



Assignment Name: BF 20-21 OPT 5th grade ELA - 2nd 9 Weeks

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Level: 5

Subject: Language Arts

Task Type	Task Title	Subject	Level	Folder Type
Week 1				
	<u>TDA #1</u>	LA	4	
Week 2				
-RLACR5B	<u>Are Video Games Good for You?</u>	Language Arts	5	
Prefixes				
-R5012	<u>Instruction/Practice: Prefixes</u>	Language Arts	5	
-R5013	<u>Independent Practice 1: Prefixes</u>	Language Arts	5	
-R5014	<u>Supported Practice: Prefixes</u>	Language Arts	5	
-R5015	<u>Independent Practice 2: Prefixes</u>	Language Arts	5	
-RLA5004	<u>Instruction: Determining the Theme of a Story</u>	Language Arts	5	
-R5051	<u>Instruction/Practice: Theme & Main Idea--Fiction</u>	Language Arts	5	
-R5052	<u>Independent Practice 1: Theme & Main Idea--Fiction</u>	Language Arts	5	
-R5053	<u>Independent Practice 2: Theme & Main Idea--Fiction</u>	Language Arts	5	
Week 3				
-56371	<u>Background (Prereading for The Black Stallion)</u>	Language Arts	5	
-56372	<u>Vocabulary (A Glossary for The Black Stallion)</u>	Language Arts	5	
-56365	<u>Literature: The Black Stallion</u>	Language Arts	5	
-56366	<u>Comprehension 1: The Black Stallion (predict outcomes)</u>	Language Arts	5	
-56367	<u>Comprehension 2: The Black Stallion (analyze language)</u>	Language Arts	5	
-56369	<u>Writing 2: Character Sketch</u>	Language Arts	5	
-56370	<u>Final Project: The Black Stallion (research horses)</u>	Language Arts	5	
-56373	<u>Subject-Verb Agreement</u>	Language Arts	5	
-56374	<u>Adjectives</u>	Language Arts	5	
Week 4				
Homophones and Homographs				
-RLA5137	<u>Instruction: Using Homophones and Homographs</u>	Language Arts	5	
-RLA5138	<u>Independent Practice: Using Homophones and Homographs</u>	Language Arts	5	
-QZRLA5139	<u>Quiz: Using Homophones and Homographs</u>	Language Arts	5	



Cause and Effect



-R5101

Instruction/Practice: Cause and Effect

Language Arts 5



-R5102

Independent Practice 1: Cause and Effect

Language Arts 5



-R5103

Independent Practice 2: Cause and Effect

Language Arts 5



Week 5



Evidence & Academic Language (A)



-R5123V

Instruction/Practice: Vocabulary: Features, Mantle, Geyser, Mineral

Language Arts 5



-AQR5123V

Activity Quiz: Features, Mantle, Geyser, Mineral

Language Arts 5



-R5124I

Instruction/Practice: Reason & Evidence A (Natural Wonders)

Language Arts 5



-AQR5124I

Activity Quiz: Reason & Evidence A

Language Arts 5



Charts and Graphs



-R5098

Instruction/Practice: Interpreting Charts & Graphs

Language Arts 5



-R5099

Independent Practice 1: Interpreting Charts & Graphs

Language Arts 5



-R5100

Independent Practice 2: Interpreting Charts & Graphs

Language Arts 5



Week 6



Making Inferences and Drawing Conclusions



-R5038

Instruction/Practice B: Inferencing

Language Arts 5



-R5040

Independent Practice 1B: Inferencing

Language Arts 5



-R5042

Independent Practice 2B: Inferencing

Language Arts 5



Suffixes



-R5017

Instruction/Practice: Suffixes

Language Arts 5



-R5018

Independent Practice 1: Suffixes

Language Arts 5



-R5019

Supported Practice: Suffixes

Language Arts 5



-R5020

Independent Practice 2: Suffixes

Language Arts 5



Week 7



-R5111

Think Aloud: Level 1 Part 1 (poetry)

Language Arts 5



-R5116

Think Aloud: Level 2 Part 2 (nonfiction)

Language Arts 5



Main Idea & Supporting Details: Nonfiction



-RLA5032

Instruction: Finding Main Ideas and Summarizing a Text

Language Arts 5









































-R5048

Instruction/Practice: Main Idea/Supporting Details--Nonfiction

Language Arts 5

Independent Practice 1: Main




Language Arts 5

	-R5049	<u>Idea/Supporting Details-- Nonfiction</u>			
	-R5050	<u>Independent Practice 2: Main Idea/Supporting Details-- Nonfiction</u>	Language Arts	5	
	Idioms				
	-R5027	<u>Instruction/Practice: Idioms</u>	Language Arts	5	
	-R5028	<u>Independent Practice 1: Idioms</u>	Language Arts	5	
	-R5029	<u>Supported Practice: Idioms</u>	Language Arts	5	
	-R5030	<u>Independent Practice 2: Idioms</u>	Language Arts	5	
	Week 8				
	Comparing and Contrasting Events in a Story				
	-RLA5006	<u>Instruction: Comparing and Contrasting Events in a Story</u>	Language Arts	5	
	-QZRLA5007	<u>Quiz: Comparing and Contrasting Events in a Story</u>	Language Arts	5	
	Comparing and Contrasting Topics and Themes				
	-RLA5024	<u>Instruction: Comparing and Contrasting Topics and Themes in Mystery and Adventure Stories</u>	Language Arts	5	
	-RLA5025	<u>Supported Practice: Comparing and Contrasting Topics and Themes in Mystery and Adventure Stories</u>	Language Arts	5	
	-QZRLA5026	<u>Quiz: Comparing and Contrasting Topics and Themes in Mystery and Adventure Stories</u>	Language Arts	5	
	Synonyms				
	-R5002	<u>Instruction/Practice: Synonyms</u>	Language Arts	5	
	-R5003	<u>Independent Practice 1: Synonyms</u>	Language Arts	5	
	-R5004	<u>Supported Practice: Synonyms</u>	Language Arts	5	
	-R5005	<u>Independent Practice 2: Synonyms</u>	Language Arts	5	
	Week 9				
	Using Commas to Separate Parts of Sentences				
	-RLA5134	<u>Instruction: Using Commas to Separate Parts of Sentences</u>	Language Arts	5	
	-RLA5135	<u>Independent Practice: Using Commas to Separate Parts of Sentences</u>	Language Arts	5	
	-QZRLA5136	<u>Quiz: Using Commas to Separate Parts of Sentences</u>	Language Arts	5	
	Comparing Structure (A)				
	-R5129I	<u>Instruction/Practice: Compare & Contrast A (Bicycle & Death Valley)</u>	Language Arts	5	
	-AQR5129I	<u>Activity Quiz: Compare & Contrast A</u>	Language Arts	5	



Summarizing



 -R5044	<u>Instruction/Practice: Summarizing</u>	Language Arts	5
 -R5045	<u>Independent Practice 1: Summarizing</u>	Language Arts	5
 -R5046	<u>Independent Practice 2: Summarizing</u>	Language Arts	5

Pennsylvania State Standards		
Key	Description	Subject
CC.1.1.5.D.1	Foundational skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	Language Arts 5
CC.1.2.5.A	Reading Informational Text Key Ideas and Details: Main Idea Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	Language Arts 5
CC.1.2.5.E	Reading Informational Text Craft and Structure: Text Structure Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	Language Arts 5
CC.1.2.5.F	Reading Informational Text Craft and Structure: Vocabulary Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	Language Arts 5
CC.1.2.5.H	Reading Informational Text Integration of Knowledge and Ideas: Evaluating Arguments Determine how an author supports particular points in a text through reasons and evidence.	Language Arts 5
CC.1.2.5.J	Reading Informational Text Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Language Arts 5
CC.1.3.5.A	Reading Literature Key Ideas and Details: Theme Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Language Arts 5
CC.1.3.5.C	Reading Literature Key Ideas and Details: Literary Elements	Language Arts 5

★ ★ ★ WHAT'S HAPPENING IN SPACE? ★ ★ ★

The International Space Station (ISS) is home to astronauts from around the world. People from the United States, Russia, Japan, and other countries work on the spacecraft. The astronauts study many things while in space.

The station is a permanent home in space. In fact, it actually had to be built in space. The first piece of the station was sent into space in 1998. Two weeks later another piece went into space. People in space put the two pieces together, and construction continued over the next two years. Astronauts began living in the ISS in November, 2000, even though construction of the space shuttle was not completed until 2011. In total, the ISS covers the area of a football field. It goes around the earth 16 times per day. That's an average speed of 27,700 kilometers per hour! There is room on the ISS for 6 astronauts to live.

While living on the station, astronauts are in charge of daily repairs. It is important to make sure that the ISS is in good condition. The space station is a place for astronauts to research and share ideas. The crew members are always fixing equipment and checking systems so that the station continues to work.

The astronauts at the ISS send information using the Deep Space Network (DSN). This network is a big collection of radio antennas all around the world. Astronauts send images and information back to earth using small antennas that send radio signals. The farther away a spacecraft is, the larger the antenna needs to be. Once people on earth get the pictures and research, it shared with other scientists. New research is possible thanks to the astronauts living on the ISS! The astronauts on the ISS can also communicate through voice or email to Mission Control Center. The engineers at the Mission Control Center watch the ISS as well as other spacecrafts and satellites to make sure that everything is working.

The ISS has made it possible for humans to continue exploring space. Due to the microgravity in space, research that happens on the ISS would not be possible to do anywhere else. The research in space will hopefully lead NASA and astronauts to explore more into space than ever before.

QUESTIONS

Answer the following questions using the passage, "What's Happening in Space?".

1. Which statement from the passage best supports the author's belief that the International Space Station (ISS) is important for the development of scientific investigations?

- A. Due to the microgravity in space, research that takes place on the ISS would not be possible to do anywhere else.
- B. In total, the ISS covers the area of a football field.
- C. That's an average speed of 27,700 kilometers per hour!
- D. This network is a big collection of radio antennas all around the world.

2. What is the best definition for the word, "microgravity" as it is used in paragraph 5?

- A. Cluster of stars
- B. Feeling heavy
- C. Little, to no gravity
- D. Space equipment

3. What is the main idea of paragraph 4?

- A. Astronauts from many countries live on the ISS.
- B. Crew members are always having to work on the spacecraft.
- C. Mission Control Center is responsible for everything that happens on the ISS.
- D. There are many ways in which astronauts communicate information back to earth.

4. Where was the ISS constructed?

- A. In space
- B. On a football field
- C. Piece by piece in the United States
- D. Russia

5. How are DSN and Mission Control Center similar?

- A. Both are located in Japan.
- B. Each system has complicated satellites.
- C. They both can communicate with the ISS.
- D. Voice recordings can be sent back to Earth.

	4	3	2	1
Comprehension	Effectively addresses all parts of the task demonstrating an in-depth understanding of the text.	Adequately addresses most parts of the task demonstrating sufficient understanding of the text.	Inconsistently addresses some parts of the task demonstrating partial understanding of the text.	Minimally addresses the task demonstrating lack of understanding of the text.
Structure, Organization and Content	Effective introduction, development and conclusion identifying an opinion, topic or controlling idea related to the text. Strong organizational structure that effectively supports the focus and ideas.	Clear introduction, development and conclusion identifying an opinion, topic or controlling idea related to the text. Appropriate organizational structure that adequately supports the focus and ideas.	Weak introduction, development and conclusion identifying an opinion, topic or idea somewhat related to the text. Weak organizational structure that inconsistently supports the focus and ideas.	Minimal evidence of an introduction, development and/or conclusion. Minimal evidence of an organizational structure.
Text Evidence	Substantial, accurate and direct reference to the text using relevant key details, examples, quotes, facts and/or definitions. Substantial reference to the main idea(s) and relevant key details of the text(s) to explain the topic and/or to convey experiences/events.	Sufficient, accurate and direct reference to the text using relevant key details, examples, quotes, facts and/or definitions. Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose.	Vague reference to the text using some details, examples, quotes, facts and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose.	Insufficient reference to the text using few details, examples, quotes, facts and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s).
Analysis	Thorough analysis of explicit and implicit meanings of the text to effectively support claims, opinions, ideas and inferences	Clear analysis of explicit and implicit meanings of the text to effectively support claims, opinions, ideas and inferences	Weak or inconsistent analysis of explicit and implicit meanings of the text to effectively support claims, opinions, ideas and inferences	Insufficient or no analysis of the text ; may not support claims, opinions, ideas and inferences
Transitions	Skillful use of transitions to link ideas	Appropriate use of transitions to link ideas	Inconsistent use of transitions to link ideas	Few, if any, transitions to link ideas
Vocabulary	Effective use of precise language and domain-specific vocabulary drawn from the text to explain the topic	Appropriate use of precise language and domain-specific vocabulary drawn from the text to explain the topic	Inconsistent use of precise language and domain-specific vocabulary drawn from the text to explain the topic	Little or no use of precise language and domain-specific vocabulary drawn from the text to explain the topic
Conventions	Few errors may be present in sentence formation, grammar, spelling, punctuation and capitalization; errors present do not interfere with meaning	Some errors may be present in sentence formation, grammar, spelling, punctuation and capitalization; errors present seldom interfere with meaning	Errors may be present in sentence formation, grammar, spelling, punctuation and capitalization; errors present may interfere with meaning	Many errors in sentence formation, grammar, spelling, punctuation and capitalization; errors present interfere with meaning

2nd Nine Weeks

TDA PROMPT

Use the passage, “What’s Happening in Space?” to answer the following prompt:

Astronauts are very busy while in space. In what ways do astronauts demonstrate that their job is valuable while living on the International Space Station? Use evidence from the text to support your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Short-Answer Question Blackline Master

1. *Reading 1:* Carrina experiences feelings known as "stage fright." Describe each event in the story that helped Carrina keep going despite her fears. Use evidence from the story in your answer.

2. *Reading 2:* Summarize the skit in two or three sentences without using character dialogue. Use key details to describe the characters, their feelings, and their actions.

3. *Reading 3 Question 1:* Reread Mr. Radcliff's review of the skit. Then write your own review of it. Give your opinion about the script as well as the performance. Use details from the text to support your opinions.

4. *Reading 3 Question 2:* Find a place in the text that could use an illustration. Explain what information the new illustration could show that the text does not give you. Then explain why this information might be helpful to other readers.

* Choose 2

Short-Answer Question Blackline Master

1. *Reading 1:* Use what you've read in the passage to answer this question. In this article, you have read about the pros and cons of video gaming in three different areas: physical, mental, and social. Choose one of these areas and summarize the points made for and against gaming.

2. *Reading 2:* Use what you've read in the passage to answer this question. In this passage, each point of view is made up of facts and opinions about gaming. Find an example of one fact and one opinion. Explain how you could tell the difference.

3. *Reading 3 Question 1:* Use what you've read in the passage to answer this question. In this article, many different ideas are expressed about gaming. Which idea do you think has the best evidence to support it? Explain your reasoning using examples from the text.

4. *Reading 3 Question 2:* Use what you've read in the passage to answer this question. From the passage, you could conclude that gaming is not bad for you as long as you don't overdo it. So what do you think is a healthy amount of gaming? What evidence would you use to support this viewpoint?

Name: _____ Date: _____

Determining the Theme of a Story

When you determine the theme of a story, follow these steps:

1. Examine the details:
 - what the characters do
 - what happens as a result of their actions
 - how the characters change
2. Identify the message or lesson you learn about life by examining these details.

In this activity, you will read a story and answer questions about it. Then you will write a paragraph telling how you determined the story's theme.

Directions:

Read the story "Broken Eggs." Then answer the questions that follow it.

Broken Eggs

- 1) "I know how to do that," demanded Claire as she grabbed the carton of eggs and an armful of supplies.
- 2) "But wait," interrupted Tyrone. "The instructions say we must each give our ideas. Let's talk about this first."
- 3) The students in Mr. Case's class were working in groups to build an egg package that would allow an egg to be dropped from eight feet without breaking. They were told to work together to solve the problem.
- 4) Tyrone and Emma watched Claire grab an egg and wrap it in a bunch of tissue paper. "Let us help," said Tyrone.
- 5) "No, I can do it," Claire insisted, and she wrapped another handful of tissues around the egg and dropped it. Like the first egg, it broke.
- 6) Mr. Case approached the group and said, "You only have six eggs. You may want to work together before you drop another one."
- 7) Claire sheepishly looked at her group members, and Tyrone and Emma both presented their ideas. Then they discussed which of their ideas might work best, and they decided: popcorn! They filled a bag with popcorn and placed the egg in the center. They were ready to test their egg.

Name: _____ Date: _____

- 8) "Tyron, you drop the egg," Claire said, smiling. Tyrone dropped the egg. Upon unpacking it, they discovered it had not broken.
- 9) "Way to go!" said Emma. "Our idea worked."
- 10) "We make a great team!" said Claire.

Think It Through

Answer these questions about the story.

1. What do the characters do at the beginning of the story?
2. What happens as a result of their actions?
3. How do the characters change?
4. What do the characters learn?
5. What is the message or theme of the story?

Write It Out

Write one or two paragraphs describing how you determined the theme of the story "Broken Eggs."

Look back at the story above, and use the answers you gave in the "Think It Through" section to write your paragraphs.

Remember to:

- Think about how you found the answer to each question.
- Think about the details that show how the characters act.
- Think about the details that show how the characters change.
- Think about what the characters learn.
- Think about what lesson you learn about life from the characters' actions.

Set Sail

KWL Chart



Name _____

Date _____

K What I <u>K</u> now	W What I <u>W</u> ant to Know	L What I <u>L</u> earned

1. Fill out the column labeled K (What I Know).

What do you know about the horses, survival skills, and ships and sea travel during the 1940s?

2. Fill out the column labeled W (What I Want to Know).

Do you have any questions you'd like answered about these topics?

3. Fill out the column labeled L (What I Learned).

As you explore the online Background activity, write down what you learn about horses, survival, and ships and sea travel.



Follow the Signs

Vocabulary Activity

Name _____

Date _____

Complete this worksheet while you are doing the online Vocabulary activity. As you click each word in the list at the computer, read its definition and sample sentence. Below, write a short definition or synonym next to each word. Then choose ten of the words and write an original sentence for each one.

TERM	DEFINITION/ SYNONYM	SENTENCE
adjoining		
barren		
battered		
cantering		
carragheen		
circumference		
cove		
dazed		
diminishing		
doused		
edible		
expanse		

Follow the Signs

Vocabulary Activity



Name _____

Date _____

famished		
grimly		
hoisted		
hypnotized		
improvised		
intently		
peered		
pricked		
prone		
quivered		
subconscious		
surveyed		
sustain		
uninhabited		
vegetation		

Name: _____ Date: _____

Character Sketch (writing: expository)

1. Explain the character traits Alec possesses that play an important part in his survival.

2. Nominations are being submitted to select a student from your school to be recognized as student citizen of the year at an award ceremony at the White House. Write an article describing the person you wish to nominate.

Go the Distance

Culminating Project



Name _____

Date _____



Congratulations!

You have been hired as a Junior Horse Trainer!

Imagine that you are a horse trainer. You love training horses and want to buy a horse of your own. At first, you don't know what kind of horse would be best for you. You want to do some additional research and compare several aspects of different horses. You will then write an essay comparing and contrasting the horses you chose to research. At the end of the essay, you will come to a conclusion about the horse you want to buy.

1. Begin your research by using postings on the online bulletin board and information on your KWL chart. Use the suggested Internet Topics list to browse the Internet. You may also interview a horse trainer or a friend or family member who knows about horses.
- 2/ Select two breeds of horses to compare. You may choose from this list or come up with your own.

American Saddle Horse

Morgan

Arabian

Palomino

Belgian

Pinto

Clydesdale

Thoroughbred

3. Then compare these horses in the following areas:

Characteristics

Jobs or Uses

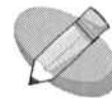
Care Required

You may also add one or two other categories you think would help you to make a decision.

4. Organize your information in the comparison chart on the next page. Focus on finding the specified information about the horses you have chosen. Use additional paper if needed.
5. Compare the information that you have entered into the chart, and think about what you might want to consider when making the decision. You will then write a comparative essay, showing the information you have found and, making a decision based on that information.

Go the Distance

Culminating Project



Name _____

Date _____

	Horse:	Horse:
Characteristics		
Jobs or Uses		
Care Required		

Name: _____ Date: _____

Read & Respond (Yellowstone Features/Geysers)

Yellowstone National Park contains some of Earth's most unique and interesting features. In this activity, you'll be able to see some of those features in a video about Yellowstone's thermal basins. While you watch the video, you'll note some important information. Then you'll use that information in a writing assignment.

Directions:

1. Go online to <https://az.pbslearningmedia.org/resource/f2f663dc-8ee0-4fde-95a7-4140e7766499/f2f663dc-8ee0-4fde-95a7-4140e7766499/#.Wuiv3Jch1hF>
2. Watch the video and note details in order to answer the questions below. Remember, you can pause or rewind the video to help you.
3. Read the article that appears below the video in **Support Materials** in order to review the information in the video and add to your notes below.
4. Write an article based on the video, using the instructions below.

Notes:

What is a thermal basin?

What are thermal features?

How are thermal features formed?

What are geysers and how are they formed?

Name: _____ Date: _____

What was unique about the rocks and water temperature at Mammoth Hot Springs?

What was unique about the rocks and water temperature at Upper Geyser Basin?

Write an article for a travel magazine persuading people to explore Yellowstone's unique thermal features. Use the information that you've collected from the video and article below it. Introduce your topic clearly. Be sure to include evidence that explains the location and formation of geysers and other thermal features in the park. Point out some "hot spots" to visit, and be sure to end your article with a concluding statement related to your topic.

Name: _____ Date: _____

Comparing and Contrasting Topics and Themes in Mystery and Adventure Stories

When you compare and contrast topics and themes in mystery and adventure stories, follow these steps:

1. Read one story and identify the topic and theme.
2. Read the second story and identify the topic and theme.
3. Use the information you've gathered to find the similarities and differences between the two stories.

Topic: what the story is mainly about

Theme: central idea of the story

In this activity, you will read an adventure story and a mystery and answer questions about them. Then you will write one to two paragraphs comparing and contrasting the topics and themes in the two stories.

Directions:

Read the adventure story "A Swirling Surprise" and the mystery "The Unexpected Thief." Then answer the questions that follow.

A Swirling Surprise

"Come on, Kenta," called Fred as he pointed his flashlight into the dark cave. The beam of light traveled deep but disappeared in the vast emptiness. Kenta followed closely behind Fred as they slowly entered. The two boys followed their light deeper into the cave until Kenta said, "Fred, don't you think we should turn around? I can't see the entrance anymore."

Suddenly Fred tripped, dropping the flashlight, and all went black. While searching for the light, the boys heard a rustling sound. They froze as the sound of wings flapping and swooshing told them that bats were swirling around in the cave. Fred and Kenta laid flat and covered their heads with their hands as bats swirled out of the cave. After what seemed like forever, the sound began to cease. Fred got on his knees and found the flashlight. "Let's get out of here," Kenta whispered, and the boys headed quickly for the mouth of the cave. As they emerged, Kenta whistled, "Wow, I can't wait to tell the kids at school about this adventure!"

The Unexpected Thief

Ellie stomped into her mother's room shouting, "Tori's been stealing the stuffed toys I've been collecting!" Ellie was helping her class collect toys to give to the kindergarten students as surprise "graduation" gifts. Now, some were missing.

"Your older sister would not take your toys," said Mother.

Name: _____ Date: _____

"Some toys are missing, and I think it was Tori," said Ellie. She thought her older sister always took her things. Ellie turned to her younger sister, Samantha. "I know you would never take my things," she said.

Ellie wanted to get to the bottom of the theft, so she began looking for clues. She asked her father if he saw Tori with a stuffed toy. He said "no." Then Ellie slipped into Tori's room and searched everywhere. Nothing.

She went into her younger sister's room hoping Samantha might help. When Ellie looked at the bed, she noticed a large bump under the covers. She lifted the blanket, and there were her missing toys. "Samantha!" she started, shocked at finding the toys. "I never thought you would take my toys."

"I'm sorry," Samantha apologized, "I wanted to play with them, but I was going to give them back."

Ellie solved the mystery, but she was very surprised by who turned out to be the thief!

Think It Through

Answer these questions about the adventure story and the mystery.

1. What is the topic of "A Swirling Surprise"? What is the theme?
2. What is the topic of "The Unexpected Thief"? What is the theme?
3. Are the topics of the two stories similar or different? How?
4. Are the themes of the two stories similar or different? How?

Write It Out

Write one to two paragraphs comparing and contrasting the topics and themes in "A Swirling Surprise" and "The Unexpected Thief."

Look at the two stories above, and use your answers to the "Think It Through" questions to help you.

Remember to:

- Identify the topic of each story.
- Identify the theme in each story.
- Tell how the topic and the theme are similar and/or different in the two stories.
- Use details from the stories to support your ideas.






















































Assignment Name: BF 20-21 OPT 5th grade MATH - 2nd 9 Wee





















































Created: 10/19/2020 12:00:00 AM

Level: 5

Subject: Math

Task Type	Task Title	Subject	Level	Folder Type
Week 1				
Multiply Whole Numbers by Fractions				
-M5024	<u>Instruction: Multiplying Whole Numbers by Fractions Less Than and Greater Than One</u>	Math	5	
-M5025	<u>Supported Practice: Multiplying Whole Numbers by Fractions Less Than and Greater Than One</u>	Math	5	
-QZM5027	<u>Quiz: Multiplying Whole Numbers by Fractions Less Than and Greater Than One</u>	Math	5	
Multiply Two Fractions Using an Area Model				
-M5019	<u>Instruction: Finding the Product of Two Fractions Using an Area Model</u>	Math	5	
-M5020	<u>Supported Practice: Finding the Product of Two Fractions Using an Area Model</u>	Math	5	
-M5021	<u>Independent Practice: Finding the Product of Two Fractions Using an Area Model</u>	Math	5	
-QZM5022	<u>Quiz: Finding the Product of Two Fractions Using an Area Model</u>	Math	5	
Week 2				
Multiply Fractions (Not Mixed Numbers)				
-MA5429	<u>Instruction/Practice: Multiply Fractions (Not Mixed Numbers)</u>	Math	5	
-MA54210	<u>Activity Quiz: Multiply Fractions (Not Mixed Numbers)</u>	Math	5	
Multiply Fractions and Mixed Numbers				
-M5028	<u>Instruction: Solving Problems Involving Multiplying with Fractions and Mixed Numbers</u>	Math	5	
-M5029	<u>Problem Solving: Solving Problems Involving Multiplying with Fractions and Mixed Numbers</u>	Math	5	
-M5030	<u>Supported Practice: Solving Problems Involving Multiplying with Fractions and Mixed Numbers</u>	Math	5	
-M5031	<u>Independent Practice: Solving Problems Involving Multiplying with Fractions and Mixed Numbers</u>	Math	5	
-QZM5032	<u>Quiz: Solving Problems Involving Multiply with Fractions and Mixed Numbers</u>	Math	5	
Week 3				
Dividing with Unit Fractions				
	<u>Instruction: Dividing with Unit Fractions</u>	Math	5	

	-M5034				
	-M5035	<u>Supported Practice: Dividing with Unit Fractions</u>	Math	5	
	-M5036	<u>Independent Practice: Dividing with Unit Fractions</u>	Math	5	
	-QZM5037	<u>Quiz: Dividing with Unit Fractions</u>	Math	5	
	Divide Unit Fractions in Real-World Problems				
	-M5038	<u>Instruction: Dividing with Unit Fractions in Real-World Problems</u>	Math	5	
	-M5039	<u>Problem Solving: Dividing with Unit Fractions in Real-World Problems</u>	Math	5	
	-M5040	<u>Supported Practice: Dividing with Unit Fractions in Real-World Problems</u>	Math	5	
	-M5041	<u>Independent Practice: Dividing with Unit Fractions in Real-World Problems</u>	Math	5	
	-QZM5042	<u>Quiz: Dividing with Unit Fractions in Real-World Problems</u>	Math	5	
	Week 4				
	Dividing Fractions (Not Mixed Numbers)				
	-MA54211	<u>Instruction/Practice: Dividing Fractions (Not Mixed Numbers)</u>	Math	5	 
	-MA54212	<u>Activity Quiz: Dividing Fractions (Not Mixed Numbers)</u>	Math	5	
	Estimating Fractions				
	-MA54213	<u>Instruction/Practice: Estimating Fractions</u>	Math	5	 
	-MA54214	<u>Activity Quiz: Estimating Fractions with Products and Quotients</u>	Math	5	
	Interpreting a Fraction as Division				
	-M5014	<u>Instruction: Interpreting a Fraction as Division</u>	Math	5	
	-M5015	<u>Problem Solving: Interpreting a Fraction as Division</u>	Math	5	
	-M5016	<u>Supported Practice: Interpreting a Fraction as Division</u>	Math	5	
	-M5017	<u>Independent Practice: Interpreting a Fraction as Division</u>	Math	5	
	-QZM5018	<u>Quiz: Interpreting a Fraction as Division</u>	Math	5	
	Week 5				
	Writing Fractions as Decimals				
	-56292	<u>Instruction/Practice: Writing Fractions as Decimals</u>	Math	5	 
	-MA5432	<u>Activity Quiz: Match Game</u>	Math	5	
	Multiplying Decimals				
	-56297	<u>Instruction/Practice: Multiply Decimals</u>	Math	5	 
	-MA5332	<u>Activity Quiz: By the Pound</u>	Math	5	
	Dividing Decimals				
	-MA5333	<u>Instruction/Practice: Dividing Decimals</u>	Math	5	 

 -MA5334	<u>Activity Quiz: Dividing Decimals</u>	Math	5	
 Week 6				
 Estimating Products and Quotients with Decimals				
 -MA5335	<u>Instruction/Practice: Estimating Products and Quotients with Decimals</u>	Math	5	 
 -MA5336	<u>Activity Quiz: Estimating Products and Quotients with Decimals</u>	Math	5	
 Problem Solving				
 -MA5271	<u>Instruction/Practice: Story Problems</u>	Math	5	 
 -MA5272	<u>Activity Quiz: Story Problems</u>	Math	5	
 Week 7				
 Percents				
 -MA5341	<u>Instruction/Practice: Identifying Percents</u>	Math	5	 
 -MA5342	<u>Activity Quiz: Identifying Percents</u>	Math	5	
 Working with Percents				
 -MA5343	<u>Instruction/Practice: Working with Percents</u>	Math	5	 
 -MA5344	<u>Activity Quiz: Working with Percents</u>	Math	5	
 Week 8				
 Equivalent Fractions, Decimals, and Percents				
 -56299	<u>Instruction/Practice: Equivalent Fractions, Decimals, and Percents</u>	Math	5	 
 -MA5444	<u>Activity Quiz: Still Counting</u>	Math	5	
 Ratios				
 -MA5927	<u>Instruction/Practice: Introduction to Ratios</u>	Math	5	 
 -AQMA5927	<u>Activity Quiz: Introduction to Ratios</u>	Math	5	
 Week 9				
 Equivalent Ratios				
 -56298	<u>Instruction/Practice: Equivalent Ratios</u>	Math	5	 
 -MA5442	<u>Activity Quiz: Keep It in the Family</u>	Math	5	
 -MA59011	<u>Instruction: Make Sense of Problems and Persevere</u>	Math	5	

Pennsylvania State Standards		
Key	Description	Subject
CC.2.1.5.C.2	Numbers and Operations Numbers & Operations — Fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Math 5
CC.2.1.6.D.1	Numbers and Operations Ratios & Proportional Relationships Understand ratio concepts and use ratio reasoning to solve problems.	Math 6

Name: _____ Teacher: _____ Date: _____

Multiplying Whole Numbers by Fractions Less Than and Greater Than One

In this activity, you will practice interpreting and explaining the effect on the product when multiplying whole numbers by fractions less than one and greater than one.

Word Bank

fraction
multiply
product

Example


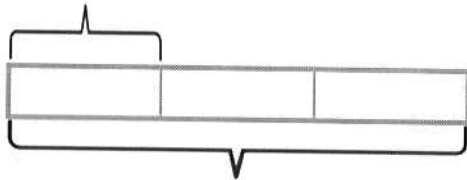
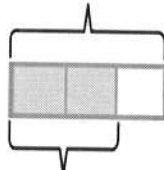


Sandpoint Elementary classes sold raffle tickets for a fundraiser.

- The 3rd graders sold 300 tickets.
- The 4th graders sold $2\frac{1}{2}$ times as many tickets as the 3rd graders.
- The 5th graders sold $\frac{2}{3}$ as many tickets as the 3rd graders.

Who sold the most tickets? Who sold the least tickets?

Create models to show the number of tickets sold by each class.

3rd Grade	4rd Grade	5rd Grade
<p>300 tickets</p> 	<p>300 tickets</p>  <p>$2\frac{1}{2} \times 300$</p> <p>The product of $2\frac{1}{2}$ and 300 is more than 300 since 2 groups of 300 is 600. $\frac{1}{2}$ of 300 is 150. So, $2\frac{1}{2} \times 300 = 750$.</p>	<p>300 tickets</p>  <p>$\frac{2}{3} \times 300$</p> <p>The product $\frac{2}{3}$ of and 300 is less than 300. $\frac{1}{3}$ of 300 is 100. So, $\frac{2}{3} \times 300 = 200$.</p>

The 4th-grade class sold the most tickets. The 5th-grade class sold the least tickets.

Name: _____ Teacher: _____ Date: _____

1. Nathaniel earned money by doing jobs for his neighbors. He earned \$24 walking dogs. He earned $\frac{5}{6}$ as much raking leaves. Which job earned Nathaniel more money?

- Create models to show the amount earned for each job. Add labels to the rectangles as needed.

Walking dogs

Raking leaves

- Circle the phrase that correctly completes the sentence.

The job that earned Nathaniel more money was walking dogs raking leaves.

- Write the correct word, *less* or *greater*, on the line to complete the following statement about multiplying a whole number by a fraction less than one.

When multiplying a whole number by a fraction *less than one*, the product is _____ than the whole number.

- How much money did Nathaniel earn raking leaves?

Name: _____ Teacher: _____ Date: _____

2. Nathaniel separates his weekly earnings into two categories. One is for saving and the other is for spending. Last week, he put \$20 aside for spending and $1\frac{1}{2}$ times as much aside for saving. Which category had a greater amount of money?

- Create a visual model to show the amount in each category. Add labels to the rectangles as needed.

Spending

Saving

- Circle the word that correctly completes the sentence.

Nathaniel placed a greater amount of money into the spending saving category.

- Write the correct word, *less* or *greater*, on the line to complete the following statement about multiplying a whole number by a fraction greater than one.

When multiplying a whole number by a fraction *greater than one*, the product is greater than the whole number.

- How much money did Nathaniel save?

Name: _____ Teacher: _____ Date: _____

3. Determine whether each product is less than, equal to, or greater than 48. Circle the correct answer.

- | | | | |
|-----------------------------|------|------|------|
| a. $48 \times \frac{3}{12}$ | < 48 | > 48 | = 48 |
| b. $1\frac{2}{5} \times 48$ | < 48 | > 48 | = 48 |
| c. $\frac{9}{7} \times 48$ | < 48 | > 48 | = 48 |
| d. $48 \times \frac{11}{3}$ | < 48 | > 48 | = 48 |

4. Carter's family is planting a garden. They have decided to make it 6 feet in length.

- Carter's dad wants the total area to be less than 6 square feet. Identify a width that would result in an area less than 6 square feet. Find the total area of the garden with the width you choose.
- Carter wants the total area to be more than 6 square feet. Identify a width that would result in an area greater than 6 square feet. Find the total area of the garden with the width you choose.

Recall that the formula for the area of a rectangle is $A = lw$.

Student Explanation:

Name: _____

Date: _____

MULTIPLYING FRACTIONS

INSTRUCTIONS: Solve each problem. Show your answer in its simplest form.

1. $\frac{1}{6} \cdot \frac{1}{3} =$ _____

2. $\frac{3}{7} \cdot \frac{5}{8} =$ _____

3. $\frac{2}{3} \cdot \frac{3}{5} =$ _____

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

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

6. $\frac{7}{9} \cdot \frac{5}{6} =$ _____

7. $\frac{1}{3} \cdot \frac{4}{9} =$ _____

8. $\frac{7}{10} \cdot \frac{2}{3} =$ _____

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

10. $\frac{3}{7} \cdot \frac{2}{9} =$ _____

11. $\frac{5}{8} \cdot \frac{2}{5} =$ _____

12. $\frac{1}{6} \cdot \frac{4}{8} =$ _____

HINT

Multiplying Fractions

1. Multiply the numerators.
2. Multiply the denominators.
3. Simplify the answer or write the answer in its lowest terms.

How to Write a Fraction in Lowest Terms

1. List the factors of the numerator and denominator.
2. Find the greatest common factor (GCF).
3. Divide the numerator and the denominator of the fraction by the GCF.
4. Simplify the answer or write the answer in its lowest terms.

VOCABULARY

Denominator

Numerator

Lowest Terms

Simplify Fractions

Name: _____

Date: _____

DIVIDING FRACTIONS

INSTRUCTIONS: Write the reciprocal of each fraction.

1. $\frac{2}{5}$ _____

2. $\frac{5}{6}$ _____

3. $\frac{3}{7}$ _____

4. $\frac{4}{8}$ _____

INSTRUCTIONS: Divide each problem. Simplify your answer.

5. $\frac{7}{15} \div \frac{2}{3} =$ _____

6. $\frac{1}{12} \div \frac{1}{5} =$ _____

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

8. $\frac{1}{20} \div \frac{1}{6} =$ _____

9. $\frac{9}{32} \div \frac{3}{8} =$ _____

10. $\frac{2}{21} \div \frac{3}{7} =$ _____

11. $\frac{5}{9} \div \frac{2}{3} =$ _____

12. $\frac{4}{27} \div \frac{1}{3} =$ _____

13. $\frac{1}{18} \div \frac{1}{6} =$ _____

14. $\frac{4}{24} \div \frac{2}{3} =$ _____

HINT

Reciprocal: the multiplicative inverse of a number. When a fraction is multiplied by another fraction where the original numerator and denominator have been reversed, the product is one. **Ex:**

$$\frac{3}{5} \times \frac{5}{3} = \frac{15}{15} = 1$$

$\frac{5}{3}$ is the reciprocal of $\frac{3}{5}$.

How to Divide Fractions

1. Multiply by the reciprocal.
 - Change the divisor to the reciprocal.
 - Change the division sign to a multiplication sign.
 2. Solve the multiplication problem.
- Remember to write your answer in simplest terms.

VOCABULARY

Reciprocal
Quotient
Numerator
Denominator
Divisor
Inverse

Name: _____

Date: _____

ESTIMATING FRACTIONS

INSTRUCTIONS: Estimate the following problems to the nearest whole number.

1. $9\frac{1}{8} + 1\frac{10}{12} =$ _____

2. $1\frac{9}{16} + 1\frac{5}{8} =$ _____

3. $2\frac{1}{8} + 4\frac{15}{16} =$ _____

4. $6\frac{9}{10} - 4\frac{4}{5} =$ _____

5. $7\frac{1}{9} - 1\frac{15}{16} =$ _____

6. $8\frac{9}{10} - 5\frac{1}{5} =$ _____

7. $5\frac{3}{4} \cdot 2\frac{2}{3} =$ _____

8. $2\frac{5}{14} \cdot 3\frac{11}{12} =$ _____

9. $1\frac{4}{7} \cdot 3\frac{1}{4} =$ _____

10. $16\frac{1}{3} \div 3\frac{4}{5} =$ _____

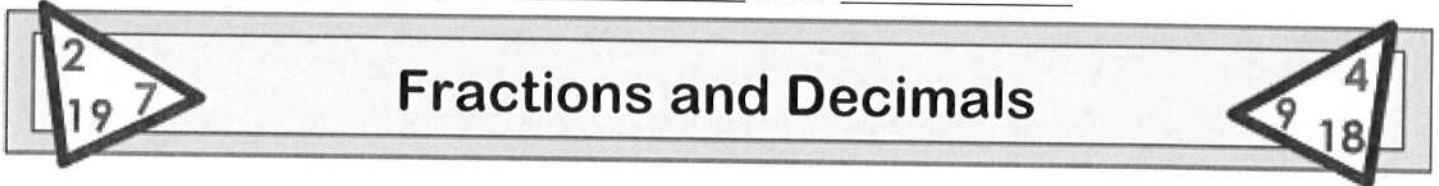
11. $31\frac{5}{8} \div 4\frac{2}{7} =$ _____

12. $9\frac{5}{12} \div 2\frac{6}{9} =$ _____

HINT	VOCABULARY
Rounding a Fraction or Mixed Number to the Nearest Whole Number 1. Identify the whole numbers that the fraction is between. 2. Identify which whole number is closest and round the fraction to the closest whole number. Estimating with Fractions or Mixed Numbers 1. Round the fractions to the nearest whole numbers. 2. Solve the problem with the estimated numbers. Do not solve the problem and then round your answer.	Sum Difference Product Quotient Fraction Estimate

Name _____ Date _____

Fractions



Rewrite the fraction as a division problem.

A. $\frac{1}{2}$ 2)1

$\frac{3}{4}$ _____

$\frac{5}{6}$ _____

B. $\frac{9}{10}$ _____

$\frac{15}{24}$ _____

$\frac{7}{18}$ _____

Convert each fraction to its decimal equivalent.

C. $\frac{3}{10}$ 0.3

$\frac{3}{8}$ _____

$\frac{1}{4}$ _____

D. $\frac{2}{5}$ _____

$\frac{9}{20}$ _____

$\frac{15}{20}$ _____

E. $\frac{7}{14}$ _____

$\frac{5}{8}$ _____

$\frac{3}{25}$ _____

Circle the greater number.

F. $\left(\frac{4}{10}\right)$ 0.35

G. $\frac{4}{5}$ 0.56

H. $\frac{1}{4}$ 0.2

I. $\frac{3}{12}$ 0.27

J. $\frac{1}{2}$ 0.6

K. $\frac{7}{8}$ 0.8

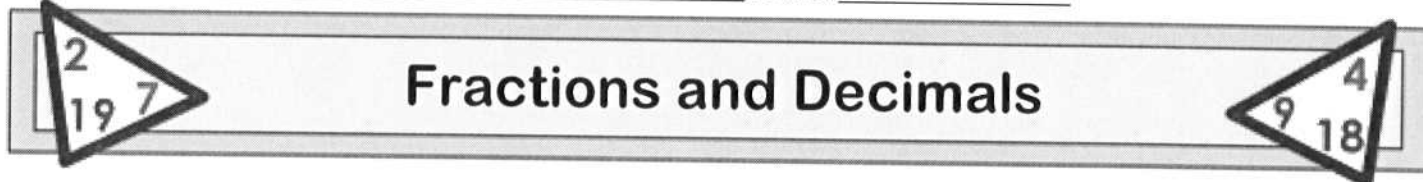
L. $\frac{11}{22}$ 0.55

M. $\frac{2}{2}$ 0.99

N. $\frac{5}{25}$ 0.15

Name _____ Date _____

Fractions



Convert each decimal to a fraction. Simplify the fraction.

O. 0.18 $\frac{9}{50}$

0.03 _____

0.8 _____

P. 0.05 _____

0.125 _____

0.02 _____

Q. 0.35 _____

0.75 _____

0.9 _____

Plot the following numbers on the number line.

$\frac{1}{2}$

0.3

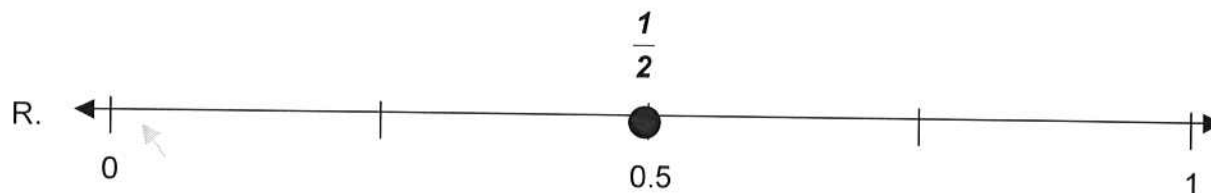
0.78

$\frac{3}{5}$

$\frac{9}{10}$

$\frac{3}{20}$

0.09



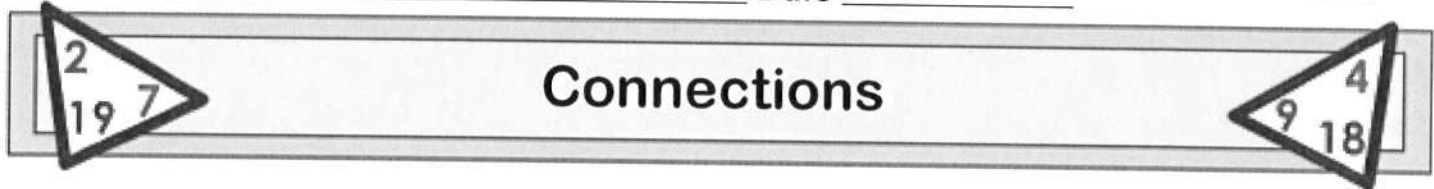
Write a set of 3 fractions and 3 decimals from least to greatest. Alternate between the types of numbers.

Example: $\frac{1}{4}$, 0.3, $\frac{1}{2}$, 0.7, $\frac{3}{4}$, 0.8

S. _____

Name _____ Date _____

Fractions



Think About It

Describe at least 2 situations in which working with the decimal form of a number may be easier than working with the fractional form of the same number.

Kriss Kross

Using deductive reasoning, place the numbers in the puzzle.

2-digit

27
70
73

3-digit

125
304
753

4-digit

1309
3269
3506
4628
7249
7336

5-digit

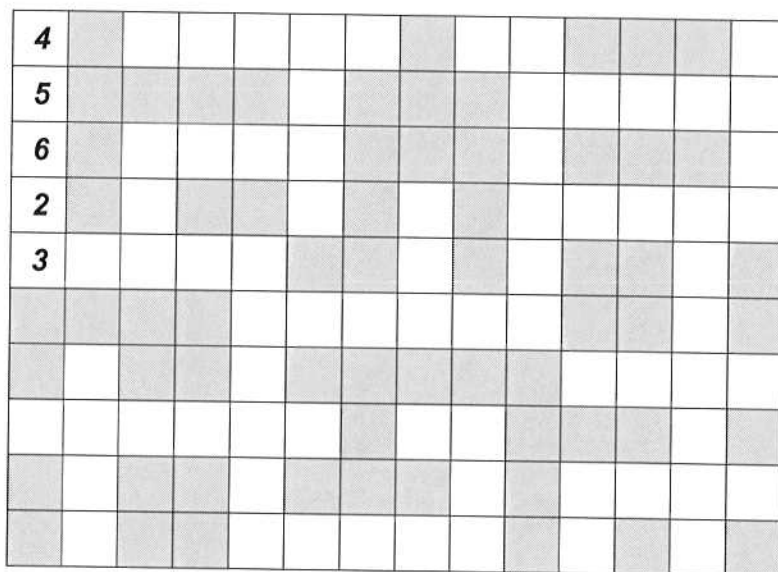
12486
37038
37489
45623
58318
80193

6-digit

317559
482579
832769
940628

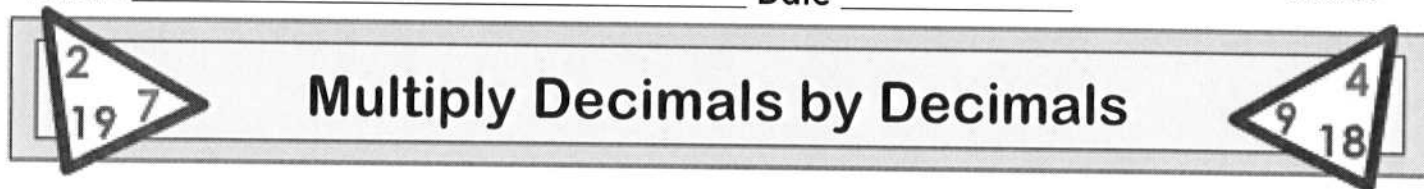
7-digit

1003049



Name _____ Date _____

Decimals



Indicate the number of places that are required to the right of the decimal point in the product.

A. 2.34×0.2 3 445.1×0.34 _____ 0.3×13 _____

B. 3.47×5 _____ 0.152×0.12 _____ 62.012×0.42 _____

C. 6.084×0.7 _____ 1.5×0.715 _____ 7.58×0.985 _____

Find the product.

D.
$$\begin{array}{r} 3.4 \\ \times 1.2 \\ \hline 68 \\ 340 \\ \hline 4.08 \end{array}$$

$$\begin{array}{r} 5.02 \\ \times 1.21 \\ \hline \end{array}$$

$$\begin{array}{r} 1.234 \\ \times 0.04 \\ \hline \end{array}$$

$$\begin{array}{r} 9.4 \\ \times 0.9 \\ \hline \end{array}$$

E.
$$\begin{array}{r} 53.4 \\ \times 8.3 \\ \hline \end{array}$$

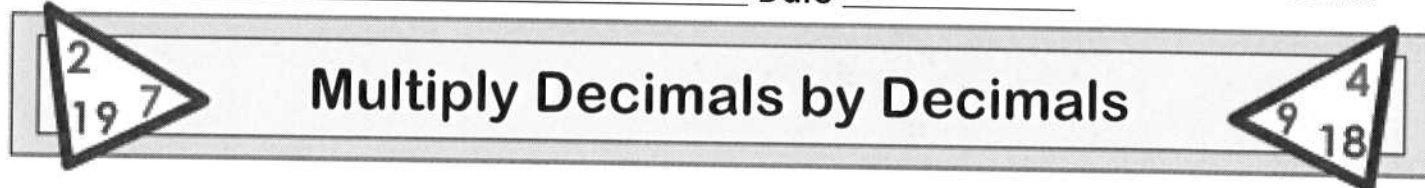
$$\begin{array}{r} 0.982 \\ \times 0.58 \\ \hline \end{array}$$

$$\begin{array}{r} 0.879 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0.47 \\ \times 9.3 \\ \hline \end{array}$$

Name _____ Date _____

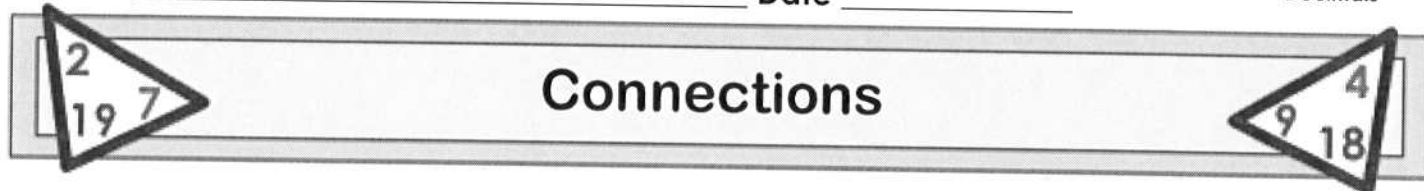
Decimals

**Solve**

- F. Bruce purchased 3.5 pounds of grapes at \$1.19 per pound. How much did Bruce spend on grapes? Round your answer to the nearest cent.
- G. The cost of the new bike Jill plans to purchase is \$119.50. The sales tax is 6% or 0.06. Sales tax is found by multiplying the amount of the tax by the price of the item. How much will Jill pay in sales tax if she purchases the bike? Round your answer to the nearest cent.
- H. Derek's time in the 50-yard dash is 11.05 seconds. What is his sister's time if it is 0.89 of Derek's time?

Name _____ Date _____

Decimals



Think About It

Why should the decimal point be placed in the product after the multiplication is complete?

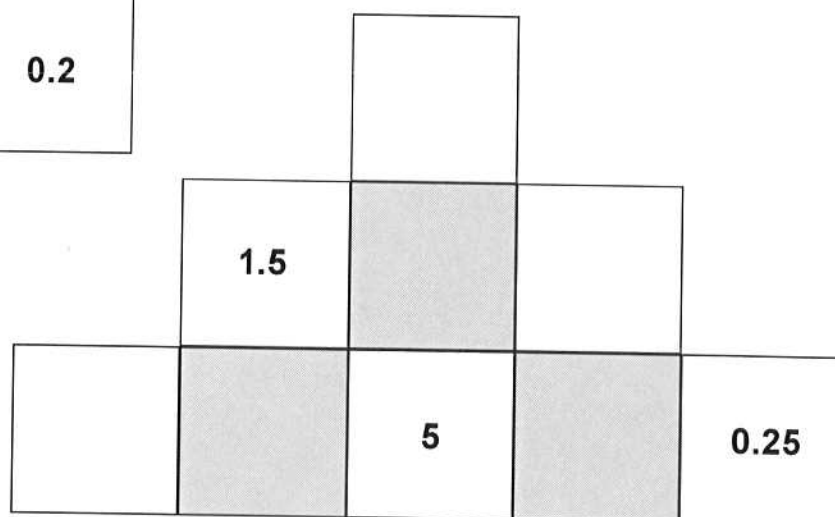
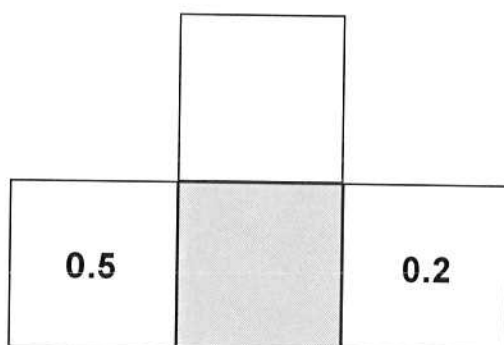
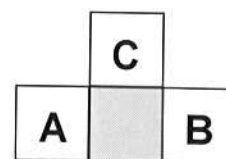
Decimal Pyramids

Fill in the missing number in each pyramid using the rules.

Rules: $A \times B = C$

$C \div A = B$

$C \div B = A$



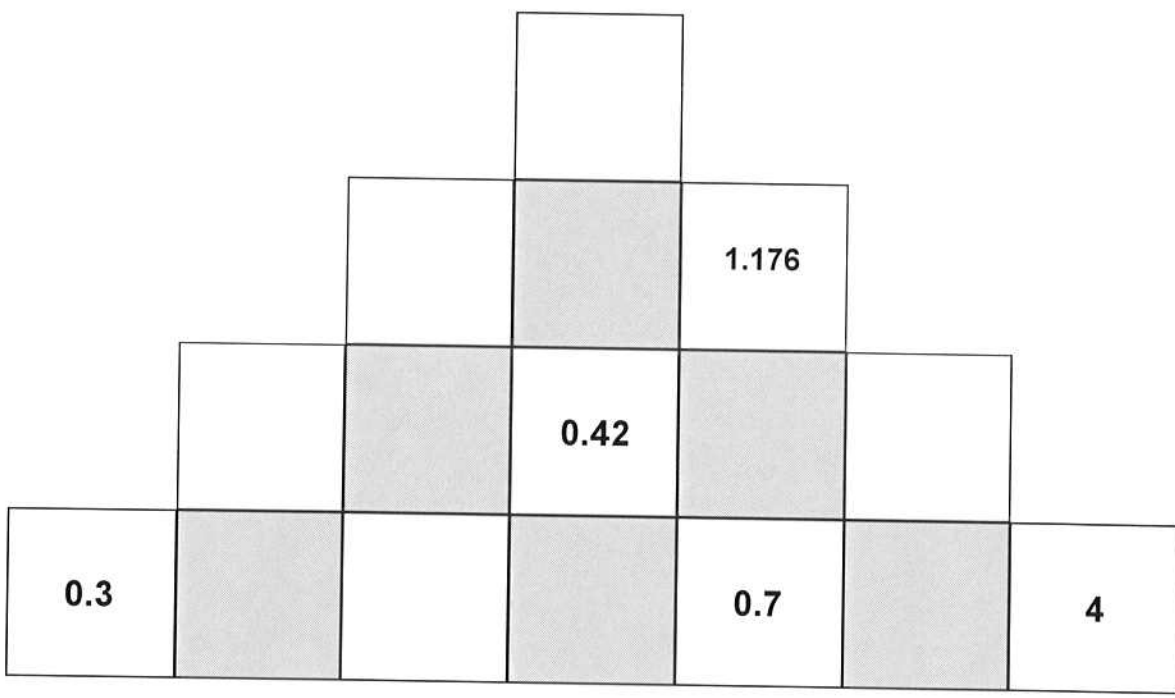
Name _____ Date _____

Decimals

2
19 7

Connections

4
9 18



Name: _____

Date: _____

DIVIDING DECIMALS

INSTRUCTIONS: Solve the problems below.

Find the quotient.

1. $45.6 \div 2 =$ _____

2. $7.0 \div 3.5 =$ _____

3. $87.3 \div 9 =$ _____

4. $13.4 \div 10 =$ _____

5. $117.5 \div 2.5 =$ _____

6. $1.6 \div 8 =$ _____

7. $32.4 \div 8 =$ _____

8. $105 \div 2.4 =$ _____

9. $300 \div 2.5 =$ _____

10. $76.4 \div 2 =$ _____

11. Mrs. Jones bought 18.9 pounds of candy to split evenly between all 18 students in her class. How much candy will each student get?

12. Cody is grilling 14.45 pounds of hamburger meat for the Fourth of July picnic. He needs to make 17 hamburger patties. If he wants to make all the patties the same size, how much meat will he use in each one?

HINT	VOCABULARY
<p>How to Divide Decimals</p> <ol style="list-style-type: none"> Divide as with whole numbers. <ul style="list-style-type: none"> Divide until the remainder is zero or you have a number that repeats. Add zeros in the dividend as a place holder. Place the decimal point in the quotient. <ul style="list-style-type: none"> If dividing by a whole number, place the decimal point in the quotient directly above the decimal point in the dividend. If dividing by a decimal, convert the divisor to a whole number by multiplying by powers of 10. Do the same to the dividend. Place the decimal point in the quotient directly above the decimal point in the dividend. Check by multiplying the quotient and the divisor. 	<p>product</p> <p>dividend</p> <p>divisor</p> <p>quotient</p>

Name: _____

Date: _____

ESTIMATING PRODUCTS AND QUOTIENTS WITH DECIMALS

INSTRUCTIONS: Solve the problems below.

Estimate to find the product.

1. $6.5 \times 3.2 =$ _____

2. $7.2 \times 12.4 =$ _____

3. $15.9 \times 10.32 =$ _____

4. $38.98 \times 7.6 =$ _____

5. $25.4 \times 9.9 =$ _____

6. $105.48 \times 4.81 =$ _____

Estimate to find the quotient.

7. $33.2 \div 11.05 =$ _____

8. $35.98 \div 4.3 =$ _____

9. $94.12 \div 2.24 =$ _____

10. $13.65 \div 2.03 =$ _____

11. $265.45 \div 9.7 =$ _____

12. $74.88 \div 14.8 =$ _____

Estimate to find the product or quotient.

13. Dawn bought bananas that were \$4.95 per pound. If she bought 9.35 pounds of bananas, what would be a good estimate of the total cost? _____

14. When Dawn went to the cashier, she saw that the apples she bought cost \$17.75. If she bought 6.35 pounds of apples, what is a good estimate of how much the apples cost per pound? _____

HINT	VOCABULARY
<p>Estimating with Compatible Numbers</p> <p>Compatible numbers are numbers that are close to the numbers in the problem and are easy to work with mentally.</p> <ul style="list-style-type: none"> • Estimate to a reasonable number. • Your answer needs to be as close as possible. <p>Do not solve the problem then round your answer.</p> <p>Front-end Estimation</p> <p>Front-end estimation is when you round the numbers to the largest place value and solve.</p> <p>Do not solve the problem then round your answer.</p>	<p>compatible numbers</p> <p>front-end estimation</p> <p>product</p> <p>quotient</p>

STORY PROBLEMS

INSTRUCTIONS: Solve the problems below, then choose from the word bank to show what operation you used to solve the problem. You will use each word only once.

addition

subtraction

multiplication

division

11. The Watermelon Festival starts on July 4th. Watermelons at the farmers market cost \$9.65 each. If Mr. Meyers buys 34 watermelons for his fruit stand, how much will it cost him?
Which operation should you use to solve this problem?

12. 4,385 people attended the festival on Saturday and 3,589 people attended the festival on Sunday. Each person spends an average of \$23 on food and drinks. How many more people attended the fair on Saturday than on Sunday?
Which operation should you use to solve this problem?

13. Coach Brinkley buys watermelon smoothies for her entire team of 17 girls. The total cost for all the smoothies is \$68. How much does each smoothie cost?
Which operation should you use to solve this problem?

14. In the first year of the Watermelon Festival, the town made \$12,847. The second year they made \$28,948 and \$29,322 was made the third year. How much money has the town make in all three years?
Which operation should you use to solve the problem?

HINT

As a reminder, when you are asked to join two or more items together, you will be adding these items. When you compare items, you will be subtracting. When you are combining like groups, you will use multiplication, and when you divide, you are separating items into equal groups.

Sometimes when you are working with word problems, you will come across extra information that is unnecessary to solve the problem. We ignore this piece of information and simply solve our problems.

With multi-step word problems, you are going to have to do something with the problem before you actually solve it. The key here is to figure out whether to add, subtract, multiply, or divide and get rid of the extra information.

VOCABULARY

sum

difference

product

quotient

Name: _____

Date: _____

STORY PROBLEMS

INSTRUCTIONS: Solve the problems below.

1. John's Lawn Care Service charges \$25 to mow the yard, \$15 per tree that needs to be trimmed, and \$50 to plant a flower bed. How much would it cost the Philips family to have their lawn mowed, 4 trees trimmed and two flower beds put in? _____
2. Gail filled up her gas tank at the corner gas station. The price was \$3.09 per gallon and she bought 15 gallons. If she paid with a \$50 bill, how much change did Gail receive back? _____
3. Branson's favorite soda is "Orange Fiesta." Every can has 12 oz of soda. If Branson drinks three cans of soda each day, how many ounces will he have consumed in 2 weeks? _____
4. The movie theater charges \$4.50 for a bucket of popcorn, \$3.75 for a soda, \$4.00 for a hotdog, and \$3.00 for a box of candy. The Smith family buys 2 buckets of popcorn, 4 sodas, and 1 box of candy. If they have a gift card for \$15, how much do they still owe? _____
5. "T-shirts Plus" is having a sale: \$18 for two t-shirts. Mallory wants one in every color. When she pays the cashier, the total is \$216 before tax. How many t-shirts did Mallory buy? _____
6. Each year, 1,450 people attend the first football game at McMillan High School. Each adult ticket costs \$14 and each child/student ticket is half the adult price. How much will it cost for 5 adults and 3 students to attend the first game of the season? _____
7. Becki and her family are driving from Texas to Arizona to visit their grandmother. The entire trip is a total of 2,106 miles and they drive 78 miles an hour. If they keep up this rate, how many hours will it take them to drive all the way their grandmother's house? _____
8. Margo's dad pays her money for making good grades on her report card. She gets \$25 for every 'A', \$20 for every 'B', and \$5 for every 'C'. However, if she fails a class, she owes her dad \$30. If she gets 4 'A's, 2 'C's, and 1 failing grade, how much money will receive? _____
9. It takes Wendy 3 hours to bake a cake from start to finish and 1 hour to frost and decorate it. If Wendy wants to bake, frost, and decorate 8 cakes for the neighborhood cake walk in 4 days, how long will it take her? _____
10. Each box of cake mix costs \$4.60, and each tub of frosting costs \$3.90. Wendy will need one box of cake mix and one tub of frosting per cake. How much will it cost Wendy to make all 8 cakes? _____

Name: _____

Date: _____

IDENTIFYING PERCENTS

INSTRUCTIONS: Solve the problems below.

Write the following percents as decimals.

1. 85% _____

2. 94% _____

3. 5% _____

4. Danielle got 80% of the answers correct on her spelling test. How is this number written as a decimal? _____

5. Matt must practice the piano to learn 50% percent of his recital piece before Saturday. How is this number written as a decimal? _____

Write the following decimals as percents.

6. 0.04 _____

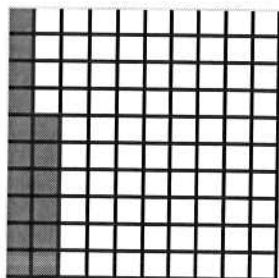
7. 0.37 _____

8. 0.21 _____

9. David makes 0.65 of the basketball shots he attempts. How is this number written as a percent? _____

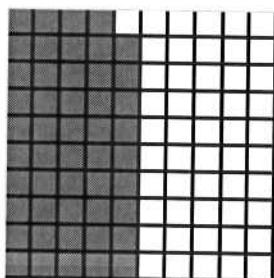
10. Katrina scored 0.62 higher on her end of year test than she did last year. How is this number written as a percent? _____

Write the decimals and percents illustrated by the pictures below.



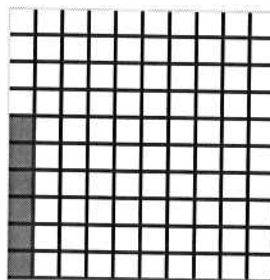
Decimal _____

Percent _____



Decimal _____

Percent _____



Decimal _____

Percent _____

HINT

A percent is a number expressed in relation to 100, represented by the symbol %. For example: 25 parts out of 100 is 25%.

Changing Decimals to Percents

1. Multiply the decimal by 100.
2. Add the percent sign (%).

Changing Percents to Decimals

1. Express the percent as a fraction (out of 100).
2. Divide the numerator by the denominator (100).

VOCABULARY

denominator

numerator

percent

Name: _____

Date: _____

WORKING WITH PERCENTS

INSTRUCTIONS: Solve the problems below.

1. What is 50% of 80? _____
2. What is 3% of 45? _____
3. What is 25% of 40? _____
4. What is 2% of 38? _____
5. What is 18% of 26? _____
6. What is 10% of 125? _____
7. What is 34% of 250? _____
8. What is 4% of 600? _____
9. Becky found a shirt that was 20% off of the original price of \$35.00. What was the new price of the shirt? _____
10. Mr. Hamil left a 25% tip on a restaurant bill of \$188.00. What was the total amount paid after tip? _____
11. Corbett made \$450.00 at his job last week. This week, he made 5% less. How much did he make this week? _____
12. Brent found a pair of new shoes that were 70% off the original price of \$215.00. What was the new price of the shoes? _____

HINT

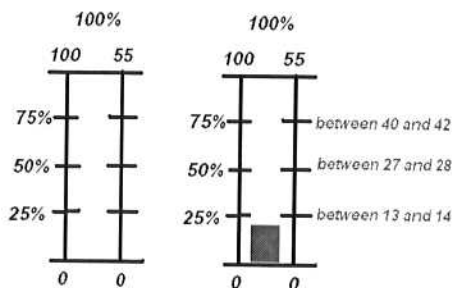
is = %
of 100

is = %
of 100

of multiplied by % = is multiplied by 100

Using a percent graphic model is one method to estimate a percent of a number. You can use this to see if your answer is reasonable.

Example: What is 22% of 55? The answer is slightly less than thirteen.



VOCABULARY

cross multiplication

percent

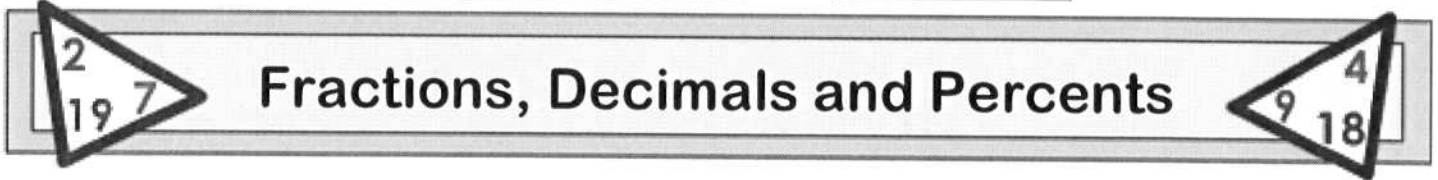
discount

tax

proportion

Name _____ Date _____

Ratios and Percents



Write each decimal as a percent.

A. 0.45 _____

0.23 _____

0.78 _____

B. 0.04 _____

0.8 _____

1.16 _____

Write each percent as a decimal.

C. 98% _____

12% _____

38% _____

D. 7% _____

10% _____

125% _____

Write each fraction as a percent.

E. $\frac{3}{4}$ _____

$\frac{1}{4}$ _____

$\frac{2}{10}$ _____

F. $\frac{3}{8}$ _____

$\frac{1}{2}$ _____

$\frac{12}{4}$ _____

Write each percent as a fraction. Simplify your answer.

G. 25% $\frac{1}{4}$ _____

30% _____

150% _____

H. 45% _____

5% _____

225% _____

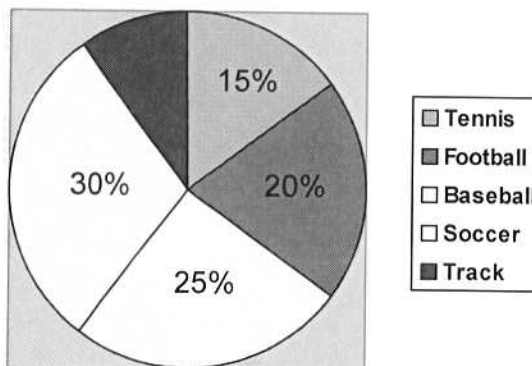
Name _____ Date _____

Ratios and Percents

Fractions, Decimals and Percents

Using the circle graph, answer the following questions.

AFTER SCHOOL SPORTS



- I. What percent of students participate in track?

- J. What fraction of students plays tennis?

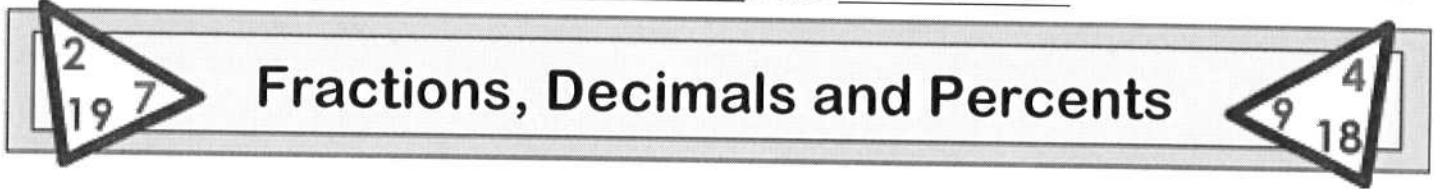
- K. What is the decimal amount of students who play soccer?

- L. Which 2 sports represent 50% of the students who play after school sports?

- M. Which sport represents one-fourth of the students who play after school sports?

Name _____ Date _____

Ratios and Percents



Solve.

N. Todd finished 54% of his homework while Joe finished $\frac{3}{5}$ of his homework. Who finished more of the homework, Todd or Joe?

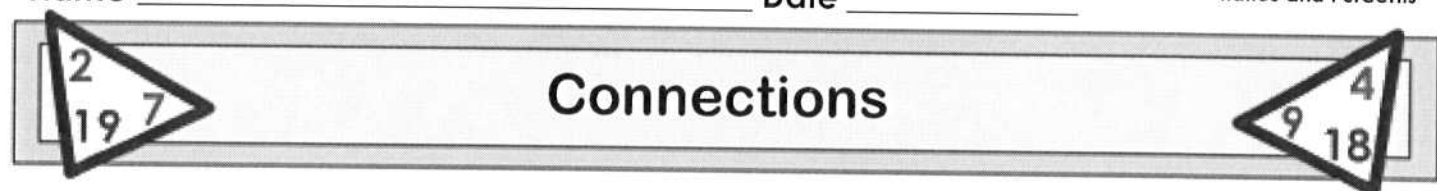
O. If Joe finished $\frac{3}{5}$ of his homework, what percent does he have left to finish?

P. Mary Beth used 0.85 of her eye contact solution. What percent does she have left?

Q. According to Mrs. Smith, 25% of her students earned an A on the math test while half of the students earned a B. Only 0.15 of the students earned C's while the rest earned D's on the same test. What percent of the students earned D's on the math test?

Name _____ Date _____

Ratios and Percents



Think About It

Mark conducted a class survey about weekend activities and shared his results with the class. He stated that 32% of the students played sports on the weekend, 44% enjoy going to the movies, 23% like to shop, and 15% of the students read. Does this make sense? Explain your thinking.

Percent on a Hundreds Chart

A hundreds chart shows the numbers from 1 to 100. Although each number is unique, many of them share characteristics. Find the most popular characteristic by determining the percent of numbers that are:

1. Odd numbers 50%
2. Even numbers _____
3. Multiples of 3 _____
4. Prime numbers _____
5. Numbers > 75 _____
6. Factors of 100 _____
7. Numbers with a 5 _____
8. Multiples of 2 _____
9. Numbers < 18 _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Ratios

1. Choose two colors of beads that Miranda used in the bracelet. Write a part to part ratio that shows the relationship between one colored bead and the other colored bead. Explain what the ratio means.
2. Choose one color of bead that Miranda used in the bracelet. Write a part to whole ratio that shows the relationship between one colored bead and all the beads used. Explain what the ratio means.

Name _____ Date _____



Write the term for each definition.

- A. a comparison of two quantities _____
- B. an equation stating that two ratios are equivalent _____

Rewrite each ratio three other ways including the word form.

C. $\frac{1}{6}$ 1:6 1 to 6 one to six

D. 7:4 _____ _____ _____

E. 3 to 5 _____ _____ _____

F. $\frac{9}{11}$ _____ _____ _____

G. 8:4 _____ _____ _____

Name _____ Date _____

Ratios and Percents



Using the table to the right, enter each ratio.

H. ratio of eggs to butter 3 eggs:2 sticks butter

I. ratio of flour to eggs _____

J. ratio of apples to sugar _____

K. ratio of milk to butter _____

L. ratio of sugar to eggs _____

Apple Pie Ingredients

6 apples
2 sticks butter
1.75 c. flour
1.5 c. sugar
3 eggs
2 tsp. milk

Find the missing term in each proportion.

M. $\frac{3}{4} = \frac{a}{8}$ $a = \underline{6}$

$\frac{3}{b} = \frac{5}{20}$ $b = \underline{\hspace{2cm}}$

$\frac{7}{3} = \frac{h}{9}$ $h = \underline{\hspace{2cm}}$

N. $\frac{15}{4} = \frac{c}{8}$ $c = \underline{\hspace{2cm}}$

$\frac{x}{2} = \frac{6}{12}$ $x = \underline{\hspace{2cm}}$

$\frac{9}{12} = \frac{45}{n}$ $n = \underline{\hspace{2cm}}$

O. $\frac{l}{8} = \frac{3}{2}$ $l = \underline{\hspace{2cm}}$

$\frac{5}{d} = \frac{20}{24}$ $d = \underline{\hspace{2cm}}$

$\frac{5}{p} = \frac{15}{21}$ $p = \underline{\hspace{2cm}}$

Name _____ Date _____

Ratios and Percents



Solve.

P. Ten oranges cost \$1.60. How much do 8 oranges cost?

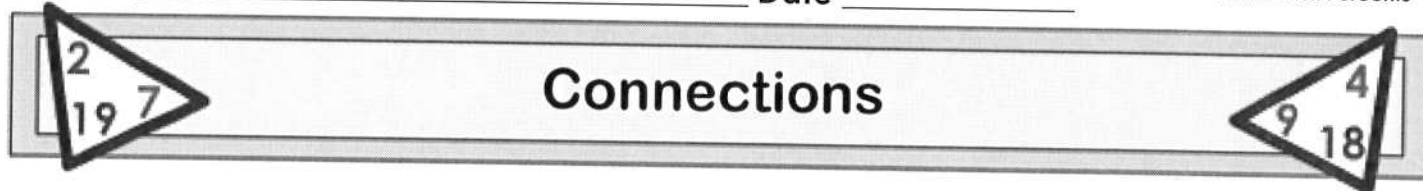
Q. At the water bottling company, a machine fills 4 bottles every 6 seconds. How long does it take to fill 12 bottles?

R. A recipe calls for 3 cups of flour and 2 cups of sugar. Marty only has 2.5 cups of flour. To keep the recipe proportional, how much sugar should he use?

S. A person who weighs 120 pounds on Earth weighs 20 pounds on the Moon. How much would a person weighing 96 pounds on Earth weigh on the Moon?

Name _____ Date _____

Ratios and Percents



Think About It

Why is it important to keep the units in the proportion consistent when solving a problem? Use an example to explain your thinking.

The Golden Ratio

The *golden ratio* is the ratio of the length to the width of a *golden rectangle*. This ratio equals approximately 1.6 to 1. Leonardo da Vinci used this ratio in his drawings of the human body. Test da Vinci's thinking by seeing how much of your own body is based on the *golden ratio*. Measure each body part and then calculate the ratios. Circle the ratios that resemble the *golden ratio*.

Measure to the nearest inch.

height _____ waist to floor _____ top of head to waist _____
 waist to knee _____ knee to floor _____ shoulder to fingertip _____
 elbow to finger tip _____

Calculate ratio to nearest hundredth.

height:waist to floor _____ waist to floor:top of head to waist _____
 waist to knee:knee to floor _____ waist to floor:waist to knee _____
 shoulder to fingertip:elbow to fingertip _____

Assignment Name: 5th Grade Science 2nd 9-weeks

Created: 9/22/2020 1:55:06 PM

Level: 5

Subject: Science



Task Type	Task Title	Subject	Level	Folder Type
week 1				
Life Cycle of a Plant				
-5567	<u>Life Cycle of a Plant</u>	Science	5	
	<u>Lesson Quiz: Life Cycle of a Plant</u>	Science	5	
Reproduction of a Plant				
-5565	<u>Parts of Flowering Plants</u>	Science	5	
-5566	<u>Flowering Plants</u>	Science	5	
	<u>Lesson Quiz: Reproduction of a Plant</u>	Science	5	
week 2				
Life Cycle of Naked-Seed Plant				
-5569	<u>Gymnosperms</u>	Science	5	
-5570	<u>Non-flowering Plants</u>	Science	5	
	<u>Lesson Quiz: Life Cycle of Naked-Seed Plant</u>	Science	5	
Common Pollen Carriers				
-5571	<u>Plant Dusters</u>	Science	5	
-5572	<u>Wind, Insects, Birds</u>	Science	5	
	<u>Lesson Quiz: Common Pollen Carriers</u>	Science	5	
week 3				
Reproduction of Non-seed Plant				
-5573	<u>Non-Seed Plants</u>	Science	5	
-5574	<u>Mosses and Ferns</u>	Science	5	
	<u>Lesson Quiz: Reproduction of Non-seed Plant</u>	Science	5	
	<u>Chapter Test: Life Cycle & Reproduction</u>	Science	5	
week 4				
The Smallest Unit of Life				
-5547	<u>Your Body's Building Blocks</u>	Science	5	
-5548	<u>Cytology: The Study of Cells</u>	Science	5	
	<u>Lesson Quiz: The Smallest Unit of Life</u>	Science	5	
week 5				
Characteristics of a Cell				
-5549	<u>Cell Organelles 101</u>	Science	5	
-5550	<u>Cell Energy and Protection</u>	Science	5	

Lesson Quiz: Characteristics of a Cell Science 5

week 6



Function of Cell Parts



-5551

Cell Organelles 102

Science 5



-5552

Who's the Boss?

Science 5

Lesson Quiz: Function of Cell Parts Science 5

week 7



Single & Multi-celled Organism



-5553

Organisms

Science 5



-5554

How Many Cells Make an Organism? Science 5Lesson Quiz: Single & Multi-celled Organism Science 5

week 8



Plant & Animal Cells



-5555

Plants and Animals Science 5

-5556

What Kind of Organism Are You? Science 5Lesson Quiz: Plant & Animal Cells Science 5

week 9



Vertebrates & Invertebrates



-40798

Show Some Backbone Science 4

-539

Backbone Zone Science 4

-231

What's My Species? Science 4Lesson Quiz: Vertebrates & Invertebrates Science 4**Pennsylvania State Standards**

Key	Description	Subject
PA.EE.G4.4.6.4.A1	Identify and categorize living and nonliving things.	Science 4
PA.SC.BS.G57.A.1	Describe how the structures of living things help them function in unique ways.	Science 5
PA.SC.BS.G57.B.2	Distinguish how living things reproduce.	Science 5
PA.SC.BS.G57.D.1	Identify examples of unicellular and multicellular organisms.	Science 5
PA.SC.BS.G57.D.2	Describe functions which cells carry on in order to sustain life	Science 5
PA.SC.BS.G57.D.2	Describe functions which cells carry on in order to sustain life.	Science 5
PA.SC.BS.G57.D.2	Describe how cells are often organized with specific functions	Science 5
PA.SC.BS.G57.D.3	Arrange living parts in level of organization from cell to organism.	Science 5
PA.SC.BS.G57.D.3	Describe how cells are often organized with specific functions.	Science 5

Name: _____

Date: _____

Plant Structures and Function

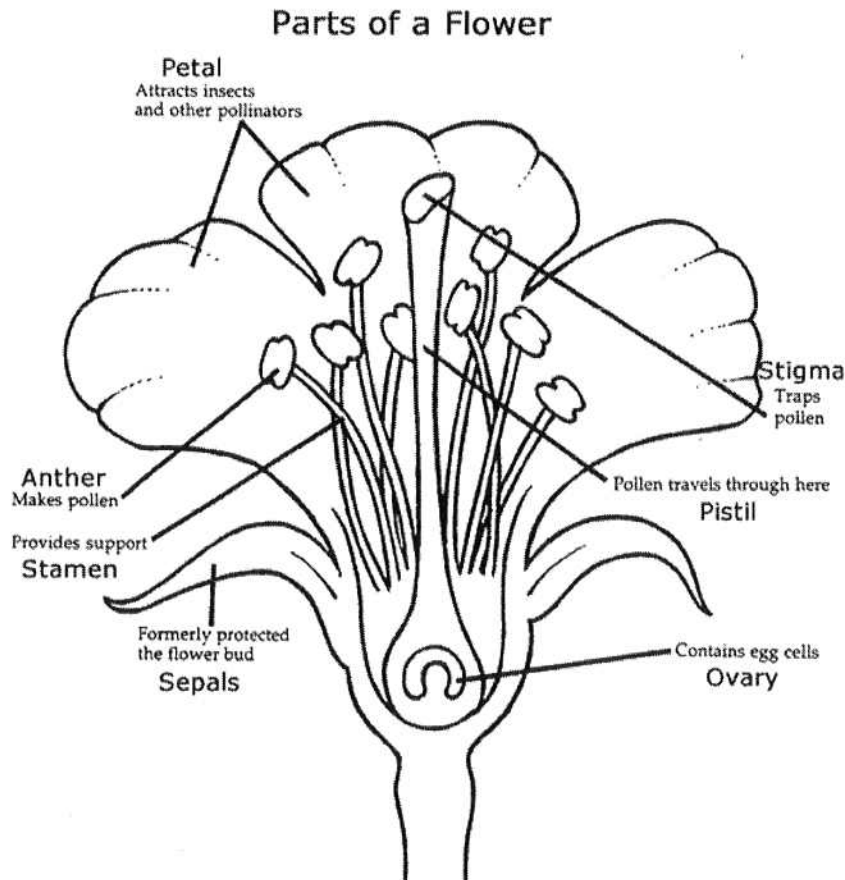
External Structures

Directions: Write the structures next to their function.

Word bank: flower, leaves, stem, roots

Structure	Function
	<ul style="list-style-type: none"> Support the leaves, flowers, and fruit
	<ul style="list-style-type: none"> Help the plant stay in place, absorbs and transports water and nutrients
	<ul style="list-style-type: none"> the main site of photosynthesis, where sugars are made from water and carbon dioxide, using sunlight energy.
	<ul style="list-style-type: none"> The site of pollination, the place where fruits grow, aids in reproduction

Internal Structures

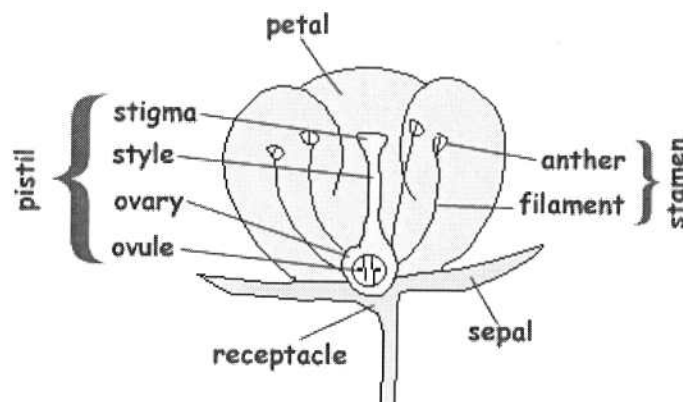


Directions: Fill in the blanks using the correct vocabulary term. Use the diagrams to help you.

Ovule	Internal	Pistil
Stamen	Anther	Style
Ovary	Pollen	Stigma
Pollination	Reproduction	Filament

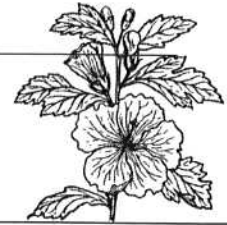
The _____ structure of a plant supports the plant's _____. Some plants have both male and female parts. The male parts are the _____ and _____. Together, we call this the _____. The _____ from the anther must get to the _____ from the female part in order for the plant to reproduce. This happens by _____. Bees, hummingbirds, and other animals help pollinate the plant.

The female part of the plant is called the _____. It consists of the _____, _____, _____, and _____. The _____ helps trap the pollen, where it travels down the _____ to the _____. The reproductive cycle begins again when the ovule becomes a seed and the seed forms new plants.



Name: _____

Date: _____



Plant Structure and Function

Content Goal: Construct an argument that plants have internal and external structures that support their survival, growth, behavior, and reproduction.

Learning Objective: Today I will construct an argument that plants have **external structures** that help its survival, reproduction, and growth.

Vocabulary:

1. **External Structures:** the outside parts of a plant
2. **Function:** the purpose of the parts of the plant (what it does)
3. **Reproduction:** the process of producing (making) new plants or animals

Structure and Function of a Plant

The main structures or 'organs' found in plants are the leaves, stems and roots. They each have structures suited to the jobs they perform. The table below summarizes the main features of these structures and their functions.

	Structure	Function
Flowers	<ul style="list-style-type: none"> Colorful, consists of petals, pistil, and stamen 	<ul style="list-style-type: none"> Reproduction (produce more plants)
Leaves	<ul style="list-style-type: none"> Thin with a large surface area 	<ul style="list-style-type: none"> The large surface area helps absorb light. Leaves are a plant's food factory. They are the main site of photosynthesis, where sugars are made from water and carbon dioxide, using sunlight energy.
Stems	<ul style="list-style-type: none"> Long and cylindrical (shaped like a cylinder) 	<ul style="list-style-type: none"> Support the leaves, flowers, and fruit. Can bend or resist the wind.
Roots	<ul style="list-style-type: none"> Branch throughout the soil 	<ul style="list-style-type: none"> Help the plant stay in place. Absorb water and nutrients. Transport water and nutrients.

Questions:

1. List the **external structures** of a plant:
2. It is a very windy day. Even the tall palm trees are shaking, and it looks like they will topple over, but they don't. How does a plant's **roots** and **stem** help it **survive** a windy environment?
3. Explain how a plant's **leaves** help it **grow**.
4. How do you think **flowers** help a plant **reproduce**? Make an educated guess based on what you know about plants.



Name: _____

Date: _____

Internal structure of plants: Plant Reproduction

Content Goal: Construct an argument that plants have internal and external structures that support their survival, growth behavior, and reproduction.

Learning Objective: Today I will explain how different plant parts aid in its reproduction and growth.

Vocabulary:

1. Internal structures: the inside parts of plants
2. Pollination: the process of reproduction in plants
3. Reproduce: the process of making new plants or animals

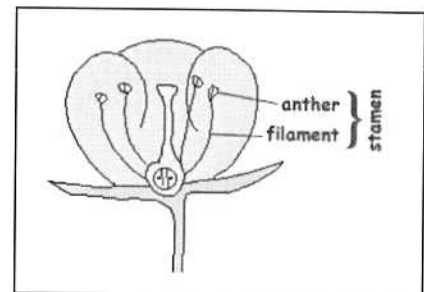
Pollination

The fruits and vegetables you eat, the grass you step on, and the trees that line our streets all come from pollination. Plants, just like animals and humans, **reproduce** to make more plants. In order to **reproduce**, it is very important that plants pollinate.

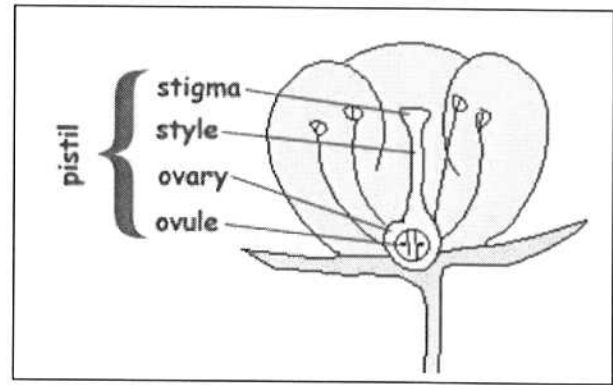
Pollination is a very important part of the life cycle of a flowering plant. It is part of the reproduction process of flowering plants, which results in seeds that will grow into new plants.

Flowers are the structures of plants that contain special parts needed for reproduction. Plants can have all male parts or all female parts or both of them together. **Pollination** is the process that brings these male and female parts together.

The male parts are called the **stamen**. The stamen consists of the **anther** and the **filament**. The anthers carry **pollen**. **Pollen** needs to get from the **anther** to the **ovules** in order for the plant to reproduce. **Anthers** are held up by the **filament**.



Female parts are called the **pistil**. The pistil has three parts: stigma, style, and ovary. The **stigma** is the sticky surface at the top of the pistil; it traps and holds the pollen. The **style** is the tube-like structure that holds up the stigma. The style leads down to the **ovary** that contains the **ovules**.



Pollen can't get from the **anthers** to the **ovules** on its own, so pollination relies on other things to move the pollen. The wind or animals, especially insects and birds, pick up pollen from the male anthers and carry it to the female stigma. Flowers have different shapes, colors and smells, and often sugary nectar and nutritious pollen, to encourage animals to visit and pollinate them. Did you ever wonder why flowers were so bright and colorful? It is to attract bees, birds, and other animals to help pollinate!

Part 1: Structure and Function (10 points)

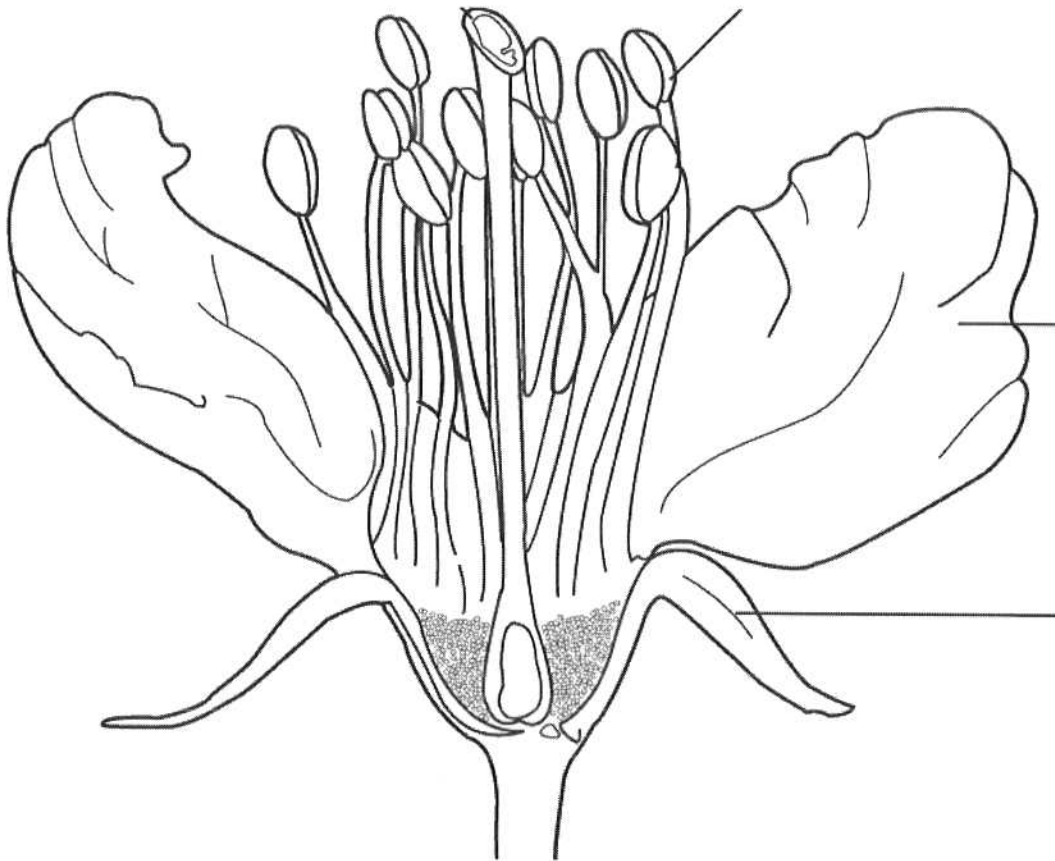
Directions: Fill in the chart with the internal structure and function of the plant.

Structure	Function
Anther	
Filament	
Stigma	
Style	
Ovary	

Part 2: Diagram (8 points)

Directions: Label the structure and function of the flowers. Use the chart from Part 1 to help you.

Pistil	Stigma, style, ovary, ovules
Stamen	Anther, stigma



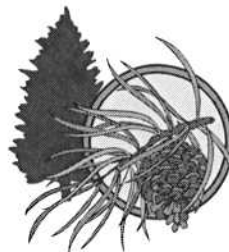
Part 3: Pollination (5 points)

Directions: Explain how pollination works in your own words.

Name _____ Date _____ Class Period _____

Gymnosperms Pop Quiz

Correct Pts
100
Possible Pts



*Match the key term with its definition (10 pts each)

Key Terms	Definitions
_____ 1. Ovule	a. The transfer of pollen from male reproductive structures to female reproductive structures in plants.
_____ 2. Cones	b. When the seeds are mature, the scales open. The wind shakes the seed out of the cone and carries them away. Only a few seeds will land in suitable places and grow into new plants.
_____ 3. Pollination	c. A seed plant that produces naked seeds. The seeds are referred to as "naked" because they are not enclosed by a protective fruit.
_____ 4. Fertilization	d. They look like palm trees with cones.
_____ 5. Seed Development	e. A structure that contains an egg cell.
_____ 6. Seed Dispersal	f. Con-bearing plants are the largest and most diverse group of gymnosperms today. Examples are pine, sequoias, and junipers – plants that keep their leaves, or needles, year-round.
_____ 7. Gymnosperm	g. The reproductive structure (male and female) of a gymnosperm.
_____ 8. Cycads	h. The joining of a sperm cell and an egg cell.
_____ 9. Conifers	i. Female cones remain on the tree while the seeds mature. As the seeds develop, the female cone increases in size. It can take up to two years for the seeds of gymnosperms to mature. Male cones, however, usually fall off the tree after they have shed their pollen.

*List 2 things you can do to help save the environment.

1. (5 pts) _____
2. (5 pts) _____

Name: _____

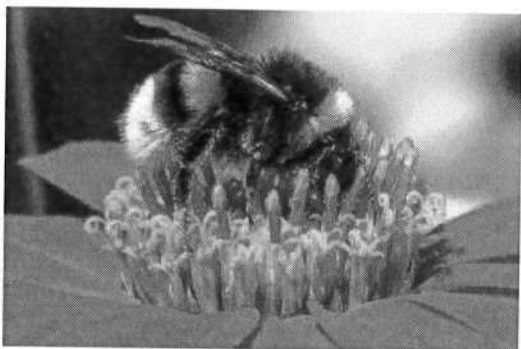
Date: _____

Pollination: Main Idea and Details

Pollination is a very important part of the life cycle of plants and they cannot produce fruit or even seeds unless they are pollinated. Pollen is transferred by pollinators, which can be the wind, or other ways. Once pollination takes place, seeds begin to grow. Pollination is an important part of a plant's life cycle, from flowering plants to non-flowering ones.

Main Idea:	<hr/> <hr/> <hr/> <hr/>
Details:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Pollination usually occurs naturally and most often it is due to insects, birds, and small mammals. The sticky pollen from flowering plants clings to their bodies, where it is carried from one plant to another. Honeybees do more pollination than any other insect, which includes ants, beetles, butterflies and moths. Birds are also responsible for pollination, especially hummingbirds. Small mammals, such as bats, are pollinators as well.



The color or markings on a flower helps attract and guide insects to them for pollination. Bees are often attracted to bright blue and violet colors. Hummingbirds like red, pink, fuchsia, or purple flowers. Butterflies enjoy bright colors like yellow, orange, pink and red as well as fragrant ones.

Main Idea:	<hr/> <hr/> <hr/> <hr/>
Details:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How do the details support the main idea?	The details give us more information about _____ <hr/> <hr/>

There are two methods of pollination. Cross-pollination is the most common and occurs when the pollen goes from the stamen of one flower to the pistil of another flower. Self-pollination takes place when pollen is transferred from the stamen of one flower to the pistil of the same flower or plant.

Main Idea:	<hr/> <hr/> <hr/> <hr/>
Details:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

Per: _____ Date: _____

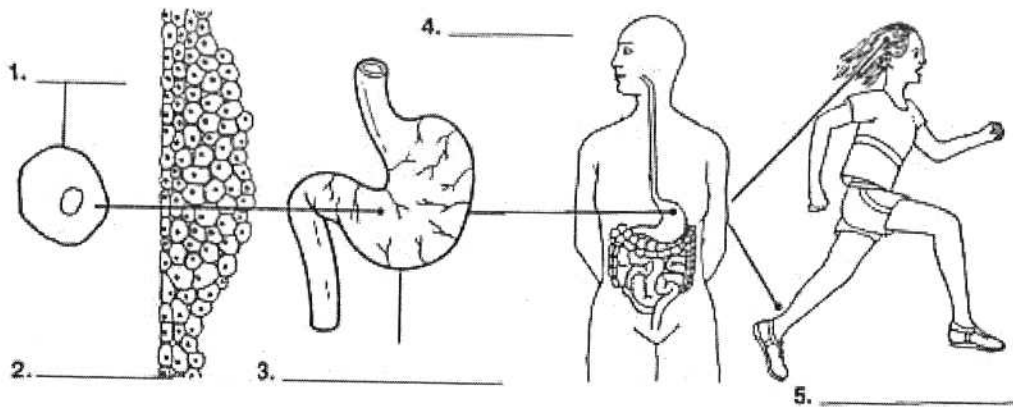
Cells 'R' Us

Background: Multicellular organisms are made of cells that work together to perform specific life functions.

Directions:

1. Match the correct word from the Word List below to drawings 1-5.
2. Color each drawing the color noted under the word.

Word List:	Organism	Organ System	Organ	Tissue	Cell
Color to use:	(purple)	(blue)	(green)	(yellow)	(blue)



Cells & Organelles

Name _____













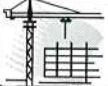
Directions: Match the function cards and memory items by gluing them into the correct locations in the chart below.

Organelle	Function/Description	How can I remember it?
Cell Membrane		
Cell Wall		
Cytoplasm		
Mitochondria		
Lysosomes		
Vacuoles		
* Golgi Bodies		
Chloroplasts		
Endoplasmic Reticulum		
Ribosomes		
Nucleus		
Nucleolus		
* Chromatin		

Function Cards

Captures energy from the sunlight and uses it to produce food in a plant cells	* Receives proteins & materials from the ER, packages them, & distributes them
Controls what comes into and out of a cell; found in plant and animal cells	Produces the energy a cell needs to carry out its functions
Gel-like fluid where the organelles are found	Assembles amino acids to create proteins
Control center of the cell; contains DNA	Stores food, water, wastes, and other materials
Found inside the nucleus and produces ribosomes	Has passageways that carry proteins and other materials from one part of the cell to another
Ridged outer layer of a plant cell	* Tiny strands inside the nucleus that contain the instructions for directing the cell's functions
Uses chemicals to break down food and worn out cell parts	

Memory Items

 Make me something sweet to eat	 Members only can come and go.	 I'm a * "GOLden" packer.
 I'm a brick wall.	 I am the little nucleus.	 I'm a transportER.
 I am a "mighty" power house.	 I clean things up! (Hint: Lysol)	 I'll store anything, (Hint: Vacuum Bags)
 I'm the control center.	 I'm a "tin" of information. *	 Sail through my plasma.
 I make "some" nice proteins.		

Name _____

Date _____

Cell Energy and Protection



BrainBuilder
LA #5550



Gathering

Cells are the building blocks of life. They are the smallest parts of a living thing. A cell is a very complex thing with even smaller parts inside. Each part has its own job. Come real close and take a look inside the world of cells.

Directions: Draw a line connecting the cell part in the first column to the description in the second column.

Cell Part	Description
1. endoplasmic reticulum	a. This is the outer covering of a cell. It acts in the same way that your skin does. It surrounds the entire cell and keeps everything inside the cell separated from the outside world.
2. ribosomes	b. This is the fluid inside every cell of your body. It is jellylike and all the cell parts move about in it. Without this fluid, the cell would dry up and stop functioning.
3. organelles	c. These are the powerhouses of the cell and supply most of the cell's energy. Within these parts, sugars are broken down into carbon dioxide gas and water. As sugars break down, energy is released. This part packages the energy into energy-rich molecules that the cell uses to perform work.
4. cytoplasm	d. These parts are the "protein factories" of the cell and can be found throughout the cell. When protein is needed, these parts produce and transport the protein to where it is needed within the cell.
5. cell membrane	e. These are transport tubes located throughout the cell.
6. mitochondria	f. All the parts inside a cell are called this. Each has its own function. These work together to keep the cell healthy and functioning properly.

Name _____

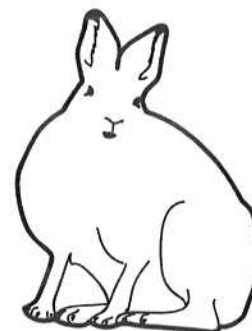
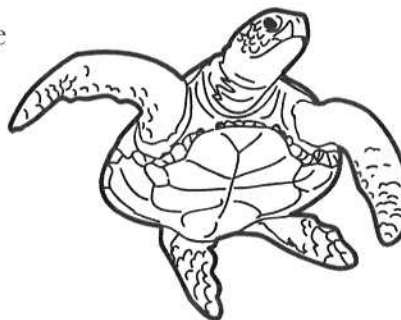
Date _____

IDENTIFY INVERTEBRATES AND VERTEBRATES

Many different animals share our planet with us. Many are alike, and many are different. Scientists **classify** animals based on their similarities. One way scientists group animals is whether or not those animals have a backbone.

Some animals, like dogs, cats, birds, lizards, fish, and even humans have backbones - Scientists classify backboneed animals as **vertebrate**.

Other animals, such as squid, worms, bugs, and clams do not have backbones. Scientists call these animals **invertebrates**.



Choose **five animals** from the list below. Write the animal's name, whether it is a vertebrate or invertebrate, and two important traits in the spreadsheet. An example has been provided for you.

Scorpion Fox Octopus Snail Rabbit Wolf Deer
T-Rex Spider Fish Jellyfish Turtle Beetle Hawk

Animal	Vertebrate / Invertebrate	Two important traits
Rabbit	Vertebrate	1. A rabbit has long ears. 2. A rabbit is a mammal.

Assignment Name: 5th Grade SS 2nd 9-weeks



























Created: 9/22/2020 3:11:14 PM

Level: 5

Subject: Social Studies



Task Type	Task Title	Subject	Level	Folder Type
week 1				
Law of Supply & Demand				
-5941	<u>What's It Worth</u>	Social Studies	5	
-5942	<u>You've Got It, Who Wants It?</u>	Social Studies	5	
	<u>Lesson Quiz: Law of Supply & Demand</u>	Social Studies	5	
week 2				
Production & Distribution				
-5943	<u>Follow That Lemon</u>	Social Studies	5	
-5944	<u>How the Lemon Left Home</u>	Social Studies	5	
	<u>Lesson Quiz: Production & Distribution</u>	Social Studies	5	
Factors Affecting Consumers				
-5945	<u>I'll Take That One</u>	Social Studies	5	
-5946	<u>The Choice Is Yours</u>	Social Studies	5	
	<u>Lesson Quiz: Factors Affecting Consumers</u>	Social Studies	5	
week 3				
Price & Quantity Distribution				
-5947	<u>The Price is Right</u>	Social Studies	5	
-5948	<u>More or Less</u>	Social Studies	5	
	<u>Lesson Quiz: Price & Quantity Distribution</u>	Social Studies	5	
week 4				
Competition in the Economy				
-5949	<u>Have It Your Way</u>	Social Studies	5	
-5950	<u>Everybody Wants Your Business</u>	Social Studies	5	
	<u>Lesson Quiz: Competition in the Economy</u>	Social Studies	5	
Economic Role of Government				
-5951	<u>To Your Health (and Safety)</u>	Social Studies	5	
-5952	<u>Your Personal Health and Safety Net</u>	Social Studies	5	
	<u>Lesson Quiz: Economic Role of Government</u>	Social Studies	5	
week 5				
National Defense				
-5953	<u>In Your Own Defense</u>	Social Studies	5	
-5954	<u>Protect and Defend</u>	Social Studies	5	
	<u>Lesson Quiz: National Defense</u>	Social Studies	5	
week 6				

	Producers & Consumers				
	-5955	<u>Good Work(ers)</u>	Social Studies	5	
	-5956	<u>Productivity</u>	Social Studies	5	
		<u>Lesson Quiz: Producers & Consumers</u>	Social Studies	5	
	week 7				
	Exchange of Goods & Services				
	-5957	<u>I'll Trade You</u>	Social Studies	5	
	-5958	<u>Fair Exchange</u>	Social Studies	5	
		<u>Lesson Quiz: Exchange of Goods & Services</u>	Social Studies	5	
	week 8				
	Entrepreneurship				
	-5959	<u>Risky Business</u>	Social Studies	5	
	-5960	<u>Mind Your Own Business</u>	Social Studies	5	
		<u>Lesson Quiz: Entrepreneurship</u>	Social Studies	5	
	week 9				
	Influence of Income				
	-5961	<u>Learn More, Earn More</u>	Social Studies	5	
	-5962	<u>Education Pays</u>	Social Studies	5	
		<u>Lesson Quiz: Influence of Income</u>	Social Studies	5	

Supply & Demand

Supply and demand affects almost everything you do. When you visit the mall to scoop up the newest fashions, snag a copy of the latest video game, or have your hair cut in the newest style, you tell stores what types of items and services you are willing to purchase. This is *demand* ... your ability and willingness to pay for a particular item or service.

The owners of stores are very interested in demand. They use information about what you buy (and how much) when they decide what to offer in their stores. They place orders from manufacturers by looking at what you have purchased in the past and what they think you will buy in the future. This is *supply* ... the amount of a good or service a seller offers for a particular price and a particular time.

Supply and demand work together in a market economy. For the economy to be successful, businesses need to sell what buyers want and shoppers must be willing to spend their money!



Questions – Supply and Demand

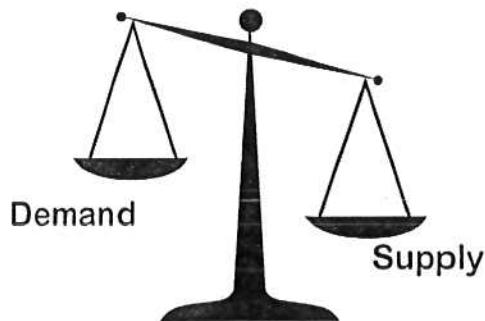
Read the first paragraph

1. Look up the word *demand* in a dictionary. What does it mean in this context?
2. Look up the word *supply* in a dictionary. What does it mean in this context?
3. Do you have a product you would like to purchase (a product you demand)?
4. Can you explain why you want that product?

Read the second and third paragraph

1. Why do store owners want to know what you demand?
2. Look up the word *manufacturer* in a dictionary. What does it mean?
3. What do sellers need to sell?

Look at the picture.

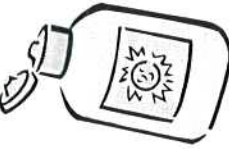
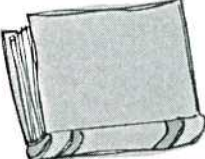
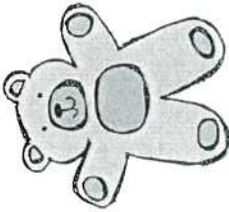


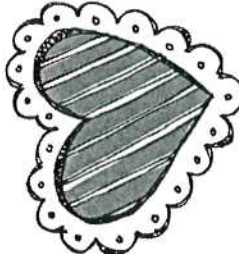
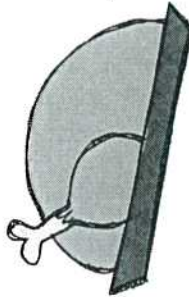



1. Can you explain what '*Supply and Demand*' is?

Name: _____

High Demand & Low Supply

Low Demand & High Supply

 <p>In the month of December, sunscreen goes on sale for 50% off the price it sells for in July. What is the supply & demand for sunscreen?</p>	<p>The newest book in a very popular series has just been released, and your bookstore only receives a few copies. The price of the book increases. What is the supply & demand for the new book?</p> 
 <p>During the holiday season the most popular toy increases in price because many kids want it. What is the supply & demand for the popular toy?</p>	<p>The video game "Extreme Racing 5" has just been released, and the older version "Extreme Racing 4" goes on sale. What is the supply & demand for "Extreme Racing 4"?</p> 
 <p>A shoe store is having a sale on all of last year's shoe styles. What is the supply & demand for last year's shoes?</p>	<p>A store is running low on Valentine's Day cards during the month of February. What is the supply & demand for Valentine's Day cards?</p> 
 <p>During the Thanksgiving season, the price of turkey increases. What is the supply & demand for Turkey?</p>	<p>When the newest version of the iPhone came out, the older version went on sale. What is the demand for the older iPhone?</p> 

cut & paste onto Page 1











Wants vs. needs

Transparency Master 1-7

Activity 2: A Survival Checklist

Island Supplies

You may take five, but only five, of the following things on the raft to the island. Cross out the things you *do not* want to take until only five are left:

	TV
	First aid kit
	Dog
	Large container of water
	Waterproof matches
	Hair dryer
	Computer
	Music collection (compact disks)
	Large tent
	Box of food

Name _____

Wants *vs.* Needs!



Directions: Read each situation below. Identify if the situation shows a **want** or a **need**. Answers will be written more than once.

1. The Miller family would like to buy a house. They have been renting an apartment, but now they almost have enough saved for a down payment on their own home.

3. Even though there is cereal in the pantry, Caleb requests that his mom take him to a fast food restaurant for breakfast this morning.

5. When Maria got sick, her dad took her to the doctor. She prescribed medicine that helped Maria get well and return to school.

7. Yuki's parents have bought him 3 dogs, 2 cats, a goldfish, a hamster, and a ferret. Now he wants them to buy him a parakeet.

9. A power outage lasted several hours at the Harris home. Without any electricity, the food in their refrigerator became spoiled. They went to the grocery store to buy more food.

2. Alicia has many sweaters, but none that are red with silver sparkles. She goes to the mall to buy one with her birthday money.

4. The 24 students in Room 411 have a laptop cart with 12 computers. However, some students petition the principal for more so they don't have to share devices.

6. Voters in one community passed a bond issue. The money raised was used to build a new elementary school for students in the community.






8. The Dubrowski family lost everything they own in a house fire. Many local charities raise money to give to the family to help them recover. They use some of it to buy clothing.

10. Andy loves to play video games. He plays every chance he gets and owns several games already. He tells his mom that he absolutely must have the newest game for Christmas.

Worksheet 2-1

Name _____

Look at the pictures below. Decide whether a *consumer* or a *producer* is being described. Then check the correct box, "consumer" or "producer."

	<p>Chris gets permission to buy a jacket before cold weather comes.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mr. Sanchez owns a company that builds new houses.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mrs. Richardson is a beekeeper. She prepares jars of honey and takes them to a roadside stand.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Mr. Kelsey gets a cake and candles for Chris's birthday party.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>
	<p>Ms. Moore has a family haircut shop where she cuts the hair of men, women, boys and girls.</p> <p><input type="checkbox"/> Consumer <input type="checkbox"/> Producer</p>

Goods and Services:

As part of an economics unit, the next two worksheets can be used in many different ways to introduce, reinforce, or evaluate the concepts of **goods** and **services**.



1. Before passing either skill sheet out to the students, the teacher could use the contents to provide whole class practice.

Sample whole-group question: **"Which of these provides a service: cook, computer, or lumber?"**

2. The skill sheets could be displayed on a white board using a document camera. Students could take turns filling in answers.

3. The teacher could out the first skill sheet, and complete it with the class working as a whole group. Students would independently complete the second skill sheet in class or for homework.

4. Another alternative would be to pass out the first skill sheet for students to work on in pairs, with or without pencils. Students could then return to their seats to independently complete the second skill sheet in class or for homework.


5. If these basic concepts have already been taught, the first skill sheet could be used to review, and the second skill sheet could be used to evaluate the students' understanding. The teacher should encourage students to read the directions carefully for sections C and D. These sections require only one answer **per row**.

Successful completion of this skill sheet indicates student mastery of these concepts.

Name _____

____/4

Goods and Services: Worksheet #1

 A *good* is something that is intended to satisfy wants or needs of a consumer.

BIG IDEA:

1. ► A **good** is something people want or need that can be held or touched.

2. ► A **service** is work people do for consumers.



A. Directions: Write the word that **best** completes each statement.

1. A _____ is work people do for consumers.

2. A _____ is something people want or need that can be held or touched.

BIG IDEA:

1. ► Examples of **goods**: *shoes, computer, and umbrella.*

2. ► Examples of **services**: *lawyer, cook, and pet sitter.*

B. Directions: Write the word that **best** completes each statement.

1. Lawyers, cooks, and pet sitters all provide _____.

2. Clothes, umbrella, and computers are all _____.


◇ ◇ ◇

+ Think Ahead: What are three **goods** a cook might need to provide his or her **service**?

Name _____

_____/19

Goods and Services: Worksheet # 2

 A service cannot be held or touched; it is work people do for consumers.

A. Directions: Which of these are **goods**? Circle four (4) more answers. The first one is done for you.

- | | | |
|------------|--------------|-------------|
| 1. book | 4. custodian | 7. necklace |
| 2. doctor | 5. shirt | 8. inventor |
| 3. bicycle | 6. lawn care | 9. desk |



B. Directions: Which of these provide **services**. Circle five (5).

- | | | |
|------------|-------------------|----------------|
| 1. water | 4. car wash | 7. dog groomer |
| 2. dentist | 5. ice cream | 8. teacher |
| 3. pizza | 6. police officer | 9. soda |

C. Directions: Circle one word or term in each ROW that is a **good**.

- | | | | |
|--------------|----------------|---------------|-----------|
| 1. scientist | police officer | milk | car wash |
| 2. dentist | shirt | dry cleaning | doctor |
| 3. artist | house painter | trash removal | car |
| 4. football | actor | teacher | mechanic |
| 5. umpire | hammer | tour guide | scientist |

D. Directions: Circle one word or term in each ROW below that **best** describes a **service**.

- | | | | |
|-----------------|-----------|-----------|---------------|
| 1. hair dresser | shirt | computer | baseball |
| 2. broom | scientist | car | pencil |
| 3. television | paint | hamburger | house painter |
| 4. dentist | tomato | hammer | comb |
| 5. fork | couch | apple | actor |

+ Think Ahead: What **service(s)** could someone provide with these **goods**: lawn mower, gas can, wheelbarrow, and mulch?

Name: _____

Goods and Services

A **good** is something you buy and consume. Goods are things that you can keep, eat, or use.

If you go to the store and buy an apple, you get to keep the apple and take it home with you, so it is a good.



A **service** is something that someone does for you. When you buy a service, you hire people to perform work. You are not buying something you can touch or hold.

If your car is broken, you might hire someone to fix it. You are paying for a service.



Read each scenario and tell whether you are purchasing goods or a service. Write the word **good** or **service** on each line.

1. You get your hair cut. 1. _____
2. You buy a book from a garage sale. 2. _____
3. You buy your mother a flower from a flower shop. 3. _____
4. You hire someone to cut your lawn. 4. _____
5. You visit the doctor for a checkup. 5. _____
6. You purchase a game to give as a birthday gift. 6. _____
7. You pay your sister \$5 to clean your messy bedroom. 7. _____
8. You buy an ice cream cone from an ice cream truck. 8. _____
9. You take an airplane when you go on a trip. 9. _____
10. Your brother sells you his old baseball mitt for \$2. 10. _____
11. Give an example of someone purchasing a service. (Do not use an example from above.)

12. Give an example of someone purchasing a good. (Do not use an example from above.)

Name _____

Economic Resources



Directions: Read each situation below. Identify the type of economic resource being used – **natural**, **capital**, **human**, or **entrepreneurship**. Some may be written more than once.

1. A bank loans a new company \$50,000 to rent a building as their office. The company also uses that money to buy supplies to make their products.

3. Trees in a forest are cut down and taken to a saw mill where they are turned into lumber.

5. A company that makes car parts buys aluminum and plastic. They use these raw materials to mold them into the parts they will then sell to other manufacturers who will then make the finished cars.

7. A computer programmer creates an app that tracks of how many miles people walk each day. He rents office space and hires other people to market his app to make a profit.

9. Farmers grow and harvest wheat on their land. The wheat is taken to a processing plant where it is turned into flour. Bread companies then use the flour to make their bread.

2. A garage that specializes in repairing cars and trucks hires three new mechanics.

4. A young woman notices that people need to get from one place to another quickly. She gets the money to start a cab company, hires the drivers, and leases the cars to help people get to their destinations.

6. A restaurant offers their services to the public thanks to the work done by their waiters, cooks, and business managers.

8. A business uses the money they have earned from selling their products to pay their workers a salary.

10. A trucking company has a fleet of trucks they use to deliver goods and other supplies to businesses around the country.

Worksheet 1-1

Name _____

Look at the pictures below. Write an "H" next to each human resource, an "N" next to each natural resource, and a "C" next to each capital resource.

				
Tractor	Farmer	Field	Apple Tree	Barn
				
Miner	Coal	Truck	Driver	Cart
				
Computer	Clean Air	Programmer	Secretary	Telephone
				
Cook	Lettuce	Waiter	Tomatoes	Oven
				
Tree	Paper Factory	Paper Maker	River	Wood Cutter

Grade 5 Writing 2nd 9 Weeks

- It is recommended that students complete the online work on Compass first followed by the offline (paper) work in this book.
- Check off the box after completing each task.
- Weeks are labeled in the upper right corner of each page.
- Some weeks do not have offline pages.
- Complete one Daily Language Review page each day. (Ex: Monday Day 1, Tuesday Day 2, etc.) These are not listed below.

Task Type	Task Title	Completed	
Week 1&2			
Convincing Your Readers Using Strong Reasons and Support			
-RLA4061	<u>Instruction: Convincing Your Readers Using Strong Reasons and Support</u>	<input type="checkbox"/>	
-RLA4062	<u>Supported Practice: Convincing Your Readers Using Strong Reasons and Support</u>	<input type="checkbox"/>	
	<u>Reasons and Support</u>	<input type="checkbox"/>	
-QZRLA4063	<u>Quiz: Convincing Your Readers Using Strong Reasons and Support</u>	<input type="checkbox"/>	
Weeks 3&4			
Using Linking Words and Writing a Conclusion			
-RLA4081	<u>Instruction: Using Linking Words and Writing a Conclusion (Info/Explanatory)</u>	<input type="checkbox"/>	
-RLA4082	<u>Supported Practice: Using Linking Words and Writing a Conclusion</u>	<input type="checkbox"/>	
	<u>Linking Words and Conclusions</u>	<input type="checkbox"/>	
-QZRLA4083	<u>Quiz: Using Linking Words and Writing a Conclusion (Info/Explanatory)</u>	<input type="checkbox"/>	
Weeks 5&6			
Writing Informative and Explanatory Texts			
-RLA4069	<u>Instruction: Writing Informative and Explanatory Texts</u>	<input type="checkbox"/>	
-RLA4070	<u>Supported Practice: Writing Informative and Explanatory Texts</u>	<input type="checkbox"/>	
	<u>Writing Informative and Explanatory</u>	<input type="checkbox"/>	
-QZRLA4071	<u>Quiz: Writing Informative and Explanatory Texts</u>	<input type="checkbox"/>	
Weeks 7&8&9			
Introducing a Topic and Grouping Related Information			
-RLA4073	<u>Instruction: Introducing a Topic and Grouping Related Information</u>	<input type="checkbox"/>	
-RLA4074	<u>Supported Practice: Introducing a Topic and Grouping Related Information</u>	<input type="checkbox"/>	
	<u>Introducing a Topic and Grouping</u>	<input type="checkbox"/>	
-QZRLA4075	<u>Quiz: Introducing a Topic and Grouping Related Information</u>	<input type="checkbox"/>	

(See next page for icon key.)

Icon Key

Activity Resources



Student Offline Page

Folders



Chapter Folder



Lesson Folder



Learning Path



Assignment Folder



Self-Select Folder



Sequential Folder

Decision Point Types



Next Activity & Cycle and then Continue



Cycle Target

Activity Types



Learning Activity



Lesson Quiz



Scored Learning Activity



Chapter Test



Compass Writer Project



Practice Resource



Objective-based Test

Use this graphic organizer as a guide to organize your thoughts into paragraphs as you write.

Name: _____

Topic sentence:



Detail 1:

Detail 2:

Detail 3:



Closing sentence:

Week 1 & 2

Compass Writer: Convincing Your Readers Using Strong Reasons and Support

Please work on this in your offline material or by typing and submit it to your teacher through e-mail.

When you provide and organize reasons for your opinion essay, follow these steps:

1. Give strong reasons for your opinion.
 - Give two or three strong reasons.
 - Convince readers to agree with your point of view.
2. Support your reasons with facts and details.
3. Organize your reasons.
 - Put each reason in its own paragraph.
 - Order your paragraphs.
 - Hide the weakest reason in the middle.
 - Save the strongest reason for last.

In this activity, you will read an opinion essay and answer questions about its reasons and support. Then you will use your answers to help you write and organize your own outline for an essay.

Directions:

Read the essay "Our School Needs a Science Lab." Then answer the questions that follow.

Our School Needs a Science Lab

- 1) "Learning is fun!" That is what students will say if we have a science lab in our school. A science lab is a place to keep science equipment, and it is also a place where experiments are done. Because learning by doing is the best way to learn science, our school needs a science lab.
- 2) With a lab, students can be real scientists. We can find answers to our questions by doing experiments. And it is better to take part in experiments instead of just reading about them in a textbook. For example, we can learn about electricity by making circuits. We can learn about motion by making a tool to launch objects.

- 3) Another reason we need a science lab is because it would be less expensive. Only one classroom would need science equipment. All the classes would take turns sharing the lab. Therefore, the school would save money.
- 4) Finally, working in a science lab is exciting. When students are given a stack of supplies and a problem to solve, they get excited. For instance, who would not love to grow bacteria? What student does not want to take care of live animals or figure out how to make a working bridge?
- 5) In conclusion, our school needs a science lab. And, who knows, maybe the world's next famous scientist will get his or her start in our lab!

Think It Through

Answer these questions about the opinion piece.

1. How many body paragraphs does the writer include?
2. Read the first sentences in paragraphs 2, 3, and 4. What purpose do these sentences have?
3. How do the underlined sentences in paragraph 3 help support the writer's second reason?
4. Read the underlined reason in paragraph 4. Why does the writer give this reason last?

Write It Out

Read the beginning of an opinion piece about a plan for honoring a teacher by planting a tree. Write three more paragraphs giving reasons supported by facts and details to convince the principal that a tree will benefit the school and honor the teacher.

Have you ever watched a tree blow in the wind? It can bend and twist, but it stands strong. This reminds us of our teacher, Mr. Overton. We have had many difficult times this year, but through it all, Mr. Overton has stood tall. So, we want to honor him by planting a fruit tree in the school yard. A fruit tree will benefit the school and honor Mr. Overton for several reasons.

Ideas:

- Trees last a long time.
- Trees are good for the environment.

- Trees provide shade on hot days.
- People can eat the fruit.
- Students can learn to take care of a tree.

Look back at the essay above and use your answers to the Think It Through questions to help you.

Remember to:

- Write a paragraph for each reason.
- Support each reason with one or two facts or details.
- Start and finish with your strongest reasons.

You may use the graphic organizer on the next page to help you plan your writing.

Week 1 & 2

Name: _____ Due Date: _____

Opinion writing can follow a standard format to make it easier for the audience to follow your ideas. State your opinion. Suggest three reasons with details to support your opinion. Finally, wrap it all up for the reader.

Topic or Question: _____

Your opinion (opening idea): _____

Main Points



Reason 1:

Reason 2:

Reason 3:

Supporting Details or Facts

Concluding Thoughts (Wrap it All Up): _____

2nd Nine Weeks

Week 1

Write the sentences correctly.

1. If you need some thing to do this summer, think about help the comunity.

2. You could pick up trash on the beech, or mow lawns in you nayborhood.

Write the correct form of the date.

3. Make a Difference Day is _____.

october 22 2016

October 22, 2016

October, 22 2016

Explain what the underlined expression means.

4. The man who is painting the community center asked me to lend him a hand.

Write the sentences correctly.

1. Next time you eat you vegetables, think about what you is eating.

2. Plants has lots of diffrent parts which we can eat.

Add punctuation to the sentence.

3. The parts of plants that we can eat include roots stems leaves and seeds

Write the word that correctly completes the sentence.

4. Did you know that you are eating the stem of a plant _____ you eat asparagus?

why

where

when

Write the sentences correctly.

1. If you wants to laff, you should read a book call the big joke book.

2. When I readed a book, I was laugh so hard that I was near crying.

Circle the meaning of the underlined adage.

3. Whenever I'm upset, Mom says that laughter is the best medicine.

a. You should take medicine when you're upset.

b. Laughter makes you feel good.

Make the words **long** and **loud** comparative adverbs.

4. The _____ and _____ you laugh, the better you'll feel.
long loud

Write the sentences correctly.

1. My family don't have the cellphone like many peoples families do.

2. Our phone have a long cord and we can't go outside to talk.

Draw a line between the prefix and the root word of the underlined word. Then write the meaning on the line.

3. I dislike our phone, but it works just fine.

Circle the meaning of the bold word.

4. Dad said I can have a cellphone when I can help pay the **bill**.

a. a bird's beak b. a piece of paper money c. a printed list of money a person owes

Read the words.

similar	job	get
hide	show	give

Use the words from the box to write a synonym next to each word.

- | | | | |
|-------------|-------|------------|-------|
| 1. acquire | _____ | conceal | _____ |
| demonstrate | _____ | contribute | _____ |
| related | _____ | function | _____ |

Complete each sentence using the synonym pairs you just made.

- My big brother wants to _____ a new skateboard, but first he has to _____ the money.
- If you _____ me how to make pancakes, I will _____ how to make pie.
- To help homeless animals, some people _____ blankets to the animal shelter, and some people _____ money.

Week 2

Write the sentences correctly.

1. summer vacashun is a time when me and my sisters does many fun things.

2. We go to Space camp or we learn to play an sport like tennis.

Write the adjectives in the correct order.

3. Sometimes we fly _____ kites at the beach.
bright big big bright

Explain what the underlined simile means.

4. I feel as free as a bird when I run across the wet sand.

Write the sentences correctly.

1. Walt Disney was born on December 5 1901 in Hermosa Illinois.

2. Maybe you have saw Mickey Mouse or Goofy on your vacation to disneyland.

Write the word that best completes the sentence.

3. Children like to hug the characters because they are so _____.
lovable agreeable

Write the word that means **to play again**. Use the prefix **re**.

4. If you make a video of your trip, you can _____ it over and over.

Write the sentences correctly.

1. Twins are too children that is born together.

2. Some twins look exact alike, but are very different in other ways.

Write the word that means the opposite of the bold word.

3. One twin could be **tall**, and the other twin could be _____.

Write the word that means **not possible**. Use the prefix **im**.

4. Sometimes it is _____ to tell twins apart.

Write the sentences correctly.

1. The twin boys in my class invited me to his Birthday partie.

2. One of the boys are my best friend so I couldnt wait to go.

Write the missing word.

3. I heard that there _____ be a petting zoo at the party.
must might should

Draw a line between the root word and the suffix of the underlined word. Then write the meaning on the line.

4. I am hopeful that I will get to see some cute goats.

Read the bold word roots and their meanings.

act	to do
vis	to see
ped	foot

Complete each bold word with a root from the box.

1. People who walk places must be careful when they cross the street.

Drivers must stop to let the _____**estrians** cross safely.

2. In the movie *Spy Kids*, two children rescue their parents and save the world.

The movie has a lot of _____**ion**!

3. Cats can see well at night. Their excellent _____**ion** helps them catch their food.

Write a paragraph using two of the words you made. Then circle the roots.

4. _____

Weeks 3 & 4

Compass Writer: Using Linking Words and Writing a Conclusion

Please work on this in your offline material or by typing and submit it to your teacher through e-mail.

When you write an informative or explanatory text, follow these steps:

1. Use Linking Words

- Linking words and phrases connect the ideas in a text.

2. Write a Conclusion

The conclusion is the last part of a piece of writing. A conclusion

- wraps up your ideas,
- restates the most important idea, and
- adds a little punch at the end.

In this activity, you will read an informative or explanatory article and answer questions about its use of linking words and its conclusion. You will use your answers to help you add linking words to a paragraph.

Directions:

Read the article "Stand Up for SUP!" Then answer the questions that follow it.

Stand Up for SUP!

1) What's SUP? SUP is short for stand-up paddleboarding, a sport that combines surfing with kayaking. Stand-up paddleboarders stand on a wide surfboard and use a paddle to skim across the water. Here's why SUP is the fastest-growing water sport around the world.

An All-Around Water Sport

2) First of all, SUP can be done in any place that has water. SUP began as an ocean sport in Hawaii. Many athletes still ride the waves on their SUP boards. However, SUP has moved inland as well. Now, you can see stand-up paddleboarders everywhere from the Great Lakes to the canals of Venice, Italy.

An Easy Sport to Learn

3) SUP is also a fairly easy sport to master. It's best to start out in calm water. You just pull yourself up on the board and plant your feet firmly. The hardest part is balancing your weight on the board. Just keep your eyes on the horizon, and dip your paddle into the water. Soon you're skimming across the water, feeling like you were born to do this.

A Great Workout

4) Finally, SUP is an excellent way to get in shape. Balancing on the board and rotating your body to paddle is serious exercise. SUP provides a great workout and strengthens the entire body. In fact, many famous surfers do SUP to train for competitions.

5) Wait, did I forget to say that SUP is fun? That's probably the top reason why so many people are standing up for SUP!

Think It Through

1. What job do the linking words at the beginning of paragraphs 2, 3 and 4 have in this article?
2. What idea is connected to an example by the phrase "In fact," in paragraph 4?
3. How does the writer add an extra punch to the conclusion of the article in paragraph 5?
4. What does the second sentence in the conclusion, paragraph 5, do?

Write It Out

A writer needs your help to finish this short article about SUP equipment. The article is missing good linking words to connect the ideas together. Fill in the missing linking words in the article using the words and phrases in the list. Then rewrite a new version using the linking words.

Linking words and phrases: also, because, finally, for example, in addition, next

You can rent or buy the equipment to stand-up paddleboard. _____ you'll need a special board _____ paddleboards are both wider and longer than regular surfboards. _____, you'll need a paddle that has an angle or elbow to make paddling easier. _____, you have to wear safety equipment, such as a life vest. _____, you need to secure your ankle to the board with a leash.

Look back at the article above, and use your answers to the "Think It Through" questions to help you.

Remember to:

- Use linking words to connect ideas in a text.
- Use sequence words to show order.
- Use example words to add information such as examples, facts, or details.
- Use the "linking words" resource on the next page to help you.

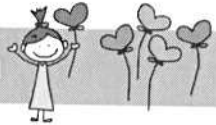
To Show Order



after
at this time
before
during
finally
first
following
next

previously
second
since
soon
then
third
while

To Add Information



additionally
along with
also
another
as well
besides

finally
for example
for instance
furthermore
in addition
too

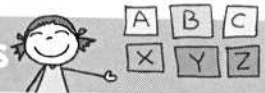
To Indicate a Purpose or Reason



so that
with this in mind
because

In fact
in order to
furthermore

To Give Examples



such as
for example
evidence of this

for instance
in this case
proof of this

To Compare



as
compared to
like
for the same reason

similar to
similarly

To Contrast



however
sometimes
on the other hand
nevertheless
in contrast

yet
except
but
in spite of
whereas

To Emphasize



absolutely
always
definitely
especially
without a doubt

in fact
never
particularly
positively

To Conclude



all in all
as a result
finally
in conclusion
in summary

in brief
lastly
overall
therefore
to sum up

Do

use transition words and phrases to connect ideas from one sentence to another, or from one paragraph to another.

Don't

repeat the same transition word or phrase too often.

Write the sentences correctly.

1. Pluto was once knowed as the smaller Planet in a solar system.

2. In august 2006, scientists said that Pluto is to small to be a planet.

Write the root that correctly completes the bold word. Use the word **see** as a clue.

3. You can only see Pluto with a **tele**_____.

phone graph scope

Write a synonym for the bold word.

4. The best way to **see** Pluto is to _____ it through the Hubble Space Telescope.

Write the sentences correctly.

1. The invention that is the more famous is the weel.

2. The telefone car and electric light bulb was also inportant inventions.

Complete the analogy.

3. create : creative :: invent : _____

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. There is nothing else like the Pet Rock, and that makes it **unique**.

Week 3

Write the sentences correctly.

1. Desserts are dry places that don't receive many rain.

2. Desert Animals gets their water from food, and store the water in their bodies.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

3. Only a few kinds of animals can **survive** without water and without much food.

Write a complete sentence. Begin the sentence with the words **even if**.

4. it doesn't have water, the kangaroo rat can survive in the desert.

Write the sentences correctly.

1. You doesn't need a lot of equipment to go fishing.

2. You does need a fishing pole to catch them fishes.

Write the word or words that best complete the sentence.

3. There is a law that you need a _____ to fish for some types of fish.
note permission slip license

Circle the meaning of the bold word.

4. Kids who fish have to be **patient** because they have to wait for the fish to bite.

- a. a person getting medical care from a doctor b. calm, self-controlled

Read the bold words and their similar meanings.

donate to give for a good cause

give to make a present of

lend to give for temporary use

Choose the word that best completes each sentence.

1. I will _____ you my jacket, but I need it back after school.

lend give

2. Mom said I could _____ some of my clothes to the homeless shelter.

donate lend

3. I wonder what my parents will _____ me for my birthday.

give lend

Write a paragraph using two of the words from the box.

4. _____

Write the sentences correctly.

1. A girl in my class named anna told me about their pogo stick.

2. Anna said, "If youd like to, you may jump on it, but don't hurt herself."

Complete the sentence with the word that is most precise.

3. To jump without falling, I had to _____ on the pogo stick.
stay balance

Underline another word for **hopeful**.

4. I was encouraged when I jumped three times in a row!

Write the sentences correctly.

1. Menny poems rhyme but there are no rules for writeing poems.

2. Once I red a book that's called this poem doesn't rhyme.

Circle the relative adverb.

3. I read poems when I want to feel good.

Complete the sentence with the word or words that are most precise.

4. When I read poems about birds, I can _____ what it's like to fly.
imagine think of

Write the sentences correctly.

1. If you could choose where you live, would you live near a farm city or beach.

2. Some people think that the beach was the better place of all to live.

Complete the sentence with a word that means **full of peace**.

3. I would like to live in the country because it is quiet and _____.

Complete the sentence with the superlative adjective.

4. I don't like to live in the city because it is the _____ of all places.
noisier noisiest

Write the sentences correctly.

1. Pizza is made most of bread cheese and sauce.

2. Many people bake pizza in our oven, and eat it when it's hot.

Write the missing word.

3. People _____ also have pizza delivered.
must should can

Underline the part of the sentence that can stand on its own. Circle the part that **cannot** stand on its own.

4. Although pizza is tasty, it's not healthful to eat too much pizza.

Read each type of expression and its definition.

simile	compares two different things using <i>like</i> or <i>as</i>
metaphor	compares two different things without using <i>like</i> or <i>as</i>

Read each sentence. Then write **simile** or **metaphor** to describe the bold words.

1. My grandma drives **as slow as a snail**. _____

2. The duck's **feathers are silk**. _____

3. I slept **like a log**. _____

Write a paragraph using one simile or one metaphor from above.

4. _____

Weeks 5 & 6

Compass Writer: Writing Informative and Explanatory Texts

Please work on this in your offline material or by typing and submit it to your teacher through e-mail.

When you write an informative or explanatory text, follow these steps:

1. Introduce the topic clearly.
2. Group related information in paragraphs.
3. Use formatting like subheadings and photos.
4. Develop the topic with facts, details, and examples.
5. Use precise language.
6. Use linking words to connect ideas.
7. Write a conclusion that restates the most important idea.

In this activity, you will read an informative article and answer questions about it. Then you will plan an informative or explanatory piece of your own.

Directions:

Read the article “Stand Up for SUP!” Then answer the questions that follow it.

Stand Up for SUP!

1) What’s SUP? SUP is short for stand-up paddleboarding, a sport that combines surfing with kayaking. Stand-up paddleboarders stand on a wide surfboard and use a paddle to skim across the water. Here’s why SUP is the fastest-growing water sport around the world.

An All-Around Water Sport

2) First of all, SUP can be done in any place that has water. SUP began as an ocean sport in Hawaii. Many athletes still ride the waves on their SUP boards. However, SUP has moved inland as well. Now you can see stand-up paddleboarders everywhere from the Great Lakes to the canals of Venice, Italy.

An Easy Sport to Learn

3) SUP is also a fairly easy sport to master. It's best to start out in calm water. You just pull yourself up on the board and plant your feet firmly. The hardest part is balancing your weight on the board. Just keep your eyes on the horizon, and dip your paddle into the water. Soon you're skimming across the water, feeling like you were born to do this.

A Great Workout

4) Finally, SUP is an excellent way to get in shape. Balancing on the board and rotating your body to paddle is serious exercise. SUP provides a great workout and strengthens the entire body. In fact, many famous surfers do SUP to train for competitions.

5) Wait, did I forget to say that SUP is fun? That's probably the top reason why so many people are standing up for SUP!

Think It Through

Answer these questions about the informative article.

1. What topic does the article give information about?
2. What is the third paragraph mainly about?
3. What facts, details, and examples does the writer share in the third paragraph?
4. Did the writer successfully explain the topic to you? Why or why not?

Write It Out

Week 5 & 6

What is your favorite sport? Maybe you play the sport, or maybe you're a fan who likes to watch it.

Practice planning an informative or explanatory text about your favorite sport by answering these questions:

1. What is your topic?
2. What are two or three ideas that will help explain your topic?
3. What facts, details, or examples will help explain each idea?

Look back at the article above, and use your answers to the "Think It Through" questions to help you.

Write the sentences correctly.

1. Dogs are knowed as a humans' best friend but cats can be as friendly as dogs.

2. In mine opinion, people doesn't understand cats.

Write the word or words that best complete the sentence.

3. You might think cats are unfriendly because they _____.

like to sleep

like to be alone

cry

Explain the meaning of the bold simile.

4. Cats and dogs are **like night and day**, but they both can be friendly.

Write the sentences correctly.

1. Noah Webster was a teecher whom made it easier for students to learn to spell.

2. In early america, people spellt words in many different ways.

Write the adjectives in the correct order.

3. Mr. Webster wanted there to be _____ dictionary.

American one

one American

Write a synonym for the bold word.

4. Webster's dictionary had new and **simple** spellings.

Write the sentences correctly.

1. The food, that astronauts eat today, is much better than it use to be.

2. The first Space food comed in tubes and look like baby food.

Rewrite the sentence to make two sentences.

3. Today, space food is tasty, and the food is also healthful.

Write a pronoun to replace the bold word. Explain how the pronoun makes the sentence better.

4. Astronauts get to choose their food before **astronauts** travel into space.

Pronoun: _____

Explain: _____

Write the sentences correctly.

1. Recycleing trash is won way to keep planit Earth healthy.

2. Maybe you has heard the saying "reduce, reuse, recycle".

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

3. If you want to help **reduce** the trash in the world, don't throw stuff away!

Complete the sentence with the word or words that are most precise.

4. The environment makes life possible for us, so we must _____ it.
care about protect help

Read the pair of nouns in each row.

regular nouns
(person, place, or thing)

abstract nouns
(cannot see, hear,
smell, touch, or taste)

spaceship

dream

child

fear

president

honesty

Complete each sentence with a pair of nouns from above.

1. One famous _____ was known for his _____.
2. I had a _____ about flying in a _____.
3. When I was a _____, I had a _____ of the dark.

Write two abstract nouns.

4. _____

Write the sentences correctly.

1. Has you ever played a card game call "Go Fish?"

2. Yesterday, i tryed it for the first time and now it's a favorite game of his.

Write the words that form the present progressive verb tense.

3. In this card game, two players _____ turns fishing and catching.
- are taking were taking will be taking

are taking

were taking

will be taking

Add punctuation to the sentence.

4. The first player asks Do you have any kings The second player says Go fish

Write the sentences correctly.

1. Cave peoples was the first Humans to kreate art.

2. They painted animals on the walls of caves but no one really knows why.

Write the best word to complete the sentence.

3. We will probably never be able to _____ what the art means.
prove show tell

prove

show

tell

Draw a line between the root word and the suffix of the underlined word. Then write the meaning on the line.

4. We do know that cave people were great artists.

Write the sentences correctly.

1. Fire works was invented more then two thousand years ago.

2. People think that marco polo brung fireworks with him from china.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

3. At first, the only colors that people could **produce** were orange and white.

Write the word or words that correctly complete the sentence.

4. Orange fireworks are _____ to make than blue fireworks.
easy more easy easier

Write the sentences correctly.

1. If you has a dog that acts real bad, you can take him to a school for dogs.

2. You dog will quick learn how to act nice and obey you.

Complete the bold word with the prefix that means **not** or **opposite from**.

3. If your dog _____ **obeys** you, do not get angry with him.
re dis un

The word **operate** means "to work." The root **co** means "with" or "together." What is the meaning of the bold word?

4. Be patient and your dog will learn to **cooperate** with you and follow your commands.

Read the bold words and their meanings.

fragile easily broken

descend to move or fall downward

sensible showing good judgment

Circle a word in each sentence that means the **opposite** of the underlined word.

1. Although the flower pot is fragile, it is sturdy enough to hold a small plant.
2. The plane will ascend higher and higher, and then it will slowly descend from the sky.
3. A sensible person saves his or her money, but a foolish person spends it on junk.

Write the definition of each word.

4. sturdy:

ascend:

foolish:

Week 7, 8, & 9

Weeks 7, 8, & 9

Compass Writer: Introducing a Topic and Grouping Related Information

Please work on this in your offline material or by typing and submit it to your teacher through e-mail.

When you write an informative or explanatory text, follow these steps:

1. Introduce the topic clearly.

- State your topic in plain, clear words.
- Catch your reader's attention with interesting ideas.

2. Group related information in paragraphs.

- Organize your information into categories.
- Write a paragraph for each category.
- Give examples and details to support your information.

In this activity, you will read an informative or explanatory article and answer questions about its introduction and how it groups related information into paragraphs. You will use your answers to help you group related information in your own paragraph.

Directions:

Read the article "Stand Up for SUP!" Then answer the questions that follow it.

Stand Up for SUP!

1) What's SUP? SUP is short for stand-up paddleboarding, a sport that combines surfing with kayaking. Stand-up paddleboarders stand on a wide surfboard and use a paddle to skim across the water. Here's why SUP is the fastest-growing water sport around the world.

An All-Around Water Sport

2) First of all, SUP can be done in any place that has water. SUP began as an ocean sport in Hawaii. Many athletes still ride the waves on their SUP boards. However, SUP has moved inland as well. Now you can see stand-up paddleboarders everywhere from the Great Lakes to the canals of Venice, Italy.

An Easy Sport to Learn

3) SUP is also a fairly easy sport to master. It's best to start out in calm water. You just pull yourself up on the board and plant your feet firmly. The hardest part is balancing your weight on the board. Just keep your eyes on the horizon, and dip your paddle into the water. Soon you're skimming across the water, feeling like you were born to do this.

A Great Workout

4) Finally, SUP is an excellent way to get in shape. Balancing on the board and rotating your body to paddle is serious exercise. SUP provides a great workout and strengthens the entire body. In fact, many famous surfers do SUP to train for competitions.

5) Wait, did I forget to say that SUP is fun? That's probably the top reason why so many people are standing up for SUP!

Think It Through

Look at the underlined headings and sentences in the article.

1. How does the writer catch the reader's attention in the first sentence?
2. How does the writer's topic statement help readers understand what they will read in the rest of the article?
3. What three categories is the information organized into?
4. How do examples or details support the topic in paragraph 2?

Write It Out

You and a partner are writing an article about working dogs. Your partner has come up with three categories and lots of good examples and details. Your job is to sort the examples and details into the correct categories. Read the three categories and the examples and details below. Then write the letter of each example under the correct category.

Week 7, 8, & 9

Police Dogs
help find and rescue

enforce the law

Search-and-Rescue Dogs
help people

disaster victims

Service Dogs help police

with disabilities

A. Dogs were used to find survivors under the rubble of buildings after the earthquake in Haiti.

B. German Shepherds provide protection for law officers in dangerous situations.

C. Some dogs are specially trained to guide the blind on streets and in buildings.

D. A dog can pursue a criminal and attack him.

E. Dogs can provide a sense of security for people who have problems with panic attacks.

F. A dog can sniff out a survivor who had been covered in a snow avalanche.

Now write a short paragraph about one of the above categories, and include the examples and details that belong together. *Use the paragraph writing graphic organizer on the next page if needed.

Look back at the article above, and use your answers to the "Think it Through" questions to help you.

Remember to:

- Organize your information into categories.
- Group similar information into each category.
- Use examples and details to support your information.

Week 7, 8, & 9

Use this graphic organizer as a guide to organize your thoughts into paragraphs as you write.

Name: _____

Topic sentence:

Detail 1:

Detail 2:

Detail 3:

Closing sentence:

Write the sentences correctly.

1. Did you here that opposite day is on january 25 2016?

2. At much schools, there is a lot of sillyness on this day.

Rewrite the sentences to make a complex sentence. Begin the sentence with **while**.

3. Some kids wear their clothes backward. Some kids eat breakfast for lunch.

Write a word that means the opposite of the bold word.

4. I think Opposite Day is **boring**. _____

Write the sentences correctly.

1. Female owls are larger and heavyer than mail owls.

2. Owls' have sharp beaks and claws to help it catch and eat its food.

Write the adjectives in the correct order.

3. _____ owls are called snowy owls.

Large white White large

Write the missing word.

4. If you'd like to see a snowy owl, you _____ watch a *Harry Potter* movie.
should may will

Week 7

Write the sentences correctly.

1. The Pilgrims sailed above the Atlantic ocean on a ship called the mayflower.

2. The Pilgrims spend two months at sea before they spotted land.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

3. The Pilgrims **endured** storms, sickness, and a cold winter to get to America.

Write the words that best complete the sentence.

4. The worst thing I have endured is _____.
- watching TV getting a tooth pulled reading a book

Write the sentences correctly.

1. On mount rushmore, four U.S. president's heads are carved in rock.

2. The closer city to these monument is Keystone South Dakota.

Circle the meaning of the bold word.

3. The man who made Mount Rushmore wanted to **draw** lots of people to his state.

a. to make a picture b. to cause people to come to a place

Complete the analogy.

4. rock : solid :: water : _____

Read the words.

automatic	uncertain	deny
infrequent	compare	concealed

Use the words from the box to write an antonym next to each word.

- | | |
|-------------------|-----------------|
| 1. contrast _____ | manual _____ |
| confirm _____ | convinced _____ |
| revealed _____ | constant _____ |

Complete each sentence using the antonym pairs you just made.

2. The pirate _____ that he found treasure, but he
_____ the hiding place.
3. Freezing temperatures are _____ in my town, and hot weather
is _____.
4. I'm _____ about where my new friend lives, but I'm
_____ that we live near each other.

Week 8

Write the sentences correctly.

1. If you wanna know about your home state, theres a websight you can go to.

2. On the page called student state facts, I finded out mine states nickname and bird.

Complete the sentence with the superlative form of the adjective **large**.

3. In my home state of Iowa, the _____ city is Des Moines.
larger largest

Rewrite the sentences to make a complex sentence. Begin the sentence with the word **although**.

4. Des Moines is the capital of Iowa. The first capital of Iowa was Iowa City.

Write the sentences correctly.

1. Has you read the book alice's adventures in wonderland?

2. The tail begins where Alice sees a rabbit who is wearing a coat and look at the watch.

Add punctuation to the sentence.

3. Oh my ears and whiskers, how late it's getting! says the rabbit.

Complete the sentence with a prepositional phrase. Then circle the preposition.

4. Alice follows the White Rabbit _____.
down a rabbit hole because he is cute

Write the sentences correctly.

1. I think salsa is one of the yummiest foods there are.

2. The bestest salsa is made with tomatoes onions peppers and spices.

Write the best word to complete the sentence.

3. The salsa I like is so hot and spicy, I have to _____ lots of water when I eat it.

sip gulp drink

Complete the sentence with the word that has the correct spelling.

4. I wonder if there are any foods that are _____ than salsa.

spicier spicier

Write the sentences correctly.

1. My Mom is a cooker at a restaurant called time to dine.

2. Mom buys the fresher ingredients she can find so the food is delishus.

Write the word that correctly completes the sentence.

3. Mom _____ the ingredients before she cooks the food.

prepares fixes

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. When Mom is really busy, I **assist** her by washing dishes.

Read the bold word roots and their meanings.

graph to write or draw

tele distant

scope to watch or see

Complete each bold word with a root from the box.

1. My grandma lives far away, so we have to talk on the _____ **phone**.
2. The bug is so tiny that I have to use a **micro**_____ to see it.
3. When I broke my leg, my teacher signed her **auto**_____ on my cast.

Write a paragraph using two of the words you made. Then circle the roots.

4. _____
- _____
- _____
- _____
- _____
- _____

Write the sentences correctly.

1. Birds has small brains compared to ours but they is smart than you think.

2. Birds know that the most better time to catch worms is before the son comes up.

Draw a line between the root word and the suffix of the underlined word. Then write the meaning on the line.

3. The birds that are early will be the most successful at finding worms.

Explain the meaning of the underlined proverb.

4. This morning I got to school early because the early bird gets the worm!

Write the sentences correctly.

1. Did you no that do something nice day is in October 5.

2. The two easyest things to do is smiled at someone and say hi.

Complete the sentence with the words that are related to the bold word.

3. One way to be **thoughtful** is to _____.

watch TV

take out the trash

Circle the meaning of the bold word.

4. When you help people, you are showing them an **act** of kindness.

a. a thing done; a deed

b. to perform in a play or movie

Write the sentences correctly.

1. Some animals make sounds which would surprise you.

2. Wolves cry like a baby geese honk like a horn and cats purr like the motor of a car.

Write a complete sentence to fix the sentence fragment.

3. Many other animals that make funny sounds.

Write the two things that are being compared in the simile.

4. I think that a hippo sounds like a hungry stomach.

Write the sentences correctly.

1. We're finally inside the National Museum Of American History in Washington DC.

2. I can't wait to see the very first flag but my sister wants to see Oscar the Grouch first.

Write the best word to complete the sentence.

3. "Wow! There's Abraham Lincoln's hat," I _____.

whisper say exclaim

Draw lines between the prefix, the root word, and the suffix of the underlined word.
Then write the meaning on the line.

4. "That's interesting," Dad says, "but this covered wagon is unbelievable!"

Read the bold phrase and its different meanings.

- pick up** a. to lift an object or a person
b. to make tidy
c. to gather together

Which meaning of the phrase **pick up** is used in the sentence? Write the letter on the line.

1. Please pick up your room before you leave for school. _____
2. She picked up the pieces of the puzzle. _____
3. I picked up my sister and gave her a hug. _____

Write a paragraph using at least two of the meanings of the phrase **pick up**.

4. _____

