Distance Learning Packet

Week 3

Name: _____

(First and Last Name)

Teacher: _____

5TH GRADE

5th Grade- Mrs. Bishop & Mr. Goreham
Week 3

Weekday Contact Hours

Mrs. Bishop: 1:30-3:30
Contact: cbishop@tusd.net and Class Dojo

Mr. Goreham: 1:00-3:00
Contact: dgoreham@tusd.net

Essential Question: How are living things adapted to their environment?

Unit 6 Week 3

Story
Survival at 40 Below
Genre
Expository Text
Story
"Why the Evergreen Trees Never Lose Their Leaves"
Genre
Pourquoi Story
Story
"Mysterious Oceans"
Genre
Expository Text

Comprehension Strategy
ask and answer questions
Comprehension Skill
text structure: cause and effect
Vocabulary Strategy
context clues
Writing Traits
sentence fluency-vary sentence structure
Grammar
negatives
Other Skills
fluency: rate and accuracy
Genre
Expository Text

Vocabulary

- adaptation- a change made to make something more suitable for its environment
- agile- able to move and react quickly and easily
- cache- to hide or store something out of reach
- dormant- not active
- forage- to hunt or search for food or supplies
- frigid- very cold
- hibernate- to spend time sleeping or in an inactive state
- insulates- covers or surrounds with material that does not conduct heat, sound, or electricity

SPELLING/ PHONICS
words from Mythology

clothes
January
cereal
strength
lunar
atlas
ocean
salute
fury
echo
cycle
cyclone
gigantic
Olympics
territory
terrace
parasol
fortune
furious
gracious

ASSIGNMENTS:

MATH: Add & Subtract Fractions
Solve word problems involving (+/-) of fractions
M: L10 (+) Models 671, 673, 676
T: L11 (+) Mixed #s 677, 681, 682
W: L12 (-) Mixed #s 683, 687, 688
Th: Review (+/-) Frac 696, 697

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.
Writing:
Text: "Mysterious Oceans" (in packet)
□ Write a response using text evidence.
□ Sentence Structure pg. 279

Comprehension Skill/Strategy with Science:
Text: "Life in the Desert" pgs. 273-276

Vocabulary Strategy: pg. 277
Context Clues

Vocabulary Meaning: pg. 271
Definitions

Grammar: Adverbs that Compare
□ Negatives
□ Mixed Grammar Review

Spelling:
Complete the spelling page.
Complete the spelling activities:
□ Break the words into syllables.
□ Write spelling sentences or a story.

Science: "Life in the Desert" pgs. 273-276

Social Studies: "The Pueblo Revolt"

Name _____

Hands On
Use Models to Add Mixed Numbers

Lesson 10

ESSENTIAL QUESTION
How can equivalent fractions help me add and subtract fractions?

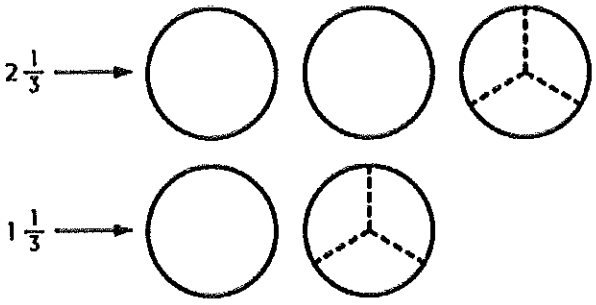
You can use fraction circles to add mixed numbers.

Draw It

Tools

Find $2\frac{1}{3} + 1\frac{1}{3}$.

1 Shade and label the fraction circles to represent each mixed number.



2 Combine the whole numbers and fractions.

How many whole fraction circles are there altogether? _____

How many thirds are there altogether? _____

Add the whole numbers and the fractions.

$$2\tfrac{1}{3} + 1\tfrac{1}{3} = 1 + 1 + \tfrac{1}{3} + 1 + \tfrac{1}{3}$$
$$= 1 + 1 + 1 + \tfrac{1}{3} + \tfrac{1}{3} \quad \text{Group the whole numbers and fractions together.}$$
$$= 3 + \tfrac{2}{3}$$
$$= 3\tfrac{2}{3}$$

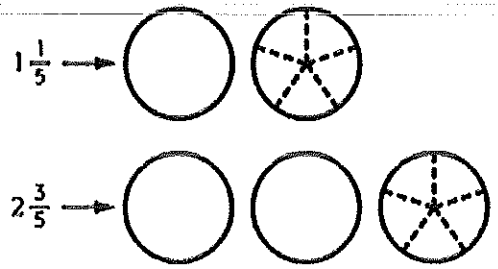
So, $2\frac{1}{3} + 1\frac{1}{3} = \square\frac{\square}{\square}$.

Name _____

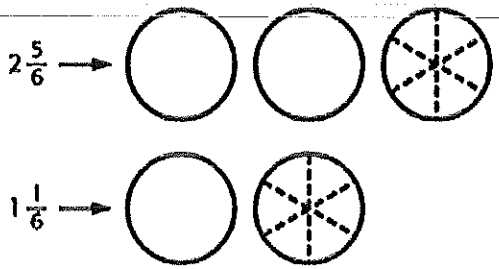
Practice It

Shade the fraction circles to represent each mixed number. Then find each sum.

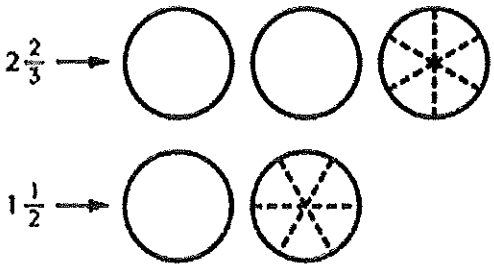
2. $1\frac{1}{5} + 2\frac{3}{5} =$ _____



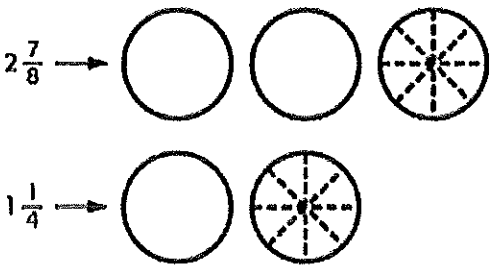
3. $2\frac{5}{6} + 1\frac{1}{6} =$ _____



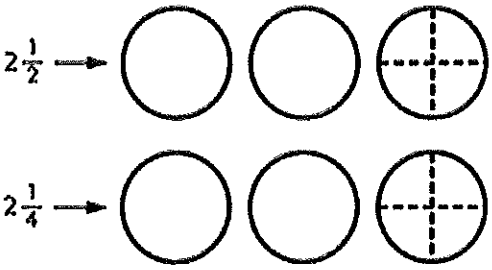
4. $2\frac{2}{3} + 1\frac{1}{2} =$ _____



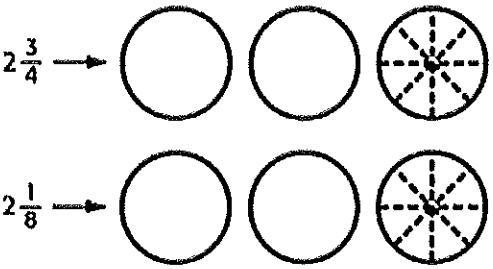
5. $2\frac{7}{8} + 1\frac{1}{4} =$ _____



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



7. $2\frac{3}{4} + 2\frac{1}{8} =$ _____



2. Shade the fraction circles to represent each mixed number. Then find the sum.

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

$1\frac{3}{5}$ →

$2\frac{2}{5}$ →

Problem Solving

3. Andrew spent $1\frac{1}{6}$ hours studying for his science exam. He spent another $1\frac{1}{2}$ hours studying for his history exam. How many total hours did Andrew spend studying for his exams? Draw fraction circles to solve.

My Drawing

4. Kimberly used $1\frac{1}{3}$ cups of sugar to bake a cake and $2\frac{3}{4}$ cups of sugar to make cookies. How many total cups of sugar did she use?

5. Mathematical PRACTICE **Which One Doesn't Belong?** Find each sum by drawing fraction circles. Then circle the expression that does not belong. Explain.

$1\frac{1}{2} + 2\frac{1}{3}$	$2\frac{2}{3} + 1\frac{1}{6}$
$1\frac{5}{6} + 2\frac{1}{2}$	$1\frac{2}{3} + 2\frac{1}{6}$

Name

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

Add Mixed Numbers

Lesson 11

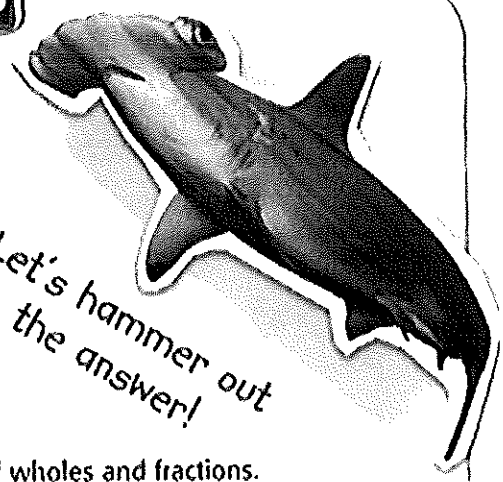
ESSENTIAL QUESTION
How can equivalent fractions help me add and subtract fractions?

Math in My World

Watch Tools Tutor

Example 1

A hammerhead shark swam $2\frac{1}{4}$ miles. The next day, it swam $1\frac{1}{4}$ miles. How many miles did it swim altogether?



Find $2\frac{1}{4} + 1\frac{1}{4}$.

Estimate $2\frac{1}{4} + 1\frac{1}{4} \approx 2 + 1$, or 3

$2\frac{1}{4} + 1\frac{1}{4} = 1 + 1 + \frac{1}{4} + 1 + \frac{1}{4}$ — Write as a sum of wholes and fractions.

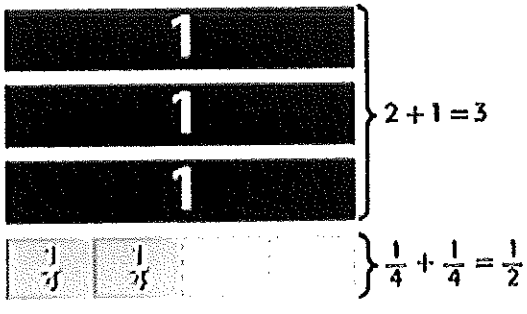
$= 1 + 1 + 1 + \frac{1}{4} + \frac{1}{4}$ — Group the wholes and the fractions together.

$= 3 + \frac{2}{4}$ — $1 + 1 + 1 = 3$ and $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$

$= \square\frac{\square}{\square}$ — Write in simplest form. $\frac{2}{4} = \frac{1}{2}$

So, the hammerhead shark swam $\square\frac{\square}{\square}$ miles.

The models show that $2\frac{1}{4} + 1\frac{1}{4} = 3\frac{1}{2}$.



Check Compared to the estimate, $3\frac{1}{2} \approx 3$.
The answer is reasonable.

Name _____

MY Homework

Lesson 11
Add Mixed Numbers

Homework Helper

Need help? connectED.mcgraw-hill.com

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

1 Write an equivalent fraction for $7\frac{1}{4}$ so that the fractions all have the same denominators. The LCD is 8.

$7\frac{1}{4} = 7\frac{1 \times \boxed{2}}{4 \times \boxed{2}} = 7\frac{2}{8}$ Write an equivalent fraction with a denominator of 8.

2 Add.

$4\frac{3}{8} + 7\frac{1}{4} = 4\frac{3}{8} + 7\frac{2}{8}$ Write $7\frac{1}{4}$ as $7\frac{2}{8}$.

$= 4 + 7 + \frac{3}{8} + \frac{2}{8}$ Group the wholes and the fractions together.

$= 11\frac{5}{8}$

So, $4\frac{3}{8} + 7\frac{1}{4} = 11\frac{5}{8}$.

Practice

Estimate, then add. Write each sum in simplest form.

1. $2\frac{1}{10} + 5\frac{7}{10} =$ _____

2. $9\frac{3}{4} + 8\frac{3}{4} =$ _____

3. $3\frac{5}{8} + 6\frac{1}{2} =$ _____

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

5. $11\frac{3}{5} + 6\frac{4}{15} =$ _____

6. $9\frac{1}{2} + 12\frac{11}{20} =$ _____

Problem Solving

7. A flower is $9\frac{3}{4}$ inches tall. In one week, it grew $1\frac{1}{8}$ inches. How tall is the flower at the end of the week? Write in simplest form.

My Work!

8. Find *ten and three-sevenths* plus *eighteen and two-sevenths*. Write in words in simplest form.

9. Mathematical PRACTICE 6 **Explain to a Friend** Connor is filling a 15-gallon wading pool. On his first trip, he carried $3\frac{1}{12}$ gallons of water. He carried $3\frac{5}{6}$ gallons on his second trip and $3\frac{1}{2}$ gallons on his third trip. Suppose he carries 5 gallons on his next trip. Will the pool be filled? Explain.

Test Practice

10. Benjamin had $2\frac{1}{3}$ gallons of fruit punch left after a party. He had $1\frac{3}{4}$ gallons of lemonade left. How many total gallons did he have left?

Ⓐ $4\frac{1}{12}$ gallons

Ⓑ $3\frac{1}{12}$ gallons

Ⓒ $1\frac{5}{12}$ gallons

Ⓓ $\frac{5}{12}$ gallon

Name _____

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

Subtract Mixed Numbers

Lesson 12

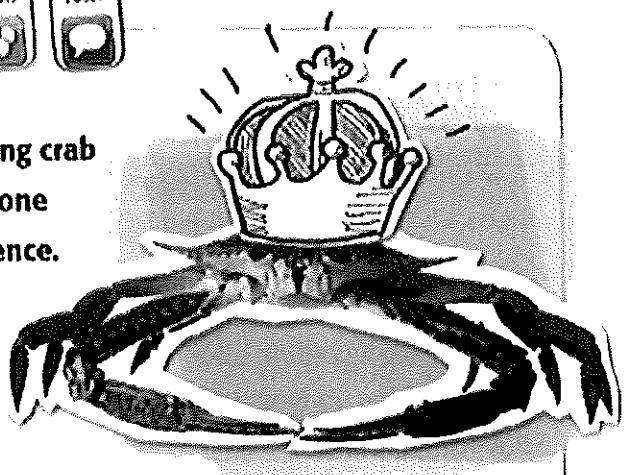
ESSENTIAL QUESTION
How can equivalent fractions help me add and subtract fractions?

Math in My World

Watch Tools Tutor

Example 1

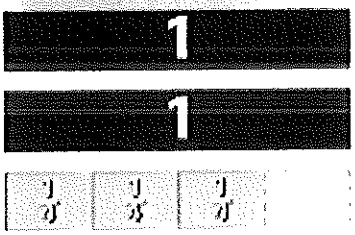
One King crab weighs $2\frac{3}{4}$ pounds. A second King crab weighs $1\frac{1}{4}$ pounds. How much more does the one King crab weigh? Use models to find the difference.



Find $2\frac{3}{4} - 1\frac{1}{4}$.

Estimate $3 - 1 =$ _____

Model $2\frac{3}{4}$ using fraction tiles.



Subtract $1\frac{1}{4}$ by crossing out 1 whole and one $\frac{1}{4}$-tile.

There is one whole and two $\frac{1}{4}$-tiles left,

which is $1\frac{2}{4}$, or $\square\frac{\square}{\square}$.

So, $2\frac{3}{4} - 1\frac{1}{4} = \square\frac{\square}{\square}$.

The first King crab weighs $\square\frac{\square}{\square}$ pounds more than the second.

Check for Reasonableness _____ $\approx \square\frac{\square}{\square}$

Name _____

MY Homework

Lesson 12
Subtract Mixed Numbers

Homework Helper

Need help? connectED.mcgraw-hill.com

Find $8\frac{1}{2} - 3\frac{1}{6}$.

Estimate $9 - 3 = 6$

1 Write an equivalent fraction for $8\frac{1}{2}$ so that the fractions have the same denominator. The LCD is 6.

$$8\frac{1}{2} = 8\frac{1 \times 3}{2 \times 3} \rightarrow 8\frac{3}{6}$$

2 Subtract the wholes. Then subtract the fractions.

$$8\frac{1}{2} \rightarrow 8\frac{3}{6}$$
$$-\ 3\frac{1}{6} \rightarrow -\ 3\frac{1}{6}$$

Subtract the wholes.
$8 - 3 = 5$
Subtract the fractions.
$\frac{3}{6} - \frac{1}{6} = \frac{2}{6}$ or $\frac{1}{3}$

$\rightarrow 5\frac{2}{6}$ or $5\frac{1}{3}$

So, $8\frac{1}{2} - 3\frac{1}{6} = 5\frac{2}{6}$ or $5\frac{1}{3}$.

Check for Reasonableness $6 \approx 5\frac{1}{3}$

Practice

Estimate, then subtract. Write each difference in simplest form.

1. $6\frac{5}{8} - 2\frac{3}{8}$

2. $9\frac{3}{4} - 1\frac{1}{3}$

3. $4\frac{5}{6} - 4\frac{1}{3}$

Main Content Page

Solving

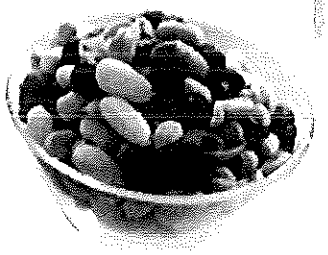
4. Mrs. Gabel bought $7\frac{5}{6}$ gallons of punch for the class party. The students drank $4\frac{1}{2}$ gallons of punch. How much punch was left at the end of the party? Write in simplest form.

My World

5. Bella is $10\frac{5}{12}$ years old. Franco is $12\frac{7}{12}$ years old. What is the difference in their ages? Write in simplest form.

6. In one week, the fifth grade class recycled $9\frac{2}{3}$ pounds of glass and $12\frac{3}{4}$ pounds of newspaper. How many more pounds of newspaper than glass did the class recycle?

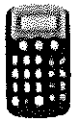
Mix it up!



7. Mathematical PRACTICE 2 **Use Number Sense** A snack mix recipe calls for $5\frac{3}{4}$ cups of cereal and $3\frac{5}{12}$ cups less of raisins. How many cups of raisins are needed? Write in simplest form.

Test Practice

8. What is the difference between the two weights?

$4\frac{1}{2}$ oz   $3\frac{1}{8}$ oz

(A) $\frac{1}{2}$ ounce

(B) $\frac{7}{8}$ ounce

(C) $1\frac{3}{8}$ ounces

(D) $1\frac{7}{8}$ ounces

Add. Write each sum in simplest form.

9. $\frac{5}{9} + \frac{1}{9} =$ _____

10. $\frac{6}{7} + \frac{1}{7} =$ _____

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

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

13. $\frac{1}{2} + \frac{1}{8} =$ _____

14. $\frac{2}{7} + \frac{5}{14} =$ _____

15. $6\frac{3}{4} + 2\frac{2}{4} =$ _____

16. $1\frac{1}{12} + 3\frac{2}{12} =$ _____

17. $12\frac{1}{3} + 6\frac{2}{6} =$ _____

Estimate, then subtract. Write each difference in simplest form.

18. $\frac{7}{16} - \frac{3}{16} =$ _____

19. $\frac{11}{12} - \frac{7}{12} =$ _____

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

21. $\frac{8}{9} - \frac{5}{6} =$ _____

22. $\frac{11}{12} - \frac{7}{8} =$ _____

23. $\frac{7}{10} - \frac{1}{5} =$ _____

Name _____

Problem Solving

24. Russ is putting his vacation photographs in an album that is $12\frac{1}{8}$ inches long and $10\frac{1}{4}$ inches wide. Should he trim the edges of the photographs to 12 inches long and 10 inches wide or to $12\frac{1}{2}$ inches long and $10\frac{1}{2}$ inches wide?

25. Steve watched television for $\frac{3}{4}$ hour on Monday and $\frac{5}{6}$ hour on Tuesday. How much longer did he watch television on Tuesday than on Monday?

26. When Ricki walks to school on the sidewalk, she walks $\frac{7}{10}$ mile. She then takes a shortcut across the field, which is $\frac{1}{4}$ mile long. How long is Ricki's route to school?

Test Practice

27. Peta was swimming with stingrays. The first stingray she swam with was $5\frac{1}{4}$ feet long. The second one she swam with was $4\frac{3}{4}$ feet long. How much longer was the first stingray?

Ⓐ $\frac{1}{2}$ foot

Ⓑ $\frac{3}{4}$ foot

Ⓒ $1\frac{1}{4}$ feet

Ⓓ $1\frac{1}{2}$ feet

CCSS Shared Read | Genre • Expository Text

Mysterious Oceans

Essential Question

How are living things adapted to their environment?

Read about the adaptation of sea creatures to the deep ocean.

Deep Diving

It has no mouth, eyes, or stomach. Its soft body is encased in a white cylinder and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant tube worm, and it lives without any sunlight on the deep, dark ocean floor.

What we sometimes call the deep ocean, in contrast to shallow waters, covers almost two-thirds of Earth's surface. On average, oceans are about two miles deep. However, the deepest point known on Earth, Challenger Deep, descends nearly seven miles.

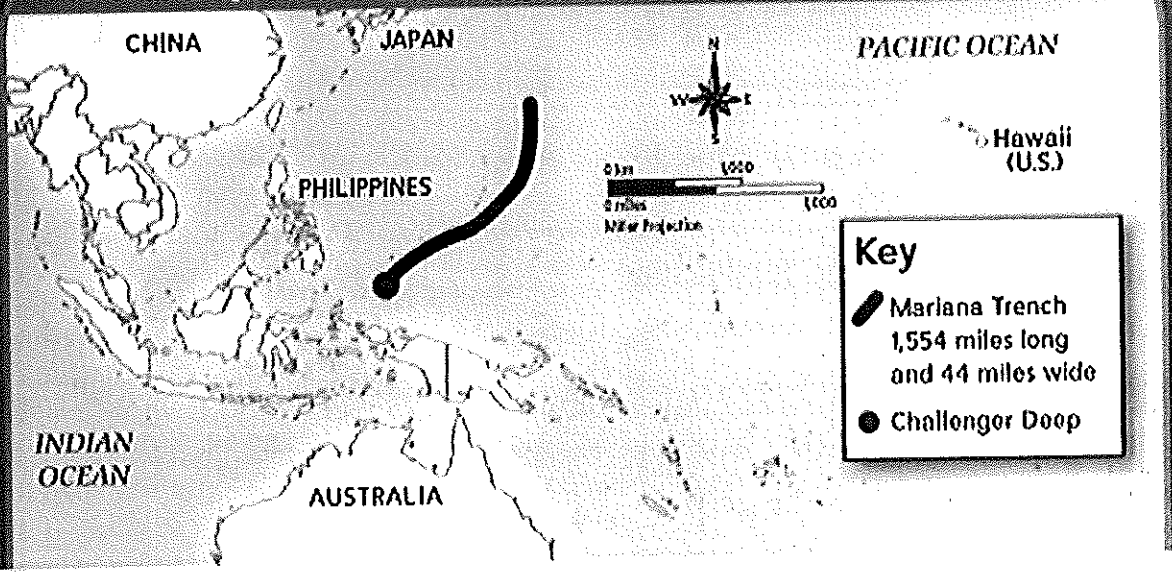
◀ Some deep ocean fish are swimming among tube worms. New ocean species are being discovered all the time.

The ocean's floor is varied, consisting of vast plains, steep canyons, and towering mountains. It includes active, **dormant**, and extinct volcanoes. This undersea world is a harsh environment because of its **frigid** temperatures and lack of sunshine.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them **cache** food the way land animals do? Do any ocean species **hibernate**? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

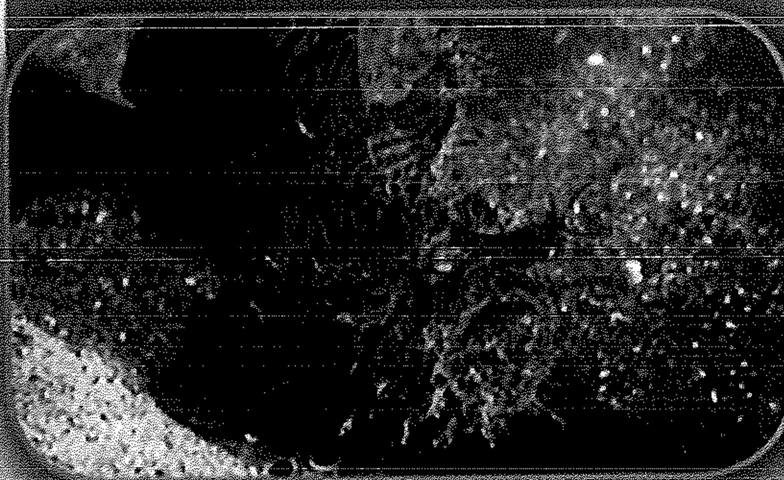
The Challenger Deep is located in an undersea canyon called the Mariana Trench.

The Deepest Known Point on Earth

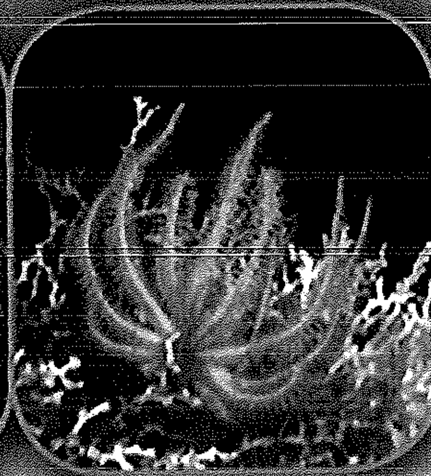


Dr. Ken MacDonald/Science Photo Library

This fish, the striated frogfish, lures prey. The nose is an adaptation to life in the deep ocean.



A basket starfish rests in a deep-sea coral reef.



Amazing Adaptations

When a submersible, or submarine, was invented that could descend farther than any other craft, scientists were then able to make the odyssey to the deep ocean floor. However, exploration remains difficult, and they have since seen merely five percent of the underwater world.

As scientists anticipated, life generally seems sparse at the bottom of the deep ocean. Few creatures can survive there. Food sources that sea creatures depend on, such as dead plants and animals, rarely drift down from the ocean's surface. As a result, animals have to adapt to an environment that is not only frigid and dark but also has little food.

One example of an **adaptation** to this environment is seen in the starfish. Deep sea starfish grow larger and more aggressive than their shallow water relatives. They can't afford to wait for an occasional snail to pass by. Instead, deep sea starfish are predators that actively **forage** for food. They reach up their five arms, which have pincers at the ends, to catch meals of **agile**, fast-moving shrimp.

Anglerfish also are adapted to the herculean task of finding scarce food. Each has a bioluminous, or naturally glowing, lure on the top of its head. This shining pole is sensitive to vibrations and allows them to attract other fish. With their huge jaws, they quickly seize their prey.

Heated Habitats

What has truly surprised scientists, however, is the discovery of another, very different type of environment on the deep ocean floor. They found that cracks, or vents, in Earth's surface exist underwater, just as they do on dry land. Sea water rushes into these vents, where it mingles with chemicals. The water is also heated by magma, or hot melted rock. When the water from the vent bursts back into the ocean, it creates geysers and hot springs.

To scientists' amazement, the habitats around these vents teem with life. In addition to tube worms, there are huge clams, eyeless shrimp, crabs, and mussels, along with many kinds of bacteria. One odd creature is the Pompeii worm. It has a fleece of bacteria on its back that, as far as scientists can determine, **insulates** it from heat.

Mussels, worms, and spider crabs live near heated vents.

How can so much life exist where there is so little food or sunlight? Scientists have discovered that many creatures transform the chemicals from the vents into food. The process is called chemosynthesis. Because of this process, animals are able to flourish in these remarkable habitats. Creatures that don't use chemosynthesis for food, such as crabs, eat the ones that do.

There are many mysteries to be found and solved at the bottom of the deep sea. In the last few decades alone, scientists have discovered more than 1,500 ocean species! If scientists continue sea exploration, they are bound to discover many more.

Make Connections

Talk about the ways some sea creatures adapt to the deep ocean. ESSENTIAL QUESTION

Compare one sea creature adaptation to that of another animal you have seen. TEXT TO SELF

WRITING:

CCSS Write to Sources

Write About the Text

Pages 410–413

I answered the question: *Why are deep-sea creatures forced to adapt? Use evidence from the text.*

Student Model: *Informative Text*

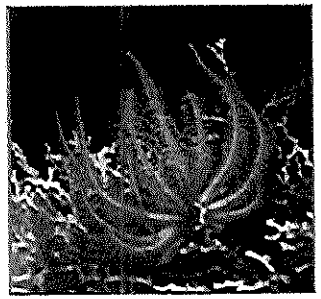
Deep-sea creatures are forced to adapt because there is not enough food at depths below two miles. These environments are dark and cold. Starfish, for example, adapt by growing larger and becoming aggressive hunters, while anglerfish rely on a bioluminous lure to attract prey.

Grammar

Only use one negative within a sentence. Avoid **double negatives.**

Grammar Handbook
See page 470.

Develop a Topic
I included facts and text evidence to support my writing.



Similarly, animals that live near heated vents in the ocean floor also experience a lack of food. Some adapt by changing chemicals from the vents into food through a process called chemosynthesis. Deep-sea creatures in every environment must adapt to feed themselves and survive.

Sentence Structure
I used a transition to show how different creatures are alike.

Strong Conclusion
My final sentence summarizes the most important information.

Your Turn

Why does deep-sea exploration remain difficult? Use evidence from the text.

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

WRITING:

Use the writing page before this, titled "Write About the Text" as a guide to answer the following question.

Why does deep-sea exploration remain difficult? Use evidence from the text.

WRITING:

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can rewrite sentences to vary the structure and make the writing more interesting to read.

Draft Model

I would rather live in an extremely cold environment. I like cold weather. I can put on a sweater. I can also put on a coat.

1. Which sentences can you combine to add interest for the reader?
2. How can you vary the rhythm of the sentences?
3. What other kinds of sentence structures would make the writing more interesting?

B. Now revise the draft by rewriting sentences to vary sentence structure and to make the writing easier and more interesting to read.

COMPREHENSION SKILL:

Your Turn Practice Workbook, ages 273-276

Comprehension and Fluency

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand what you read.

Life in the Desert

What do you think of when you hear the word *desert*? You might picture a place that is hot and dry. Some deserts are cold, but most are very dry and very hot.

A desert is an area that gets less than ten inches of rain each year. Many kinds of animals live in deserts. Deserts have harsh climates. Animals must be able to adapt, or change, to live there.

Structural Adaptation

One way to adapt is to make a structural change. This means the animal's body must change so that it can survive. A gundi is a small animal whose body helps it adapt. Gundis look like guinea pigs, and they live in the deserts of Africa. The desert has very little water, but gundis get all the water they need from eating plants. Gundis have thick fur that helps them stay cool during the day and warm at night.

Behavioral Adaptation

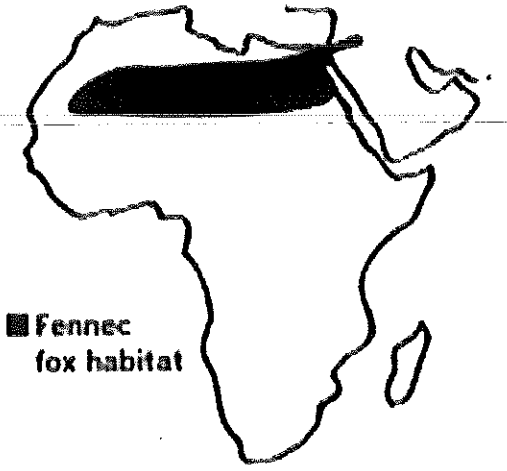
Another way to adapt is behavioral. Desert animals act in ways that help them survive. The days are very hot, so many animals are nocturnal. They rest during the day and come out at night to hunt when it is cooler.

Thriving in the Desert

Desert animals adapt in a combination of ways. Camels can live for days without eating or drinking. Camels store fat in their bodies. They use the fat for energy when they have no food. Camels sweat very little, which saves water. When they do drink, they can take in as many as thirty gallons of water!

Name _____

The fennec fox is a tiny fox that weighs only about three pounds as an adult. Fennec foxes live in the African and Arabian deserts. Their sand-colored fur makes it hard for their enemies to see them. The light color also keeps them cool during the day. Fur on the bottoms of their feet helps them walk on hot sand. Their bodies lose water very slowly, so they can go for days without drinking. Fennec foxes rest during the day and hunt at night.



Fennec foxes live in the harsh desert climates of Africa and the Arabian Peninsula.

The deserts of the southwestern United States and northern Mexico are home to a large lizard called a Gila monster. Gila monsters store fat in their bodies. This lets them live for months without eating. They come out only at night during the summer. In winter they hibernate. They rest and sleep and use little energy.

Many different types of snakes live in the desert. Because they are cold-blooded, snakes' body temperatures change with the air around them. To keep from getting too hot, they find shelter under bushes or rocks. Some rattlesnakes bury themselves in the sand during the day. In the hottest part of the year, many snakes rest for a long period.

Meerkats are members of the mongoose family that live in Africa. They hunt early in the day to stay out of the heat. They live in mobs, or groups, of as many as thirty members. The mob helps keep its members safe. Predators, such as eagles or jackals, are often frightened away by a meerkat mob.

Even though deserts are harsh, the animals that live in them have bodies that are adapted for these conditions. These adaptations help the animals avoid heat, store food and water, and protect themselves from enemies.

Name _____

A. Reread the passage and answer the questions.

1. **What causes animals that live in deserts to adapt, or change?**

_____

_____

2. **What evidence in the fifth paragraph shows the effect of a desert climate on camels?**

_____

_____

_____

3. **What are three ways the fennec fox has adapted to a harsh desert climate?**

_____

_____

_____

_____

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

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

VOCABULARY STRATEGY:

Name _____

Look at this example of **context clues** in a paragraph. The underlined words describe what the word *behavioral* means.

Another way to adapt is **behavioral**. Desert animals act in ways that help them survive.

Based on this context, you can determine that *behavioral* means "having to do with the way animals act."

Read each passage below. Find the context clues that help you figure out the meaning of each word in bold. Write the context clues on the line.

1. One way to adapt is to make a **structural** change. This means the animal's body must change so that it can survive.

_____

2. Desert animals act in ways that help them survive. The days are very hot, so many animals are **nocturnal**. They rest during the day and come out at night to hunt when it is cooler.

_____

3. In winter Gila monsters **hibernate**. They rest and sleep and use little energy.

_____

4. Because they are **cold-blooded**, snakes' body temperatures change with the air around them. To keep from getting too hot, they find shelter under bushes or rocks.

_____

5. Meerkats live in **mobs**, or groups, of as many as thirty members. The mob helps keep its members safe.

_____

VOCABULARY MEANING:

Vocabulary

Name _____

adaptation	cache	forage	hibernate
agile	dormant	frigid	insulates

A. Write the correct word after its meaning.

1. very cold _____
2. able to move and react quickly _____
3. surrounds something to keep it warm _____
4. change that helps something survive _____
5. spend the winter sleeping _____
6. to store in a hiding place _____
7. not active or resting _____
8. hunt or search for food _____

B. Answer each question with a vocabulary word.

9. Which word would you use to describe a quick-moving ballet dancer?

   _____

10. Which word would you use to describe what a coat does on a cold winter day?

    _____

11. Which word would you use to describe a change that helps an animal survive in the wild?

    _____

GRAMMAR: Negatives

Grammar: **Negatives**

Name _____

- A **negative** is a word or phrase that means "no."
- Do not use more than one negative in a spoken or written sentence.
- **Negatives** include *no* and *not*, as well as *nobody, nothing, never, no one*, and *nowhere*.
- **Positives** include words such as *any, ever, anything, anybody, anyone*, and *anywhere*.

Read each sentence. Underline any negative words that you find. Circle any positive words that you find.

1. The snack bar will not be open today.
2. No one showed up for work there this morning.
3. Nobody showed up for work in the library, either.
4. Something like this had never happened before.
5. There were no plans in place for a substitute cashier.
6. When I interviewed the principal for our newspaper, he said nothing.
7. I asked if anyone had called the librarian.
8. He told me not to worry about anything.
9. More information about the situation was nowhere to be found.
10. Is there no one else who thinks that this is mysterious?

GRAMMAR REVIEW:

Parts of Speech *Choose the correct part of speech for the underlined word in each sentence below.*	
Charles <u>jumped</u> over the puddle. a. noun b. verb c. adjective	Mom went to the <u>store</u> for milk. a. preposition b. adverb c. noun
I love <u>mint</u> ice cream. a. adverb b. adjective c. preposition	Kim left her umbrella <u>by</u> the door. a. preposition b. verb c. pronoun
Gio ate his lunch <u>quickly.</u> a. verb b. adjective c. adverb	Is <u>she</u> coming over after school? a. pronoun b. noun c. preposition

SPELLING

Word Study: **Words from Mythology**

Name _____

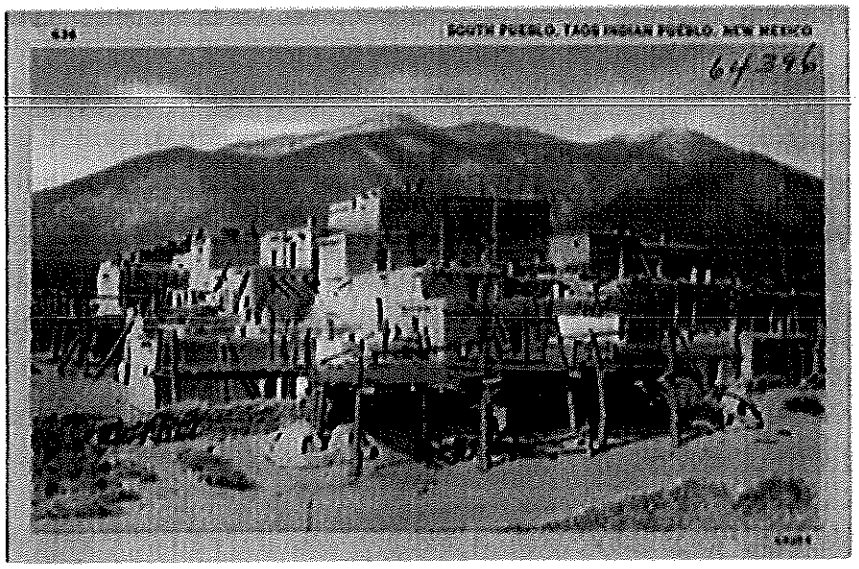
Many words in English come from words used in Greek or Roman mythology. Understanding the relationship between English words and their origins in mythology can help you determine the meaning of unfamiliar words.

Match each word to the name from Greek or Roman mythology that best explains the word's origin. Write the letter of the name on the line. The first one has been done for you.

1. atlas **d**	a. Luna, the Roman goddess of the moon
2. furious _____	b. Ceres, the Roman goddess of grain
3. fortune _____	c. Titans, Greek giants who had enormous strength
4. January _____	d. Atlas, a Greek giant who held the world on his shoulders
5. lunar _____	e. Furies, angry goddesses in Greek mythology
6. cereal _____	f. Pan, the Greek god of shepherds
7. titanic _____	g. Fortuna, the Roman goddess of luck
8. panic _____	h. Janus, the Roman god of beginnings

The Pueblo Revolt

by Jesse Kohn



New Mexico was a Spanish settlement founded in 1598. The first capital was San Juan de los Caballeros, and a few more towns were founded in the region in the following decade. However, the Spanish colony of New Mexico was relatively small, and only about 3,000 people lived there a century after its foundation. In 1675, the governor of New Mexico ordered the arrests of 47 Native American medicine men, religious leaders, and healers from the surrounding *pueblos*, or villages, where they lived. Of the four sentenced to death, only three faced the hangman-the fourth took his own life while waiting for his sentence to be served.

Ever since the Spanish colonists arrived in New Mexico in 1598, they had been working to suppress the ancient religion practiced by the Pueblo people. The colonial government had already outlawed festivals like the Kachina dances, where tribal members donned costumes of holy spirits. Precious religious icons such as Kachina dolls, ceremonial masks, and prayer sticks were seized and destroyed. These traditions and traditional objects were essential to the lives of the Pueblo people. Through them, they communed with their gods, honored the spirits that had dwelled beside them for thousands of years, and celebrated the land that had given them life. For the Pueblo people, to be forbidden from practicing their religion was like being separated from their own families and ancestors. The medicine men were the Pueblo people's most direct connection to their religious life. Although the Pueblo had, aside from a

few small-scale revolts, peacefully suffered many of the colonists' attempts to force the Roman Catholic religion upon them, there came a significant breaking point.

Several warriors banded together from the different pueblos surrounding Santa Fe and marched upon the capital to demand the medicine men be set free. Because the governor was afraid of a revolt, he agreed to free the prisoners. But it was too little, too late. The damage had been done, the seeds of revolt already sown.

One of the 47 medicine men imprisoned by the governor was a man named Popé. Popé was from a pueblo north of Santa Fe called *Ohkay Owingeh*, which means "place of the strong people" in the Tewa language. Not only was Popé strong; he was also intelligent and charismatic. Angered by his unjust imprisonment, the unwarranted deaths of the four medicine men, the torturous treatment undergone by all the prisoners, and most of all, the general degradation and destruction inflicted upon his people, Popé resolved to confront the violence of the colonists with violence of his own. After being set free from prison, Popé relocated to the Taos Pueblo and from there began to organize a large-scale revolt.

The Pueblo people were not a single unified group. In fact the name "Pueblo Indians" comes from the Spanish colonists who wanted to distinguish the type of Native Americans that lived together in villages and cultivated the land from the type of nomadic tribe that roamed about the region. Truthfully, the so-called "Pueblo Indians" were composed of many different nations, including the Tewa, Tiwa, Hopi, and Zuni. Each nation had its own language and customs. This disunity had long prevented the different Native American groups from successfully rising against the Spanish colonists. Individually, each tribe was too small to stand a chance in a conflict with the well-armed settlers. Popé recognized that only by working together could the Pueblo people challenge the colonial government.

Popé reached out across nations, spoke across languages, and summoned together a momentous surge of over 2,000 Pueblo warriors. They were united in their common desire to overthrow the colonial government and rid the unwelcome Spanish influence from the land. It took Popé five years to organize his plan. By August of 1680, the flame that Popé had ignited could not be stifled.

On August 10, Popé declared a revolt, and the united Pueblo people unleashed their forces. They struck the small, thinly populated settlements first; each Pueblo tribe targeting the settlements nearest to it. By August 13, every Spanish settlement in New Mexico had been destroyed. The Pueblo tribes convened to invade the capital together. Even in Santa Fe, the Spanish were largely outnumbered. Victory was swift and overwhelming. The Palace of the Governor was surrounded. Although the governor eventually escaped, both he and his men

were pursued all the way to El Paso. About 400 Spanish men, women, and children were killed. The rest were driven from the land.

With the colonists banished from the territory, Popé assumed leadership. His goal was to restore conditions to what the Pueblo people were accustomed to before the Spanish arrived. This meant outlawing the religious and agricultural practices the Spanish had imported. Even though many Pueblo people had embraced parts of the colonial lifestyle, Popé enforced his vision upon everyone. He ordered the burning of crucifixes, the destruction of livestock, and the upheaval of Spanish crops. Twelve years later, the Spaniards returned to recolonize a drought-impoverished and hunger-stricken land.

Answer the following questions.

Name: _____ **Date:** _____

1. When was the Spanish settlement known as New Mexico founded?

A. 1675

B. 1616

C. 1598

D. 1680

2. The passage describes the sequence of events that led to a large-scale revolt of the Pueblo people.

"In 1675, the Governor of New Mexico ordered the arrests of 47 Native American medicine men, religious leaders, and healers from the surrounding pueblos ... where they lived."

What happened when a group of warriors marched upon the capital to demand the medicine men be set free?

A. More towns were founded in New Mexico.

B. The warriors took part in a Kachina dance.

C. The Governor decided to leave New Mexico.

D. The Governor set the prisoners free.

3. Read the following sentences:

"The so-called 'Pueblo Indians' were composed of many different nations, including the Tewa, Tiwa, Hopi, and Zuni. Each nation had its own language and customs. This disunity had long prevented the different Native American groups from successfully rising against the Spanish colonists. Individually, each tribe was too small to stand a chance in a conflict with the well-armed settlers...Popé reached out across nations, spoke across languages, and summoned together a momentous surge of over 2,000 Pueblo warriors."

What can be concluded about Popé based on this information?

A. Popé was unable to help the Pueblo Indians overcome their differences and unite against the Spanish.

B. Popé helped the Pueblo Indians overcome their differences and unite against the Spanish.

C. Popé overestimated his ability to unite the Pueblo Indians against the Spanish despite their cultural differences.

D. Popé was not involved in the unification of the Pueblo Indians against the Spanish.

4. What was the main purpose of the large-scale Pueblo revolt organized by Popé?

A. to free the Native American medicine men, religious leaders, and healers arrested by the Governor

B. to make Popé the leader of the New Mexico territory

C. to banish the Spanish colonists from the New Mexico territory

D. to banish the Spanish colonists from the capital of New Mexico

5. What is this passage mainly about?

A. the arrest of Pueblo people by the Spanish in 1675

B. the revolt of the Pueblo people against Spanish colonists

C. the founding and development of New Mexico by the Spanish

D. the importance of medicine men to Pueblo people's religious life

6. Read the following sentence: "Angered by his unjust imprisonment, the unwarranted deaths of the other medicine men, the tortuous treatment undergone by all the prisoners, and most of all, the general **degradation** and destruction inflicted upon his people, Popé resolved to confront the violence of the colonists with violence of his own."

As used in this passage, what does the word "**degradation**" mean?

A. confrontation
B. decrease
C. appreciation
D. humiliation

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

_____ the governor of New Mexico freed the Native American prisoners, a large-scale revolt was still organized.

A. Instead
B. Although
C. Especially
D. Initially

8. What was Popé's goal once he assumed leadership in New Mexico?

9. How did Spanish colonists work to suppress the ancient religion practiced by the Pueblo people?

10. The passage explains that the arrested medicine men were set free after pueblo warriors surrounded Santa Fe and marched upon the capital to demand the medicine met be set free. The passage states, "Because the governor was afraid of a revolt, he agreed to free the prisoners. But it was too little, too late. The damage had been done, the seeds of revolt already sown."

Explain what damage had been done that made revolt inevitable. Use information from the passage to support your answer.