

5th Grade- Mrs. Bishop & Mr. Goreham

Week 1

Student Name _____

Weekday Contact Hours

Mrs. Bishop: 1:30-3:30

Contact: cbishop@tusd.net and Class Dojo

Mr. Goreham: 11:00-1:00

Contact: dgoreham@tusd.net

Essential Question: How do different groups contribute to a cause?

Unit 6 Week 1

Story

The Unbreakable Code

Genre

Historical Fiction

Story

"Allies in Action"

Genre

Expository Text

Story

"Shipped Out"

Genre

Historical Fiction

Comprehension Strategy

summarize

Comprehension Skill

theme

Vocabulary Strategy

homophones

Writing Traits

organization-sequence

Grammar

adverbs

Other Skills

fluency: expression and phrasing

Genre

Historical Fiction

SPELLING/ PHONICS

Greek roots

astronaut

telephone

automobile

telescope

mechanical

myth

television

phonics

astronomer

photograph

photography

mythical

homophone

mechanic

telegram

telephoto

autograph

automatic

disaster

telegraph

Vocabulary

bulletin- a short announcement of the latest news

contributions- acts of giving money, time, effort or the like to a cause

diversity- great difference; variety

enlisted- joined the armed forces voluntarily

intercept- to stop or take something on its way from one person or place to another

operations- acts, processes, or ways of performing, directing, or working

recruits- newly enlisted members of the armed forces

survival- the act of surviving; continuing to exist

ASSIGNMENTS:

Math Chapter 9 (+) & (-) Fractions

Workbook: McGraw-Hill My Math

Lesson 4 pgs. 631, 633

Lesson 5 pgs. 637, 639

Friday: Make sure all pages are completed.

Daily Reading & Summary

Text: Pick books you enjoy ☺

Text: "Shipped Out" (in packet)

Please read 30 minutes M-F and write a summary of what you've read. Yes, "Shipped Out" is included as one day!

Comprehension Strategy:

Your Turn Workbook page 253

Summarize paragraphs 1, 4, and 5

Comprehension Skill:

Your Turn Workbook pages 254-255

Vocabulary Meaning:

Your Turn Workbook pg. 251

Vocabulary Strategy: Homophones

Your Turn Workbook pg. 257

Highlight 5 homophones in the story.

Grammar: Adverbs

Complete the page on adverbs

Spelling:

Complete the spelling pages.

Choose 2 spelling activities:

- ☐ Have somebody tell you the words as you spell them- verbally or written.
- ☐ Break the words into syllables.
- ☐ Write spelling sentences or a story.
- ☐ Draw pictures.

Shipped Out



My name is Libby Kendall, and I am a prisoner of war. Well, not really, but some days it feels that way. Just like my dad, I've packed up my things and shipped out. Unlike my dad, however, nothing I do will ever help the Allies win World War II.

My father is a mechanic on a battleship in the Pacific Ocean. I'm trapped in a little apartment above my Aunt Lucia's bakery downtown. Mom says it's just for a few months while she works double shifts at the clothing factory. She makes uniforms, mostly sewing pockets on jackets. I asked her once if she snuck things into the pockets for soldiers to find, like little poems written in calligraphy. She said soldiers wore jackets with pockets to hold tools they might need for war **survival**, not silly things like poetry.

It seems no one appreciates my creative **contributions** to the war effort, but Aunt Lucia says my help to her is important, since both her workers joined the army.

On my first day with Aunt Lucia, she explained the daily **operations** of the bakery. First, we get up before dawn to knead the dough. Next, we bake breads and muffins. Then,



while I help customers, Lucia makes cakes and cookies for sale in the afternoon. Whenever the phone rings, she races from the back room to **intercept** the call. She's always worried that it might be bad news, so she wants to be the first to hear it.

After dinner, Aunt Lucia invites neighbors over to listen to the radio. Some are immigrants from a wide **diversity** of backgrounds. Lucia and others help translate the news into several languages for everyone to understand. I always listen closely for any **bulletin** about fighting in the Pacific.



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

One night, they came into the living room and turned off the radio. At first I was angry, but they had serious expressions on their faces. "Our country's at war," Dad said. "The military will be looking for new **recruits**. I know something about boats and ship engines, so I intend to join the navy."

My face grew hot, but my hands felt cold. "You can't just leave," I said. I stomped on the floor for emphasis and stormed off to my bedroom. Looking back on that now, I feel ashamed of how selfishly I had acted.

This morning, Aunt Lucia can tell I'm feeling down. She asks me to help her decorate cupcakes for a fundraiser tonight. At first I'm not interested. I just slather on frosting and plop a berry on top. Then I realize that I can make red stripes out of strawberries and a patch of blue from blueberries. Soon I have a whole tray of cupcakes decorated like flags to show Aunt Lucia.

"These are wonderful!" Lucia says. "I'm sure they'll sell better than anything else!"

For the first time in weeks, I feel like I've done something right. I think of all the money we might make at the sale, and how it may buy supplies for my father.

"I **enlisted** in the navy to help restore democracy in the world," my dad said on the day he left. "Now you be a good navy daughter and

sail straight, young lady." I promised I would. As he went out the door, I slipped a little poem into his coat pocket. "Here's a little rhyme to pass the day," it said. "I love you back in the U.S.A.!"

I look at the cupcakes and wish I could send one to my dad. Instead, I'll draw a platter on which they're piled high and send the picture off to the Pacific with a letter. That way, my dad will have plenty to share with everyone there.



Make Connections

What kinds of contributions to the war effort do characters make in this story?

ESSENTIAL QUESTION

Think about an event in your own life that required contributions from others. How did they all work together? **TEXT TO SELF**

COMPREHENSION STRATEGY:

Your Turn Practice Workbook, page 253

Read the passage. Use the summarizing strategy to help you understand what you are reading.

Books for Victory

As Carlos shivered on the snowy porch, he noticed a drooping banner in the front window. "Happy New Year 1943!" it said. "Huh, they could've taken that down by now," he thought as he pressed the doorbell once more. "Hurry up," he muttered. "I'm turning blue out here." As he waited for his neighbor to answer the door, Carlos blew on his hands to warm them. Glancing at his wagon piled with books, he thought back to last year and the reason he was out here again collecting for the Victory Book Campaign.

His brother Tomás had been in the army and stationed at a military camp across the country. Carlos had missed Tomás and looked forward to his letters. Carlos knew one of those letters by heart. "There's nothing new to tell you," Tomás had written. "We still train and drill every day. When we're not training and drilling there's not much to do. I wish I had something good to read."

Carlos had felt bad for Tomás. He wondered how he could help him. The next day, in morning assembly, Principal Ramírez told the students about the Victory Book Campaign. All over Oregon and the rest of the country, people were collecting books to send to soldiers, sailors, and others fighting in the war.

Principal Ramírez added that the campaign needed volunteers. As soon as he said that, hands shot up all over the auditorium.

Carlos had promised himself he would collect as many books as he possibly could and during the following month he took his wagon throughout the neighborhood. At each house he explained the campaign and asked people to donate books. In its first year, the campaign had lasted from January to November. It had been an outstanding success. By the time it was over, people across the country had donated more than eleven million books.

Summarize these paragraphs:

Paragraph 1: _____

Paragraph 4: _____

Paragraph 5: _____

COMPREHENSION SKILL:

Your Turn Practice Workbook, page 254-255

As Mrs. Wright opened the door, Carlos was pulled out of the past and back to the present. Only a few seconds had passed, even though he'd been thinking of a period lasting several months.

"I know just why you're here," Mrs. Wright smiled. "I looked all over the house and I have quite a large stack of books. What kind of books are you looking for this year?"

"We'd like fiction," Carlos answered. "Adventure stories, westerns, mysteries, and detective stories would be good. We also want nonfiction. But I hear that those books should be published after 1935, so they'll be up-to-date."



Carlos had promised himself he would collect as many books as he could.

Mrs. Wright pointed to a tall stack of books by the door. "Good. I think these will all be suitable then," she said. "You know, I'm reading some new novels right now. When will you be by again?"

"I'll be back in a few weeks," Carlos replied as he gathered up the stack of books. "We'll be collecting for a couple more months."

"That's great," Mrs. Wright nodded. "My daughter Grace will be home from college next weekend. I'll ask her to go through her books and see what she'd like to donate."

As he walked to his wagon, Carlos called back, "That's terrific, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books*. I'm sure Grace's books will be good ones, too. Thanks so much for these!"

Carlos and Mrs. Wright waved at each other and he set off for his next stop: the library. There, volunteers would sort through what Carlos and others had brought in. Then large collection centers would ship the books to people in military camps and overseas.

He was still chilled, but Carlos felt proud. He was too young to join the army, like Tomás. He couldn't work in a defense factory, like his parents. But, by collecting books, he and his classmates were making a contribution. Best of all, they were helping his brother Tomás and others fighting for their country.

CONTINUED: COMPREHENSION SKILL

Name _____

A. Reread the passage and answer the questions.

1. How does Carlos feel when he hears about the Victory Book Campaign?

2. Why does he feel that way?

3. What does Carlos learn from his experience? What might be the theme, or message, of this story?

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

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

VOCABULARY:

Your Turn Practice Workbook, page 251

intercept

bulletin

recruits

operations

survival

enlisted

diversity

contributions

Finish each sentence using the vocabulary word provided.

1. **(recruits)** On her first day in the army, my sister _____
_____.
2. **(contributions)** The food bank will use the _____
_____.
3. **(intercept)** During the game, he tried _____
_____.
4. **(operations)** The construction company _____
_____.
5. **(diversity)** The United States is a nation _____
_____.
6. **(survival)** A constant supply of food and water _____
_____.
7. **(bulletin)** I decided not to walk to school because _____
_____.
8. **(enlisted)** It has been over a year since _____
_____.

VOCABULARY STRATEGY: Homophones

Your Turn Practice Workbook, page 257

Name _____

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

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

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

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

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

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

GRAMMAR: Adverbs

Name: _____

Adverbs

Directions: Complete each sentence with the best choice of adverb.

gingerly	typically	anxiously	barely	fluently
really	wearily	nearby	sideways	politely

1. Sandra _____ waited to hear news as to whether or not she was accepted into the science program.
2. Nana placed the marzipan groom _____ onto the top tier of the wedding cake.
3. Patrick and Ian _____ want to go skateboarding at the park.
4. Most of the third graders are reading grade level text _____.
5. The Veteran's Day parade _____ begins at 10:00 am.
6. Mrs. Patterson stood _____ so she could keep an eye on us.
7. The clerk very _____ explained that the item I wanted to return would not be accepted without a receipt.
8. Sam had _____ finished his breakfast when the school bus pulled up and he had to run out the door with his bag.
9. Cheyenne moved _____ through the space between the bed and the wall, tucking in the sheets.
10. My grandfather _____ rummaged through the boxes in the attic trying to locate his wife's favorite dress.

SPELLING

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

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

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

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

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

SPELLING

Name _____

A. Underline the six misspelled words in the paragraphs below.

Write the words correctly on the lines.

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

1. _____ 2. _____ 3. _____

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

4. _____ 5. _____ 6. _____

B. Read each sentence. Replace the underlined words with one of the words from the word box below and rewrite the sentence.

mechanical phonics autograph astronomer photograph

6. The scientist who studies stars and planets was able to see Mars.

7. My uncle is studying how to take a picture with his new camera.

8. They were able to get the handwritten name of the famous actress.

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

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

Name _____

Number and Operations – Fractions
5.NF.1, 5.NF.2



Hands On

Use Models to Add Unlike Fractions

Lesson 4

ESSENTIAL QUESTION ?

How can equivalent fractions help me add and subtract fractions?

Unlike fractions have different denominators. Before you can add unlike fractions, one or both of the fractions must be renamed so that they have a common denominator.

Build It

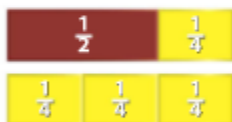


To finish building a birdhouse, Jordan uses two boards. One is $\frac{1}{2}$ foot long and the other is $\frac{1}{4}$ foot long. What is the total length of the boards?

Bird at work!



- 1 Model each fraction using fraction tiles and place them side by side.



- 2 Find fraction tiles that will match the length of the combined tiles. Line them up below the model.

- 3 Count. There are _____ of the $\frac{1}{4}$ -fraction tiles in all. This represents the fraction $\frac{3}{4}$.

So, $\frac{1}{2} + \frac{1}{4} = \frac{\boxed{}}{\boxed{}}$. The total length of the boards is $\frac{\boxed{}}{\boxed{}}$ foot.



Practice It

Find the sum using fraction tiles. Write in simplest form.
Draw the models.

4. $\frac{2}{3} + \frac{1}{6} =$ _____

5. $\frac{3}{8} + \frac{1}{4} =$ _____

6. $\frac{3}{10} + \frac{1}{5} =$ _____

7. $\frac{5}{8} + \frac{1}{4} =$ _____

8. $\frac{1}{3} + \frac{1}{4} =$ _____

9. $\frac{3}{4} + \frac{1}{6} =$ _____

Name _____

Number and Operations – Fractions

5.NF.1, 5.NF.2

Add Unlike Fractions

Lesson 5

ESSENTIAL QUESTION ?

How can equivalent fractions help me add and subtract fractions?



Math in My World



Example 1

In the morning, an octopus swam for $\frac{1}{3}$ hour.

In the afternoon, the octopus swam for $\frac{1}{4}$ hour.

For how much of one hour did the octopus swim altogether?

Find $\frac{1}{3} + \frac{1}{4}$.

Write equivalent, like fractions using the least common denominator, LCD. The LCD of $\frac{1}{3}$ and $\frac{1}{4}$ is 12.

$$\frac{1}{3} + \frac{1}{4} = \frac{1 \times \boxed{4}}{3 \times \boxed{4}} + \frac{1 \times \boxed{3}}{4 \times \boxed{3}} \quad \text{Write equivalent fractions using the LCD.}$$

$$= \frac{4}{12} + \frac{3}{12}$$

Multiply.

$$= \frac{4 + 3}{12}, \text{ or } \frac{\boxed{}}{\boxed{}}$$

Add like fractions.

So, $\frac{1}{3} + \frac{1}{4} = \frac{\boxed{}}{\boxed{}}$. The octopus swam for $\frac{\boxed{}}{\boxed{}}$ hour altogether.

Check The models show that $\frac{1}{3} + \frac{1}{4} = \frac{\boxed{}}{\boxed{}}$.



Helpful Hint

The least common denominator, LCD, is the least common multiple of the denominators.



Independent Practice

Add. Write each sum in simplest form.

3. $\frac{1}{3} + \frac{1}{5} =$ _____

4. $\frac{1}{2} + \frac{1}{5} =$ _____

5. $\frac{5}{12} + \frac{1}{4} =$ _____

6. $\frac{2}{3} + \frac{1}{6} =$ _____

7. $\frac{1}{2} + \frac{1}{4} =$ _____

8. $\frac{5}{8} + \frac{1}{16} =$ _____

9. $\frac{3}{5} + \frac{3}{10} =$ _____

10. $\frac{5}{8} + \frac{3}{16} =$ _____

11. $\frac{3}{5} + \frac{3}{20} =$ _____

Algebra Find each unknown.

12. $\frac{7}{12} + \frac{1}{3} = x$

$x =$ _____

13. $\frac{3}{16} + \frac{3}{8} = \frac{9}{y}$

$y =$ _____

14. $\frac{3}{8} + \frac{2}{5} = \frac{w}{40}$

$w =$ _____