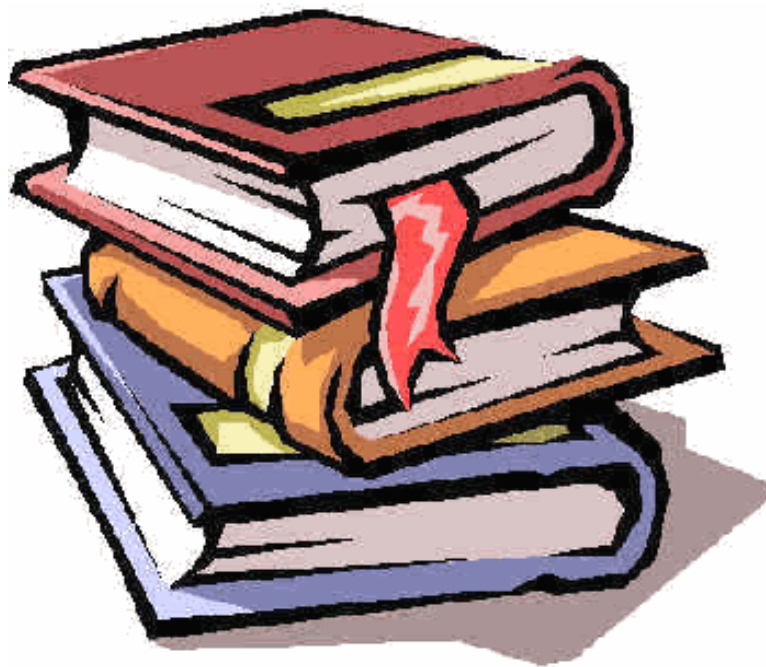


Destiny Awaits..



5th Grade AAP Supplemental Packet

Student's Name: _____

School: _____

Teacher: _____

Dear Richland One Families,

Thank you for your support, patience, and flexibility during what has proven to be a time marked with immense uncertainty. You truly are what makes our school district R1Strong!

In this packet, you will find AAP Extension activities for your child. These activities should be used as a supplement to the grade level packet your child receives. Your child's teachers may contact you regarding additional assignments. In that case, the teachers' assignments should be completed first, and the assignments in this packet should be completed as time permits.

Students should be able to complete some of the assignments independently; however, there will be some assignments that require your support. While we expect students to work hard each day, they may or may not complete all of the listed assignments. Children may return to a previous day's work to complete any missed assignments, or move ahead if they have completed assignments quickly. Furthermore, if your child qualifies for accommodations through either an IEP or 504, please connect with the teacher or other service provider to ensure accommodations are provided.

In the coming days, additional learning activities will be posted to the Richland One website (www.richlandone.org) as well as on our Richland One Television Channel (ROTV). You may contact your child's teachers for assistance using the already established communication protocol. Additionally, teachers will continue to provide office hours daily from 9:30 a.m. – 11:00 a.m. and 1:00 p.m. – 2:30 p.m.

In closing, while we have tried to provide academic activities to reinforce prior learning and to ensure your child continues to learn, what is most important during this difficult time is that you and your child have positive experiences together. As you take care of yourself and your family, we wish you the very best health and look forward to the time normal schedules resume and your child will be back with us.

Office of Elementary Education
Division of Teaching and Learning

AAP ELA Extension Activity 1

Honey Badgers

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

What's fiercer than a lion but smaller than a beagle? The honey badger, one of the toughest mammals in Africa and western Asia. Honey badgers stand less than a foot high. They are only a couple feet long. They weigh just over 20 pounds. Yet they have a reputation for toughness that is far greater than their size. Some honey badgers will chase away lions and take their kills. I guess that goes to show you that size isn't the only thing that matters in a fight.

So what makes the honey badger so tough? They have speed, stamina, and agility, but so do many animals. They aren't stronger than lions, so how do they stop them? The thing that sets the honey badger apart is their skin. Their skin is thick and tough. Arrows, spears, and bites from other animals can rarely pierce it. Small bullets can't even penetrate it. Not only is their skin thick and tough, it is also loose. This allows them to twist and turn to attack while another animal is gripping them. The only safe grip one can get on a honey badger is on the back of their necks.

Honey badgers have long, sharp claws. These claws are good for attacking and even better for digging. Honey badgers are some of nature's most skilled diggers. They can dig a nine-foot tunnel into hard ground in about 10 minutes. They love to catch a meal by digging up the **burrows** of frogs, rodents, and cobras. They also use their digging skills to create their homes. They live in small chambers in the ground and defend them fiercely. They will attack horses, cows, and even water buffalo if they are foolish enough to poke around a honey badger's den.

You don't get a reputation like the honey badger by running from danger. The honey badger is fearless and a tireless fighter. They will attack any creature that threatens them, man included. Because of the honey badger's reputation, most predators avoid them. Some animals use the honey badger's rep to their advantage. Adult cheetahs have spotted coats, but their kittens have silver manes and look like honey badgers. Some scientists believe that their coloring tricks predators into avoiding them. Wouldn't you walk the other way if you saw a honey badger?

You might be wondering: "If honey badgers are so tough, how did they get a name that makes them sound like a piece of candy?" The answer makes sense. Since honey badgers have such thick skin, bee stings rarely harm them. So honey badgers love to raid beehives. I can't blame them. Who doesn't like free honey? Honey badgers chase after honey aggressively. So much so that beekeepers in Africa have to use electric fencing to hold them back. There's nothing sweet about that.

Beekeepers aren't the only people who have grown to hate honey badgers. Honey badgers may be fun to read about, but they are nasty neighbors. They attack chickens, livestock, and some say children, though they usually leave people alone. But if a honey badger moves in your backyard, there's not a whole lot that you can do about it. I mean, are you going to go and tangle with an animal that eats the bones of its prey? An animal with teeth strong enough to crunch through turtle shells? An animal that never tires, gives up, or backs down? Yeah, I wouldn't either...

AAP ELA Extension Activity 1

1. Which best expresses the main idea of the third paragraph?
 - a. Honey badgers have sharp claws that they use for fighting.
 - b. Honey badgers digging skills assist them in many ways.
 - c. Honey badgers use their claws to defend their homes.
 - d. Honey badgers will defend their homes to the death against any animal.
2. Which statement would the author most likely **agree** with?
 - a. What makes the honey badger so tough is their speed and strength.
 - b. Honey badgers are large in size and tireless in fighting spirit.
 - c. What makes honey badgers so tough is their thick, loose skin.
 - d. Honey badgers got their name from the sweet taste of their meat.
3. Which best defines the meaning of the word *burrows* as it is used in the third paragraph?
 - a. Lily pads or other seaweeds in which animals hide
 - b. Holes or tunnels in which animals live
 - c. A nest or animal dwelling in a tree or bush
 - d. A water supply where small animals come to drink
4. Which best expresses the main idea of the last paragraph?
 - a. Honey badgers are a nuisance to the neighborhood.
 - b. Beekeepers and honey badgers do not get along well.
 - c. Honey badgers have very strong jaws and teeth.
 - d. Honey badgers eat chicken and livestock.
5. Which best describes one of the author's main purposes in writing this text?
 - a. To persuade readers to join the efforts to protect honey badgers
 - b. To compare and contrast honey badgers with beagles and lions
 - c. To describe how honey badgers select their partners
 - d. To explain why honey badgers are so tough
6. Which statement would the author most likely **disagree** with?
 - a. Honey badgers like to raid beehives to eat honey.
 - b. Honey badgers are not the biggest animals, but they may be the toughest.
 - c. Honey badgers disguise their young to look like cheetah kittens.
 - d. Honey badgers are not afraid to fight with humans.
7. Which person is **most likely** to be disturbed by a honey badger moving in next door?
 - a. A beekeeper
 - b. A biologist
 - c. A bus driver
 - d. A salesman
8. Which animal is the honey badger afraid to attack?
 - a. Lion
 - b. Water buffalo
 - c. Poisonous snake
 - d. None of these
9. Which is **not** one of the honey badger's strengths?
 - a. Thick skin
 - b. Powerful jaws and strong teeth
 - c. Poisonous claws
 - d. Tireless fighting spirit
10. Which title best expresses the main idea of this text?
 - a. *Battle on the Savannah: Honey Badgers Vs. Lions*
 - b. *Little Badger, Big Fight: One of Nature's Toughest Scrappers*
 - c. *Ace in the Hole: How Honey Badgers Build and Protect Their Homes*
 - d. *Little Game: Interesting Animals That Live in Africa*

AAP ELA Extension Activity 2

Choose and complete 3 of the following activities on the choice board using the Greek and Latin roots found on the next page.

Word Study Choice Menu

10 for 10	Cartoon	Lost & Found	Commercial																												
Write 10 sentences with at least 10 words in each sentence. Please <u>underline</u> the word plus include a noun, a verb, an adverb, an adjective, and a conjunction (FANBOYS).	Create a cartoon strip using at least 8 words. Be sure to include characters and dialogue—no more than 2 words per sentence. Be sure it's understandable. Please <u>underline</u> the 8 words.	Write a "lost & found" ad for one of your words. In the ad, describe the missing word so that someone else will recognize it through your vivid details and pictures. Do not include the word in the ad.	Write a TV commercial script that includes at least 6 of your words. Be creative! Please <u>underline</u> the 6 words.																												
"You MUST!"	A Picture Is Worth 1,000 Words	Etymology	Interview w/ a Word																												
Write a persuasive letter to someone using at least 10 of your words. Your goal is to convince the reader of the point you are trying to make. Please <u>underline</u> the 10 words and EDIT your writing for errors.	Cut out a picture from a magazine or newspaper. Use 8 word study words to create a story about the picture. Please <u>underline</u> the 8 words.	Choose 6 word study words. Create a table with 4 columns: <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th>word</th><th>etymology</th><th>meaning</th><th>fact</th></tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	word	etymology	meaning	fact																									Choose 5 words. For each word, write a list of 5 interview questions. Then, become the word and write an answer to each question. Try not to reveal the word.
word	etymology	meaning	fact																												
Tom Swifities	Oxymoron	Analogies	Oops!																												
Write 6 sentences (1 word study word in each sentence) that includes a Tom Swifty. Please <u>underline</u> the 6 words. Create your own or look some up: http://fun-with-words.com/tom_swifities.html	Write 6 sentences (1 word in a sentence) that includes an oxymoron (contradiction). Please <u>underline</u> the 6 words. Need help? Check out http://fun-with-words.com/oxymora.html	Choose 6 of your words. Create an analogy for each word. Please <u>underline</u> the 6 words. Below each analogy write a 1-3 sentence explanation of the relationship(s) in the analogy.	This is for the night where you're just not feeling too creative! That's okay...it happens! Create a 15 question quiz that uses each of your words at least once. Complete quiz in a different color.																												

AAP ELA Extension Activity 2

aqua	arch	act	therm	anni, annu, enni	scope
aquarium	archenemy	action	thermometer	anniversary	horoscope
aquamarine	matriarch	react	thermostat	semiannual	microscope
semiaquatic	hierarchy	transact	thermal	millennium	telescope

AAP ELA Extension Activity 3



Name: _____ Class: _____

Tornado Coming!

By Dick Donley
2015

Dick Donley has written from Highlights. In this short story, a boy must act quickly when he hears a tornado warning. As you read, take notes on Matt's actions when he realizes a tornado is coming.

- [1] The siren's wail pierced the muggy¹ afternoon and echoed off the Ozark hills. Tornado warning! Matt Morrison swallowed hard. What a time for his folks to be off in the city.

"We should be back before school is out," his dad had told him. "If we aren't, be sure to feed the chickens."

But school had let out early because of the storm watch. Matt fought panic. He remembered what the TV weatherman had said when he spoke last month at the school assembly: "If you hear that siren, head for shelter immediately."



"Matt had to make sure Mrs. Laney was OK." by Gary Undercuffler is used with permission.

"Come on, Buster," Matt called to his dog, huddled² under the table. He scooped up the terrier and pushed open the back door. Matt hated the outside storm cellar.³ There would be water on the floor and mice scurrying around the corners.

- [5] The wind stopped. Off to the southwest, churning black clouds swirled against a sky turned eerie yellow. The stillness was scarier than the wind.

Buster whined and struggled in Matt's arms. "Steady, boy." Matt tugged open the heavy cellar door with one hand.

To the west, a ragged corner of cloud swooped lower. Dust flew up to meet it. The breeze returned to rattle a loose shutter on Mrs. Laney's house just up the road.

Mrs. Laney? Should he check on her? But what could he do? With her arthritis,⁴ she probably couldn't walk down to the storm cellar in time. Besides, he wasn't sure she'd even want him checking on her. She was always yelling at him because Buster had dug up her flower beds or something.

But if there was a tornado... she didn't have a basement or a storm cellar. He had to make sure Mrs. Laney was OK.

1. **Muggy (adjective):** unpleasantly warm and humid
2. **Huddle (verb):** to curl up into a small space
3. an underground chamber for protection and shelter during violent storms
4. stiffness of the joints that can cause pain

AAP ELA Extension Activity 3



COMMONLIT

- [10] "Sorry, Buster." He set the trembling dog on the steps in the storm cellar and let the door drop shut. Buster would be scared in there by himself, but he'd be safe.

Matt ran up the road. Swirling dust stung his eyes, and the wind was growing louder by the minute. He raced up Mrs. Laney's porch steps and pounded on her door. No answer. Matt turned the knob and stepped inside.

"Mrs. Laney?" he called.

"Who is it?" The quavery⁵ voice came from the back of the house.

"It's Matt Morrison."

- [15] "What? Speak up."

Matt dashed down the hall. Mrs. Laney was sitting in the rocking chair in her bedroom.

"Matthew Morrison? What are you doing in my house?"

The wind howled outside.

"It's a tornado!" Matt shouted. "We have to take cover!"

- [20] "Nonsense." Mrs. Laney un-hooked her cane from the chair arm and struggled to her feet. "Just a nasty thunderstorm."

"No, ma'am." Matt grabbed her arm. "Please come with me," he said, pulling her toward the hall.

"Don't you hustle⁶ me, boy," she said, but she hobbled along beside him. "Where are we going?"

"Here." He led her into the bathroom and closed the door behind them. "You'll be safer in the bathtub, Mrs. Laney."

- [25] Matt looked at the old woman, her lips pursed together, her eyes defiant.⁷ "Please?" he asked.

Mrs. Laney sighed. "Oh, all right," she said. She dropped her cane and, leaning on Matt's arm, stepped into the tub and sat down.

"Good," he said. "Now put your arms over your head."

The weatherman had said to pull a mattress over you, too, but there was no time for that. Matt lay down on the bathroom floor next to the tub. He reached an arm over the edge and clasped Mrs. Laney's hand.

5. **Quaver** (*verb*): to shake or tremble in speaking

6. **Hustle** (*verb*): to force someone to move quickly

7. **Defiant** (*adjective*): boldly resistant or challenging

AAP ELA Extension Activity 3



Something crashed outside. The weatherman had been right. A tornado sounded just like a freight train, and this one was thundering toward them.

- [30] The whole house shuddered, and Matt felt rain on his face. Dazed, he raised his head. The roof and ceiling were gone, and he looked up at an ugly, gray sky.

Soon the roaring subsided and the house stopped shaking. The storm had passed.

"Sakes alive!" Mrs. Laney's face, white with fear, appeared over the edge of the tub. "That was a tornado!"

"Yes, ma'am." Matt stood up, checking to make sure he was still in one piece.

"Can you please help me out of here?" Mrs. Laney asked.

- [35] Getting her out took all of Matt's strength, but he finally managed. Mrs. Laney smoothed her skirt.

"Well, Matthew," she said as she took her cane, "let's go see the rest of the damage."

Matt pulled the door open, then gulped. The big old pin oak on the west side of the house had fallen squarely across the bedroom, smashing both the bed and Mrs. Laney's rocking chair.

"Oh my." Mrs. Laney put her hand to her throat.

As Matt stared at the mess, he suddenly thought of his own house. Hardly daring to look, he peeked down the road. The windrow of poplars⁸ was gone and debris littered the yard, but the house still stood. He heard Buster's bark from the cellar and the squawk of chickens from the coop behind the house.

- [40] "You — you'd better come to our place, Mrs. Laney," he said.

"Yes," Mrs. Laney said. "I expect you're right. Well, at least we're still alive, thanks to you." She patted his shoulder. "If the gas is still on in your kitchen, I'll fix us some hot chocolate."

"That would be great," Matt said. But first he had to let out Buster and feed those noisy chickens.

AAP ELA Extension Activity 3



Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement expresses the main theme of the short story?
 - A. Always have a plan and stick to it during an emergency.
 - B. If you can help someone during an emergency, you should.
 - C. Make sure you're safe during an emergency before helping others.
 - D. First impressions of people are not always accurate.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "He remembered what the TV weatherman had said when he spoke last month at the school assembly: 'If you hear that siren, head for shelter immediately.'" (Paragraph 3)
 - B. "But if there was a tornado... she didn't have a basement or a storm cellar. He had to make sure Mrs. Laney was OK." (Paragraph 9)
 - C. "A tornado sounded just like a freight train, and this one was thundering toward them." (Paragraph 29)
 - D. "She patted his shoulder. 'If the gas is still on in your kitchen, I'll fix us some hot chocolate.'" (Paragraph 41)

3. Reread the quote "A tornado sounded just like a freight train, and this one was thundering toward them" (Paragraph 29). Which statement best explains the quoted simile?
 - A. The tornado vibrated the house.
 - B. The tornado made a high-pitched sound.
 - C. The tornado was wild and out of control.
 - D. The tornado made a loud, rumbling noise.

4. What do paragraphs 8-9 contribute to the structure of the short story?
 - A. They present the moment when Matt decides he needs to help Mrs. Laney.
 - B. They stress how dangerous the tornado is going to be.
 - C. They introduce Mrs. Laney as someone Matt deeply cares for.
 - D. They reveal how afraid Matt is to go out into the storm.

5. Why do Matt and Mrs. Laney have different reactions to the storm?

AAP ELA Extension Activity 4

Write the homograph in the left corresponding column that matches the meaning in the right column.

Name _____

Homograph Hoorah!

V.006.SS1b

Homograph Hoorah! #2		
	HOMOGRAPH	MEANINGS
H		1. opposite of right 2. did leave
O		1. fail to hit 2. unmarried girl or woman
M		1. not cooked much 2. unusual
O		1. instrument for locking and unlocking 2. low island
G		1. circle 2. bell sound
R		1. did see 2. tool for cutting
A		1. sleep; nap 2. what is left
P		1. small piece 2. tool for drilling
H		1. not dark 2. not heavy

AAP ELA Extension Activity 5

Why do volcanoes erupt?

By Heather Handley
2018

Volcanic eruptions are amazing events in nature, but what causes a volcano to erupt? In this information text, Heather Handley provides valuable information on volcanoes. As you read, take notes on the details provided about magma.

- [1] The rock inside the planet we live on can melt to form molten¹ rock called magma. This magma is lighter than the rocks around it and so it rises upwards. Where the magma eventually reaches the surface we get an eruption and volcanoes form.

The top part of the Earth is made up of a number of hard pieces called tectonic plates. Magma and volcanoes often form where the plates are pulled apart or pushed together but we also find some volcanoes in the middle of tectonic plates.

Volcanoes have many different shapes and sizes, some look like steep mountains (stratovolcanoes), others look like bumps (shield volcanoes) and some are flat with a hole (a crater or caldera) in the centre that is often filled with water.

The shape of the volcano and how explosively it erupts depend largely on how “sticky” and how “fizzy” (how much gas) the magma is that is erupted.

- [5] For example, if you try to blow bubbles in cooking oil through a straw, the bubbles can escape quite easily because the cooking oil is runny.

If you try to blow bubbles in jam or peanut butter you would find it very difficult because the jam and peanut butter are very sticky, they wouldn't move much at all if you tried to pour them out of the jar.

It is the same with volcanoes. When magma rises towards the surface gas bubbles start to form. Whether or not they can escape as the magma is rising affects how explosive the eruption will be.

Where the magma is runny like cooking oil and doesn't have much bubbly gas mixed in it, such as places like Hawaii, then we see lots of slow-moving lava flows and shield volcanoes. Lava is what we call magma when it reaches the surface.



"untitled" by Marc Szeplak is licensed under CC0

AAP ELA Extension Activity 5



However, where the magma is very sticky, like jam or peanut butter, and if it contains a lot of bubbly gas then the gas can get stuck and eruptions can be very powerful and explosive, like the recent eruptions at Fuego volcano in Guatemala.

Damage caused by eruptions

- [10] In explosive eruptions the frothy, bubbly magma can be ripped apart into tiny bits called volcanic ash. This is not ash like you get after a barbecue or fire, it does not crumble away in your fingers. It is very sharp and is dangerous to breathe in.

Some explosive volcanoes can send ash high up into the sky and it can travel around the world over different countries. If aeroplanes travel through an ash cloud from a volcano it can cause a lot of damage to the engine.

Other explosive eruptions create fast-moving, hot clouds of volcanic ash, gas and rocks that travel down the sides of the volcanoes and destroy pretty much everything in their path.

The benefits of volcanoes

Despite the great damage they can cause, volcanoes also help us to live. Volcanic ash provides food for the soil around volcanoes which helps us grow plants to eat. The heat from some volcanoes is used to make energy to power lights, fridges, televisions and computers in people's houses.

["Why do volcanoes erupt?"](#) by Heather Handley, Macquarie University, July 22, 2018. Copyright © The Conversation 2018, CC-BY-ND.

AAP ELA Extension Activity 5



Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the central idea of the text?
 - A. Volcanoes are the most destructive forces in nature and do little good for people, plants, or animals.
 - B. How large a volcanic eruption will be depends on the strength of the volcano's exterior and whether it can keep the lava in.
 - C. Volcanoes can vary in their shape and erupt in different ways which can be dangerous yet beneficial to humans.
 - D. Volcanic eruptions have a bad reputation for hurting people and causing damage, but the number of deaths caused by volcanoes is very small.

2. PART B: Which TWO details from the text best support the answer to Part A?
 - A. "The rock inside the planet we live on can melt to form molten rock called magma. This magma is lighter than the rocks around it and so it rises upwards." (Paragraph 1)
 - B. "Magma and volcanoes often form where the plates are pulled apart or pushed together but we also find some volcanoes in the middle of tectonic plates." (Paragraph 2)
 - C. "Volcanoes have many different shapes and sizes, some look like steep mountains (stratovolcanoes), others look like bumps (shield volcanoes)..." (Paragraph 3)
 - D. "For example, if you try to blow bubbles in cooking oil through a straw, the bubbles can escape quite easily because the cooking oil is runny." (Paragraph 5)
 - E. "If you try to blow bubbles in jam or peanut butter you would find it very difficult because the jam and peanut butter are very sticky, they wouldn't move much at all if you tried to pour them out of the jar." (Paragraph 6)
 - F. "Despite the great damage they can cause, volcanoes also help us to live. Volcanic ash provides food for the soil around volcanoes which helps us grow plants to eat." (Paragraph 13)

3. How does the section "Damage caused by eruptions" contribute to central idea of the text (Paragraphs 10-12)?
 - A. It emphasizes how good ash is for the environment.
 - B. It warns people that ash from eruptions can be deadly.
 - C. It stresses how powerful volcanic eruptions can be.
 - D. It suggests that it's impossible to escape a volcanic eruption.

4. How does the author's comparisons of magma to other substances contribute to the text?
 - A. They help readers understand the different consistencies of magma.
 - B. They suggest that magma isn't as dangerous as most people believe.
 - C. They show how the consistency of magma can't be easily described.
 - D. They help readers imagine what it would be like to touch magma.

AAP ELA Extension Activity 6

Write a more precise alternative for the overused words.

Name _____

V.027.SSI

Worn-Out Words

<div><div></div><div></div><div></div><div></div></div> <div>awesome</div>	<div><div></div><div></div><div></div><div></div></div> <div>bad</div>
<div><div></div><div></div><div></div><div></div></div> <div>pretty</div>	<div><div></div><div></div><div></div><div></div></div> <div>nice</div>

No checkout needed: Amazon opens cashier-less grocery store

By Associated Press, adapted by Newsela staff on 03.09.20

Word Count **908**

Level **1130L**



Image 1. An Amazon employee pushes a cart on February 21, 2020, inside an Amazon Go Grocery store set to open soon in the Capitol Hill neighborhood of Seattle, Washington. Following the opening of several smaller convenience-type stores using an app and cashier-less technology to tally shoppers' selections, the store will be the first Amazon Go full-sized cashier-less grocery store. Photo: Ted S. Warren/AP Photo

Amazon wants to get rid of the supermarket checkout line.

The online retail giant opened its first cashier-less supermarket. Shoppers can grab milk or eggs and walk out without waiting in line or ever opening their wallets. It is the latest sign that Amazon is serious about shaking up the \$800 billion grocery market.

At the new store, which opened on February 25 in Amazon's hometown of Seattle, Washington, shoppers scan a smartphone app to enter the store. Cameras and sensors track what is taken off shelves. Items are charged to an Amazon account after leaving.

"I love the convenience of literally grabbing and going," said Art Kuniyuki, a payroll and benefits manager from Seattle. He spent \$15 on Barilla pasta, Dove chocolate and other groceries shortly after the store opened.

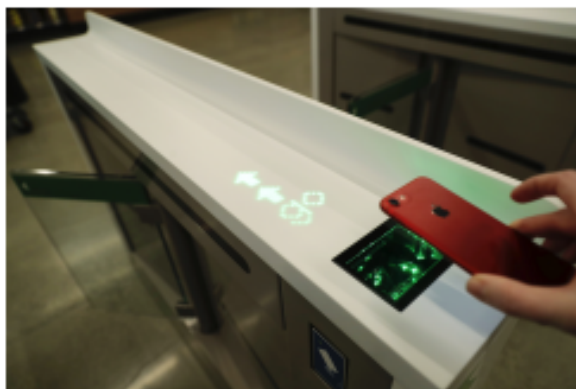
AAP ELA Extension Activity 7

A New Kind Of Grocery Store

The new store is called Amazon Go Grocery. It is an expansion of its 2-year-old chain of 25 Amazon Go convenience stores. It is 10,400 square feet, more than five times the size of the convenience stores. That is one-fifth the size of a football field. The grocery store also stocks much more than the sodas and sandwiches found at Amazon Go.

Cameron Janes, who helps oversee Amazon's physical stores, said the technology had to be tweaked to account for how people squeeze tomatoes to test for ripeness or rummage through avocados to find just the right one. Nothing at the store is weighed. One blood orange goes for 53 cents. A banana is 19 cents.

Amazon is not new to selling groceries. It made a splash in 2017 when it bought Whole Foods and its 500 stores and has also been expanding its online grocery delivery service. However, it is still far behind rival Walmart, the nation's largest grocer, which has more than 4,700 stores. Walmart's online grocery service has also been popular with customers, who buy online and then drive to a store to pick up their order.



Amazon also plans to open another type of grocery store in Los Angeles, California, sometime this year. The company, though, said it will not use the cashier-less technology at that location and has kept other details under wraps. The company declined to say if it plans to open more Amazon Go Grocery stores and said there are no plans to bring the technology to Whole Foods stores.

Buying Veggies, Oatmeal And Oreos Is Easy

Most of the fruits and vegetables in the new store come from the same suppliers at Whole Foods, Janes said. It also has products from the Whole Foods store brand 365, such as organic oatmeal and bagged baby carrots. However, it also sells Oreos, Cheez-Its and other stuff banned from the natural grocer.

Families can shop together with just one phone scanning everyone in. Anything they grab and leave the store with will be added to the tab of the person who signed them in. Shoppers, though, should not help out a stranger reaching for the top shelf. Amazon warns that grabbing an item for someone else means you will be charged for it if they walk out with it.

Hoping to catch up to Amazon, other retailers and start-ups are racing to bring similar cashier-less technology to stores. Earlier in February, 7-Eleven said it is testing a cashier-less store for employees inside its offices in Irving, Texas.

Not Everyone Likes Cashier-Less Stores

However, cashier-less stores have come under criticism from lawmakers and advocates. They say the stores discriminate against low-income people who may not have a credit card or bank account. Amazon has since let customers pay with cash at its convenience stores, and the company

AAP ELA Extension Activity 7

said shoppers can do the same at the grocery store by alerting a worker to let them in through the turnstile.

The stores also eliminate the job of cashiers. Janes declined to say exactly how many people the store employs, only saying it is "several dozen." Workers greet customers and walk around aisles restocking shelves, and one employee stands by the alcohol section to check IDs of shoppers who want wine or beer.

While cashier-less stores remove the annoyance of waiting in line to pay, it also kills some joys of the supermarket. There is no one to bag groceries. Instead, Amazon gives out reusable bags so shoppers can fill them as they shop. There is also no deli counter, butcher or fishmonger. Instead, sliced ham, steaks and salmon fillets are already packaged and found in refrigerated shelves.

Deciding Where To Shop Is Based On Many Factors

"Just walk out technology is kind of cool, in theory," said David Bishop. He works at Brick Meets Click, a company that advises stores. Bishop added, however, that shoppers decide where to shop based on other factors besides how quickly they can get in and out of the store.

Bishop said those who want thinly sliced ham may skip Amazon Go Grocery. Instead, they might walk two blocks away to the Kroger-owned QFC supermarket, which is about five times the size.

Still, Bishop said, it is hard for the grocery market to ignore Amazon, which has the cash and technology to experiment. "They're not giving up," he said of Amazon.

Directions: Read and answer the questions based on the information from the text.

1 According to the article, Amazon is trying to compete with established brands in the grocery market.

Which paragraph BEST supports this idea?

- (A) "I love the convenience of literally grabbing and going," said Art Kuniyuki, a payroll and benefits manager from Seattle. He spent \$15 on Barilla pasta, Dove chocolate and other groceries shortly after the store opened.
- (B) Amazon is not new to selling groceries. It made a splash in 2017 when it bought Whole Foods and its 500 stores and has also been expanding its online grocery delivery service. However, it is still far behind rival Walmart, the nation's largest grocer, which has more than 4,700 stores. Walmart's online grocery service has also been popular with customers, who buy online and then drive to a store to pick up their order.
- (C) Most of the fruits and vegetables in the new store come from the same suppliers at Whole Foods, Janes said. It also has products from the Whole Foods store brand 365, such as organic oatmeal and bagged baby carrots. However, it also sells Oreos, Cheez-Its and other stuff banned from the natural grocer.
- (D) While cashier-less stores remove the annoyance of waiting in line to pay, it also kills some joys of the supermarket. There is no one to bag groceries. Instead, Amazon gives out reusable bags so shoppers can fill them as they shop. There is also no deli counter, butcher or fishmonger. Instead, sliced ham, steaks and salmon fillets are already packaged and found in refrigerated shelves.

AAP ELA Extension Activity 7

2

Read the following sentences from the article.

1. Shoppers can grab milk or eggs and walk out without waiting in line or ever opening their wallets.

2. Items are charged to an Amazon account after leaving.

3. Cameron Janes, who helps oversee Amazon's physical stores, said the technology had to be tweaked to account for how people squeeze tomatoes to test for ripeness or rummage through avocados to find just the right one.

4. Most of the fruits and vegetables in the new store come from the same suppliers at Whole Foods, Janes said.

Which two sentences taken together provide the BEST evidence to support the idea that Amazon Go Grocery wants to change basic aspects of grocery shopping?

- (A) 1 and 4
- (B) 2 and 3
- (C) 1 and 2
- (D) 3 and 4

3

Which of the following would BEST describe competitors' reaction to Amazon's cashier-less technology?

- (A) They are trying to develop and implement their own similar technologies.
- (B) They are putting more workers in stores to set themselves apart from Amazon's stores.
- (C) They are protesting the technology on the grounds that it takes jobs away from people who need them.
- (D) They are putting deli and butcher counters in their stores, since Amazon's stores do not have them.

4

Which characterization accurately describes BOTH Whole Foods and Walmart?

- (A) Both stores have offered to buy the Amazon Go grocery brand.
- (B) Both stores have implemented cashier-less shopping technology.
- (C) Both stores are owned by Amazon and operated independently.
- (D) Both stores are national chains that offer online grocery services.

AAP ELA Extension Activity 8

Figurative Language Choice Board

Complete two activities from the “Must Do” row. Then complete two additional activities from the row of your choice. One of the two activities must be from the Analysis or Create columns.

	Comprehension	Application	Analysis	Create
<u>Must Do</u>	Write a poem showing four types of figurative language	Write a poem with four types of figurative language and illustrate its meaning.	Write two poems using four types of figurative language and compare the themes and meaning of the poems	Create a book of four short poems, with each poem demonstrating one type of figurative language.
<u>Verbal</u> I enjoy reading, writing & speaking	Write a letter to a friend using at least four kinds of figurative language in the text.	Write a short story about a homework machine. Include one simile, one personification, and one metaphor.	Write a one-scene play that shows personification for at least three items.	Create four newspaper headlines using personification in each.
<u>Mathematical</u> I enjoy working with numbers & science	Find a poem and tally the number of times the following types of figurative language are used: simile, metaphor, personification.	Integrate figurative language into a description on the planets.	Make a Venn diagram that compare and contrasts similes and metaphors.	Create three mathematics story problems using a different kind of figurative language in each problem.
<u>Visual/Spatial</u> I enjoy painting, drawing & visualising	Create a picture dictionary for these terms: idiom, simile, metaphor, personification.	Make a wanted poster or comic strip using at least two metaphors. Include a picture.	Make a Venn diagram that compare and contrasts similes and metaphors.	Create your own crossword puzzle with clues that includes these terms: idiom, simile, metaphor, and personification.
<u>Musical/ Dance</u> I enjoy making & listening to music	Write three lines from a song you know that demonstrates figurative language	Illustrate a mime and the meaning behind the mime.	Examine a musician that uses figurative language in their music and the meaning behind the song.	Create your own song that includes these terms: idiom, simile, metaphor, and personification.
<u>Interpersonal</u> I enjoy working with others	Make a set of flash cards that describes four types of figurative language.	Interview” an idiom of your choosing and write the transcript of the interview.	Investigate a poem that uses figurative language and the meaning behind the poem.	Create three jokes or puns using one kind of figurative language in each.

Temporary Employment

by ReadWorks



What I speak is the truth-the whole truth and nothing but the truth. You can believe what you'd like.

I was working at a restaurant-a regular Italian restaurant, nothing too fancy. They hired me as a busboy, and I intended to work my way up. I had just set out on my own, and I was full of plans, big plans, plans that all ended up in the same place: a swimming pool full of money-metaphorically speaking, of course.

They had me doing all kinds of work, none of it pretty. There were the standard busboy duties: clearing plates off tables, taking out the trash, and hauling the dirty dishes back to be washed. But I think they noticed my zeal and desire to please and decided to take advantage of it. Because whenever a job popped up that was too difficult, too boring, too gross, or just "plain beneath the other employees," well, they gave it to me.

And you know what I said? "Yes, sir. Thank you, sir."

Franco was the manager. He was nice enough, but he was terrified of Debra, who owned the place. Debra only popped in once in a while, but when she was coming, we'd know. First Franco's eyes would get really wide. He'd start to tremble, and then he'd start yipping like a Chihuahua, except instead of barks he would yip orders. "Wash the bathroom!" he'd say, even though it was spotless. "Double-check the menus! Clean the sinks! Polish the table bases! Polish the silverware! Polish the countertops and the tabletops and the tops of the heads of the bald men!"

Maybe I made that last one up.

But the rest is true. He'd work himself up into a frenzy. Debra was intimidating, I give her that. Her eyes were like lasers, and her voice was sharp.

It was even worse when she didn't speak. Franco would say something dumb, and she'd just glare, which made him so nervous he'd say something even dumber, and the situation would continue like this until she spun around on her heels and strode through the double doors, pushing both open at once like some frontier desperado. She made people cower. Except for me, but as a busboy it wasn't hard to stay out of her path.

AAP ELA Extension Activity 9

That is, except for this one time, the time I'm trying to tell you about. Like I said, I was the designated dirty work go-to guy. Someone threw up in the bathroom? I'm on it. Garbage is piling up in the basement? Boxes and boxes of inventory need counting and restocking? Those boxes are infested with spiders? I'm your man.

On the fateful afternoon in question, I was on something of a cleaning spree. Franco had asked me to clean the staff toilets, which were tucked away in a damp corner of the basement, out of the customers' sight, and for good reason. The situation called for a wagon full of cleaning supplies. I went to the supply closet only to find cleaning supplies so grimy and full of spider webs that they couldn't even be used without a good scour and scrub.

I needed cleaning supplies for my cleaning supplies.

I left the restaurant, just for a minute, to buy what I considered necessary. I was gung-ho about the whole cleaning enterprise. I was ready to give that basement the makeover of its long and foul-smelling life. Was I overly enthusiastic? Was I overly passionate?

It wasn't as though I stormed wild-eyed through the doors, frothing at the mouth. I didn't yell out a war cry or start spraying all-purpose cleaner with bleach above my head like some sort of lunatic. There was no chanting, no war dance.

I filled a shopping cart with cleaning supplies. Thinking the lunch hour was over, I used that shopping cart to barrel through the doors, and that shopping cart crashed into someone eating lunch, and that person-seated with her back to me, whose face I couldn't see until she rose from the carpeted floor with penne a la vodka in her lap and a nightmare from the depths of the inferno in her eye-was Debra.

She said nothing at first, but rose with dignity and fury to her feet. She didn't wipe the pasta from her blouse, but let it fall of its own accord. It did, with a splatter. She stared into my eyes. I could feel my mouth opening and closing. I couldn't stop it-open, close, open, close. Without thinking I said something. I said, "How fortunate, I have cleaning supplies." And I whirled around and grabbed a spray-on fabric cleaner from the cart's heaping bounty and whirled back around to see Debra's shoulders rising as she inhaled, falling as she exhaled. She breathed heavily, and the rise and fall of her shoulders reminded me of the engine movements of an old-fashioned steam locomotive, one that would shortly flatten me.

Debra raised one trembling finger and pointed it between my eyes, looking as though she wished it were the barrel of a gun. She opened her mouth, but I cut her off with a raised finger of my own. "Hold that thought," I said. And without so much as a sidelong glance, I strode past her to Franco, who thought he could hide behind a large bushy ficus plant. I threw down my apron and simply said, in the angriest voice I could muster, "I quit."

AAP ELA Extension Activity 9

Name: _____ Date: _____

1. Where does the narrator of the story work?

- A. a supermarket
- B. an office
- C. an Italian restaurant
- D. an ice cream parlor

2. After filling a shopping cart with cleaning supplies, the narrator barrels through the restaurant doors with the shopping cart. What is the result of the narrator's actions?

- A. The narrator crashes into the restaurant owner, Debra.
- B. The narrator is fired for making a mess.
- C. The narrator breaks the doors down and gets in trouble.
- D. The narrator is able to clean the basement.

3. The narrator's job is dirty and unpleasant. What evidence from the passage best supports this conclusion?

- A. He counts and restocks boxes of inventory.
- B. He cleans up vomit and takes out the trash.
- C. He polishes silverware and countertops.
- D. He is assigned the boring duties.

4. Read the following sentences: "I had just set out on my own and I was full of plans, big plans, plans that all ended up in the same place: a swimming pool full of money-metaphorically speaking, of course."

Based on this information, what can you conclude about the narrator?

- A. He is cheerful.
- B. He is practical.
- C. He is loyal.
- D. He is ambitious.

5. What is this story mostly about?

- A. Debra, the owner of the Italian restaurant
- B. the relationship between Debra and Franco
- C. the life of a busboy at an Italian restaurant
- D. how to get rich while working in a restaurant

6. Read the following sentences: "But I think they noticed my **zeal** and desire to please and decided to take advantage of it. Because whenever a job popped up that was too difficult, too boring, too gross, or just 'plain beneath the other employees,' well, they gave it me. And you know what I said? 'Yes, sir. Thank you, sir.'"

As used in this sentence, what does the word "**zeal**" most nearly mean?

- A. hesitation
B. enthusiasm
C. anger
D. laziness

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

_____ the narrator has to do the dirty work in the restaurant, he does his job with zeal.

- A. Even though
B. Moreover
C. As a result
D. Particularly

8. Based on the story, explain whether or not the narrator is a good employee. Support your answer using information from the story.

[illegible]

AAP ELA Extension Activity 10

Complete 1 activity of your choice under each letter.

Response to Literature

W	R	i	T	e
If you could change the ending of the story, how would you change it and why?	Which character reminds you of yourself the most? Use details from the text to explain your choice.	Write about two possible themes of your story. Provide details to prove your thinking.	Create a one page comic strip that retells one of the main events from your book.	If there was a sequel to this book, what would happen? Write at least three different events that could happen in a sequel.
Rewrite a main event from your story as a play. Include a cast of characters, setting description, and stage directions in your play.	Rewrite part of your story from the point of view of another character.	Redesign a new cover page and title for your story. Explain how your design and title match the story.	Write about your favorite part and your least favorite part of the book. Explain why you chose those parts as your favorite and least favorite.	If you could choose another setting for this story, where would you choose and why? How would this setting change the story?
If you could choose one word to describe this book, what would the word be? Include at least three reasons and details from the book to support your choice.	Create a timeline of main events from your story. Explain why you think the events you chose are important to the plot.	Summarize the story. Include the characters, the problem or challenge, and the setting in your summary.	Create a dialogue between two of the characters in your story immediately following the ending of the story.	Would you recommend this book to a friend? Why or why not? Include specific details from the text in your answer.

Math Challenge Activity 1

Cookie Time

Ten team members are sharing 3 boxes of cookies. How much of a box will each student get? Use pictures, words, or mathematical thinking to explain your answer.



Focus Questions

Question 1: How can we divide whole numbers and get fractions as a result?

Question 2: What does it mean to divide? How are fractions and division related?

Journal Question

In your own words, describe what a fraction is. Provide examples to support your description.

Practice

Use pictures, words, or mathematical thinking to explain your answer.

- Christopher has to feed his fish every day. He has a container of fish food that is 3 lb. If he uses the exact same amount every month of the year, how much food does he feed each month?
- Gilbert, Carlos and Justin decide to drive to Florida to watch the Yankees play the Marlins. If they share the driving equally, how many days does each person drive if the trip takes a total of two days?

Yissel ran 2 miles in 10 minutes. If she ran the same distance every minute, how far did she run in one minute?

Math Challenge Activity 2

Mrs. Patterson's Brownies

Everyday Mary and Laura walk to Mrs. Peterson's house to visit her. She always gives them each a chocolate chip brownie. One day when Mary and Laura walked home, they decided they would share their brownies with Baby Carrie who was at home and too little to join them. Laura thought she and Mary should each eat $\frac{1}{2}$ of their brownies and give their other brownie halves to Baby Carrie. Mary argued that would not be fair. They need your advice. How should the girls share their brownies with Baby Carrie so that each sister gets her fair share?

Focus Questions

Question 1: What do you do with a remainder to a division problem?

Question 2: How can an even number of people share an odd number of items equally

Journal Question

There are 25 students in a 5th grade class. The teacher tells them to share 30 pencils equally between all of them. How many pencils does each student get? What do you do with the left over pencils?

Practice

The school's internet connection can transfer 32 megabytes in 5 seconds. How many megabytes can it transfer in one second?

Katherine's pet snail can move 42 inches in 8 minutes. How many inches can her snail move in one minute?

There is a shoe rack at the front door to hold all of your shoes. Each shelf on the shoe rack can hold 4 pairs of shoes. If you have 34 pairs of shoes, how many shelves does your shoe rack need to have?

Math Challenge Activity 3



Sharing Candy Bars

A fifth grade class is split into four groups. Students in the class brought in candy bars for a fraction celebration. When it was time for the celebration, the candy bars were shared as follows:

The first group had 4 people and shared 3 candy bars equally.

The second group had 5 people and shared 4 candy bars equally.

The third group had 8 people and shared 7 candy bars equally.

The fourth group had 5 people and shared 3 candy bars equally.

When the celebration was over the children began to argue that the distribution of candy bars was unfair, that some children got more to eat than others. Were they right? Or, did everyone get the same amount?

Practice

If 9 students are sharing 6 gallons of juice. How many gallons of juice does each student get?

John has 15 pounds of sugar to deliver to 20 restaurants. How many pounds of sugar will each restaurant get?

Sean started a lawn mowing business for the summer. He needs to cut 27 lawns in 6 hours. How many lawns will he need to cut each hour?

Cindy is driving to Boston to catch a Red Sox game. She drove the 250 miles in 4 hrs. If she drove at a constant speed, how far did she travel each hour?

Math Challenge Activity 4

Camping Trip

One week from today we will be at Stokes State Park in Branchville, New Jersey! We are going to be staying in the cabins near Lake Ocquittunk. Before we go, we need to decide on cabin arrangements. Attached to this page you will find a map of the Lake Ocquittunk camping area. There are three classes going on the trip, Mr. Viater's class of 23 students, Ms. Elliott's class of 29 students, and Mrs. Ambolt's class of 28 students. In addition to the three teachers, there will also be a total of 20 adult chaperones on the trip.

Your job is to figure out what the sleeping arrangements should be. We have reserved all of the cabins and each one can have a maximum of 8 people in it. Prove what you think would be the best arrangement.

How many people should be in each cabin? Is there more than one way to solve this? What things do you need to think about before you start solving the problem? How did you solve this? Make sure you explain your results using as much math language as possible and include some form of representation as well.

Good luck, and remember... show all your work!

Focus Questions

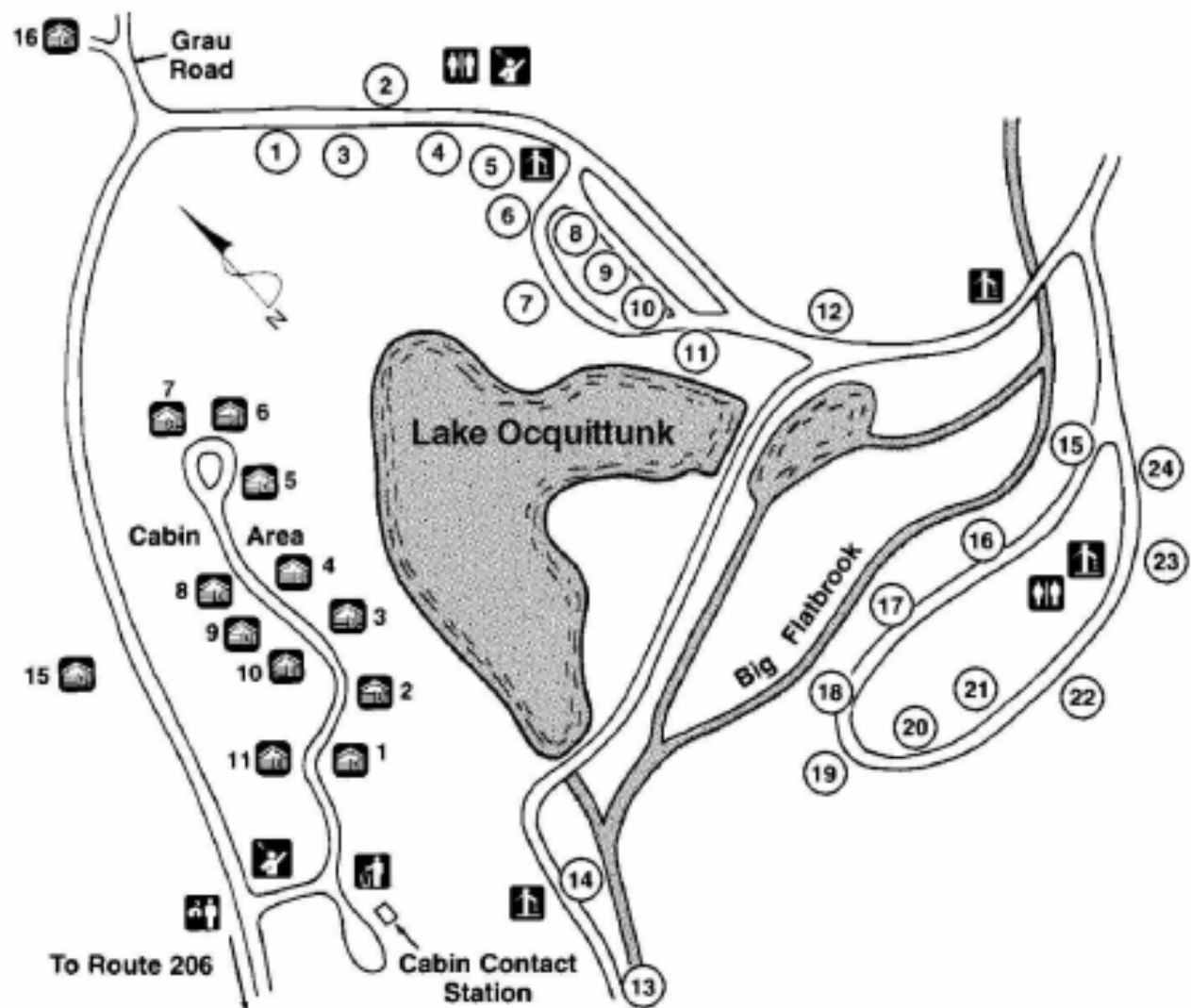
Question 1: What strategies can be used to find answer to a division problem?


Question 2: When you divide whole numbers, what do you do with the remainders? If you interpret them as fractions, what happens to them?

Journal Question

Why is math important in our daily lives? Provide at least three examples of how you use math outside of school.

Map of Lake Ocquittunk Camping Area



Cabin 

Tent Site 

Math Challenge Activity 5

Picnic Predicaments



Brandon is helping his mother plan a picnic for a family reunion. They are expecting 27 family members to attend, and they are using round tables that seat 5 guests each. How many tables will be needed to seat 27 people? How did the remainder impact the answer to this situation?

Brandon and his sister, Daisy, are preparing flower bouquets as centerpieces for each table at the picnic. They hope to have enough to decorate the table that has all the food as well. They have 43 roses and they would like to put 6 roses in each bouquet. After they have made as many bouquets as they can, how many roses will be left to decorate the food table? How did the remainder impact the answer to this situation?

Brandon's mom is serving punch at the picnic. She has a punch bowl that holds 34 ounces of punch. How many 3-ounce servings can be poured from the punch bowl when it is full? How did the remainder impact the answer to this situation?

Daisy is making tablecloths for all of the picnic tables. She has 15 yards of fabric to make 6 tablecloths. How much fabric will she use for each tablecloth?



Math Challenge Activity 6

Grade 5 GT – First Week Task – Day 6 -Independent Baking Cupcakes

One package of cupcake mix makes 6 regular-size cupcakes. Jamie has only miniature cupcake liners, which are $\frac{2}{5}$ the size of regular-size cupcake liners. Jamie wants to make 30 miniature cupcakes. How many packages of cupcake mix will he need?



Draw a representation for this problem as well as an equation.

Jamie needs to divide each of the 30 mini cupcakes in half. Which of the following equations represent this problem?

$$30 \div 2 =$$

$$30 \div \frac{1}{2} =$$

Explain to Jamie how the two above equations are different.

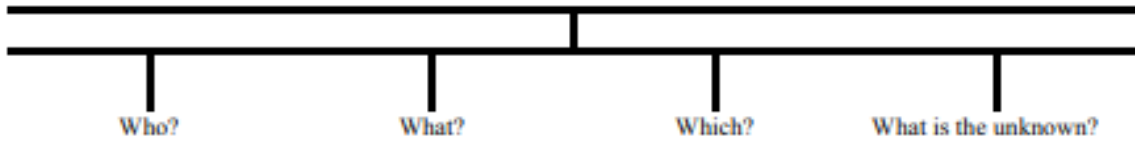
Cutting a large cupcake in half, Kendra and Jamie share it between them. Kendra ate $\frac{1}{4}$ of her piece, and Jamie ate $\frac{3}{4}$ of his piece. What fraction of the cupcake did each of them eat? What fraction of the whole cupcake remained? Write about the strategy you used to solve this problem.

Practice

1. Sound travels $\frac{1}{5}$ of a mile in 1 second. How many seconds will it take to travel 2 miles?
2. Each batch of popcorn takes $\frac{1}{4}$ of a pound of butter. How many batches can be made from 3 pounds of butter?
3. If a glacier moves $\frac{1}{8}$ of a mile in one year, how far will it move in 20 years?
4. Kelsey has 4 pounds of cheese and wants slices that weigh $\frac{1}{10}$ of a pound. How many slices can be obtained?

Math Challenge Activity 7

Write a story for the expression and solve your problem using a visual model and numerically. Then explain your reasoning.



Problem 1: $\frac{1}{6} \div 4$

Visual Model:

Problem 2: $6 \div \frac{1}{7}$

Visual Model:

Practice

1. If $\frac{1}{2}$ of a storage locker is available and will be shared equally by 3 students, then each student will have what fractional part of the storage locker?



available amount of storage

2. Courtney has 2 cups of orange juice and a batch of orange muffins takes $\frac{1}{4}$ cup. How many batches of orange muffins can be made?

3. If $\frac{1}{3}$ gallon of paint is available to paint 2 chairs, and each chair takes the same amount of paint, what fraction of a gallon of paint will be used for each chair?



available amount of paint

4. If 4 ounces of potassium are ordered for a crystal growing experiment, and each experiment requires $\frac{1}{2}$ ounce, how many experiments can be carried out?

Math Challenge Activity 8

Task

Solve the four problems below. Which of the following problems can be solved by finding $3 \div \frac{1}{2}$?

- a. Shauna buys a three-foot-long sandwich for a party. She then cuts the sandwich into pieces, with each piece being $\frac{1}{2}$ foot long. How many pieces does she get?
- b. Phil makes 3 quarts of soup for dinner. His family eats half of the soup for dinner. How many quarts of soup does Phil's family eat for dinner?
- c. A pirate finds three pounds of gold. In order to protect his riches, he hides the gold in two treasure chests, with an equal amount of gold in each chest. How many pounds of gold are in each chest?
- d. Leo used half of a bag of flour to make bread. If he used 3 cups of flour, how many cups were in the bag to start?

Justify your answers with pictorial representations and a written response.



© Can Stock Photo

Practice

Representational  **Abstract**

Create a story context and use a visual fraction model to find the quotient of $5 \div \frac{1}{4}$.

Create a story context and use a visual fraction model to determine the quotient of $\frac{1}{3} \div 4$.

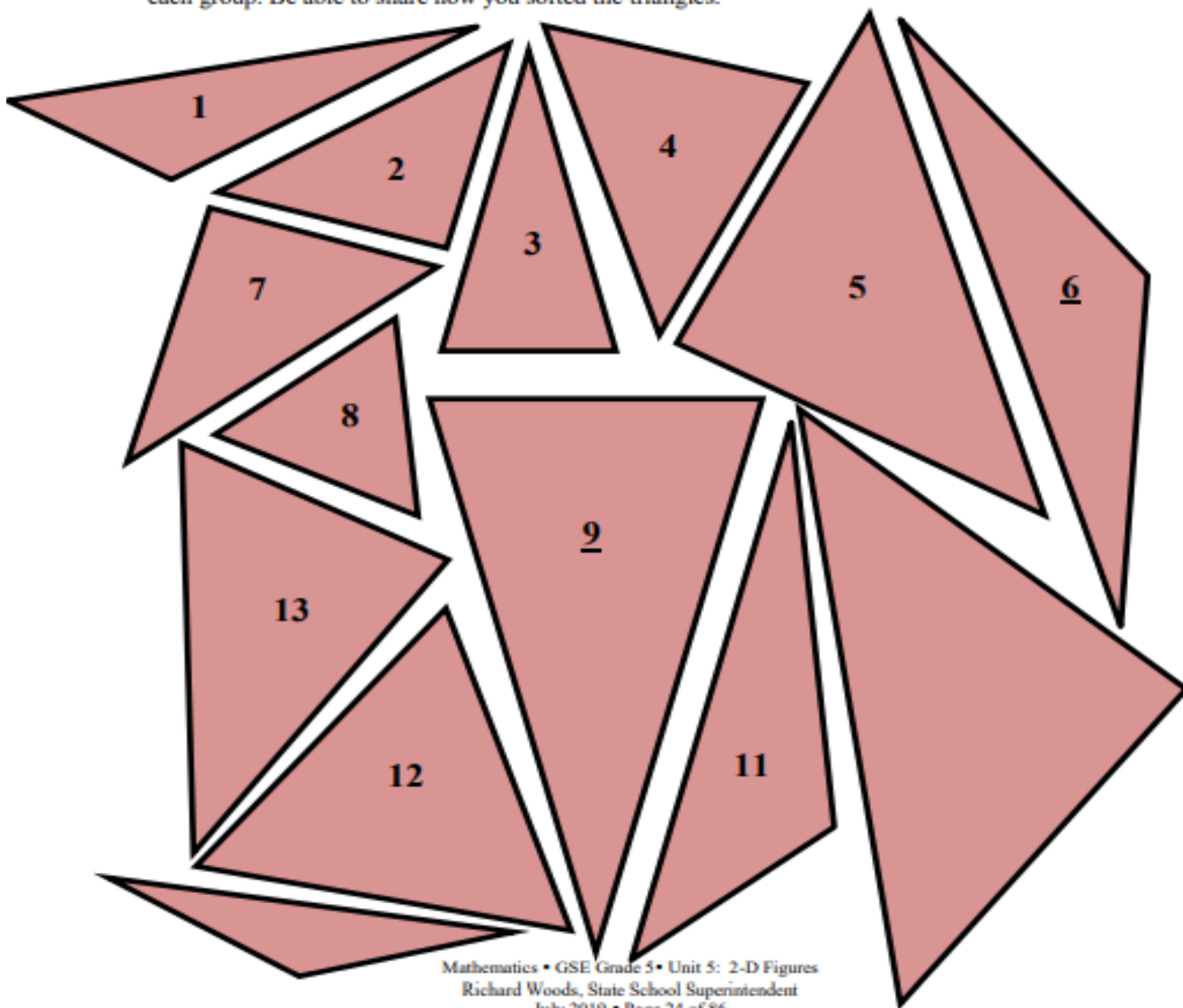
Math Challenge Activity 9

Georgia Department of Education
Georgia Standards of Excellence Framework
GSE 2-D Figures • Unit 5

My Many Triangles Triangles to Cut and Sort



Cut out the triangles below. Sort the triangles into groups where there are no triangles that do not fit into a group and there are no triangles that belong to more than one group. Then sort the triangles in a different way. Again, there should be no triangles that do not fit into a group and no triangles that belong to more than one group. Record how you sorted the triangles and the number of the triangles in each group. Be able to share how you sorted the triangles.



My Many Triangles



Use the strips of construction paper to create the triangles described in each box below. Use the row label and the column label to identify the properties required for each triangle. For example, the box labeled "A" needs to be acute and isosceles because the row label is "Acute" and the column label is "Isosceles."

Two triangles are not possible; for those, explain why each triangle is not possible on the lines below.

Glue each triangle onto the construction paper and label it.

	Equilateral	Isosceles	Scalene
Acute			
Right			
Obtuse			

Practice

1. Draw an acute, isosceles triangle:

2. Draw a right, isosceles triangle:

3. Draw an obtuse, scalene triangle:

4. Draw an equilateral triangle:

Math Challenge Activity 10

1. Write the number on your task card and a summary of the task in the blank. Then, draw the figure in the box. Label your figure with as many names as you can. Circle the most specific name.

Task #___: _____	Task #___: _____
Task #___: _____	Task #___: _____
Task #___: _____	Task #___: _____

Task 1:
Draw a trapezoid
with a right angle.

Task 2:
Draw a rectangle
with a length that is
twice its width.

Task 3:
Draw a quadrilateral
with 2 pairs of equal
sides and no parallel
sides.

Task 4:
Draw a rhombus with
right angles.

Task 5:
Draw a parallelogram
with two pairs of
perpendicular sides.

Task 6:
Draw a rhombus with
4 equal angles.

Task 7:

Draw a quadrilateral with four equal sides.

Task 8:

Draw a parallelogram with right angles.

Task 9:

Draw a parallelogram with a side of 4 cm and a side of 6 cm.

Task 10:

Draw an isosceles trapezoid.

Task 11:

Draw a parallelogram with no right angles.

Task 12:

Draw a rectangle that is also a rhombus.

Math Challenge Activity 11

GSE 2-D Figures • Unit 5

Investigating Quadrilaterals- Attachment B: Attributes of Quadrilaterals

<i>Attributes of Shapes</i>	Quadrilateral	Square	Rectangle	Rhombus	Trapezoid	Parallelogram
<i>Number of sides</i>						
<i>Number of angles</i>						
<i>Congruent sides</i>						
<i>Congruent angles</i>						
<i>Right angles</i>						
<i>Parallel sides</i>						
<i>Symmetry</i>						
<i>Congruent angles</i>						

Task

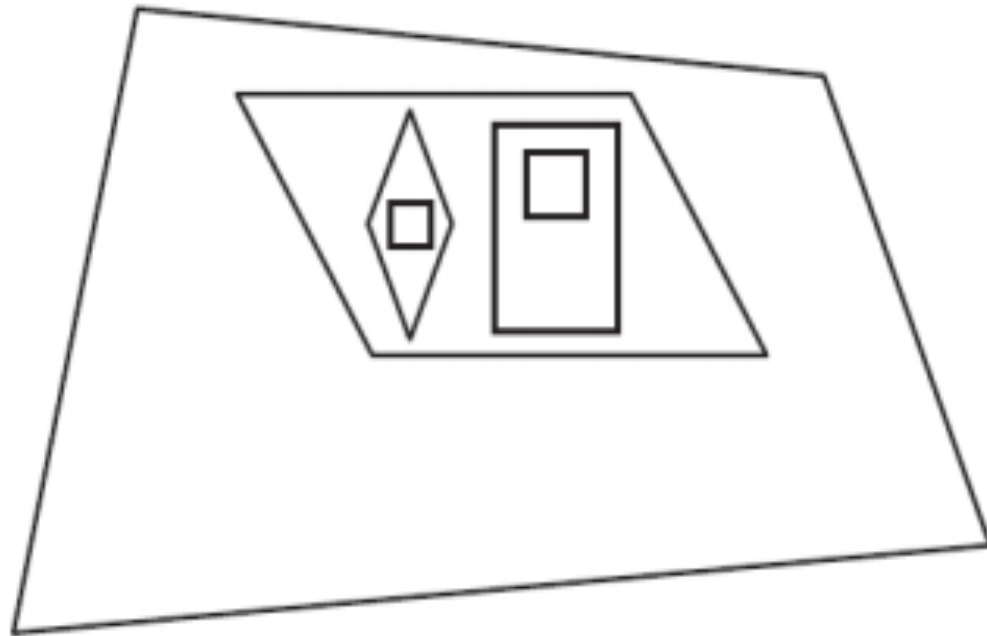
Decide whether each of these statements is always, sometimes, or never true. If it is sometimes true, draw and describe a figure for which the statement is true and another figure for which the statement is not true.

- a. A rhombus is a square
- b. A triangle is a parallelogram
- c. A square is a parallelogram
- d. A square is a rhombus
- e. A parallelogram is a rectangle
- f. A trapezoid is a quadrilateral

Math Challenge Activity 12

Logic of Shapes

1. Label each shape in this diagram with the name that describes it most exactly. You can number the shapes and list the names on the back or write the names on the diagram.



2. Why are the rhombus and rectangle inside the parallelogram?
3. Why are there two squares, one inside the rhombus and one inside the rectangle?

4. Write at least 2 other observations to explain why the shapes in this diagram have been placed where they are in relation to each other.

5. If you added a trapezoid to the diagram above, where would the trapezoid be placed? Explain your reasoning.

6. Redraw this diagram to show the relationship of the trapezoid to the parallelograms.

7. Which shape can be given the most names? Why?

8. What is the difference between a rhombus and a square? Justify your answer.

[illegible]

