

Distance Learning Packet

Week 2

Name: _____

(First and Last Name)

Teacher: _____

5TH GRADE

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5th Grade- Mrs. Bishop & Mr. Goreham

Week 2

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

ASSIGNMENTS:

MATH: Add & Subtract Fractions
 Solve word problems involving (+/-) of fractions
 M: L4 (+) Unlike Frac 635, 636
 T: L5 (+) Unlike Frac 641, 642
 W: L6 (-) Unlike Frac 645, 647, 650
 Th: L7 (-) Unlike Frac 651, 652, 653, 656

Essential Question: What actions can we take to get along with others?

Unit 6 Week 2

Story

The Friend Who Changed My Life

Genre

Realistic Fiction

Story

"Choose Your Strategy: A Guide to Getting Along"

Genre

Expository Text

Story

"The Bully"

Genre

Realistic Fiction

Comprehension Strategy

summarize

Comprehension Skill

theme

Vocabulary Strategy

connotation and denotation

Writing Traits

word choice-order words

Grammar

adverbs that compare

Other Skills

fluency: intonation

Genre

Realistic Fiction

SPELLING/ PHONICS

Latin roots

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

Vocabulary

abruptly- without warning; suddenly
ally- a person, nation, or group that joins with another for a common purpose
collided- crashed against or into each other
confident- having trust, sure; trusting in oneself and one's own abilities
conflict- a long fight or war; a strong disagreement
intervene- to come between opposing parties
protective- keeping from harm
taunting- teasing, making fun of someone or something in an insulting way

READING: Daily Reading & Summary
 Understands 5th literature/informational text
Text: Pick books you enjoy ☺
 Please read 30 minutes M-Th and write a summary of what you've read.

WRITING:

Spelling, language conventions, and writes opinion, informative, and/or narrative piece.

Opinion Writing:

Text: The Bully (included in packet)
 Your Turn Workbook pg. 257

Comprehension Skill & Strategy: 263-265
 Summarize paragraphs 1, 5, and 8

Vocabulary Strategy: pg. 267
 Connotation and Denotation

Vocabulary Meaning: pg. 261
 Words with Latin Roots

Grammar: Adverbs that Compare pg. 134
 Complete the page on adverbs.

Spelling:

Complete the spelling pages.
 Choose 1 spelling activity:
 Have somebody tell you the words as you spell them- verbally or written.
 Break the words into syllables.
 Write spelling sentences or a story.

Science: "Charge It"

Social Studies: "The Constitution Tells the States Who Has the Right to Vote"

Name _____

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

MY Homework

Lesson 4

Hands On: Use Models to Add Unlike Fractions

Homework Helper



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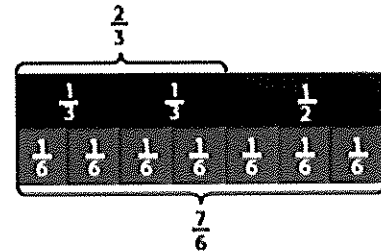
Find the sum of $\frac{2}{3}$ and $\frac{1}{2}$.

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 seven of the $\frac{1}{6}$ -fraction tiles in all.

So, $\frac{2}{3} + \frac{1}{2} = \frac{7}{6}$ or $1\frac{1}{6}$.



Helpful Hint

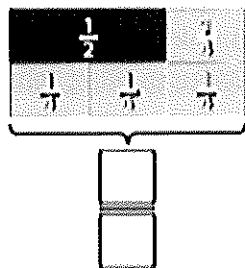
Follow these steps to write $\frac{7}{6}$ as a mixed number.

$$\frac{7}{6} = \frac{6}{6} + \frac{1}{6} = 1\frac{1}{6}$$

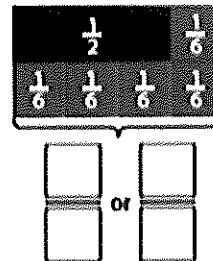
Practice

Find the sum using the fraction tiles shown. Write in simplest form.

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



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





Problem Solving

Mathematical
PRACTICE



Use Math Tools Draw models to solve Exercises 3–6. Write in simplest form.

3. After school, Maurice walks $\frac{1}{3}$ mile to the park and then walks $\frac{1}{2}$ mile to his house. How far does Maurice walk from school to his house?

4. Ricki took a survey in the fifth grade and found that $\frac{2}{3}$ of the students ride the bus to school, and $\frac{1}{4}$ of the students walk. What fraction of the fifth grade students either ride the bus or walk to school?

5. Elizabeth made an English muffin pizza using $\frac{1}{4}$ cup of cheese and $\frac{3}{8}$ cup of sausage. How many cups of toppings did she use?

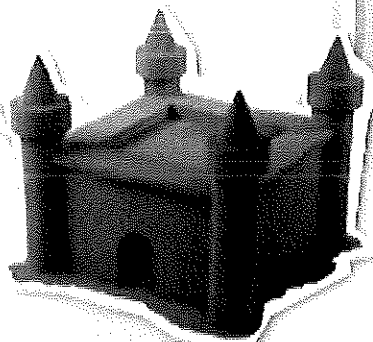
6. Craig and Alissa are building a sandcastle on the beach. They each have a bucket. Craig's bucket holds $\frac{1}{2}$ pound of sand and Alissa's bucket holds $\frac{9}{10}$ pound of sand. How much sand can Craig and Alissa collect together at one time?

Vocabulary Check



7. Complete the sentence with the correct vocabulary word(s).

Fractions that have different denominators are called _____.



Name _____

MY Homework

Lesson 5

Add Unlike Fractions

Homework Helper



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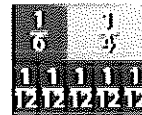
Find $\frac{1}{6} + \frac{1}{4}$.

Write equivalent, like fractions using the least common denominator, LCD. The LCD of $\frac{1}{6}$ and $\frac{1}{4}$ is 12.

$$\begin{aligned} \frac{1}{6} + \frac{1}{4} &= \frac{1 \times \boxed{2}}{6 \times \boxed{2}} + \frac{1 \times \boxed{3}}{4 \times \boxed{3}} && \text{Write equivalent fractions using the LCD.} \\ &= \frac{2}{12} + \frac{3}{12} && \text{Multiply.} \\ &= \frac{2+3}{12}, \text{ or } \frac{5}{12} && \text{Add like fractions.} \end{aligned}$$

So, $\frac{1}{6} + \frac{1}{4} = \frac{5}{12}$.

Check The models show that $\frac{1}{6} + \frac{1}{4} = \frac{5}{12}$.



Practice

Add. Write each sum in simplest form.

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

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

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



Problem Solving

4. Tashia ate $\frac{1}{3}$ of a pizza, and Jay ate $\frac{3}{8}$ of the same pizza. What fraction of the pizza was eaten?

5. Basir took a science test on Friday. One-eighth of the questions were multiple choice, and $\frac{3}{4}$ of the questions were true-false questions. What part of the total number of questions are either multiple choice or true-false questions?

6. **Mathematical PRACTICE** **Use Number Sense** Edison delivers $\frac{1}{5}$ of the newspapers in the neighborhood, and Anita delivers $\frac{1}{2}$ of them. Together, Edison and Anita deliver what fraction of the newspapers?

7. Dylan and Sonia are hiking different trails. If Dylan hiked Riverwalk and Mountainview, and Sonia hiked Mountainview and Pine, how many miles did each of them hike?

Hiking Trails	
Trail	Distance (mi)
Riverwalk	$\frac{3}{4}$
Mountainview	$\frac{1}{2}$
Pine	$\frac{3}{5}$

Test Practice

8. Which expression will have the same sum as $\frac{3}{8} + \frac{1}{4}$?
- Ⓐ $\frac{3}{8} + \frac{1}{8}$ Ⓒ $\frac{3}{4} + \frac{1}{4}$
- Ⓑ $\left(\frac{1}{8} + \frac{1}{8} + \frac{1}{8}\right) + \frac{1}{4}$ Ⓓ $\left(\frac{1}{8} + \frac{1}{8}\right) + \frac{1}{8}$

My Work!



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Name _____

Hands On

Use Models to Subtract Unlike Fractions

Lesson 6

ESSENTIAL QUESTION ?

How can equivalent fractions help me add and subtract fractions?

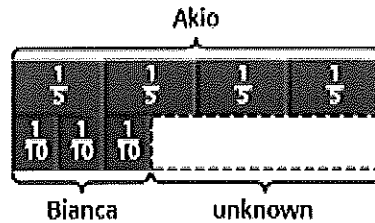
You can use fraction tiles to subtract fractions with unlike denominators.

Build It



Akio lives $\frac{4}{5}$ mile from school. Bianca lives $\frac{3}{10}$ mile from school. How much farther from school does Akio live than Bianca?

- Model each fraction using fraction tiles. Place the $\frac{1}{10}$ -tiles below the $\frac{1}{5}$ -tiles.



- Find which fraction tiles will fill in the area of the dotted box.

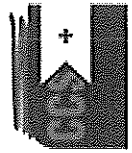
Try $\frac{1}{3}$ -tiles. Do they fill the dotted box? _____

Try $\frac{1}{2}$ -tiles. Do they fill the dotted box? _____

How many $\frac{1}{10}$ -tiles fill the dotted box? _____

Since $\frac{\square}{\square}$ fills in the area of the dotted box, $\frac{4}{5} - \frac{3}{10} = \frac{\square}{\square}$.

Akio lives $\frac{\square}{\square}$ mile farther from school than Bianca.



Name _____

Practice It

Find each difference using fraction tiles. Draw the models.

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

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

5. $\frac{1}{2} - \frac{1}{6} =$ _____

6. $\frac{3}{5} - \frac{1}{2} =$ _____

7. $\frac{3}{4} - \frac{3}{8} =$ _____

8. $\frac{5}{6} - \frac{1}{4} =$ _____



Problem Solving

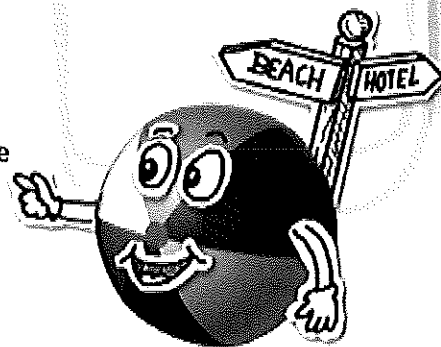
Mathematical PRACTICE **Use Math Tools** Draw fraction tiles to help you solve Exercises 3-6.

3. Noah bought $\frac{1}{2}$ pound of candy to share with his friends. They ate $\frac{3}{8}$ pound of the candy. How much candy does Noah have left?

4. Mr. Corwin gave his students $\frac{3}{4}$ hour to study for a test. After $\frac{1}{3}$ hour, he played a review game for the remaining time. How much time did Mr. Corwin spend playing the review game?

5. Mrs. Washer filled the gas tank of her car. She used $\frac{2}{3}$ of a tank of gasoline while driving to the beach. She used another $\frac{1}{6}$ of the tank driving to her hotel. How much gasoline is left in the tank?

6. Starting from her hotel, Angie walked $\frac{2}{3}$ mile along the beach in one direction. She turned around and walked $\frac{1}{2}$ mile toward her hotel. How much farther does she need to walk to get to the hotel?



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Name _____

Subtract Unlike Fractions

Lesson 7

ESSENTIAL QUESTION ?

How can equivalent fractions help me add and subtract fractions?

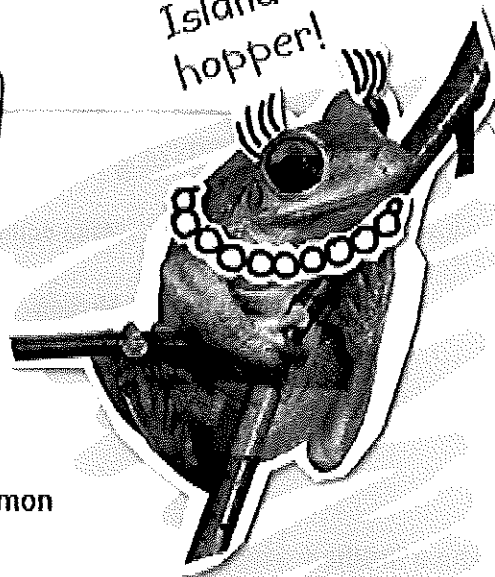
Subtracting unlike fractions is similar to adding unlike fractions.



Math in My World



Island hopper!



Example 1

A female Cuban tree frog can be up to $\frac{5}{12}$ foot long. A male Cuban tree frog can be up to $\frac{1}{4}$ foot long. How much longer is the female Cuban tree frog than the male?

Find $\frac{5}{12} - \frac{1}{4}$.

Write equivalent, like fractions using the least common denominator, LCD. The LCD of $\frac{5}{12}$ and $\frac{1}{4}$ is 12.

$$\frac{5}{12} - \frac{1}{4} = \frac{5}{12} - \frac{1 \times \boxed{3}}{4 \times \boxed{3}}$$

Write equivalent fractions using the LCD.

$$= \frac{5}{12} - \frac{3}{12}$$

Multiply.

$$= \frac{5 - 3}{12}, \text{ or } \frac{\boxed{}}{\boxed{}}$$

Subtract like fractions.

$$= \frac{\boxed{}}{\boxed{}}$$

Simplify.

A female Cuban tree frog is $\frac{\boxed{}}{\boxed{}}$ foot longer than the male.

Check for Reasonableness Use benchmark fractions to check.

Since, $\frac{1}{6} < \frac{1}{2}$, your answer is reasonable.



Example 2



Jessie finished $\frac{1}{2}$ of her homework. Lakshani finished $\frac{4}{5}$ of her homework. What fraction more of her homework did Lakshani finish than Jessie?

Portion of Homework Completed	
Jessie	$\frac{1}{2}$
Lakshani	$\frac{4}{5}$

Estimate Use benchmark fractions.

$$\frac{4}{5} - \frac{1}{2} \approx 1 - \frac{1}{2} = \frac{\square}{\square}$$

Subtract $\frac{4}{5} - \frac{1}{2}$.

Write equivalent, like fractions using the least common denominator, LCD. The LCD of $\frac{4}{5}$ and $\frac{1}{2}$ is 10.

$$\frac{4}{5} - \frac{1}{2} = \frac{4 \times \boxed{2}}{5 \times \boxed{2}} - \frac{1 \times \boxed{5}}{2 \times \boxed{5}} \quad \text{Write equivalent fractions using the LCD.}$$

$$= \frac{8}{10} - \frac{5}{10} \quad \text{Multiply.}$$

$$= \frac{8 - 5}{10}, \text{ or } \frac{\square}{\square} \quad \text{Subtract like fractions.}$$

Lakshani finished $\frac{\square}{\square}$ more of her homework than Jessie.

Check for Reasonableness Compare to your estimate. $\frac{\square}{\square} \approx \frac{1}{2}$

Talk MATH

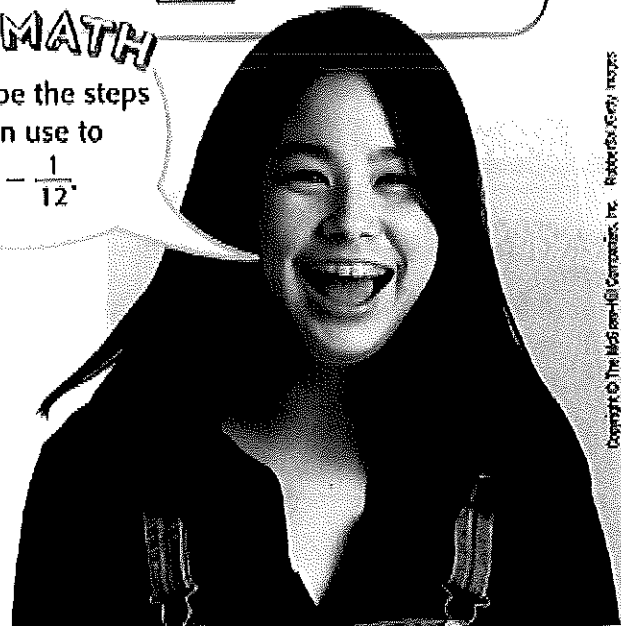
Describe the steps you can use to find $\frac{3}{4} - \frac{1}{12}$.

Guided Practice



1. Subtract. Write in simplest form.

$$\frac{3}{8} - \frac{1}{4} = \frac{\square}{\square}$$



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Name _____

Independent Practice

Subtract. Write each in simplest form.

2. $\frac{5}{6} - \frac{1}{2} =$ _____

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

4. $\frac{4}{5} - \frac{1}{6} =$ _____

5. $\frac{7}{8} - \frac{1}{2} =$ _____

6. $\frac{7}{12} - \frac{1}{3} =$ _____

7. $\frac{5}{6} - \frac{1}{3} =$ _____

8. $\frac{2}{3} - \frac{3}{10} =$ _____

9. $\frac{5}{8} - \frac{1}{2} =$ _____

10. $\frac{4}{5} - \frac{2}{15} =$ _____

Algebra Find the unknown.

11. $\frac{5}{6} - \frac{3}{4} = m$

12. $\frac{2}{3} - \frac{3}{5} = \frac{n}{15}$

13. $\frac{5}{12} - \frac{1}{6} = p$

$m =$ _____

$n =$ _____

$p =$ _____



Problem Solving

4. The average rainfall in April and October for Springfield is shown in the table below. How much more rain falls on average in April than in October?

Average Rainfall for Springfield	
Month	Rainfall (in.)
April	$\frac{11}{16}$
October	$\frac{3}{8}$

5. Trisha helped clean up her neighborhood by picking up plastic. She collected $\frac{3}{4}$ pound of plastic the first day and $\frac{1}{6}$ pound of plastic the second day. How much more trash did she collect the first day than the second day?

6. Wyatt is hiking a trail that is $\frac{11}{12}$ mile long. After hiking $\frac{1}{4}$ mile, he stops for water. How much farther must he hike to finish the trail?

Test Practice

7. The table shows the distance each student ran on Wednesday. How much farther did Joey run than Steve?

- Ⓐ $\frac{1}{12}$ mile Ⓒ $\frac{1}{2}$ mile
 Ⓑ $\frac{5}{12}$ mile Ⓓ $\frac{5}{6}$ mile

Student	Distance (mi)
Steve	$\frac{1}{6}$
Charlie	$\frac{1}{4}$
Joey	$\frac{2}{3}$

My Work



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Essential Question

What actions can we take to get along with others?

Read about how one student tries to deal with a bully.



Michael saw the trouble coming from all the way at the end of the school hallway. There standing by the stairs was J.T., the school bully who enjoyed **taunting** anyone he felt like at any given moment. J.T. was tall and strong, so few of his victims were willing to stand up to him and defend themselves. Michael hated the idea that he let J.T. get away with these offenses. Yet like most of the other kids who were picked on, he just took it quietly and waited for the unpleasant moment to pass.

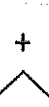
J.T. walked directly toward Michael, his eyes locked on the books that Michael carried under his arms. When they met in the middle of the hallway, J.T. stopped **abruptly** and snapped at Michael, "Hey, let me see those books!" A group of students watched as Michael held out the books he was carrying, trying not to tremble to reveal how nervous he was.

J.T. grabbed a math book, looked inside for a second, and then shoved the book at Michael, who dropped all the books he held. "Hey, those books are school property," J.T. barked, "so don't let them fall to the floor!" Then he walked away, laughing loudly.

Michael, his cheeks turning red, half kicked the fallen books. Suddenly a hand appeared beside Michael and picked up an adventure novel as it slid away. "You look like you could use an **ally**," a friendly voice said with a laugh.



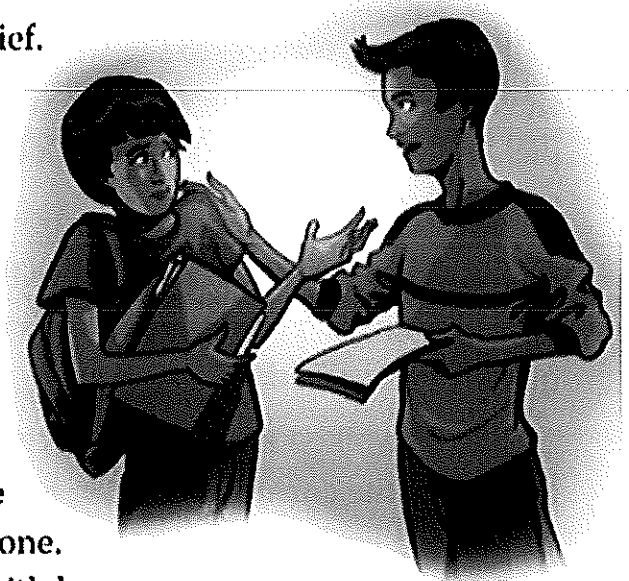
Marcelo Basz



Michael turned around and saw that it was Ramon. He was the school's star baseball player, basketball player, and everything-else-player you could name. Michael couldn't believe that Ramon was stopping to help him. The two had barely spoken to each other since the school year began.

"Thanks," Michael sighed with relief. "It's so confusing. I don't know what his problem is."

"I've been watching you in the halls," Ramon said, "and as I see it, you need to find a way to end this **conflict** with J.T." Michael nodded, stuck for what to say. "Well," Ramon continued, "I can tell you what my grandmother used to tell me whenever I had a problem with someone. She'd say, 'You can catch more flies with honey than with vinegar.'"



Looking puzzled, Michael asked, "What does that mean?"

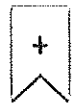
"It means that being kind to your enemies may be more effective than being angry at them," Ramon explained.

"What if you just **intervene** and tell J.T. to stop picking on me?" Michael suggested. "I think he'd leave me alone if you threatened him."

"That's vinegar," Ramon laughed as he walked away. "Try honey instead."

That night, Michael thought about the advice that Ramon had given him. It sounded like a good plan, but deep down Michael wasn't very **confident** that it would actually work with J.T.

The next day in school brought Michael's usual misery. There stood J.T., and Michael knew it would be just a matter of seconds before the two of them **collided** in the middle of the hall.



As J.T. came nearer, Michael wished he had Ramon's **protective** arm to stop the bully from attacking. Then, suddenly, the unexpected happened. J.T. accidentally tripped. He fell down, and his own armful of books went flying across the floor.

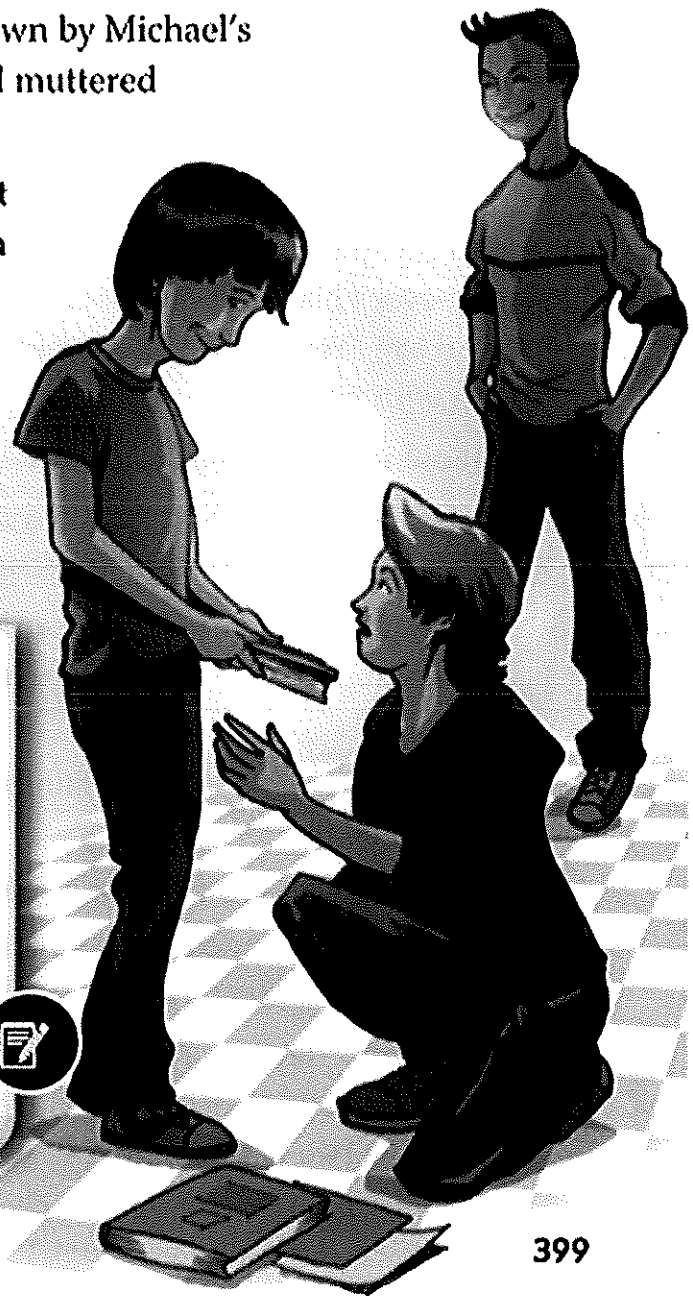
For a moment, all was silent. The crowd of students in the hallway froze, waiting to see what J.T. would do next. As J.T. slowly stood up, Michael had an idea. He bent down, quickly picked up J.T.'s books from the floor, and offered them to him.

Michael said, "You look like you could use an ally."

J.T. was speechless, completely thrown by Michael's act of kindness. He took the books and muttered quickly, "Uh, thanks."

As J.T. walked away, Michael caught Ramon in the corner of his eye. Ramon gave him a big smile and a "thumbs-up." "My grandmother would be proud of you," Ramon said.

"It's just honey," Michael grinned. "I hope it sticks."



Make Connections

Talk about how Ramon's advice affected Michael's problem with J.T. **ESSENTIAL QUESTION**

What advice would you give to someone being bullied? Give reasons to support your opinion.

TEXT TO SELF



Write About the Text



Pages 396-399

I answered the question: *In your opinion, should Ramon have confronted J.T. when he saw Michael being bullied? Explain your answer.*

Student Model: Opinion

Even though he helped Michael,

I think Ramon should have said

something to J.T. right when he saw

him bullying Michael. This way Michael

would not have been embarrassed

by dropping his books. Ramon is very

popular, so J.T. would have probably

listened to him.

Ramon could have first approached

Time-Order Words

I included time-order words to show how events could occur in this situation.



both of them to ask if they needed

help with anything. Then he could have

stood closer to Michael to show that

he is friends with him. Finally, he could

have asked Michael if he wanted to

grab lunch in the cafeteria later.

This would have sent the message

that Michael is a cool guy, and

J.T. should stop picking on him.

Strong Conclusion

My final sentence sums up my thoughts.

Grammar

This is an example of an adverb that compares.

Grammar Handbook
See page 470.

Your Turn

In your opinion, how do you think Michael and J.T. will interact the next few times they see each other? Explain your answer.

Go Digital!
Write your response online. Use your editing checklist.



COMPREHENSION SKILL:

Your Turn Practice Workbook, ages 263-265

Comprehension and Fluency

Name _____

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

The Battle of the Bedroom

13 My older sister, Marta, glares at me from across the room. Her dark
26 brown eyes blaze with anger; she's ready to burst. I almost say something
43 to set her off, but Dad said if he heard any more noise from our room that
we would both be grounded.

48 Sure, we fight like all sisters do, but the battle lines were redrawn when
62 we moved into our new house a week ago. In our old house, we each
77 had our own bedroom. Now we have to share, and it has led to an all-out
93 war. We still haven't unpacked a thing because we can't agree on how to
107 decorate the room. Right now, we're stuck with cardboard boxes.

117 Marta wants dark walls, gray curtains, and posters of her favorite bands.
129 I want a mural of ocean creatures against bright blue walls. Our family
142 took a trip to the Gulf of Mexico last year, and I fell in love with the
159 sparkling blue water. I think it would be fun to have a reminder of that.
174 Marta despises my idea, and I sure don't like hers, so now we're stuck in
189 a stalemate.

191 Dad pops his head into the room. "Lucia, Marta, can we see you in the
206 living room, please?" He and Mom are sitting on the couch. Marta and I
220 sit in chairs across from them.

226 Dad starts by telling us how disappointed he is, especially about
237 the disrespect we've shown them and each other. I squirm in my seat,
250 embarrassed that we've been acting so childish.

257 Mom cuts to the chase and says, "It's a mystery to us how two bright
272 and reasonable girls can be so inflexible." She hands us each a spiral
285 notebook and a ballpoint pen. "You both have good ideas. So we're giving
298 you one hour to come up with a plan..." she looks back and forth between
313 us, "for the other person's idea. Lucia, you'll tell us why Marta's idea is
327 the best, and vice versa."

Name _____

"That isn't fair," Marta screeches, her shrill voice rising another octave. "Lucia's idea is childish and awful!"

I leap to defend myself but quickly choke back my words. Our parents' faces are bleak.

We both storm into our bedroom and resume our positions; she's on her bed, and I'm across the room on mine. We lock eyes for a few moments before she sighs and slumps against the wall. "So why do you want to do this ocean thing?" she asks in a monotone voice, acting like she doesn't care.

"Remember our vacation last year?" I cross my arms and glare at her. "It was so much fun, and we didn't fight all week, not even when it rained all day and we stayed in the hotel room. It would be nice to have a reminder of that." I look up, surprised to see the tension draining from her face.

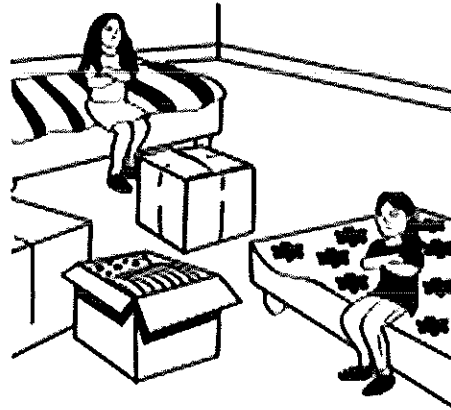
"I didn't know that it meant so much to you," she murmurs, sounding almost apologetic. She thinks for a moment, then explains, "This is our only chance, Lucia. We get to decorate once, and you might not want to see starfish every day for the next five years. If we choose a simpler design, we can enjoy it longer."

I hadn't considered that before. "The walls don't have to be blue," I say quietly, uncrossing my arms. "I like other colors, too."

"A darker blue could be nice, maybe with white trim?" Marta gives me a shy smile. She mentions that Mom took a lot of photos during that trip, most of them of the ocean. "Maybe we could use those for artwork instead of my old posters," she offers.

I beam at her. "I would like that a lot."

Marta scrambles onto my bed and together we brainstorm ideas for our shared living space. I have a sneaking suspicion that this was Mom and Dad's plan all along, but Marta and I are having such a good time that I'll let it slide...this time.



Sharing a bedroom isn't getting off to a good start, especially since we can't agree on how to decorate it.

Name _____

A. Reread the passage and answer the questions.

1. What problem does sharing a bedroom create for Marta and Lucia?

2. Why do the girls' parents give them each a notebook and a pen?

3. What happens when the sisters discuss their ideas with each other?

4. What is the theme of the passage?

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

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

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Summarize these paragraphs:

Paragraph 1: _____

Paragraph 5: _____

Paragraph 8: _____

VOCABULARY STRATEGY:

Vocabulary Strategy: Connotation and Denotation

Name _____

Some words have two different kinds of meaning. The first kind is the meaning you find for it in a dictionary. That is a word's **denotation**. Every word has a denotation. Some words also have a **connotation**. A connotation is a positive or negative feeling suggested by the word.

Look at this example of two words with a negative connotation. The underlined words give a clue to the negative connotation of the words in bold.

My older sister, Marta, glares at me from across the room. Her eyes blaze with anger.

The clue words are "with anger." The words **glares** and **blaze** show how angry Marta felt. These words have a negative connotation or feeling.

Read each passage below. Underline the word that gives a clue to the connotation of each word in bold. Then circle the letter of the answer with the correct denotation/connotation of the word in bold.

- Now we have to share, and a disagreement about how to decorate turned into an all-out war.
a. party/positive b. agreement/positive c. conflict/negative
- I **squirm** in my seat, embarrassed by our childish behavior.
a. jump/positive b. wiggle/negative c. sit/negative
- "That isn't fair," Marta **screeches**. "Lucia's idea is dreadful!"
a. screams/negative b. says/negative c. screams/positive
- We both **storm** noisily into our bedroom and crankily flop onto our beds.
a. walk/negative b. move angrily/negative c. jog/positive

VOCABULARY MEANING:

Vocabulary

Name _____

taunting

ally

abruptly

confident

collided

protective

conflict

intervene

Finish each sentence using the vocabulary word provided.

1. (taunting) After the victory, the team showed respect by _____

_____.

2. (ally) In order to get my message across, _____

_____.

3. (abruptly) When the fire alarm went off, _____

_____.

4. (confident) At first he was nervous about speaking in class, _____

_____.

5. (collided) We looked outside when we heard the loud crash and _____

_____.

6. (protective) She wanted to walk to the movie alone, but her parents _____

_____.

7. (conflict) We didn't expect the minor disagreement _____

_____.

8. (intervene) The class couldn't agree on a destination for the field trip, _____

_____.

GRAMMAR: Adverbs that Compare

Grammar: Proofread

Name _____

- Add *-er* or *-est* to most short adverbs to compare actions. Add *more* or *most* to adverbs that have two or more syllables or to adverbs that end in *-ly*.
- *Good* is often an adjective, and *well* is often an adverb that tells how. *Good* and *well* cannot be used interchangeably. *Well* is an adjective when it means *healthy*.
- Never add *-er* and *more* or *-est* and *most* to the same adverb.

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

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

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SPELLING

Word Study: Words with Latin Roots

Name _____

Latin Roots and Their Meanings

tract: to pull	miss/mitt: to send
port: to carry	aud: to hear
spect: to look at	vis: to see

Complete each sentence with a word from the word box below.
A definition of each missing word is given in parentheses ().

audible	tractor	portable	import	spectator
distract	vision	inaudible	dismiss	visible

1. The tall mountains were _____ from our balcony. (able to be seen)
2. The farmer used his _____ to tow the wagon. (vehicle that is used to pull farm equipment)
3. The new line of luggage was designed to be _____. (easy to carry)
4. It was so loud outside that the music was nearly _____. (unable to be heard)
5. The principal decided to _____ the students earlier than usual. (send away)
6. Every _____ in the stadium cheered when the winning touchdown was scored. (person who goes to look at an event)

SPELLING

Spelling: Words with Latin Roots

Name _____

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

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

port

- _____
- _____
- _____
- _____
- _____

spect

- _____
- _____
- _____
- _____
- _____
- _____

miss/mitt

- _____
- _____
- _____
- _____
- _____

tract

- _____
- _____
- _____
- _____

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

Charge It!

Cross-Curricular Focus: Physical Science



Many people do not really understand how electricity works. They just know that when they need power to run an appliance, they have to plug it into the wall.

Energy comes from charged particles that are moving around. Have you ever rubbed a balloon against your clothes to make it stick? Have you held a balloon or a comb over someone's head to watch his hair stand up straight? That's static electricity and electrically charged particles. But these particles don't do much unless we control their energy.

Static electricity builds up on certain materials. Other materials, though, let electrical charges flow through them. This creates an electric current. Electric current travels very easily through metals like copper, gold, silver, and aluminum. We call materials that electric current flows through easily **conductors**. Water is also a good conductor of electricity. That's why electrical charges can travel through people, too. There is water in every cell of a person's body. Electric current can travel through these cells.

Since metal is a good conductor of electricity, electrical wires are often made out of metal. Wiring can also be made out of non-metal materials, such as graphite.

Conductors have to be enclosed in a material that is an **insulator**. Insulators do not allow electric current to pass through them. The rubber coating that you see on electrical cords covers the metal. The electric current stays inside the cord so we can direct the current to the appliance that needs power. Other good insulators are glass and some plastics.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are two materials that are good conductors of electricity?

2) How is static electricity different from electric current?

3) What could happen if the rubber coating on a power cord is damaged?

4) Is water a conductor or an insulator?

5) In your own words, explain the difference between a conductor and an insulator.

SCIENCE:

The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

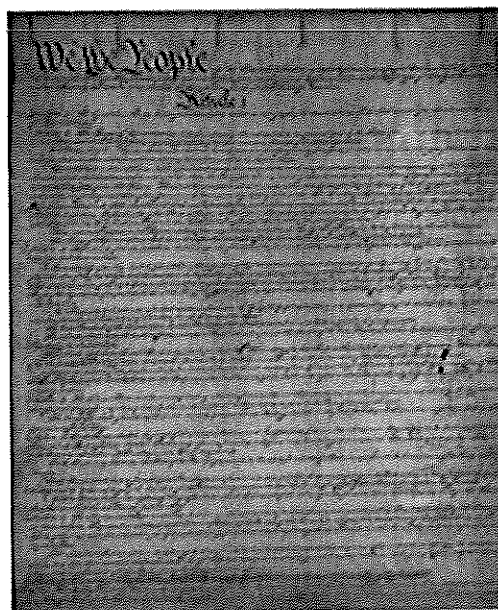
The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted to do*.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments



The Constitution of the United States

have been added to the Constitution, and three of them have to do with who has the right to vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Answer the following questions.

Name: _____ Date: _____

1. According to the text, what does the federal government of the United States share with the 50 state governments?

- A. power
- B. money
- C. voting rights
- D. companies

2. What does the text list and describe?

- A. powers the president has
- B. what the Constitution say about voting rights
- C. the Bill of Rights of the Constitution
- D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

- A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.
- B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.
- C. Some states required voters be able to read and write to prevent former African American slaves from voting.
- D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitution give voting rights when it was first written?

- A. white men and women who were at least 21 years old
- B. black men who were at least 21 years old
- C. Native American males who were at least 21 years old
- D. white men who were at least 21 years old

5. What is the main idea of the text?

- A. The federal government of the United States has certain powers, and the 50 states have certain powers.
- B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.
- C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.
- D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

- A. to lead or manage
- B. to carry electricity
- C. to stop or prevent
- D. to make popular

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

The Constitution

The United States Constitution tells the 50 states what they *must do*, and also what they *are not permitted* to do. _____, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

- A. However
- B. In conclusion
- C. On the other hand
- D. For example

8. Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?

9. Why did some states require voters be able to read and write?

10. Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

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