		For example if you put a Mentos candy in a soda bottle, it will explode.	
What is the co	orrect formatting for a song title?	Which word could replace the underlined word?	
	•	terrible, exceptional, okay	
	ard Day's Night lard Day's Night"	The tennis player's amazing performance was	
	ard Day's Night	impressive.	
Is the underlin	ed verb PERFECT past, present, or	Complete the sentence.	
future tense?		ate, eat, am eating	
By the time	e I got to school, the bell <u>had rung</u> .	I got a drink before I dinner.	
Write the meaning of the underlined word.		Highlight the part of the sentence that helped you find the meaning of the underlined word.	
We could hear the soft <u>murmur</u> of the stream from our picnic table.		We could hear the soft <u>murmur</u> of the stream from our picnic table.	

Hitchhikers in the Bathroom

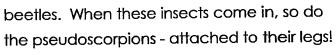
by Liana Mahoney

Imagine this. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not alone in the bathroom. Your heart pounding, you turn toward the tiny intruder to get a better look.

You're horified to see that it has eight legs, and a pair of oversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and it's no more harmful to you than a housefly. This tiny bathroom bug is called a pseudoscorpion (SOO-doh-SCOR-pee-uhn). But don't be fooled by its name. It's not really a scorpion; it's just a relative. The pseudoscorpion is a kind of arachnid (uh-RAK-nid), which means it is closely related to spiders, scorpions, and mites. Like scorpions, pseudoscorpions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scorpions have.

Pseudoscorpions
usually live outside in
mulch, under tree
bark, and in leaf litter.
So how do they end
up in the bathroom?
They use those pincerlike claws to hitch a
ride on other bugs,
such as flies and



These tiny arachnids prefer moist places.

Since the bathroom tends to be humid after bathing and showering, it's a likely place to find them. But they are easily overlooked.

Most pseudoscorpions are only about two to eight millimeters long.

Pseudoscorpions don't bite or sting humans, and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, mites, and small flies. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!

Name:		
	Litchhi	ker

8. horrified

Hitchhikers in the Bathroom

by Liana Mahoney

Match each vocabulary word from the article with the correct definition.



1. bizarre
2. moist
3. enormous
4. miniature
5. larvae
6. intruder
7. segmented
a. the immature forms of an insect
b. having a very small size
c. strange, unusual
d. extremely scared or shocked
e. somewhat wet or damp
f. divided into sections
g. very large in size; huge

h. invader

Answerina Complete sentence!

Name:		

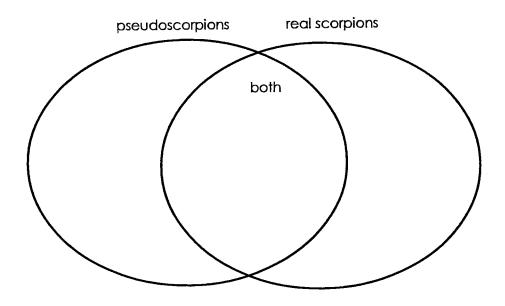
Hitchhikers in the Bathroom

by Liana Mahoney

1.	If you wanted to find a pseudoscorpion outdoors,		
	where would you look?		
l			



2. Use the Venn diagram to show how pseudoscorpions and real scorpions are alike and how they're different.



3.	How can pseudoscorpions be helpful to humans?		

We've all heard about global warming, right? The rising Earth temperature has caused ice-covered areas on our planet to melt away. The disappearance of ice is a major threat to animals like penguins. Less ice means less habitat and less food for penguins. Penguin populations have decreased by 80% in some areas of the Southern hemisphere, and most scientists agree that climate

For instance, African penguins eat sardines and anchovies that follow a cold current of water. As the ocean heats up, their food source is moving further away from their habitat. If the current continues to move, the penguins will end up losing their food source, as they can only swim about 25 miles from their home.

We need to unite to protect endangered animals like penguins, by working together to stop global warming. Walk or ride your bike instead of driving short distances. Share rides whenever possible. Write to lawmakers requesting that they create laws that protect the environment. We need to take action *now* to prevent penguins and other endangered animals from becoming a part of the Earth's past.

What was the author's purpose for writing the above passage?

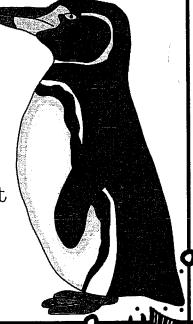
A. to explain how the Earth's environment is changing

B. to persuade readers to help African penguins find a new food source before they become extinct

change is the primary cause of this grim statistic.

C. to persuade readers to help save endangered animals by working to stop global warming

D. to explain how laws are written to help protect the environment



#5

Penguins are well-known for their black and white coloration.

Do you know why they are covered in black and white feathers, though? Their two-tone color pattern is actually an adaptation that helps them survive from predators while they are in the water.

Leopard seals and orcas are the main underwater predators of penguins. However, the penguins' white bellies make them more difficult to see underwater because their bellies blend in with the snow and sunlight above. When orcas or other predators are swimming below the penguin, they are well-camouflaged.

Penguins also have predators that circle the skies above, waiting to attack a distracted penguin. Skuas and Australian sea eagles like to eat penguins. In this case, it's the penguins' black backs that help camouflage and protect them. When penguins are swimming in search of food themselves, their black backs blend against the dark ocean water, making it much more difficult to spot them from above. Clearly, the black and white coloration of penguins is not an unimportant coincidence. Rather, it is an important adaptation key to their survival.

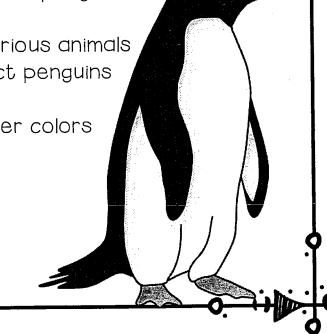
What was the author's purpose for writing the above passage?

A. to inform readers of which animals are penguin predators

B. to explain how camouflage helps various animals

C. to persuade readers to help protect penguins from predators

D. to explain how penguins' two feather colors help protect them from predators



Context Clues

Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

	COLUMN A	COLOIVIIVE
	n. a person who inherits another's	(A) Long ago, the Vikings reigned northern island of Greenland.
	property or traits:	also ruled Iceland. (B) The settlement of Greenland—with long, cold, dark winters—
	n. dislike or uneasiness because of another person's possessions or	tious project. It took much effo
	advantages; v. to be jealous of	(C) Eventually the settlement was al because no new people came to and the settlers left no heirs to re
	n. a drawing, painting, sculpture,	holdings
40	photograph, or description of someone 14. word::	(D) Because life was hard in Green Greenlanders might have envi lived in warmer places.
4.3	n. one's collection of clothes; a closet,cupboard, or room for clothes	(E) A piece of carved ivory that lo trait of a Viking was discovere Eskimo camp. This likeness is
	15. word:	the Vikings had contact with t
eserved.	adj. greatly desirous of something; eager; demanding great effort or skill	(F) Until recently, there was no provisings had traveled south along coast. Then, one woman prom
All rights res	v. to cry out; to speak suddenly in surprise or anger	out her dream. She made an o the truth about the Vikings.
and Winston.	: :	(G) This woman was Anne Stine, gist. One summer she sailed a Canada's coast.
Holt, Rinehart a	loyalty; a swear word; a curse:	(H) You can imagine how Stine mexclaimed when she discover of a Viking village in Newfor
Copyright © by	n. a small boat for pleasure or racing<!--</td--><td>(I) Stine made a careful study of were no signs of the clothing the Vikings' wardrobes; the</td>	(I) Stine made a careful study of were no signs of the clothing the Vikings' wardrobes; the
	 n. a power or rule over; a period of rule; v. to rule or have power over 	(J) In their own way, Viking wa honorable men. They had the of right and wrong. Right was
	adj. worthy of being honored or respected; having a sense of right and	and wrong was giving up wit
	wrong	Making New Words

- over the huge The Vikings
- a harsh place -was an <mark>ambi-</mark> rt to carry out.
- bandoned the colony, eceive their
- ıland, the ed people who
- oks like a pored in an old evidence that he Eskimos.
- roof that the ng the Canadian nised to carry ath to discover
- an archaeoloyacht down
- nust have red the ruins ındland.
- the ruins. There that made up loth had rotted.
- rriors were . ir own concept bravery, hout a fight.

Name _____

Date _____

Fiction EXTO

TEKS 5.6A, 5.6B, 5.6C, 5.14C, RC-5(D), RC-5(E)

Read this selection. Then answer the questions that follow it. Fill in the circle of the correct answer on your answer document.

The Case of the Glowing Glove



- "Alex Lopez," the dark-haired boy said, shaking the trembling hand of his newest client. "And this," he continued with a nod at Ben Douglas, "is my able assistant."
- 2 The new client was as nervous as a cat at a dog show. He obviously hadn't had a good night's sleep. The dark circles under his rapidly blinking eyes told the story. Silently, he held out a scrap of paper. The advertisement said:
 - We are pleased to announce the official opening of our detective agency, Lopez & Douglas. No job is too big or too small for us, and our work is free of charge. Master detective Alex Lopez has a 100% success rate in solving cases. All information will be kept strictly private. You can contact us by phone at 972-555-8986 or drop your letter of inquiry into the mailbox at 308 Bluebell Lane. Mr. Lopez or his assistant Mr. Douglas will handle your call personally.
- "Ah, that's how you found us. Come with me," the young detective said, leading the visitor to a tiny but practical office. It wasn't much, this closet under the stairs in the basement, but it worked for Alex. He could, however, see that this nervous and sleepy client was not impressed.



TEKS 5.6A, 5.6B, 5.6C, 5.14C, RC-5(D), RC-5(E)

"It's okay, "Ben assured the visitor. "Alex is the best detective in Harris Canyon Middle School."

- 6 "I'm sorry," said the client, "but I didn't sleep much last night. I just couldn't take my eyes off it."
- 7 "It?" Ben asked, pencil paused midair.
- "This!" The client, Marshall Turner, seventh grader at Harris Canyon, held before them a glove—an ordinary work glove, like the kind worn to clean the garage. It was stiff and had the cracked appearance of an elephant's hide. Otherwise, it seemed ordinary and harmless.
- 9 Ben and Alex glanced at each other. "A glove kept you awake?" Alex asked.
- Marshall reached up and flipped off the light switch. The closet, or rather, the office, was instantly dark, yet something glowed. It was the glove!
- This was certainly a strange development. Alex wished that Marshall hadn't removed the glove from where he found it, but then, Marshall lacked the wisdom of an experienced detective. A visit to the client's house was in order, as Alex and Ben needed to view the glove as Marshall had seen it the night before.
- Fortunately, Marshall lived close by in an old house. As the boys walked up the creaky stairs to Marshall's attic bedroom, Alex felt something watching them.
- Once in the attic, Alex surveyed the ancient rafters of the house. He asked, "Precisely where was the glowing glove?"
- Marshall pointed to the open closet door. "I went to bed, as usual, first turning out the lamp by my bed. There was no moon last night, so the room was completely dark. I was just about to shut my eyes," he gulped, "when I saw fingers curled around the edge of the closet door, looking as though they were just about to pull the door closed from the inside. I stared and stared, but the fingers never moved. I must have fallen asleep at some point, and when I woke up, sunlight flooded the room. I leaped out of bed and ran to the closet. There was this glove, an ordinary gray glove, lying on the rug."

Tip

Think about what the client wants Alex and Ben to notice about the glove. Why is this ordinary piece of clothing so alarming to Marshall?



GO ON

TEKS 5.2A, 5.7, RC-5(D), RC-5(E)

Literary Nonfiction

Name

Read this selection. Then answer the questions that follow it. Fill in the circle of the correct answer on your answer document.

Abigail Adams: A Woman Ahead of Her Time





- Abigail Adams lived at a time when women could not vote, hold office, or attend college. In the late 1700s, many people believed that a formal education was actually a disadvantage for a woman. They thought it would make a woman think she knew as much as her husband!
- Abigail Adams didn't see things that way. She supported women's rights, believing that women and men should be treated as equals. In 1776, her husband, John Adams, was in Philadelphia to help write the Declaration of Independence. Back home in Massachusetts, Abigail Adams wrote a letter to her husband, urging him to "remember the ladies" as men wrote the country's new laws.
- Over the years, Abigail Adams wrote many letters to her husband. During the Revolutionary War, while John Adams was a delegate to the Continental Congress in Philadelphia, she wrote to inform him about the activities of British troops in the Boston area. In addition to sending details, her letters included opinions about what was unfair about society at the time. She regretted her



Notice that this information introduces the reader to a woman who was unusual for her place and time.



TEKS 5.2A, 5.7, RC-5(D), RC-5(E)

lack of schooling. Because of this, she insisted that her daughter receive a well-rounded education.

- Abigail Adams made a point of speaking up about what she believed in. She had to admit, though, that being outspoken could cause problems. When her husband ran for President of the United States in 1796, Abigail Adams worried about becoming First Lady. As the President's wife, she would sometimes have to keep her opinions to herself. She told her husband, "I must impose a silence upon myself when I long to talk." She was not sure she could do that. In 1797, John Adams was elected President. Soon after the election, Abigail Adams discovered the power of the press.
- The newspapers reported what the First Lady said and did. They always seemed to find something to criticize. Some said she spent too much money. Others accused her of being cheap. The most hurtful charge was that she influenced her husband's political decisions. After three years of being misquoted and misunderstood, Abigail Adams learned to choose her words with care. When she and her husband moved to Washington, D.C., the new capital city, she praised the newly built President's house, later known as the White House. She stated that it was "built for ages to come," and she kept herself from pointing out that it was not quite ready to live in!
- In fact, the house was still being built when John Adams moved in, and the rooms were not finished. It was cold, dark, and damp, even with fires burning in all thirteen of its fireplaces. Abigail Adams refused to hang her laundry outside the house for everyone to see, so she ended up hanging a clothesline across the conference room. After all, she explained to her sister, in its unfinished condition the room was good for little else! She also thought the house was much too big. She remarked that it would take thirty servants to run such a "castle of a house," and she could afford only thirteen.



Tip

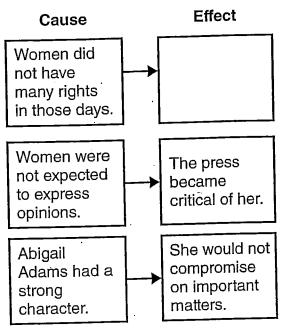
Look for details that show what Abigail Adams felt about living in the White House.

GO ON

	Date	Literary Nonfiction
Name	Date	TEKS 5.2 A, 5.7, RC-5(D), RC-5(E)
•		

What bothered Abigail Adams most about life in Washington, D.C., was the widespread use of slave labor. She had always believed that slavery was wrong. On this subject, she did speak her mind. She had learned to give in on minor matters, but she would never compromise on important issues. Abigail Adams was a woman who knew her mind. She was also a woman who was ahead of her time.

Look at the chart below.



Which sentence belongs in the empty box?

- A Women like Abigail Adams could not vote or attend college.
- B Many Washington leaders admired Abigail Adams.
- C Abigail Adams sometimes spent too much money.
- D Many women followed the example set by Abigail Adams.

TEKS 5.7

- Which best describes how the author presents major events in the life of Abigail Adams?
 - F By including different opinions about her life
 - **G** By posing questions about her life and then answering those questions
 - H By describing the events in chronological order
 - J By comparing the events to the lives of other women during that time period

TEKS 5.7

Date _

Tip

Check the passage against each of the choices. Which choice can be supported by the text?

- 3 Why did Abigail Adams write so many letters during her lifetime?
 - A She did not have any interesting hobbies.
 - **B** She wanted to get her letters published.
 - C She was often apart from her husband.
 - D She wanted to tell friends about Washington.

TEKS RC-5(D)

Tip

Think about John Adams's responsibilities during his life of service to his country. What did his work mean for his family?

GO ON

- 4 In paragraph 5, the word misquoted means—
 - F quoted often
 - G quoted correctly
 - H never quoted
 - J not quoted correctly

TEKS 5.2A

- 5 In paragraph 7, why does the author say that Abigail Adams was "ahead of her time"?
 - A She thought and acted like a modern woman.
 - B She was a great leader in Washington circles.
 - C She was as educated as the women of today.
 - **D** She was not patient enough to deal with others.

TEKS RC-5(D)

- 6 Which of the following is the best summary of paragraphs 2 and 3?
 - F Abigail Adams was a supporter of equal rights for women and a sharp critic of social wrongs. Although she felt awkward about her writing, her letters were full of important facts about the Revolutionary War and ideas for improving American society.

Literary Nonfiction

- G Abigail Adams never went to college. Her letters were full of spelling mistakes, but she kept on writing. She told her husband John Adams to "remember the ladies." She wanted her daughter to get a good education.
- H Abigail Adams lived in Boston at the time of the Revolutionary War. She wrote her husband letters about what the British troops did. She believed men and women should be treated as equals.
- J Abigail Adams worried about her spelling and grammar but wrote many letters expressing her ideas. Some of her letters were about the war. She made sure that her daughter received a good education because she never had that opportunity.

TEKS RC-5(E)



Name	Date	TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B
- Toyt		

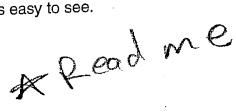
Genre Overview

Expository text gives facts and information about a topic. This kind of text usually states a **main idea**, or central idea, about the topic and provides **details** and **facts** to support it. As you read, notice that the author may also express **opinions**, or personal beliefs, about the topic. Consider both the facts and opinions in the selection to **draw conclusions**, or come to a reasoned judgment, about what you have read.

Expository text is organized in a particular pattern, such as **comparison-contrast**, **sequential order**, **logical order**, or **cause-and-effect**. A text may have more than one organizational pattern. For example, the writer may present most of the ideas in a selection in the **order** in which they happened but organize a particular paragraph with a cause-and-effect structure to show why something happened. Understanding the way a selection is organized can help you to **make connections** between ideas and information in a text.

Expository writing may include **procedural text**, which includes directions or steps in a process. The writer will organize the steps in a process in a specific sequence. A reader can then follow the steps to complete a task or solve a problem.

Expository text may make use of **text features** such as bold print, headings, captions, key words, and italics. These features can help you find information. For example, a bold word might point out an important idea. It might also tell you that a definition or example of the word follows. Expository writing can also include **graphic features**, such as maps, charts, illustrations, and diagrams. These features can add information to the selection or present facts in a form that is easy to see.





Name	
Maille	

TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B

Expository Text

Read this selection. Then answer the questions that follow it. Fill in the circle of the correct answer on your answer document.

Date.



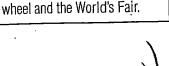
The Wonderful Wheel of Mr. Ferris

Almost every amusement park or town fair has a Ferris wheel. Ferris wheels are so common that people do not think much about how the ride came to be so popular or how it got its name.



A Wonderful Invention

The Ferris wheel is named for its inventor, George Washington Gale Ferris. Ferris designed the new ride to be part of the World's Fair that was called the Columbian Exposition. This fair, held in Chicago in 1893, celebrated the 400th anniversary of the landing of Columbus in America.



The 1893 World's Fair

The Columbian Exposition introduced people to cultures from around the world. It also showed them new inventions and discoveries. In the 1890s, many people had not seen what electricity could do. In fact, some people feared it. The 1893 World's Fair used electric lights in ways that people had not seen before. The buildings were lit with many lights at night. The Ferris wheel

Tip

Tip

Look for facts about the Ferris

Notice what people at the World's Fair learned about the uses of electricity.



	Date	_
Name		

TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B

gleamed brightly, too. It was lit with thousands of electric lights.

Ferris's Wheel

The amazing ride stood 264 feet high. Its giant wheel spun on a steel axle. At the time, that axle was the largest piece of forged steel ever made. The cars where people sat were much larger than the ones we ride in today. There were 36 cars on the wheel. Each car could hold as many as 60 people. More than 2,000 people could ride at one time.

Still a Thrill

George Ferris's wheel was a hit with fair-goers. They rode for the thrill of rising 264 feet in the air. They rode for the joy of having a bird's-eye view of the world below. In fact, they rode the Ferris wheel for the same reasons we do when we go to an amusement park or a town fair today.

Timeline of American Amusement Rides

1799	1884	1893
The merry-go- round amuses in Salem, Massachusetts.	Coney Island in New York City gets the first American roller coaster.	The Ferris wheel first appears at the World's Fair in Chicago.

Tip

Look.for supporting details that explain why the Ferris wheel was so amazing.



Name	Date
Turre	

TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B

Making Electricity from Fruit

Electricity may have astonished the people of Mr. Ferris's day, but you can make electricity with common, everyday items.

Materials:

one lemon or orange
one 2-inch copper nail
one 2-inch zinc nail
one holiday light bulb with 2-inch leads (wires)

Procedure:

- 1. Roll the fruit around or gently squeeze to soften it.
 This gets the juices flowing inside the skin of the fruit.
- Have a teacher or parent help you with this part of the experiment. Push the nails into the fruit, about 2 inches apart. Do not let them touch each other.
- 3. With the help of an adult, remove one inch of insulation from the leads of the light bulb. Wrap one lead around the zinc nail, and wrap the other around the copper nail. You can use electrical tape or clips so that the wire stays on the nails.
- Watch the light turn on.



TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B

- 1 Why is it important that paragraph 2 comes before paragraph 3?
 - A To show why the fairgrounds were lit with many lights at night.
 - B To show why the city of Chicago was selected as the site of the World's Fair
 - C To show why the Ferris wheel was invented and how it got its name
 - **D** To show how the Exposition taught Americans about other cultures

TEKS 5.11C

Tip

Think about how the information in paragraph 2 is connected to the information in paragraph 3.

- 2 What is the main idea of the article?
 - F The Ferris wheel has changed a great deal since its creation.
 - G The first Ferris wheel still stands at the Columbian Exposition.
 - H The first Ferris wheel stood 264 feet high and held 2,000 people.
 - J The Ferris wheel was created as a ride for the 1893 World's Fair.

TEKS 5.11A

- Which subheading would you look under to find information about the design of the Ferris wheel?
 - A, A Wonderful Invention
 - B The 1893 World's Fair
 - C Ferris's Wheel
 - D Still a Thrill

TEKS 5.11D

- 4 In what way was the Ferris wheel a fitting symbol of the World's Fair?
 - F It was designed by an American inventor.
 - G It was an extremely large structure.
 - H It provided some amusement for children.
 - J It created great excitement among the visitors.

TEKS 5.11E

Tip

Think about all the ways the Ferris wheel and the World's Fair affected people.



TEKS 5.11A, 5.11B, 5.11C, 5.11D, 5.11E, 5.13A, 5.13B

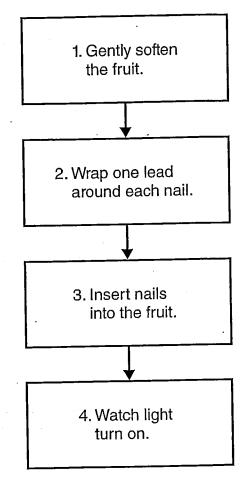
- 5 Which of the following is a fact you could check by using an electronic encyclopedia?
 - A Ferris wheels are now so common that people do not consider why the ride was invented.
 - **B** Many people of the late nineteenth century were terribly frightened of electricity.
 - C The first Ferris wheel had cars that were much larger than the ones we ride in today.
 - **D** More people enjoyed the thrill of the ride than the bird's-eye view of the fairgrounds.

TEKS 5.11B

- 6 Look back at the timeline. In which year did the first roller coaster appear in the United States?
 - **F** 1799
 - **G** 1884
 - **H** 1890
 - **J** 1893

TEKS 5.13B

7 Look at the sequence chart below. One box is not in the correct order.



What is the correct order of steps for this procedure?

- **A** 1, 3, 2, 4
- **B** 3, 2, 1, 4
- C 1, 4, 2, 3
- **D** 4, 3, 2, 1

TEKS 5.13A



Name	Date	
		TEKS 5.2E, 5.5, 5.6A, 5.6B

Drama

Genre Overview

A **drama**, or play, tells a story through the words and actions of characters. A drama may be performed in a theater or on a school stage, or may simply be read aloud.

A longer drama may be divided into sections called **acts**. Acts may then be divided into smaller sections called **scenes**. The setting may change in each scene.

A drama has a **cast of characters**. A character's name, followed by a colon, tells you who is speaking. For example:

MR. CHU: Please stay a moment, Mario. I have an idea that I hope will interest you.

There is very little description in a drama. Almost all of the information is given through speech. The **stage directions** in a drama provide information such as the time and place of the story or a description of the setting. For example:

(Time: Present. Setting: A classroom in an elementary school in Austin, Texas.)

Stage directions may describe a character's feelings and actions. For example:

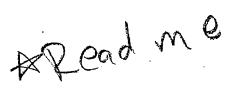
MOM: What office are you running for?

MARIO: President, if you can believe that. (He laughs and shrugs.)

Stage directions are given from the point of view of an actor on the stage. For example, *stage right* means to the actor's right, which is to the audience's left.

When planning a drama, as in planning any story, the author must decide how one event will follow another. This order, or **sequence**, of events leads the reader or audience through the action of a play to its conclusion.

If you are reading a play and come across a word you do not know, look up the word in a **dictionary**, **thesaurus**, or **glossary**.





Name	Date	
Ivairie		TEKS 5.2E, 5.5, 5.6A, 5.6B

Drama

Read this selection. Then answer the questions that follow it. Fill in the circle of the correct answer on your answer document.



A Force for Change

Cast of Characters: MARIO, MR. CHU, MOM, SUE, STUDENTS

ACT 1

Scene 1 (Setting: A nearly empty classroom. The clock reads 2:55. MARIO, a fifth-grade student with a lively expression, slings his backpack over one shoulder. MR. CHU rises from his desk.)

- MR. CHU: Please stay a moment, Mario. I have an idea that I hope will interest you.
- 2 MARIO: Sure, Mr. Chu. Is this about my English report?
- 3 Mr. CHU: No, there is something else on my mind. Have you been paying any attention to the race for Student Council?
- 4 MARIO: No, that's not my thing. You know me—I love to shoot hoops. I leave <u>politics</u> to kids like Sue Gregory and Marshall Brown. (*Laughs*) I bet they could run the student government all by themselves!
- 5 MR. CHU: Should the same students always be our council leaders? Is that healthy for any government?

Πþ

Notice that the stage directions are set in italic type. The characters do not read them aloud.





6 MARIO: (Slowly setting down his backpack on a nearby desk) Are you saying that kids like me should run for office? Not just the popular students?

7 MR. CHU: That's exactly what I'm suggesting. You know, I see something in you, Mario. You don't always speak up in class, but when you do, you say something intelligent. And you have drive—just look at how you perform on the basketball court. If you put your mind to it, you could be a force for change.

8 MARIO: I'll think it over, Mr. Chu. But I really don't think I could win an election. (Exits stage left)

Scene 2 (Setting: MARIO'S home. MOM is doing paperwork at her desk. MARIO stands in the doorway, looking uncertain.)

- 9 MOM: Come on in. You look like you're worried about something.
- MARIO: (Entering MOM'S study) Well, I need to write a speech. It's sort of—a campaign speech.
- 11 MOM: What office are you running for?
- MARIO: President, if you can believe that. (He laughs and shrugs.)
- MOM: (Rising to give him a hug) I sure can believe it. And we can work on some ideas tonight, if you like...

Scene 3 (Setting: The school auditorium, two weeks later)

- SUE: (Beaming at the crowd) I'm sure we'll be happy working together again in Student Council. I may have been a good vice-president last year, but I'll be an even stronger president this term! (Exits stage right as STUDENTS applaud politely)
- MARIO: (Walking confidently across the stage and taking his place at the podium; he gazes directly at the audience) Good morning. I know I'm not as familiar a face as Sue, who just gave such a great speech. On the other hand, that might be a good thing, you know?

(MR. CHU leans forward in his seat, listening intently)



αiT

Think about how Mr. Chu gives Mario a new view of himself.

ΠO

As you read the play, think about how one event leads to another.



٠.	D	ra	m	a
•				

Name _____ Date ____

TEKS 5.2E, 5.5, 5.6A, 5.6B

MARIO: A government is only as strong as all of its members, and that includes the voters. On a basketball team, knowing when to pass the ball is just as important as making baskets. It's that way on Student Council, isn't it? Knowing when to get opinions from others, listening carefully—that's good leadership. I like working with a team, and I have a lot of energy and enthusiasm. We have a great school, but there's always room for improvement, isn't there?

(MARIO goes downstage and hands a stack of cards to STUDENT in the front row.)

MARIO: These cards are for your ideas. Tell me what you think we could work on this year. As president, the cards will be my guide. Thank you. (Goes back to his seat)

(STUDENTS start to whisper excitedly to one another. Then there is a loud burst of applause.)

18 MR. CHU: (Speaking softly to himself) I think we've just seen our force for change.

ΠD

Think about why Mario compares Student Council to a basketball team.

Tip

Look for an event that resolves the problem introduced in the first scene of the play.





TEKS 5.2E, 5.5, 5.6A, 5.6B

- 1 How can you tell that this passage is a drama?
 - A It is told through words and actions.
 - B It has a cast of characters.
 - C It has stage directions.
 - D All of the above

TEKS 5.5

2 Look at this glossary entry for the word politics from paragraph 4.

politics: the science or study of government

Which sentence uses the word <u>politics</u> in the same way as it is defined in the glossary entry?

- F I think that George does politics too much.
- **G** The teacher gave politics to the student leader.
- H Our school has a great deal of politics.
- J My brother's favorite classes in college are about politics.

TEKS 5.2E

- 3 When Mr. Chu asks, "Is that healthy for any government?" he is thinking about—
 - A making school government involve a wider group of students
 - **B** looking for the healthiest students to run Student Council
 - C voting to replace Student Council with another type of government
 - D giving a basketball player the chance to teach sports to students

TEKS 5.5

ПБ

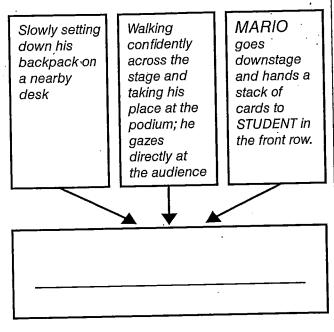
Consider how writers can use dialogue to suggest, rather than directly state, an idea.

- 4 The author starts a new scene after paragraph 8 to show that—
 - F a different problem is introduced in the plot
 - **G** a candidate has already won the election
 - H the elections for Student Council have started
 - J the time and place of the action have changed

TEKS 5.5



5 Use this chart of stage directions to draw a conclusion from the play.



Which sentence belongs on the blank?

- A Mario is just trying to please Mr. Chu by running for office.
- **B** Mario wants to make friends with other student council leaders.
- **C** Mario will not listen to other students if he is elected to office.
- **D** Mario has grown sure of his ability to be a student leader.

TEKS 5.5

- 6 Mr. Chu is an important character because he—
 - **F** encourages Mario to think of himself as a leader
 - **G** teaches a fifth-grade class at an elementary school
 - H admires Mario's skills on the basketball court
 - J helps all the fifth-graders run for Student Council

TEKS 5.6B

Date _

Tip

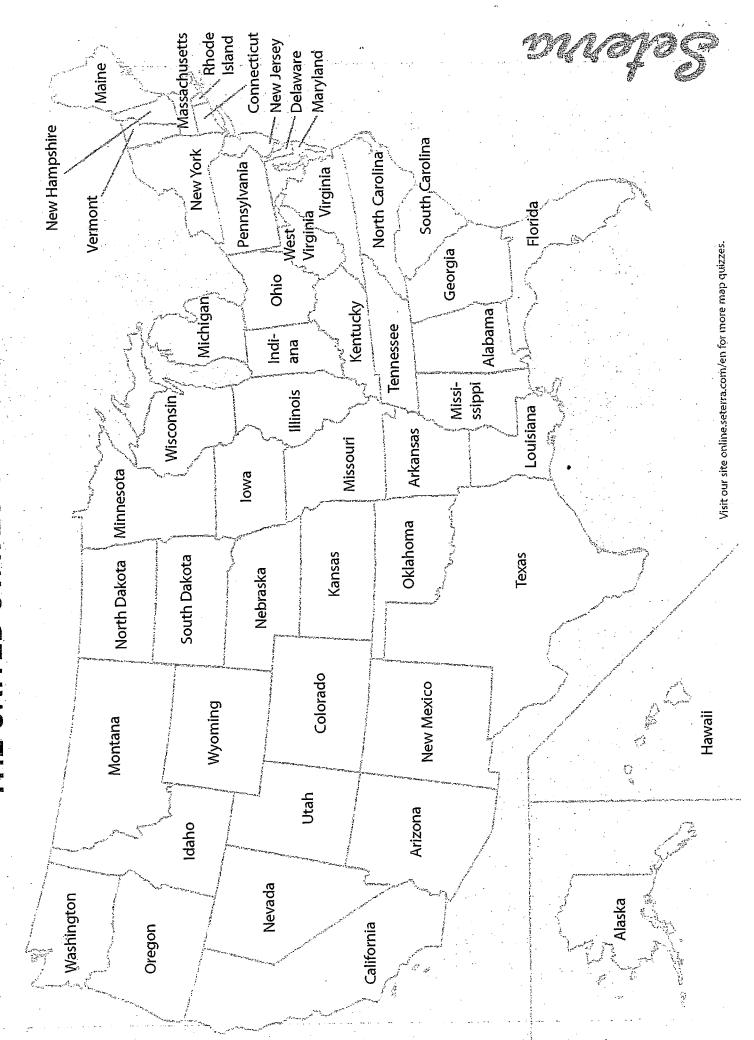
Think about why Mario decides to run for Student Council president.

- 7 In Scene 3, what event resolves the problem?
 - A Students applaud after Sue's campaign speech.
 - **B** Mr. Chu listens closely to what Mario tells the other students.
 - Mario sparks students' interest by handing out suggestion cards.
 - **D** Mario politely returns to his seat and leaves the podium free.

TEKS 5.6A

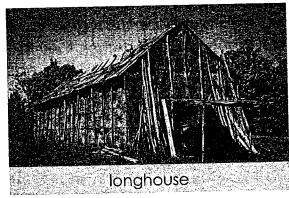


Fill out map (states only) Color map (itable)



Egstern Woodignds







tomahawk

There are many tribes within the Northeastern region. The tribes are grouped according to their language: Iroquoian, Algonquin, and Siouan. In earlier years, the a powerful group of Indians was formed called the Iroquois League of Nations. The League was formed when five nations (Cayuga, Mohawk, Oneida, Onondaga, and Seneca) came together to form an alliance of Native Americans who spoke the same language, believed in the same gods, had similar customs, and considered cooperation to be an important quality of everyday life. It was created to protect themselves from enemies and to discuss their beliefs and issues. Within this league, they developed a Great Council, a central government to represent each nation. Their primary purpose was to keep the Great Law of Peace, which said that Iroquois should not kill each other. They also made important decisions and laws for each tribe and village. The Iroquois League of Nations is still going strong today.

The Eastern Woodlands region has many resources for survival. The soil of the region is fertile and able to support crops. There are rivers, lakes, and coastal waters to use for drinking water and fish for food. There are large forests which were home to the animals the early peoples hunted. Rainfall is moderate, which helps the crops flourish. Since this area is rich in natural resources, the early peoples were able to be hunters, gatherers, fishermen, and farmers.

In the Eastern Woodlands there are a wide variety of animals to hunt. Animals roam through the vast forests and often migrate along the rivers and streams. Some animals commonly hunted in this area in the earlier days were bear, deer, raccoons, rabbit, and elk. Beavers make dams in the rivers and the early peoples often hunted them for their skins. The rivers are also home to many different types of fish. The early peoples mostly traveled by foot and by canoe when hunting and fishing. Their canoes were made out of birch bark and held together by tree gum.

These early peoples were able to gather foods grown in the wild and also farm their own foods. The bushes of the forest provided a great supply of berries, and rivers and coastal waters provided fish and shellfish. The peoples in the Eastern Woodlands also grew and harvested crops such as corn, beans, squash, pumpkins, and melons. Food was and still is plentiful in this region. Corn, squash, and beans are called the **Three Sisters**. When grown together, they thrive and are better for the environment. The different parts of these crops help each other. The result is more crops being produced.

Since the early peoples in this region did not have to go far for food, their homes were sturdy and made for permanent residence. Most of them lived in long rectangular buildings called **longhouses**. The frames of a longhouse were made of wooden poles and young trees, which were then covered over with bark. Several families lived in one longhouse. Longhouses were run by the **Clan Mothers**. They had power in the clan and were responsible for choosing members to lead the tribe. Today Clan Mothers continue to hold important responsibilities. Some include working with the chiefs to make decisions for the people and deciding when ceremonies begin. Other early peoples lived in smaller homes called **wigwams**. They had wooden frames and were covered by woven mats and sheets of birch bark to form a dome shape.

The peoples of the Eastern Woodlands have many traditional beliefs and customs. Some of the traditional ceremonies use masks, dances, music, and face paint. The colors of face paint represented different meanings. They have a **Faithkeeper**. This person is entrusted to uphold the traditions and values of the clan. One of these beliefs is about a spiritual being called "**The Peacemaker**." He was a messenger who brought the message of the Great Peace. According to a tribal member, it took a long time to change the minds of the early fierce warriors.

Another tradition is making **Wampum Belts** from stringing shells together. One Wampanoag member explains that he connects to his ancestors while collecting the shells. Then he lights a fire to give thanks and pray to the creator. The wampum belts are used for tribal ceremonies, telling stories, and treaties between tribes. It empowers that person to show the belt as a representation of the people.

The early Eastern Woodlands peoples were skilled at war with other tribes and Europeans. One of the weapons was the **tomahawk**, a small axe that could be thrown. Another was the bow and arrow. The Mohawk nation was where the Mohawk hairstyle originated. It was originally a way to intimidate enemies during war. The Mohawks would pull or pluck their hair out (not shave like we do today) to look fierce and frightening.

	Eastern Woodlands
Transportation	
Food	
Shelter	
Environment	
Other Easts	
Other Facts	

The Case: Week #3

You are one of the "Strangers" on the Mayflower. You are called a Stranger because you are on the journey to start a new life in the New World. You and your two children have been given money by a business investor to afford the trip over the Atlantic Ocean. In return, you have promised your investor that you would send back supplies, wood and new resources from the new land.

The journey is much harder than you anticipated. You and your family have to sleep on the floor. You share space with animals such as chickens and goats. The trip is taking longer than originally thought so food has to be rationed. Rationed food means that supplies are running low and each person is only given a small amount.

The amount of food given to your family is barely enough. You decide to save half of each portion you are given in a safe in the event that food runs out. Only you know the combination to the safe so that no one can steal the food from your family.

Unfortunately, your son suffers from a leg scrape that has become highly infected. He is very nauseous and running a fever. He needs food in his stomach to battle the infection. You have asked the captain for more food but he has rejected your request.

You head to your safe to use the remaining rationed food for your son. As you go below deck to the safe a huge wave hits and you bump your head pretty hard. You feel dizzy but you shake it off. As you enter the safe's code you realize you can not remember the four digit combination. Did you hit your head too hard? Your son needs nutrients within the next hour or his infection will likely lead to his death. Your job is to determine the 4 digit safe code which will open the safe to get food for your son and save his life.

Mission: You may work

Visit each decoder and decipher interesting facts about the Mayflower. It does NOT matter which order you decode the puzzles.

You may NOT turn in the 4 digit code unless all clues have been decoded AND all questions have been answered.

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Did you know?

The Mayflower had 4 medium size cannons and 8 small size cannons for defense against pirates.

The Mayflower was the name of the ship that carried the Pilgrims in 1620. They sailed from England to the New World. The Mayflower voyage occurred because the Pilgrims wanted the freedom to practice their religion without interference in England.

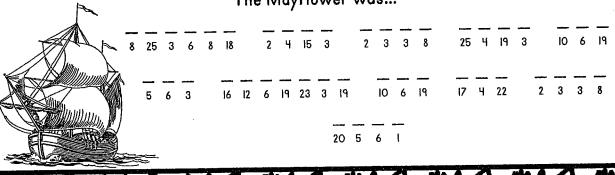
The people on the voyage who just wanted a new start in life were known as Strangers. To pay for their journey, the Pilgrims promised to send back goods for seven years after landing in North America. Passengers who were Protestant Separatists were called the "Saints." Separatists were trying to flee religious persecution from King James of England. Other passenger were called "Pilgrims." The Separatists were in search of a new settlement in the New World. Their trip was approved by the King of England.

The Mayflower had three levels: the main deck, the cargo hold and the gun deck. The Mayflower was a merchant ship that transported goods such as wine, cloth, wood and salt to and from different ports in Europe. Due to the fact that it was a merchant ship, it was not designed to navigate the winds and waters of the North Atlantic. Historians estimate that the ship was roughly twelve years old when it made the voyage to the New World.

Roughly how old was the Mayflower ship?

- 10 years old
- 12 years old
- 14 years old
- D. 16 years old

The Mayflower was...



Clue # 2

Did you know?

The Mayflower traveled a distance of 80 miles each day.

Sailing alongside the Mayflower was another vessel named the Speedwell. The Mayflower and Speedwell turned back twice due to leaks and complications. Eventually the leaky Speedwell was left behind.

The Mayflower left Plymouth, England on September 6, 1620 to sail across the Atlantic Ocean. Christopher Jones, the Master or Captain, was in charge of sailing the Mayflower. The original destination was Virginia but heavy storms moved the ship off course.

The ship carried 102 men, women and children. The passengers had to stay in the dark, damp, cold cargo decks where goods and supplies were normally kept.

Due to heavy storms, the journey was very unpleasant and many became seasick. After weeks on the water, the Mayflower finally reached the New World. Arriving in the wrong location, they found an abandoned Native American village. They were supposed to land near the current Hudson River but instead landed in Cape Cod in November 1620.

Juestion

What month did the Mayflower leave England?

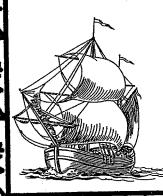
A. June

B. July

C. August

D. September

The Mayflower spotted land...



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Clue # 3

Did you know?

The Mayflower had two additional ships aboard.

To survive, the Pilgrims ate oatmeal, fish, cheese and beans. There was no electricity or plumbing and most slept on the hard floor. The area where the passengers lived was only about 5 feet tall making travel very uncomfortable. There were also animals on the ship such as dogs, chickens, pigs and goats. Along the voyage, a baby boy named Oceanus was born on the ship.

The Pilgrims chose to remain where they landed but needed permission (called a patent) to settle there. While waiting on the patent for Plymouth colony, the Pilgrims knew they needed to create rules for the new land to maintain order and prevent chaos. Before even stepping foot on land, the Saints and Strangers signed the Mayflower Compact on November II, 1620. The tradesmen and adventurers on the ship were known as 'Strangers.'

The Mayflower Compact was a government document created as an attempt to establish legal order. The compact declared that the colonists were loyal to the King of England. They would agree to make fair laws and work for the good of the colony. Women were not allowed to sign the Mayflower Compact.

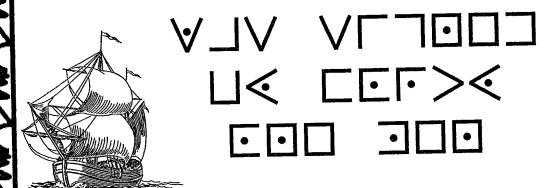
The pilgrims named their settlement 'New Plimouth' after the place they departed from in England.

Juestion

The Mayflower Compact declared that the colonists were loyal to the __

- A. King of England
- B. Queen of Spain
- C. King of Portugal
- D. None of the above

The Mayflower Compact...



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Question

<u>Clue # 4</u>

Did you know?

In 1624, the Mayflower was taken apart and sold for scrap in England.

After arriving in America, the Pilgrims found a place with flat land for growing crops and a river for fresh water. The Pilgrims were not prepared for the cold, harsh winter. They quickly built small houses for each family. Only 47 out of the original 102 settlers survived the first winter. Of those remaining, William Bradford was elected the new governor.

The Native Americans that lived in the same area were known as the Wampanoag. Massasoit, the Wampanoag chief, established a peace treaty with the Pilgrims. Squanto, a Wampanoag, knew how to speak some English. He agreed to teach the Pilgrims how to survive by planting corn and showing them where to hunt and fish. At the end of the summer, Plymouth celebrated their first three-day Thanksgiving because of a successful harvest. They invited some of the Wampanoag to join them.

In April, 1621, the Mayflower set out on its return voyage to England. It only took one month for the return trip.

Juestion

How many settlers survived the first winter?

A. 40

B. 44

C. 47

D. None of the above

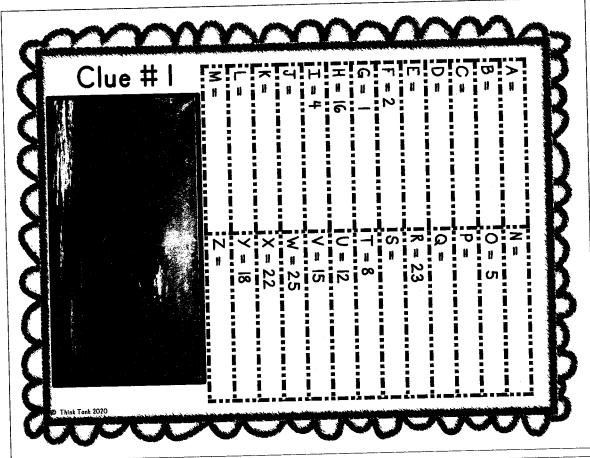
William Bradford was governor of...

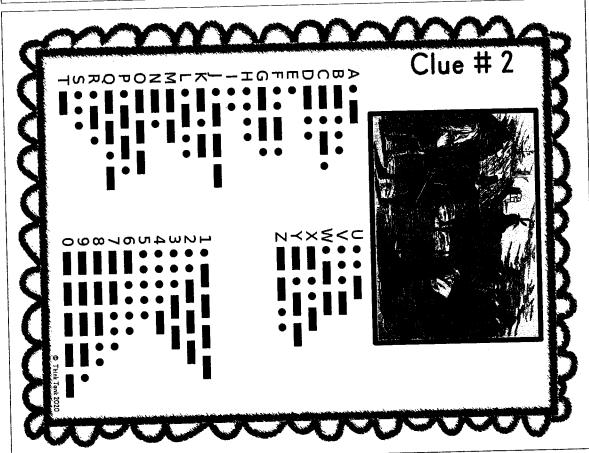
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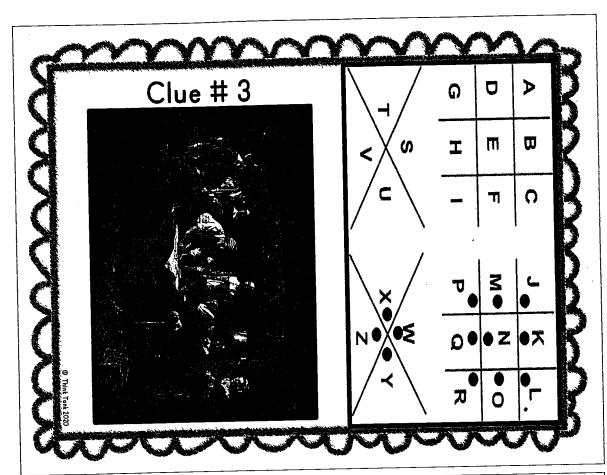
© Think Tank 2020

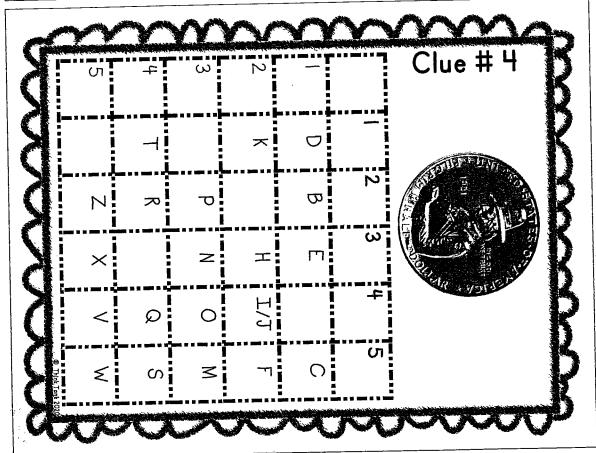
Question

	4 Digit	Code
Th Se Th	rst number of code: le number of years Bradford remained g cond number of code: le number of men who signed the Mayfle IINUS 40.	
₩ " <u>La</u>	ird number of code: That number is represented by "? Ist number of code: That number is the letter "E" in clue #1?	
l. A. B. C. D.	To pay for their journey, the Pilgrims promised to send back goods for years. 5 7 9	 4. Who was the captain of the Mayflower? A. William Bradford B. King James C. Christopher Jones D. John Rolfe
2. A. B. C. D.	The Mayflower had levels. 1 2 3	 5. When was the Mayflower Compact signed? A. 1620 B. 1621 C. 1624 D. None of the above
3. A. B. C.	Sailing alongside the Mayflower was another vessel named the Pinta Nina Santa Maria Speedwell	 6. Who taught the Pilgrims how to plant corn? A. Sacagawea B. Squanto C. Massasoit D. None of the above



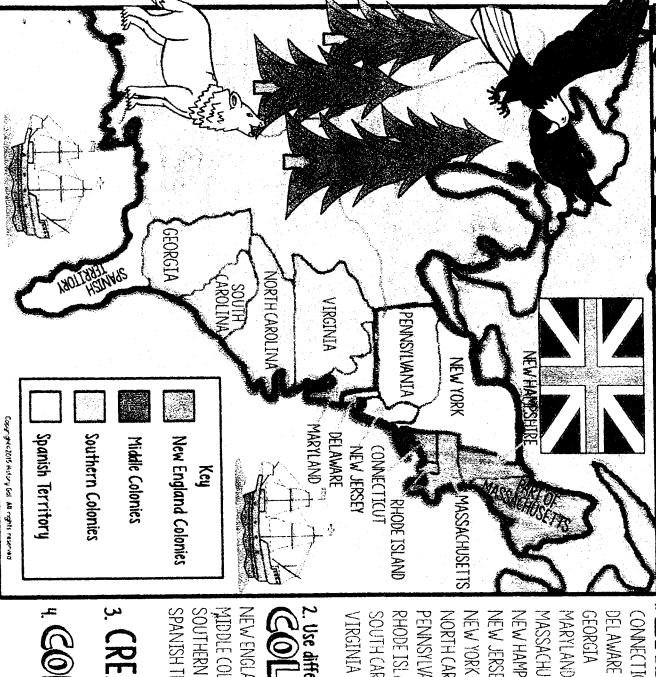






Use this map to Label + MI color, Map (if able)





LABSL the following on the map:

GEORGIA CONNECTICUT DELAWARE

MARYLAND

MASSACHUSETTS NEW HAMPSHIRE

NEW JERSEY

NEW YORK

NORTH CAROLINA

PENNSYLVANIA

RHODE ISLAND SOUTH CAROLINA

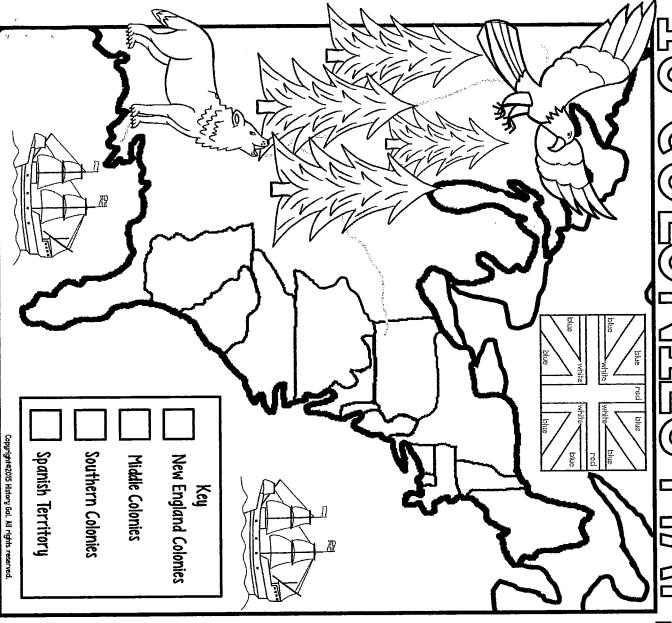
2. Use different PATERIUS or

COLORS to shade in the following:

SOUTHERN COLONIES SPANISH TERRITORY MIDDLE COLONIES NEW ENGLAND COLONIES

3. CREATE a key in the blank box.

4. COLOR the rest of the map.



I. LABEL the following on the map: CONNECTICUT

DELAWARE GEORGIA MARYLAND

MASSACHUSETTS NEW HAMPSHIRE

NEW JERSEY

NORTH CAROLINA

PENNSYLVANIA RHODE ISLAND SOUTH CAROLINA

VIRGINIA

2. Use different PATTER Sor COLORS to shade in the following:

NEW ENGLAND COLONIES
MIDDLE COLONIES
SOUTHERN COLONIES

SPANISH TERRITORY

3. CREATE a key in the blank box.

4. COLOR the rest of the map.

) Use this copy to till in juge with planes.

Orac H

13 COLONIES GREAT

and "nottaxation without Britain angered many colonists *Tax acts passed by Great

in the 13 colonies The war was fought

representation, became a

*Battles of Leaning *Boston Tea Party

*Battle of Bunker till

Color in the territory of the 13 colonies

*Decided on of Independence

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*Fighting intultal march territory *Common for soldiers to de

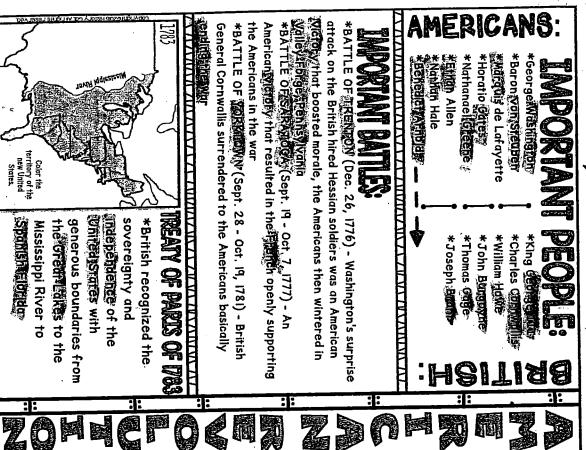
remain loyal to Tortes like me are Loyalists because we sometimes called S V independence from Great want Patriots like me

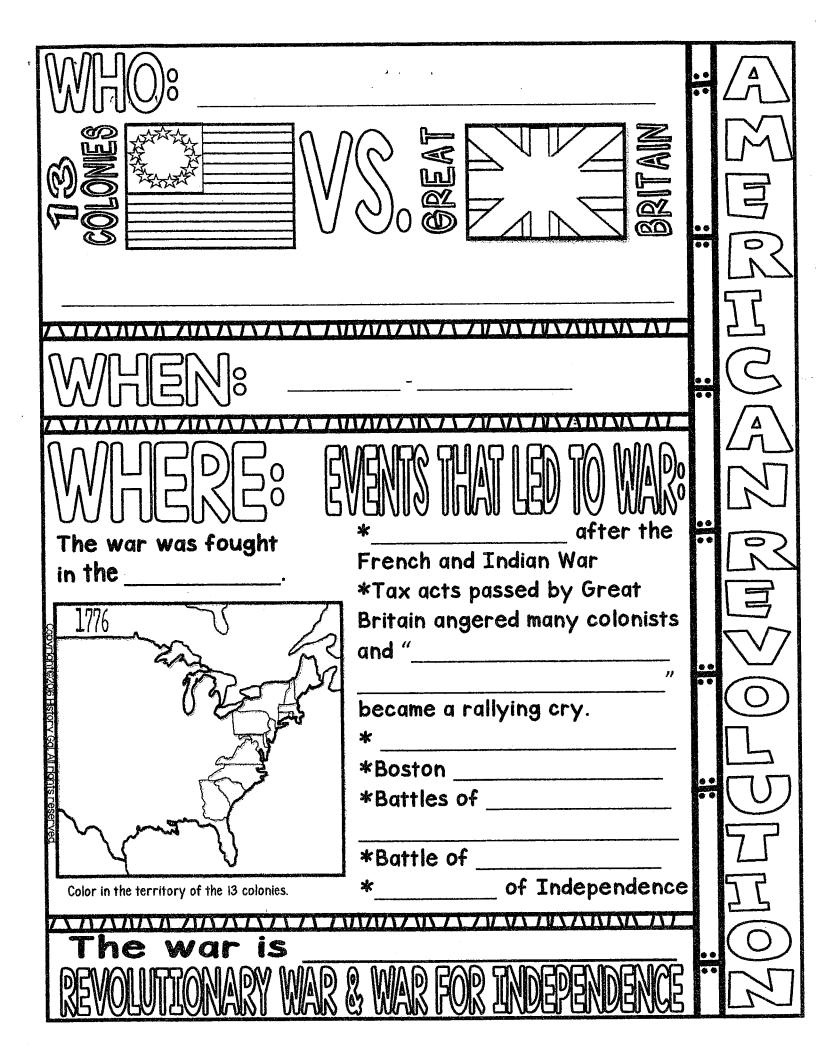
contributions to pay for *Relied on states to send war as the acting national government was worthless *Instruction to the state of th soldiers' wages million, supplies and alliquide municipalities as *In 1778, it formalized an I am honored to be chosen as the army. May I commander of the colonial money to pay 观

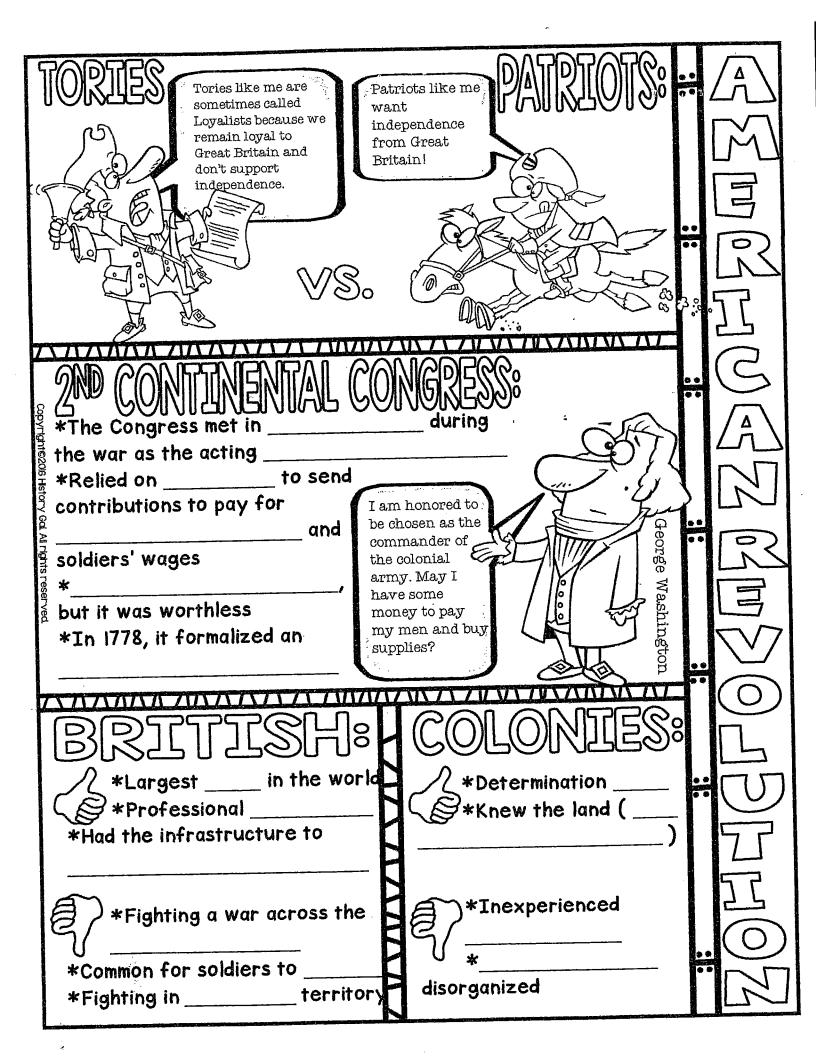
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*Inexperienced field advantage) disorganized *Knew the land (home: * Determination to win *Politically

Page #3







MERICANS:	* Allen	• *King *Charles		AXIB R
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178 Capyright@208	Mussissipal Awer	TREATY OF PARTS O *British recognized to sovereignty and	8	9 上 5 7
History Gal All rights reserved.	Color the territory of the new United States.	with generous bounderfrom theto the Mississippi Rive		1月0岁

NAME: DATE	·
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Spongebob Word Search

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BARNACLE BOY
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CHUM BUCKET
CLARINET
GARY
JELLYFISH
KAREN
KRABBY PATTY
KRUSTY KRAB
LARRY
MERMAID MAN

MR KRABS
MRS PUFF
PATRICK
PEARL
PINEAPPLE
PLANKTON
SANDY
SPONGEBOB
SQUAREPANTS
SQUIDWARD
TREE DOME

