

## Round 4 of e-Learning for May 6-20

Below you will find a list of all learning activities for the next round of e-Learning. All activities are in the HR course in Canvas under Modules. **Students need to do their work on their laptops so it can be submitted daily to their teacher.** If internet is not an option, paper versions of the assignments or alternate assignments for IXLs are provided in this packet. **Again- the papers in this packet are for students who do not have internet access ONLY.** Parents or students will need to take photos of paper work and send it to the teacher through Class Dojo or email daily. If an alternate assignment is given for no technology, it will say (no technology option). Otherwise, it is the same assignment as in Canvas, just a paper copy. Teachers will hold Zoom learning sessions. Students should check Canvas daily for times and links.

Teacher emails:

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Schedule of Learning Activities (most assignments have a video lesson in Canvas):

Wednesday 5/6

- Math-Line Plots- Geometric Scavenger Hunt Day 1
- Reading- Read Works- "Siblings"
- Writing- Text-to-Self Connections to "Siblings"
- Science- Vibration Affects Pitch and Volume of Sound- read notes and answer Review Questions

Thursday 5/7

- Math- Geometric Scavenger Hunt Day 2
- Reading- IXL- W.8 Prefixes and Suffixes or Practice sheet (no technology option)
- Writing- IXL- S.1 Commas in a Series or Practice sheet (no technology option)
- Science- Investigate- Rubber Band Music & See the Sound

Friday 5/8

- Math- Geometry Formative Assessment
- Reading- Read Works- "Can't Sit Still"
- Writing- Text-to-Self Connections to "Can't Sit Still"
- Science- Designing and Engineering a Sound Device

Monday 5/11

- Math- Classifying Quadrilateral- Khan Academy Practice or Practice sheet (no technology option)
- Reading- IXL- W.9 Prefixes and Suffixes or Practice sheet (no technology option)
- Writing- IXL- SS.2 & 3 Commas in Dates and Places or Practice sheet (no technology option)
- Science- Sound Review Quizizz

Tuesday 5/12

- Math- IXL- X.4 & 5 Parallel Sides in Quadrilaterals & Parallelograms or Practice sheet (no technology option)
- Reading- Read Works- "An Understanding"
- Writing- Text-to-Text Connections to "An Understanding" and "Can't Sit Still"
- Social Studies- Differences Between the North and South/Review Questions

Wednesday 5/13

- Math- IXL- X.1 & 2 Classifying Triangles or Practice sheet (no technology option)
- Reading- IXL B.1 Theme Day 1 or Practice sheet (no technology option)
- Writing- IXL SS.4 & 5 Commas with Direct Address and Introductory Words or Practice sheet (no technology option)
- Social Studies- The Abolitionist Movement/ Review Questions

Thursday 5/14

- Math- Design a Town Map Day 1 or Practice sheet (no technology option)
- Reading- Read Works-"Jump! Jump! Jump!"
- Writing- Text-to-Text Connection with "Jump! Jump! Jump!"
- Social Studies- Events Leading to the Civil War/Review Questions

Friday 5/15

- Math-Design a Town Map Day 2
- Reading- IXL- B.1 Theme Day 2 or Practice sheet (no technology option)
- Writing- IXL- TT. 1 & 2 Capitalization or Practice sheet (no technology option)
- Social Studies- Key Battles & Strategies of the Civil War/ Review Questions

Monday 5/18

- Math-IXL- Z.4 Measuring Angles
- Reading- Read Works- "Shawn the Speedy Snail"
- Writing- IXL- Text-to-Text Connection between "Shawn the Speedy Snail" and "Turbo"
- Social Studies- African Americans in the War/ Review Questions

Tuesday 5/19

- Math-IXL- Z New!- Draw Angles with a Protractor
- Reading- IXL- Y. 1 Compound Words or Practice sheet (no technology option)
- Writing- IXL- NN. 1 & 2 Articles or Practice sheet (no technology option)
- Social Studies- Impact on the U.S./ Review Questions

Wednesday 5/20

- Math- IXL- Z. 6 Adding and Subtracting to Find the Unknown Angle
- Reading- IXL- Read Works- "The Great Gift"
- Writing- IXL- Letter to Rising 4<sup>th</sup> Graders
- Social Studies- Quizizz- Review of Civil War

#### 4.27 Geometry Scavenger Hunt

##### Scavenger hunt!

Look for objects around your house that display the different geometrical terms.

Point, ray, line, line segment, perpendicular, parallel, intersecting lines, right, acute and obtuse angles.

Create a collage of pictures of the different geometrical terms. You can use magazines, newspapers, internet, or take pictures of objects around your home. You may also video record your pictures using the media recorders.

Label each of the pictures with its correct geometric term.

You may create a powerpoint presentation to represent your work as well.

## Siblings

by ReadWorks



Mikey was eating breakfast on a Saturday morning when her mom came into the kitchen to ask where her older brother was.

"I don't know," she said. "He's probably playing video games." She slurped another mouthful of cereal off her spoon and heard her mom calling to Henry to get out of the basement for once. She turned the page of the book she was reading.

Henry had turned 16 a few weeks before, and since then, he had spent most of his weekends in the basement—there was an old TV set up with his video game console, a mini-fridge filled with sodas, and a beat-up, old futon their dad had in college. The washing machine and dryer were also located down there, and Mikey knew her mom hated it when Henry wouldn't leave the basement long enough for her to do the laundry in peace.

Their mom walked back into the kitchen and sat down across the table from Mikey.

"I just don't understand that boy anymore," she said. "Does he talk to you?"

"He stopped talking to me in the third grade, when he started coming home late on school

days," Mikey said. She shrugged and put her book down.

They used to be best friends, Mikey and Henry. They took their golden retriever Scout on long walks through the undeveloped forest area behind their house every day after school. They would pretend to be in Middle Earth, like the characters from the *Lord of the Rings* series (which Henry used to read obsessively). Mikey was basically interested in anything Henry was and happy to be Gollum or an orc or whatever evil creature Henry felt like vanquishing that day. (Scout was always on Mikey's side, because she had a disadvantage, being younger than Henry and the evil character.) When it got dark, they would make their way back through the trees to the wide lawn in the backyard of their house, and then in through the sliding glass doors to the kitchen for a snack. Henry liked to eat peanut butter sandwiches and would make three: two for him and one for Mikey. Their mom would come home a little while later, and they would pretend to be starving for dinner.

But at some point in the last year, everything changed. Henry started making plans with his friends after school, and the house would be empty—except for Scout—when Mikey was dropped off from carpool after school. Sometimes Henry didn't come home until after Mikey and her parents were already sitting down to eat dinner. It soon became Mikey's job to take Scout on a walk by herself, but it was becoming winter, and the sun was setting early, and Mikey was nervous to go into the undeveloped woods by herself.

"Really, Mom, the person it bothers the *most* is Scout. She absolutely hates having to walk on the streets in the neighborhood. Dogs were made for running around trees, not for walking on asphalt." Mikey shrugged again.

Her mom smiled at her sadly and reached across the table to take Mikey's cheek in her hand, but Mikey brushed it off quickly. She always did that when she felt sorry for Mikey.

"I'm sorry, sweetie," she said. "Do you want me and Dad to talk to Henry about Scout's predicament?"

Mikey shook her head emphatically. "He would just resent Scout," she said.

Her mom nodded. "Maybe. I'm sure he'll grow out of this phase soon."

Mikey picked her book up again. "I doubt it," she said.

Her mom stood up and left the kitchen. Sunlight was streaming in through the big windows that surrounded the room, and Scout was lying in a patch of warmth under Mikey's chair. She supposed this was how it would always be: her and Scout, hanging out and growing old



together as if Henry had never existed.

Suddenly, the whirring sound of the washing machine rose up from the basement. Henry walked into the kitchen and sat down where their mom was sitting before.

"Hey, Mikey," he said. "Want to take Scout on a walk?"

Mikey put her book down and smiled. "Sure," she said.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to Mikey, where has Henry spent most of his weekends since he turned 16?

- A. in the woods
- B. with his sister
- C. in his room
- D. in the basement

2. What main problem does Mikey face?

- A. Her brother Henry does not spend much time with her anymore.
- B. Her brother Henry no longer makes her sandwiches after school.
- C. Her dog Scout does not want to go on walks on the streets in the neighborhood.
- D. She always has to pretend to be the bad guy when she plays with her brother.

3. Mikey looks up to her older brother Henry and likes being with him. What evidence from the passage best supports this conclusion?

- A. "They took their golden retriever Scout on long walks through the undeveloped forest area behind their house every day after school."
- B. "Scout was always on Mikey's side, because she had a disadvantage, being younger than Henry and the evil one."
- C. "Mikey was basically interested in anything Henry was and happy to be Gollum or an orc or whatever evil creature Henry felt like vanquishing that day."
- D. "They would pretend to be in Middle Earth, like the characters from the *Lord of the Rings* series (which Henry used to read obsessively)."

4. Why does Mikey tell her mom that Scout is most bothered by Henry not spending time with them?

- A. because Mikey thinks this will get Henry to spend time with her again
- B. because Mikey does not want to tell her mom how much she misses Henry
- C. because Mikey is worried about Scout's emotional well-being
- D. because Mikey wants her mom to tell Henry to take Scout on walks again

5. What is this story mostly about?

- A. a brother and sister who stay close friends as they grow up
- B. a girl who likes taking walks in the woods with her dog
- C. a boy grows up and develops new interests
- D. a girl who misses spending time with her brother

6. Read the following sentences:

"Really, Mom, the person it bothers the *most* is Scout. She absolutely hates having to walk on the streets in the neighborhood. Dogs were made for running around trees, not for walking on asphalt." Mikey shrugged again.

"I'm sorry, sweetie," she said. "Do you want me and Dad to talk to Henry about Scout's **predicament**?"

As used in this sentence, what does the word "**predicament**" mean?

- A. a difficult or unpleasant situation
- B. an argument with someone
- C. a question that is easy to answer
- D. a pleasant and enjoyable situation

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

\_\_\_\_\_, Mikey and Henry spent a lot of time together, but now Henry spends most of his weekends alone in the basement.

- A. Specifically
- B. Previously
- C. Although
- D. Finally

8. Why does Mikey have to take Scout on walks by herself now?

9. How has Mikey and Henry's relationship changed since Henry turned 16?


10. How has the change in Mikey and Henry's relationship affected Mikey? Identify and explain an example from the passage that shows how Mikey feels about her relationship with Henry.

## 5/6 WRITING

Review making Text-to-Self connections by reviewing the chart and video below:

# TEXT TO SELF CONNECTION

You are connecting the story to  
your own life, experiences, and  
feelings.



- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .

After reading "Siblings" in ReadWorks, think about a time in your life when you felt like Mikey. Write 3 paragraphs describing what happened. Be sure to have a good introduction, body, and conclusion in your narrative. Make connections to how it relates to Mikey in "Siblings" as you tell your story. If you do not write with enough detail, or you do not stay on topic, you will be asked to revise your writing in order to get credit.

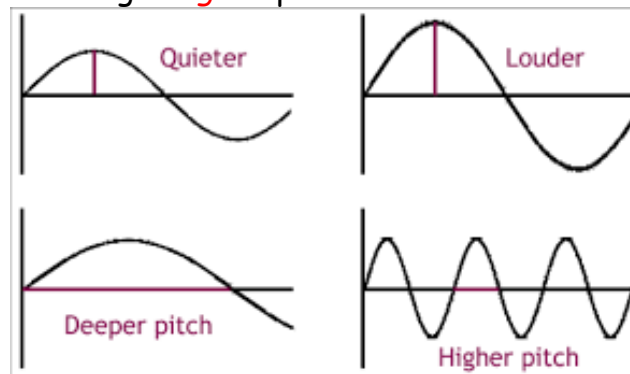
## 5/6 SCIENCE-Vibration Affects Pitch and Volume of Sound (4.P.4B.2)

Changes in vibration alter the resulting **pitch** or **volume** of the sound in several different ways:

### Pitch

The **faster** the vibration of the object, the **higher** the pitch of the sound; the **slower** the vibration of the object, the **lower** the pitch of the sound.

- **Thickness:** **Thinner** string or wires vibrate **faster** than thicker strings or wires, producing a **higher** pitch.
- **Length:** **Shorter** objects vibrate **faster** than longer objects, producing a **higher** pitch.
- **Tension:** Objects under **greater** tension vibrate **faster** than objects under less tension, producing a **higher** pitch.



Volume

The **larger** the vibration of the object, the **louder** the volume of the sound. The **smaller** the vibration of the object, the **quieter** the volume of the sound.

- **Force:** A **greater** force will produce a **larger** vibration, which will produce a **louder** sound.
- **Distance:** The **closer** the source of the vibration, the **larger** the vibration will be, so the sound will be **louder** at that location.

### Review Questions

1. How does the vibration of an object affect its pitch? Give an example.
2. How does the vibration of an object affect its volume? Give an example.



## Commas in a Series



A series is a list of items in a sentence. **Example:**

I had eggs, toast, and fruit for breakfast.

Generally, a comma follows each item on the list before the conjunction. The conjunction is and in the example above.

Below are sets of sentences. Turn each set into one sentence with a series. Add commas where they are needed.

- 1) John's shirt was blue. It was also green. It also had white on it.

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- 2) We bought milk at the store. We also bought grapes. We also bought peanut butter.

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- 3) One of her cats is named Sparky. Another is named Fluffy. There is one named Pete.

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- 4) They went to the library after school. Then they went to the park. After that they went to the store.

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- 5) Ginny had four favorite sports. She likes tennis. She likes gymnastics. She likes swimming. She also likes soccer.

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## Prefix and suffix words

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### Fourth Grade Vocabulary Worksheet

Below are Latin and Greek origin prefixes and suffixes and their meanings. Write three words that contain these prefixes or suffixes. Then write each word's meaning.

**Prefix: non-**

**Meaning: not**

#1: \_\_\_\_\_

\_\_\_\_\_

#2: \_\_\_\_\_

\_\_\_\_\_

#3: \_\_\_\_\_

\_\_\_\_\_

**Prefix: tri-**

**Meaning: three**

#1: \_\_\_\_\_

\_\_\_\_\_

#2: \_\_\_\_\_

\_\_\_\_\_

#3: \_\_\_\_\_

\_\_\_\_\_

**Suffix: -rupt**

**Meaning: break, burst**

#1: \_\_\_\_\_

\_\_\_\_\_

#2: \_\_\_\_\_

\_\_\_\_\_

#3: \_\_\_\_\_

\_\_\_\_\_

## Expand the words

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### Fourth Grade Vocabulary Worksheet

Below are Latin and Greek origin prefixes and suffixes and their meanings. Write three words that contain these prefixes or suffixes. Then write each word's meaning.

**Prefix: non-**

**Meaning: not**

**#1: nonfat**

**having all or most of the fat removed**

**#2: nonsense**

**words or actions that make no sense**

**#3: nonlinear**

**not arranged in a straight line**

**Prefix: tri-**

**Meaning: three**

**#1: triangle**

**a three-sided figure**

**#2: tricycle**

**a vehicle with three wheels**

**#3: triple**

**multiply by three**

**Suffix: -rupt**

**Meaning: break, burst**

**#1: erupt**

**send out lava, rocks and ash in a sudden explosion**

**#2: interrupt**

**to say something whilst someone else is speaking**

**#3: disrupt**

**to interrupt the activity of something**

## 5/7 SCIENCE

### Rubber Band Music

Problem: Does the thickness of a rubber band affect its pitch when plucked?

Supplies Needed:

- Rubber bands of different thicknesses

Procedures:

1. Take one rubber band and stretch it between two fingers. Use your other hand to strum the rubber band. Watch how it vibrates.
2. Strum the rubber band again and place it close to your ear. Notice its pitch. Try doing it with the rubber band stretched at different lengths. What do you notice about the pitch?
3. Repeat the procedure with different rubber bands. What do you notice about the pitch in relation to the thickness?

### See the Sound

Sound vibrations travel through air, water, and even solid objects, but it's not possible to see the waves. What if we could see the waves in another way? This science of sound experiment makes sound more visible by forcing objects to react to the sound vibrations.

Supplies Needed:

- Empty clear mixing bowl
- Plastic wrap
- Large rubber band
- Sugar crystals/ Dry rice/ Sprinkles/ etc (something small)

Procedures:

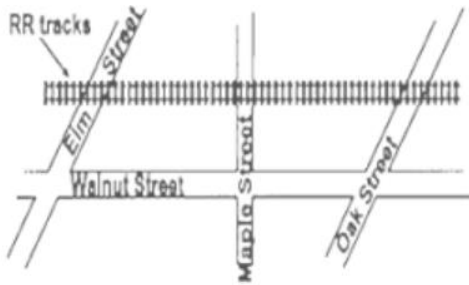
1. Wrap a sheet of plastic wrap over the mixing bowl so that it's taut, and secure with the large rubber band. Be sure that the plastic wrap is tight and does not sag.
2. Place a few of the sugar crystals (or other item) on the top of the plastic wrap, placing them in the middle of the wrap.
3. Get close to the sugar crystal (or other item) and say something loudly! What happens to the crystals? Do they move?
4. Experiment with louder and softer words or sentences to watch the sugar crystals react to the sound vibrations!

Try different sounds besides ordinary speech and see how the crystals come to life!



## May 8 Formative Assessment

Which street is parallel to the railroad tracks?



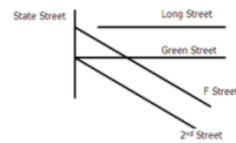
- ☐ Walnut Street
- ☐ Oak Street
- ☐ Maple Street
- ☐ Elm Street

Which street is perpendicular to the railroad tracks?



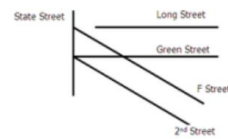
- ☐ Walnut Street
- ☐ Oak Street
- ☐ Maple Street
- ☐ Elm Street

If State Street and Long Street meet, what kind of angle would they make?



- ☐ acute
- ☐ obtuse
- ☐ parallel
- ☐ right

Naya is walking on Long Street. Her school is on a street that is parallel to her street.



On what street is Naya's school?

- ☐ F Street
- ☐ State Street
- ☐ Green Street
- ☐ 2<sup>nd</sup> Street

A clock shows exactly 5 o'clock. What type of angle is formed by the hands of the clock?

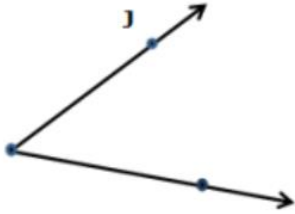
- ☐ acute
- ☐ obtuse
- ☐ ray
- ☐ right

How can the image be described?



- ☐ ray
- ☐ point
- ☐ line segment
- ☐ line

Study the angle.



For what does the letter J stand?

- ☐ ray
- ☐ point
- ☐ line
- ☐ line segment

What type of angle is shown?



- ☐ acute
- ☐ complementary
- ☐ obtuse
- ☐ right

Which pair of streets is intersecting?



- ☐ Lewis Street and Sacagawea Lane
- ☐ Lewis Street and Clark Street
- ☐ John Fremont Street and Clark Street
- ☐ John Fremont Street and Sacagawea Lane

What type of angle has a measure of  $90^\circ$ ?

- ☐ acute angle
- ☐ obtuse angle
- ☐ right angle
- ☐ straight angle

## Can't Sit Still

by W.M. Akers



Outside the window, Oscar saw a billboard that said: "When You Want Ham-Buy Stinson Ham!" Soon after, there was another billboard. It said: "Turn Left for Bronson's Apple Orchard." After that, there were several billboards about "Uncle Bucky's Supreme Fireworks Shack." A few hundred feet past that, he saw another one, advertising a hamburger restaurant called "Stuckey's." The hamburger on the sign had turned green. Oscar's face turned green, too.

Oscar did not want ham. He didn't want to go apple picking. And he certainly did not want a green hamburger. He did want some fireworks, but he doubted his parents would stop for that. You're not allowed to have fireworks in the car; not on a road trip, anyway. That is because fireworks are tons of fun, and road trips are the most boring thing in the world.

There was something Oscar wanted to ask his dad. He wanted to ask it so bad, his stomach hurt-just like it would have if he had eaten that green hamburger. But he knew that no matter what, he couldn't say the words. Oscar did not want to be a brat, and his dad had told him that this was a question that only brats asked.

The question was, "Are we there yet?"

His sister Georgia had asked that a few hundred billboards earlier. It did not go well.

"Are we there yet?" she asked.

"Georgia..." said their mom.

"But arrrrrrrrre we?" she asked again.

"If we were there," said Dad, "do you think we'd still be driving?"

This is what Dad considered a very witty remark. Oscar didn't think it was funny at all, and neither did Georgia.

"I don't know," she said. "Maybe?"

That was the end of the conversation.

A few years later-or maybe it was just an hour-Georgia was asleep, and Oscar was about to explode. At least, that's how it felt. He wondered if a kid could explode from boredom. It would certainly liven up the car ride.

He looked at his sister, curled up on the other side of the backseat. He didn't know how anyone could sleep that way. Her arms were twisted like a pretzel. Her head was hanging to the side, and a piece of chewed-up gum dangled out of her mouth. It moved a little, back and forth, every time she breathed. Oscar thought she looked like a marionette with its strings cut.

Georgia could sleep anywhere. On every road trip, she spent nearly the whole time passed out. Sometimes, she would stretch all the way across the backseat, and poke her toes into Oscar's face. Oscar could never sleep in the car. He was doomed to suffer the whole way there-just him and a thousand billboards, all with pictures of green hamburgers.

Oscar noticed that his left leg was bouncing up and down. It was bouncing really fast, like a jackhammer. He did not know when it had started bouncing. He wasn't sure he could make it stop.

"Uh, Dad," he said.

"Not now, Oscar."

Oscar was startled when his right hand twitched. It twitched again. It started to bounce a little

bit on its own. Slowly, it rose above his leg. It began to flutter-just as fast as his left leg.

"Dad, I don't think I can sit still any more."

"Just a little farther, dear," said Oscar's mom.

Now his right leg was bouncing, even faster than his left. Up and down, up and down. Oscar was starting to feel like a ball attached to a Ping-Pong paddle. Soon enough, his left hand started fluttering as well. His head began to shake back and forth. His hair flopped wildly, like a storm-tossed boat.

"Daaaaaad!"

"What, Oscar?"

Oscar knew he had to stop himself from bouncing before he rattled himself apart. But there was only one way. It wouldn't be easy, but he had to do it. He had to ask the question-no matter what the consequences were.

"Dad?" he shouted. "Are we there yet?!"

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What is Oscar's family doing?

- A. driving to the store
- B. shopping for fireworks
- C. taking a road trip
- D. eating hamburgers

**2.** What main problem does Oscar face?

- A. He is hungry.
- B. He is bored.
- C. He is tired.
- D. He is thirsty.

**3.** Oscar's father does not like being asked, "Are we there yet?" What evidence from the story best supports this conclusion?

- A. "But he knew that no matter what, he couldn't say the words."
- B. "His sister Georgia had asked that a few hundred billboards earlier."
- C. "'If we were there,' said Dad, 'do you think we'd still be driving?'"
- D. "His dad had told him that this was a question that only brats asked."

**4.** Read the following sentence: "A few years later-or maybe it was just an hour-Georgia was asleep, and Oscar was about to explode." How does Oscar feel about the time spent in the car?

- A. He feels like time is passing slowly.
- B. He feels like time is passing quickly.
- C. He feels like time is passing normally.
- D. He feels like time is frozen.

**5.** What is this story mostly about?

- A. billboards that Oscar sees along the road
- B. a boy who explodes from boredom
- C. a boy who can't sit still in the car
- D. what happens when you eat a green hamburger

6. Read the following sentences:

"'Are we there yet?' she asked.

'Georgia...' said their mom.

'But **arrrrrrrre** we?' she asked again."

Why does the author spell "**are**" this way?

- A. to show that Georgia is whining
- B. to show that Georgia is yelling
- C. to show that Georgia is whispering
- D. to show that Georgia is speaking normally

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

First, Oscar's left leg starts bouncing up and down. \_\_\_\_\_, his right hand twitches and begins to bounce.

- A. Thus
- B. But
- C. Namely
- D. Then

8. What does Oscar think about road trips?

9. Describe the series of things that happen to Oscar's body toward the end of the story.

10. Why does Oscar start bouncing and shaking? Support your answer with evidence from the story.



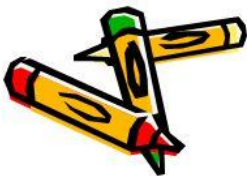
"Text to text, text to self, text to world... Leave it to school to take the fun out of texting."

Review the chart below to help you make text-to- self connections:

## Text-to-Self



- The easiest connection to understand is text-to-self. This category represents the personal connections we develop between a specific written text and our own experiences.
- When we say, "This story reminds me of my grandfather took me to the beach," we are expressing a text-to-self connection.
- Making a connection between a story helps us better understand the tale.
- Text-to-self connections help us in visualizing a scene, sympathizing with a character, or predicting possible meanings of unfamiliar vocabulary.



Text-to-Self



After reading "Can't Sit Still" in ReadWorks, think about a time in your life when you felt like Oscar. Write 3 paragraphs describing what happened in your life. Be sure to have a good introduction, body, and conclusion in your narrative. Make connections to how it relates to Oscar in "Can't Sit Still" as you tell your story. If you do not write with enough detail, or you do not stay on topic, you will be asked to revise your writing in order to get credit.

## 5/9 SCIENCE

Choose one of the following investigations to design and engineer your own sound device. Upload a picture of your device or a video of you using your device. For more information about these investigations, check out this website:

### The Classic Paper Cup and String Phone

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#### Supplies Needed:

- 2 paper cups
- Long string, like fishing line, kite string
- A sharp pencil or needle to poke holes in the cups
- Scissors

#### What to Do:

1. Start by cutting a long piece of string of at least 50 feet.
2. Poke a small hole at the bottom of each cup.
3. Using each end of the string, thread it through the bottoms of the cups, tying a large knot so that the string does not fall out of the cup. If you make the holes too large, use a washer or paper clip to hold the string in place so that it does not pull out of the cup.
4. Move into position and get someone else to move away from you so that the string is far enough to make it tight. Be sure that the string does not touch any other object and that it remains suspended in air as you complete the experiment.
5. Taking turns, talk into the cup, while the other person listens by putting the cup to their ear.

### Make Music with a Straw Pan Flute

#### Supplies Needed:

- At least 9 or 10 straws, more if desired!
- Scissors
- Clear gift wrap tape

#### What to Do:

1. Take the straws and line them up side-by-side and cut them at an angle at the top.
2. Tape the straws together to make a pan flute.
3. Blow through the straws. Which straws make higher and lower pitches? Why?

# Make a Stick Harmonica

## Supplies Needed:

- 2 large craft sticks
- 1 wide rubber band
- 2 smaller rubber bands
- 1 plastic drinking straw
- Scissors

## What to Do:

1. Using the scissors, cut the straw into 2 one-inch pieces and set aside.
2. Take the wide rubber band and stretch it length-wise around one of the jumbo craft sticks and place one of the straw pieces under the rubber band, close to the edge on one end.
3. Take the other craft stick and place it directly on top of the craft stick with the rubber band. Secure them together at the ends using the small rubber bands.
4. Finally, take the last piece of straw and place it in the harmonica between the sticks on the opposite end from the other, but this piece should be fit above the wide rubber band instead of below it.
5. Play the harmonica by blowing in the center of the harmonica! Explore different pitches by moving the straw pieces!



5.11 Classifying Quadrilaterals Khan Academy Practice

Choose 1 answer:

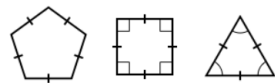
- A

All shapes in one group are equilateral, but no shapes in the other group are equilateral.
- B

All shapes in one group have four sides, but no shapes in the other group have four sides.
- C

All shapes in one group have a right angle, but no shapes in the other group have a right angle.

Group A



Group B



Select whether each shape has at least one set of parallel sides, perpendicular sides, or both.  
Note that matching arrow labels indicate two parallel sides.

Parallel Perpendicular Both

Which shape matches all three clues?  
Note that matching arrow labels indicate two parallel sides.

- The shape is not round.
- The shape is a quadrilateral.
- The shape has no right angles.

Choose 1 answer:

- A
- B
- C

Select whether each shape has at least one set of parallel sides, perpendicular sides, or both.  
Note that matching arrow labels indicate two parallel sides.

Parallel Perpendicular Both

Choose 1 answer:

- A

All shapes in one group have parallel sides, but no shapes in the other group have parallel sides.
- B

All shapes in one group are equilateral, but no shapes in the other group are equilateral.
- C

All shapes in one group have four sides, but no shapes in the other group have four sides.

Group A



Group B



Name: \_\_\_\_\_

## COMMAS IN DATES AND ADDRESSES

- Use a comma between the names of a **street address**, a **city**, and a **state**.

**Example:** My home address is 258 North Alta Dena, Dallas, Texas.

- Use a comma between the **day** and the **year in a date**.

**Example:** On December 4, 1975, my younger brother was born.

**Rewrite each sentence and add commas in the correct places.**

1. Martha lives in Kansas City Missouri.

\_\_\_\_\_

2. The restaurant is located at 1238 Pacific Avenue Stockton California.

\_\_\_\_\_

3. The sixth graders' science camp is scheduled on October 12 2015.

\_\_\_\_\_

4. I met my grandma on May 25 2013.

\_\_\_\_\_

5. The library in my town is located at 325 Bella Street Seattle Washington.

\_\_\_\_\_

6. My dad was born on March 26 1977 in Birmingham England.

\_\_\_\_\_

7. George Washington became the first President of the United States of America on April 30 1789.

\_\_\_\_\_

Name: \_\_\_\_\_

# Prefix Practice

Directions: Use the prefixes and root words below to create new words.

Prefixes	Root Words
be      under      dis	heat      happy      side
im      pre	possible      like      ground
un      in      re	read      tie      do

Prefix	Root Word	New Word

Name: \_\_\_\_\_

# Suffix Practice

Directions: Use the root words and suffixes below to create new words.

Root Words			Suffixes		
color	quick	write			
play	cook	read	ed	ly	
kick	commit	help	ful	er	able
eat	swim	excite	ing	ment	

Root Word	Suffix	New Word

1. Which pair of terms **best** describes volume of sound?

- a) high and low                      b) loud and soft                      c) loud and high                      d) soft and low

2. Which sound would **most likely** have the highest pitch?

- a) a lion's roar                      b) a dog's growl                      c) a man yelling                      d) a bird singing

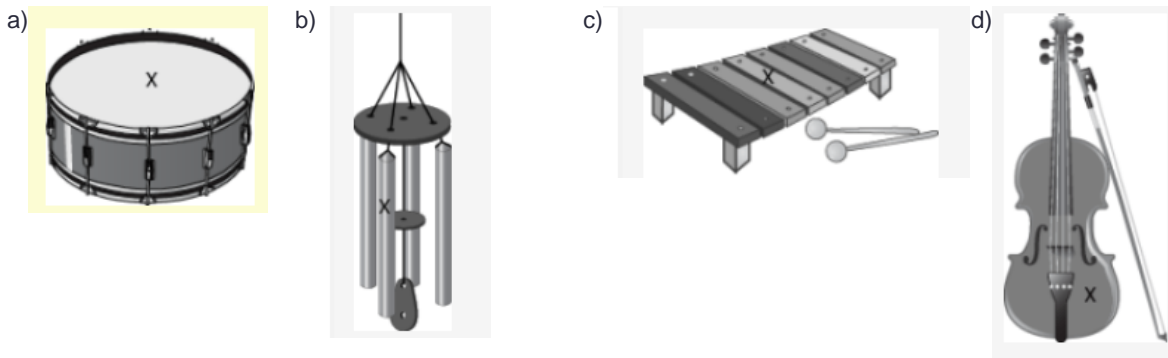
3. A student plans to conduct an experiment to study the effect of tension on the pitch of sound produced by an object. Which material can help the student perform the experiment?

- a) plastic straw                      b) rubber string                      c) tuning fork                      d) wooden ruler

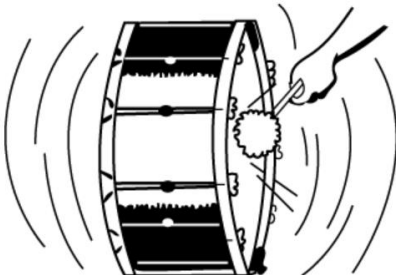
4. A student shakes a tin can that contains some coins. The coins hit against the walls of the can, making sounds. How can the student **increase** the volume of these sounds?

- a) Decrease the number of coins in the tin can.                      b) Add water in the tin can along with the coins.  
c) Shake the tin can with more force than before.                      d) Cover the tin can with a blanket and then shake it.

5. The images show different musical instruments. The parts of the instrument that vibrate and produce sound are labeled 'X'. Which instrument is labeled incorrectly ?



6. A student beats a drum with a stick as shown in the image.



Another student beats the same drum with the same stick but with a greater force. How will the increased force affect the sound produced?

- a) The pitch of the sound will be higher.                      b) The pitch of the sound will be lower.  
c) The volume of the sound will increase.                      d) The volume of the sound will decrease.

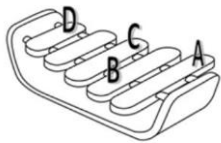
7. Ryan makes a wind instrument from a drinking straw, as shown.



If he cuts the straw in half, what will happen to the pitch of the sound?

- a) decreases      b) increases      c) remains the same      d) no sound is produced

8. The image shows a type of musical instrument.



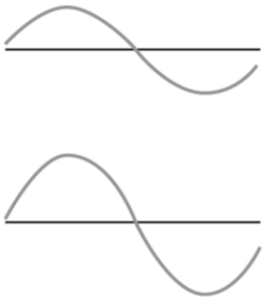
Which bar produces the *lowest* pitch?

- a) bar A      b) bar B      c) bar C      d) bar D

9. Andrew stretches an elastic band across his fingers, plucks it with his other hand, and listens for pitch. He then stretches another elastic band that is twice as thick as the first one to the same length, plucks it, and listens for pitch. Which question is Andrew trying to answer by performing this activity?

- a) Does an elastic band produce heat when its thickness is increased?  
b) Does the length of an elastic band affect the pitch of sound produced by it?  
c) Does it become more difficult to pluck an elastic band if its thickness is increased?  
d) Does the pitch of sound produced change with the thickness of the elastic band?

10. The image shows two sound waves.



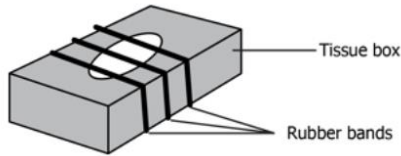
Which statement is correct?

- a) The pitches produced by the waves are different.      b) The volumes produced by the waves are different.  
c) The pitches and volumes produced by the waves are the same.      d) The pitches and volumes produced by the waves are different.

11. How does tightening the wires of a guitar to tune the instrument change its vibration and pitch?

- a) Tighter wires vibrate faster, making the pitch higher.
- b) Tighter wires vibrate slower, making the pitch higher.
- c) Tighter wires vibrate faster, making the pitch lower.
- d) Tighter wires vibrate slower, making the pitch lower.

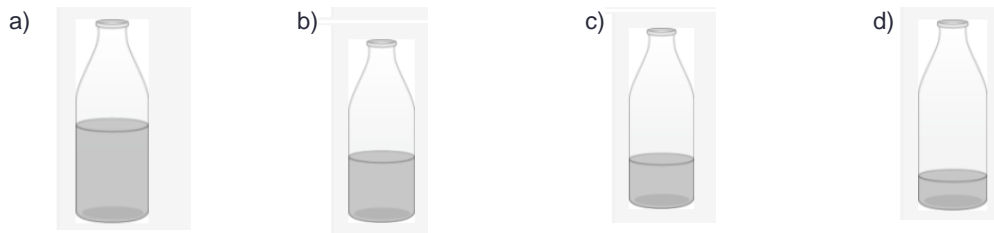
12. The diagram shows a rubber-band guitar made by a student. The student placed three rubber bands around an empty tissue box as shown.



What will happen when the student strums the rubber bands?

- a) The elastic bands will vibrate and will make a sound.
- b) The elastic bands will vibrate but there will be no sound.
- c) The elastic bands will not vibrate as their size increases.
- d) The elastic bands will not vibrate as no sound is produced.

13. Gary takes four identical glass bottles and fills them with different amounts of water. He blows at the neck of each bottle. Which bottle would make a higher pitched sound?



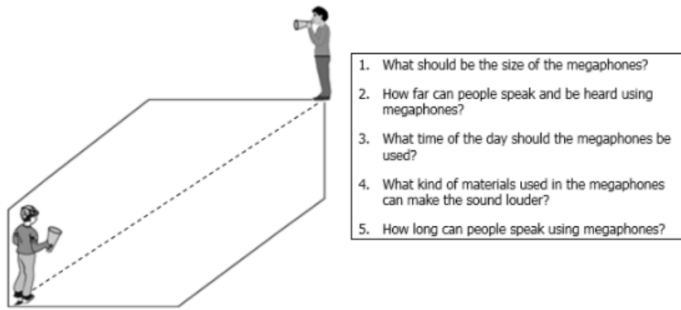
14. Four forms of transportation, a jet, a car, a bicycle, and a motorcycle are shown.



Which form of transportation will produce a soft sound and why?

- a) the jet because it flies high in the sky
- b) the car because people ride inside of it
- c) the bicycle because it does not have an engine
- d) the motorcycle because it is small

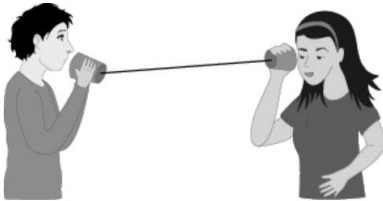
15. Two students stand at opposite corners of a playground on a sunny day. They decide to make paper megaphones to speak to each other and write down a list of questions they plan to explore.



Which questions should the students explore before designing the megaphones?

- a) 1 and 4                      b) 2 and 5                      c) 1, 3, and 4                      d) 1, 2, 3, and 5

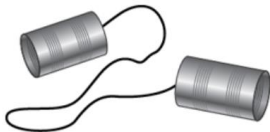
16. Two students make a string telephone using aluminum cans and a string. They try to communicate with each other by holding the string telephone stretched, as shown in the image.



One student notices that the other student's voice is unclear and difficult to hear. How can the students modify their string telephone so that the voices are clearer and louder?

- a) Put slack in the string.                      b) Use a thicker string.                      c) Use a thinner string.                      d) Increase the length of the string.

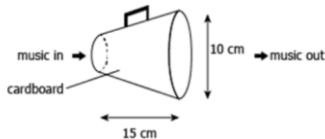
17. Two students make a device to talk from one end of a hallway to the other. When one student speaks into one can, the other student listens by keeping the other can on an ear.



What design modification would help the students transfer louder, clearer sounds?

- a) Loosen the string.                      b) Twist the string.                      c) Keep the string tight.                      d) Swing the string while talking.

18. A student designs a megaphone to help project music, as shown.



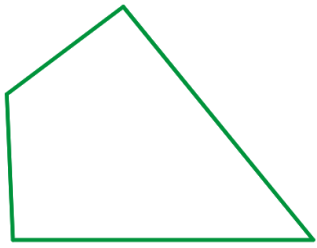
The student wants to improve the design to increase the loudness of the music coming out of the megaphone. Which variable should be tested to help the student improve the design?

- a) type of music played                      b) placement of the megaphone from the listener  
 c) modification of the length and width of the megaphone                      d) color of the cardboard used



## 5.12 IXL: Math X:4 and X:5

How many pairs of opposite sides are parallel?

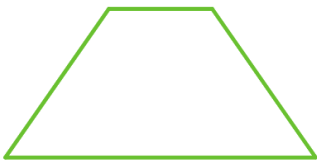


no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?



no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?

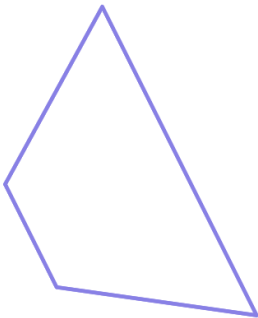


no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?

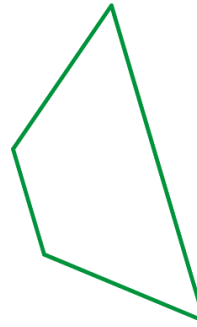


no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?



no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?

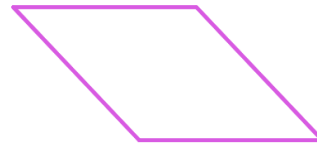


no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?

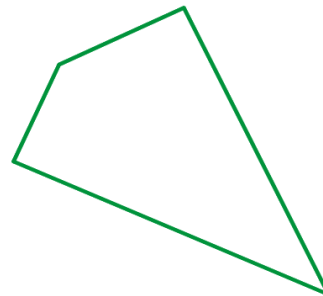


no pairs

1 pair

2 pairs

How many pairs of opposite sides are parallel?

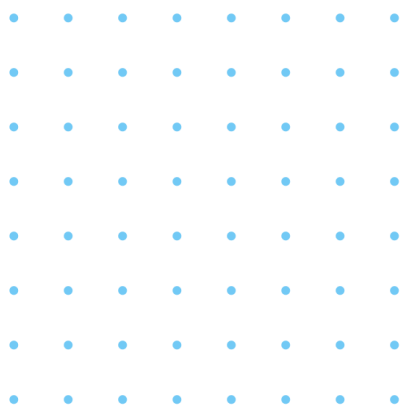


no pairs

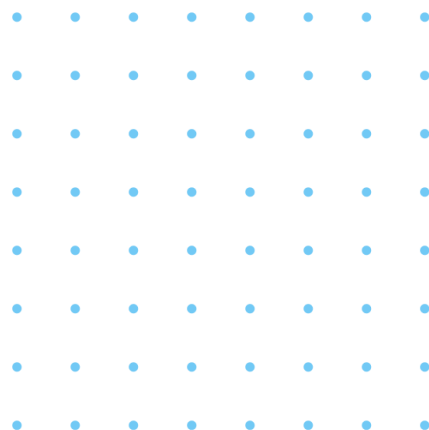
1 pair

2 pairs

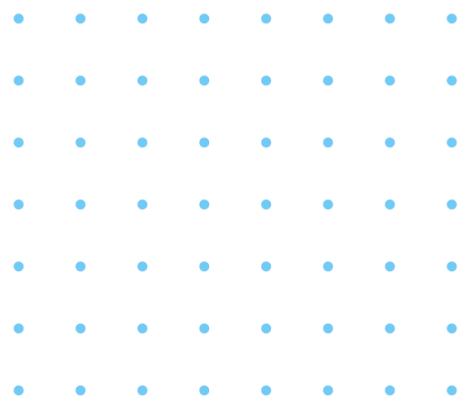
Draw a rectangle that is not a square.



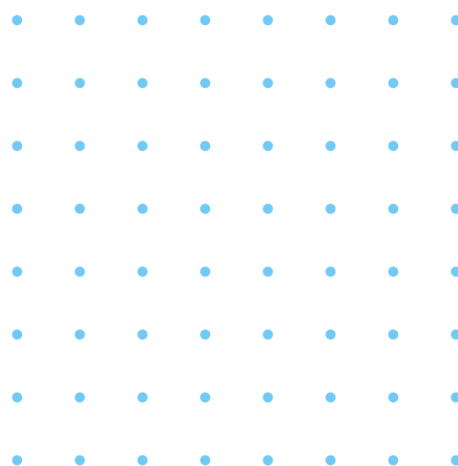
Draw a parallelogram that is not a rhombus.



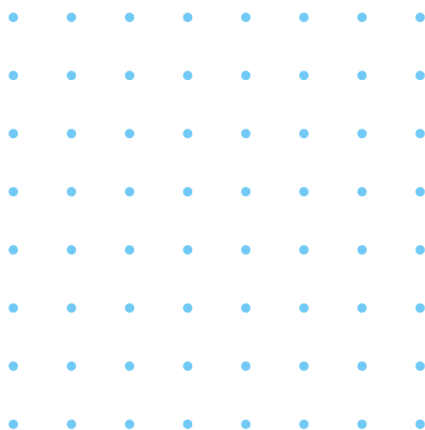
Draw a quadrilateral that is not a rhombus.



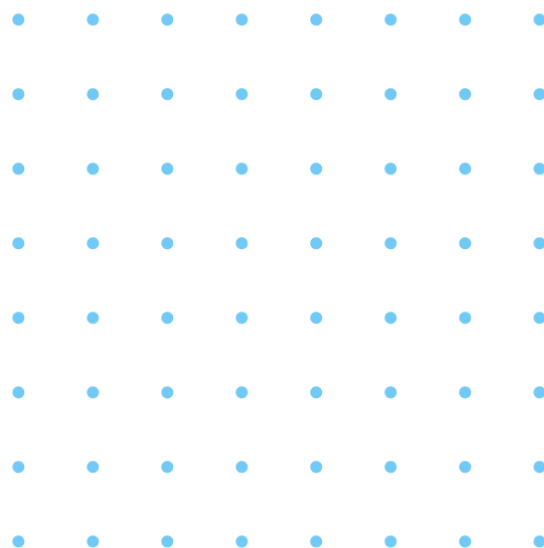
Draw a quadrilateral.



Draw a square.



Draw a parallelogram that is not a square.



## An Understanding

by ReadWorks

The car bumped along the gravelly asphalt road, and Michaela's seat belt pressed into her stomach uncomfortably. Outside, the scenery had been green and leafy for hours. At first, it had been exciting and beautiful-Michaela had never seen so many trees and so much underbrush before. But after five hours stuck in a car with her younger twin brothers and nothing to look at but a bunch of plants, Michaela was ready to scream. Suddenly the idea of a whole entire week in the middle of a forest, hiking and looking at waterfalls with just her family, did not seem like a fun prospect. Why couldn't they just go to the beach like all of her friends' families?

"And all was well," the British voice from the *Harry Potter* book on tape said.

"I never knew Harry Potter was so *moral*," Michaela's mom said, turning around in her seat to smile at Michaela, Zack, and Steve. "Did you guys like it?"

"It was good," Michaela said, staring out the window.

Both Zack and Steve had (thankfully) fallen asleep, one head leaning on the other. The best part about being a twin, Michaela thought (and she would know, having watched her little brothers for five straight years), was that you always had a shoulder rest that was at the exact height you needed.

"Sadly, there are no more audiobooks," her mom said, turning back to the front.

"That's a tragedy," Michaela's dad said, as he pulled the car into a rest stop. "I have to stretch my legs. Michaela, do you want a chocolate bar?"

Michaela jumped out of the car and followed her dad to the gas station store. Theirs was the only car at the rest stop. Stretching, Michaela leaned back to look up at the tops of the trees.

"Pretty, huh?" her dad said.

"Yeah, it's okay," Michaela shrugged.

Her dad smiled. "Ah, are we at that age yet?"

"What age?"

"When you stop talking to Mom and me. They warned me about this!" He picked her up by her armpits and swirled her around like he used to do when she was a kid.

"Dad, stop!" she shrieked.

"No one is around, I promise," he said, setting her down gently. He playfully punched her arm. "Will that be a Reese's peanut butter cup for the lady?"

She smiled and nodded.

He went in to buy the candy, and Michaela leaned up against the brick gas station and stretched her legs. She looked back at the car: it seemed that Zack and Steve were awake and pulling each other's hair. Their mom had gotten out of the car, and she was trying to stop them from the open door.

"What hooligans," her dad said, letting the gas station door close behind him.

"They're so annoying," Michaela said.

"Yeah, but they're cute at least, right?" her dad said, throwing his arm around her shoulders and steering her back to the car.

"Kind of," Michaela grumbled, taking the candy out of the plastic shopping bag her dad was holding.

"I know they're hard to handle. But just try to ignore them... We'll let Mom deal with them on this trip, huh? Either way, you'll get used to them," he said, and laughed. "I got used to Mom!"

"What's that?" Michaela's mom asked.

"Nothing, honey!" her dad said, grinning. Michaela held back a giggle and climbed into the car, feeling a teeny bit better about this week-long trip to the middle of nowhere.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How long has Michaela been in the car with her family?

2. How does Michaela feel about spending a week in the forest with her family at the beginning of the story?

3. Read these sentences from the story.

"Her dad smiled. 'Ah, are we at that age yet?'

"What age?'

"When you stop talking to Mom and me. They warned me about this!' He picked her up by her armpits and swirled her around like he used to do when she was a kid.'

"Dad, stop!' she shrieked.

"No one is around, I promise,' he said, setting her down gently. He playfully punched her arm. 'Will that be a Reese's peanut butter cup for the lady?'"

Based on this evidence, how can Michaela's dad best be described?

4. Who makes Michaela feel "a tiny bit better" about the trip?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"Outside, the scenery had been green and leafy for hours. At first, it had been exciting and beautiful-Michaela had never seen so many trees and so much underbrush before."

What does the word "scenery" most nearly mean as used in this text?

7. What word or phrase best completes the sentence?

Michaela has been stuck in a car with her younger twin brothers for five hours with nothing to look at but a bunch of plants. \_\_\_\_\_, she is ready to scream.

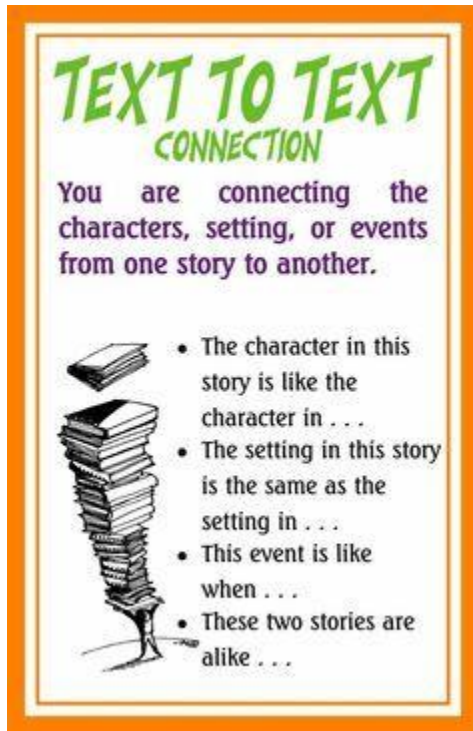
8. Michaela's dad says he knows that the twins can be hard to handle. How does he tell Michaela to respond to the twins?

9. What causes Michaela to hold back a giggle at the end of the story?

10. Why does Michaela feel better about the family trip at the end of the story? Support your answer using evidence from the text.

## 5/12 Writing

Review making Text to Text connections by reading the chart below:



Think about the two Read Works stories you have recently read- "Can't Sit Still" and "An Understanding." How are they alike? How are they different? Make text-to-text connections between those stories by writing 3 paragraphs (introduction, body, and conclusion). Be sure to give examples of how the stories were alike (similar) and how they were different.

## 5/12 SOCIAL STUDIES

### 4-6.1 Difference between the North and South

- The **South** developed as an agricultural region because of its fertile **soil** and temperate **climate**. Many cash crops, such as **cotton and tobacco** were grown and transported by **river** to market. Dependence on **slavery** grew in the south, especially after the invention of the cotton gin.
- The **North** had rocky **soil** and a shorter growing season so they did not have **cash crops**. The natural **harbors** and abundance of lumber led Northerners to develop an **economy** based on shipbuilding and commerce. **Factories** were built in the north. Many northern states **emancipated** their slaves in response to the ideals of the Declaration of Independence and because they did not **depend** on slave labor for their farms or factories.
- The North believed in a **free labor** system. The South believed in a **slave labor** system.
- The population grew much more quickly in the **North** due to the industrial revolution bringing **immigrants** from other countries to work in factories. **Towns** and cities grew more quickly in the north as well.
- **Public education** was established in the North.
- The type and amount of education in the South depended on **gender** and social class (whether you were wealthy).
- The boundary between the North and South is known as the **Mason Dixon Line** and is located on the border between Maryland and Pennsylvania.

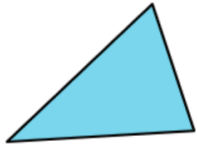


#### Review Questions:

1. What were the main differences between the North and the South? Make a t-chart to list the differences.
2. What is the Mason Dixon Line?

### 5.13 IXL: Math X 1 and X 2

What kind of triangle is this?

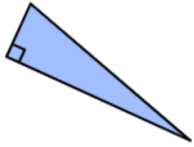


acute

right

obtuse

What kind of triangle is this?



acute

right

obtuse

What kind of triangle is this?

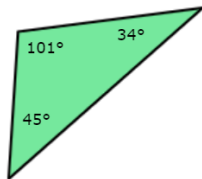


acute

right

obtuse

What kind of triangle is this?

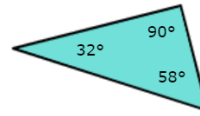


acute

right

obtuse

What kind of triangle is this?

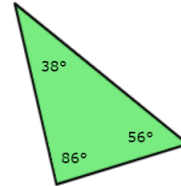


acute

right

obtuse

What kind of triangle is this?

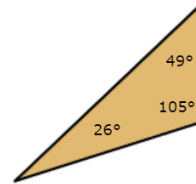


acute

right

obtuse

What kind of triangle is this?

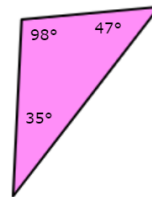


acute

right

obtuse

What kind of triangle is this?



acute

right

obtuse

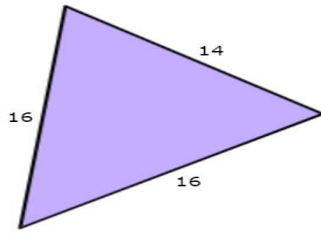
A triangle has angle measurements of  $22^\circ$ ,  $75^\circ$ , and  $83^\circ$ . What kind of triangle is it?

acute

right

obtuse

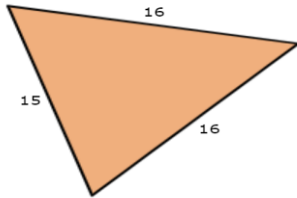
Is this triangle isosceles?



yes

no

What kind of triangle is this?

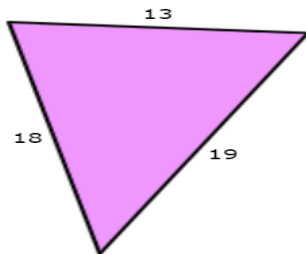


equilateral

isosceles but not equilateral

scalene

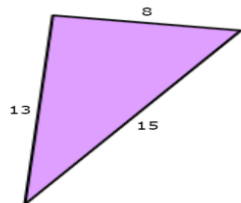
Is this triangle equilateral?



yes

no

What kind of triangle is this?

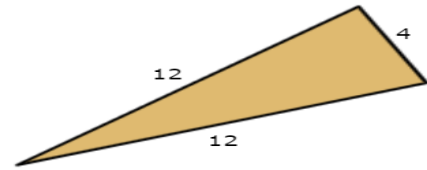


equilateral

isosceles but not equilateral

scalene

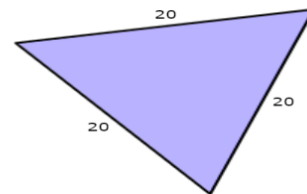
Is this triangle isosceles?



yes

no

What kind of triangle is this?

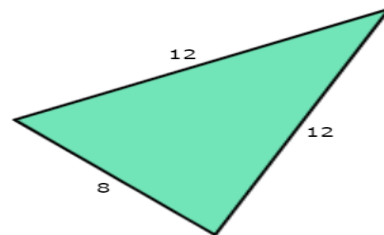


equilateral

isosceles but not equilateral

scalene

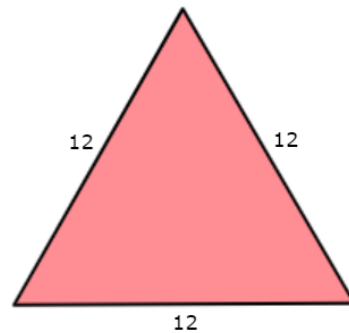
Is this triangle isosceles?



yes

no

Is this triangle equilateral?



yes

no



Name: \_\_\_\_\_

## Identifying Theme

**Directions:** Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Rolling Stones to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate and Money Mark could find nothing new or exciting in his life. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist, and everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Now she had everything that she had ever dreamed of and she truly loved to share her wealth and happiness with her family who supported her through all of the hard times.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. He did all of his homework in his other classes but never bothered to complete Mr. Morton's reading assignments, figuring that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton assigned the night that he assigned it. She had to stay up a little later, but she didn't want to get a penalty for turning in her reading work late. Tammy knew reading was a core subject and that she had to keep "C" average for the entire year or she would have to go to summer school. When the end of the quarter came, Tammy and Sammy had both planned on going to the Enchanted Castle amusement park, but Mr. Morton called Sammy's mother, and she grounded Sammy until he turned in all of his work. That weekend was horrible for Sammy. He stayed up until 2:00 AM each night and still couldn't complete all of the assignments. The whole while, Tammy had a great time eating pizza at Enchanted Castle, watching movies late at night, and enjoying her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a "C" minus in reading while Tammy earned an "A." Sammy still hasn't learned his lesson and probably won't complete this activity either.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

4. Mr. Pig and Mr. Dog were hanging out at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch and Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish, and then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter but since he was weighed down by such a large meal, Mr. Pig collapsed and the hunter killed him. Mr. Dog easily escaped. Later that night while returning to the scene, Mr. Dog caught the scent of something delicious and began digging around a trash can. He found a large ham bone with lots of meat and marrow still stuck to the bone. Mr. Dog happily ate.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

5. In his sophomore year of high school, Michael Jordan tried out for the varsity basketball team at Laney High School in Wilmington, North Carolina. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play at that level, so Jordan was cut from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. When he finally made the varsity squad, Jordan averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

## Commas and direct address

### Grade 5 Punctuation Worksheet

Add commas to the sentences as needed.

1. Mr. Smith, your son is not doing well in math class.
2. Ms. Potter your little boy is adorable!
3. Your dogs keep coming into my yard Mr. Stephens.
4. Mister Howard can you please stop by the office today?
5. We are going to need to talk to you about your tax information Mrs. Jones.
6. The election is going to be influenced Dr. Thomas by your opinion.
7. This water is contaminated with something Professor Watson.
8. John, step up to the microphone and tell us your story.
9. You have to give it all of your effort Suzy if you want to succeed.
10. I think Steven that you are going to need to do your homework every night from now on.

When addressing someone:

- at the beginning of the sentence, the name is followed by a comma.
- at the end of a sentence, a comma goes in front of the name.
- in the middle of a sentence, two commas surround the name.



## Commas and direct address

---

### Grade 5 Punctuation Worksheet

#### Answers

1. Mr. Smith, your son is not doing well in math class.
2. Ms. Potter, your little boy is adorable!
3. Your dogs keep coming into my yard, Mr. Stephens.
4. Mister Howard, can you please stop by the office today?
5. We are going to need to talk to you about your tax information, Mrs. Jones.
6. The election is going to be influenced, Dr. Thomas, by your opinion.
7. This water is contaminated with something, Professor Watson.
8. John, step up to the microphone, and tell us your story.
9. You have to give it all of your effort Suzy, if you want to succeed.
10. I think, Steven, that you are going to need to do your homework every night from now on.

## 5/13 SOCIAL STUDIES

### 4-6.2 The Abolitionist Movement

- The Abolitionist Movement developed because of the **leadership** of many Americans. The abolitionist movement kept the issue of **slavery** at the forefront of national conversation, but the **national government** continued to protect slavery. Most northerners were **NOT** abolitionists.

#### Key Abolitionists



- ✓ **William Lloyd Garrison**-he was the publisher of an abolitionist newspaper known as *The Liberator*. He used the newspaper to tell everyone that **slavery** was wrong and should be abolished. He helped form the Anti-slavery Society, which published **books** and papers encouraging the **emancipation** of all slaves. His paper was **banned** in the south. He was often **harassed** in the north as well.



- ✓ **Sojourner Truth**-she was the first African American woman to gain recognition as an anti-slavery **speaker**. She was born a **slave** in New York but was freed through gradual emancipation. She had a powerful **speaking style** and drew large audiences when she lectured about slavery and **women's rights**.



- ✓ **Frederick Douglass**-he taught himself to **read** and write while he was a slave. He **escaped** slavery and became a spokesman for the abolitionist movement. He published an anti-slavery newspaper known as the **North Star**.



- ✓ **Harriet Tubman**- she was an escaped slave who became one of the most famous **conductor** of the Underground Railroad. She is known as "**Moses**" because she led more than **300** slaves out of the South to freedom.



- ✓ **Harriet Beecher Stowe**-she was the author of the book *Uncle Tom's Cabin*. The book became a **best seller** and revealed the cruelty of slavery to many **Northerners**.



- ✓ **John Brown**-he was an abolitionist led a **raid** on the U.S. arsenal at Harper's Ferry in Virginia in hopes of capturing guns and leading a **slave revolt**. The raid was **NOT** successful. He was caught, tried, and found **guilty** of treason. Then he was **hanged**.

#### Review Questions

1. What is an abolitionist? Why were they important?
2. How did abolitionists work to end slavery?

# Designing a Town Map

For this project you will create a map of an imaginary town that includes different kinds of lines, angles and shapes.

## Requirements:

1. Your map must include the following:

- the town name
- a map scale
- at least two sets of streets that are parallel
- at least two sets of streets that are perpendicular
- at least two streets that intersect another to form a right angle
- at least two streets that intersect another to form an obtuse angle
- eight different 2-dimensional shapes to represent buildings or local attractions (e.g. park, movie theater, town swimming pool). Five of these shapes should be quadrilaterals.
- names for each street/building/local attraction

2. Create a table and list the street names or buildings in the correct categories.

Parallel	Perpendicular	Acute Angles	Obtuse Angles	Quadrilaterals	Other 2-D Shapes

3. Write out three sets of clear directions to get from one location to another in your town.

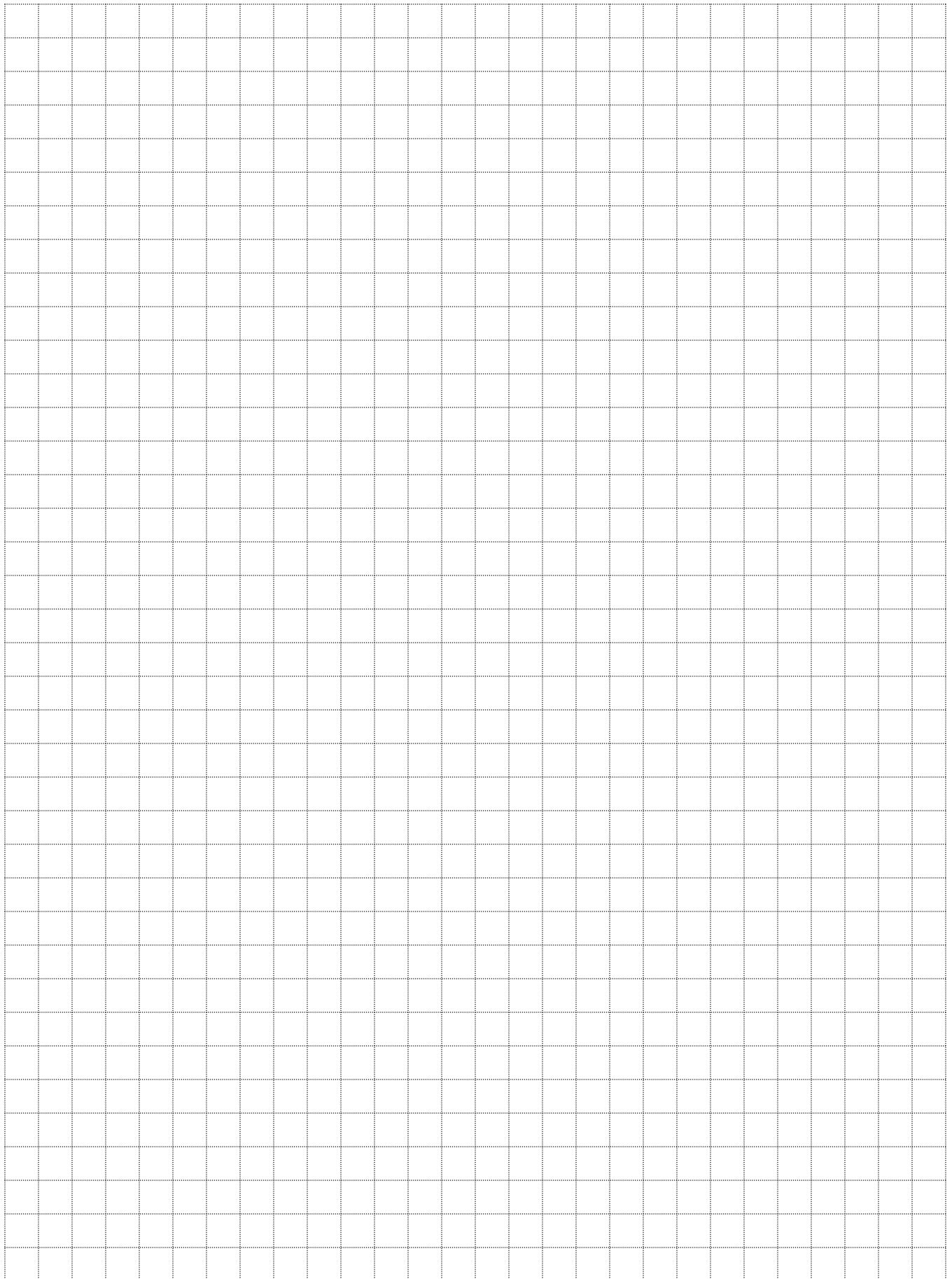
Project Due Date: \_\_\_\_\_

# Designing a Town Map Project Rubric

Name:

Date:

Requirements	4	3	2	1
<b>Map</b>	All required map elements are shown accurately	One required map element is missing <u>or</u> incorrect	Two required map elements are missing <u>or</u> incorrect	More than two required map elements are missing <u>or</u> incorrect
<b>Table</b>	All information in table is presented accurately.	Information in table contains one error	Information in table contains two errors	Information in table contains more than two errors
<b>Map Directions</b>	Includes 3 sets of very clear directions to get from one location in town to another	3 sets of directions to get from one location in town to another are reasonably clear	1-2 sets of directions to get from one location in town to another are reasonably clear	Directions to get from one location in town to another are unclear
<b>Writing Conventions</b> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• capitalization</li> <li>• grammar</li> <li>• paragraphing</li> </ul>	Strong grasp of all grade level writing conventions evident	Sound grasp of grade level writing conventions evident. Some minor errors that do not impair readability.	Basic grasp of grade level writing conventions evident. Errors impair readability.	Minimal grasp of grade level writing conventions evident. Numerous errors distract or confuse reader.
<b>Presentation</b>	Project is presented in an organized, creative and highly effective way	Project is presented in an organized and effective way	Some parts of the project are presented in an organized and effective way	Project is not organized <u>or</u> presentation shows minimal effort
				<b>Total</b> /20





# Jump! Jump! Jump!

by W.M. Akers

"You're doing it all wrong," said Ryan.

"You're nuts!" shouted Tom. "I'm the best jumper there ever was!"

"Then how come you can't touch the doorframe?"

"It's hard, okay?"

Tom stood on the concrete, rubbing his shoulder and looking straight up. The doorway to the lunchroom was ten feet high, at least. Nobody his age could jump high enough to touch it. Older kids tried every day. Nobody even came close. But Ryan had dared Tom that he couldn't do it, and so Tom had to try.

He muttered under his breath: "I'm the best jumper there ever was."

It had started the year before at recess. A Frisbee was stuck in a tree. Nobody could jump high enough to get it. Nobody could climb the tree to get it. Nobody could throw anything that would knock it down. And so Tom had stood way back from the tree. He got a running start. And when he was going as fast as he could run, he leapt. It was like he was in the air forever, and then he felt the Frisbee in his hand. From that day on, when there was a problem that could be solved by jumping, they called Tom.

Everybody loved their jumping champion, except for Ryan. Before Tom had come along, Ryan had been the best jumper in the class. He could jump over hurdles. He could jump down the stairs. He could jump all sorts of places-but never quite as high as Tom. Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

"Come on," he taunted. "You can't jump just a little bit higher? I thought you were *the best jumper there ever was!*"

Tom gritted his teeth. He tensed his legs. He threw his body up into the air. And he still fell short by at least two feet. He didn't want to say it was impossible, but...

"It's impossible," he said.

"Ha! I knew it."

"Unless we work together."

"Excuse me?"

"Neither of us can jump high enough to touch it alone, but if we work together..." Tom explained his plan.

A few minutes later, Tom knelt on the ground. He laced his fingers together and held Ryan's foot in his hands.

"One...two...three!" shouted Tom. On three, Ryan put all his weight on Tom's hands, and Tom threw him up into the air. Ryan's hand smashed into the doorframe, and he fell down laughing.

"We did it!" he said.

"Now it's my turn!" said Tom.

Together, they were the best jumpers there ever were.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Tom says that he is the best \_\_\_\_\_ there ever was.

- A. soccer player
- B. swimmer
- C. jumper
- D. runner

2. What problem does Tom have in this story?

- A. He cannot get a Frisbee to fly smoothly through the air when he throws it.
- B. He cannot jump over as many hurdles as Ryan can.
- C. He cannot jump high enough to reach the top of a doorway.
- D. He cannot climb a tree to get a Frisbee that is stuck in it.

3. Tom is the best jumper in his class. What evidence from the story supports this statement?

- A. Tom falls at least two feet short of the top of the lunchroom doorway when he tries jumping up to touch it.
- B. Tom is the only person who is able to jump high enough to get the Frisbee out of the tree.
- C. Tom grits his teeth and tenses his legs before jumping toward the top of the lunchroom doorway.
- D. Tom kneels to the ground, laces his fingers together, and holds Ryan's foot in his hands.

4. Read these sentences from the text.

Everybody loved their jumping champion, except for Ryan. Before Tom had come along, Ryan had been the best jumper in the class. He could jump over hurdles. He could jump down the stairs. He could jump all sorts of places-but never quite as high as Tom. Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

Based on this evidence, why might Ryan be "out for revenge"?

- A. Ryan is angry that Tom has taken his place as the best jumper in the class.
- B. Ryan is upset that Tom is taller and more popular than he is.
- C. Ryan does not believe that Tom is a better jumper than he is.
- D. Ryan wanted to rescue the Frisbee, but Tom got to it before he did.

5. What is a theme of this story?

- A. By working together, people can achieve something that they cannot achieve on their own.
- B. Making friends is more important than impressing the people around you.
- C. The best way to resolve a conflict with someone is to challenge that person to do something dangerous.
- D. Impressing the people around you is more important than making friends.

**6.** Read these sentences from the text.

Ever since the day Tom had rescued the Frisbee, Ryan had been out for revenge. Now he was going to get it.

'Come on,' he taunted. 'You can't jump just a little bit higher? I thought you were the best jumper there ever was!'

Tom gritted his teeth. He tensed his legs. He threw his body up into the air. And he still fell short by at least two feet.

Based on these sentences, what does the word "taunted" mean?

- A. asked or questioned in a polite way
- B. teased or challenged in mean language
- C. praised or gave a compliment
- D. helped out or assisted without being asked

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

He got a running start. And when he was going as fast as he could run, he leapt.

How could these sentences be combined?

- A. He got a running start; and when he was going as fast as he could run, he leapt.
- B. He got a running start, and when he was going as fast as he could run, he leapt.
- C. He got a running start, when he was going as fast as he could run, he leapt.
- D. He got a running start and when he was going as fast as he could run, he leapt.

**8.** What is impossible unless Tom and Ryan work together?

**9.** What happens after Tom throws Ryan up into the air?

**10.** Explain whether working together solves a problem in this story. Support your answer with evidence from the text.

## 5/14 Writing

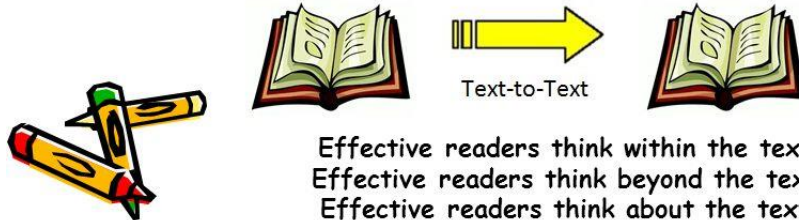
Review making Text-to-Text connections by reading the chart below:

# Text-to-Text

- Text-to-Text connections can be made across:
  - themes
  - literary elements, features, devices, and techniques
  - fiction and nonfiction genres
  - paired reading selections
  - vocabulary

*Genres (a type of literature)*

- Fiction: fable, tall tale, legend, myth, realistic fiction, historical fiction, play, adventure, science fiction, fantasy, mystery
- Nonfiction: informational article, biography, autobiography, diary, journal, magazine article, news story, book review, persuasive essay, editorial, interview



Make a text-to-text connection with "Jump! Jump! Jump!" and another book you have read or movie/show you have watched. How are they alike? How are they different? Make text-to-text connections between the stories by writing 3 paragraphs (introduction, body, and conclusion). Be sure to give examples of how the stories were alike (similar) and how they were different.

## 5/14 SOCIAL STUDIES

### 4-6.3 Events and Issues Leading to the Civil War

- **Sectionalism**- the result of the growing cultural and economic differences between regions, particularly their difference over the issue of **slavery** in the territories. Sectionalism means the interests of each **section** of the country (the North or the South) was **more** important than the interests of the **country** as a whole.
- The North and South also had different philosophies about the power of the **federal government**. Southerners supported **states' rights** because they feared the federal government might take away the right to **own** slaves. The North recognized the **authority** of the national government
- The **presidential election of 1860** brought sectional conflict to a breaking point. The Republican Party opposed the expansion of slavery and nominated **Abraham Lincoln** as their candidate. The Democratic Party split their nomination between two candidates, both whom **supported** the rights of Southerners to take their slaves into the **territories**. **Stephen A. Douglas** was one of the Democratic candidates. Slavery was a **key issue** for the candidates. Abraham Lincoln **won** the election. Many Southerners mistakenly thought that Lincoln would **free** the slaves because he was a Republican, even though he said he would **respect** the existence of slavery in the states in which it already existed.
- Claiming states' rights, **seven** southern states seceded from the Union. These states declared that they were a new country- **the Confederate States of America** and elected **Jefferson Davis** as their president.

### Review Questions

1. What is sectionalism?

2. Why did the south secede from the Union when Abraham Lincoln was elected as President in 1860?

## Fixing capitalization

### Grade 4 Capitalization Worksheet

Rewrite the sentences below with the correct capitalization.

Capitalize the first word in a sentence, proper names of people, places, and products, main words in titles, and days, months, and holidays.

1. we bought my sister nike sandals from canada.

---

2. the city of chicago is hosting a christmas festival in december.

---

3. i learned about president lincoln in a book called "born to lead".

---

4. my favorite singer, katy perry, will sing "firework" this saturday.

---

5. my family visits california to hear the band, maroon 5, in october.

---

6. in jamaica, we drank a lot of gatorade because it was hot there in july.

---

7. for thanksgiving, we visit my grandpa in new mexico.

---

8. in january, mayor henderson will be giving away a new toyota camry.

---



Name: \_\_\_\_\_

## Identifying Theme 2

**Directions:** read each short story and determine the theme or message in the story. Remember that a good answer will focus on big world lessons, not small world details of the story.

Even though they were sisters, Suzie and June were nothing alike. If Suzie wanted to jump rope, June wanted to play hopscotch. If June wanted to watch soap operas, Suzie wanted to watch talk shows. Tensions rose to the point that the girls could no longer stand one another's company. It seemed that they had nothing in common, until the day that progress reports came out. While riding the bus home from school, the girls—startled by how upset the other looked—realized that they were both failing a subject. Suzie was failing math and June was failing reading. Since both girls wanted to pass their classes, they got to talking and agreed to help one another. So everyday after school for the next few weeks, Suzie tutored June in reading and then June tutored Suzie in math. By the time report cards came were distributed, Suzie and June were passing all of their classes. The girls were delighted, but their mother was happiest of all. Not just because her daughters passed their classes, but because they had learned to be good sisters.

1. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

2. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

All Victor ever wanted to do with his life was be a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

3. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

4. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

Kyle liked Lucy more than any other girl in the school, but he had an odd way of showing it. When she walked ahead of him in line, he kicked at her shoe. When she passed him on the school yard, he called her “lame Lucy.” He even wrote a mean word on her homework during the bus ride to school. But what puzzled Lucy the most was receiving an invitation to Kyle’s birthday party. Figuring that he was just planning a mean trick on her, Lucy decided not to go, and while Kyle eagerly awaited Lucy’s arrival, Lucy talked on the phone to Jacob. When Kyle finally realized that Lucy was not coming to his party, he was crushed.

5. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

6. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

The little grey mouse that lived in my wall prospered for many days on nibbles of my lunch. I’d pack a meal before bed and, while I slept, he would take small bites of my lunch, which I left on the counter. He’d take a cracker crumble here, and a bread crumb there, but he wouldn’t take too much and he’d always clean up after himself. Things were going quite well for him and I didn’t even know he existed, until he got sloppy. One night while I slept, he ate all of my chips and left behind a big mess. When I awoke to this sight, I knew what had happened to my chips. So the next night when he returned for another snack, he found a nice, delicious piece of cheese... lightly balanced on a mouse trap. Now I don’t have to share my chips anymore.

7. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

8. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

Ulysses spent all of his free time reading books and felt that he was very intelligent. One day a nice student from his class asked him if he wanted to go sledding and Ulysses responded, “I’ve read about sledding in books, and it sounds miserable. No, thank you.” On another day, a different friendly student asked Ulysses if he wanted to go out for hotdogs after school. Ulysses responded, “I’ve read that hotdogs are filled with rat parts and pig bellies. No, thank you.” Nobody asked Ulysses to hang out again, but he did read about friends in his books.

9. What is the theme of this story? \_\_\_\_\_

\_\_\_\_\_

10. What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_



## 5/15 SOCIAL STUDIES

### 4-6.4 Key Battles/Strategies of the Civil War

- **Battle of Fort Sumter**- President Lincoln informed President Davis that he was sending **supplies** to the federal troops at Fort Sumter, in the middle of Charleston harbor. **Union** troops were ordered to surrender by the Confederates but they would not. Jefferson Davis ordered Confederate troops to **fire** on the fort. The **Civil War** had begun. The bombing lasted **34** hours and buildings at the fort were burned. There were no **casualties**.
- The strategy of the North and South were based on **geography**, resources, and **economies** of each region. The strategy of the **North** had three parts- 1) they **blockaded** southern ports 2) They planned to **split** the Confederacy in two at the Mississippi River 3) they would attack the Confederate capital at **Richmond, Virginia**.  
The strategy of the **South** was to fight a **defensive** war and depend upon the relationship they had with **England** to send supplies.
- **Battle of Gettysburg**- the Confederate army led by **Gen. Robert E. Lee** invaded the North for the second time but was turned back at this battle. This fight was the **turning point** of the Civil War because the Confederate army was so severely wounded that they never again had the military strength to attempt an invasion of the North. After Gettysburg, the South could only fight a **defensive** war. Four months after the battle, President Lincoln gave the **Gettysburg Address**, a speech to dedicate part of the battlefield as a National Cemetery to honor the men who had been killed in the battle.

*"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.*

*Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.*

*But, in a larger sense, we cannot dedicate -- we cannot consecrate -- we cannot hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth."*

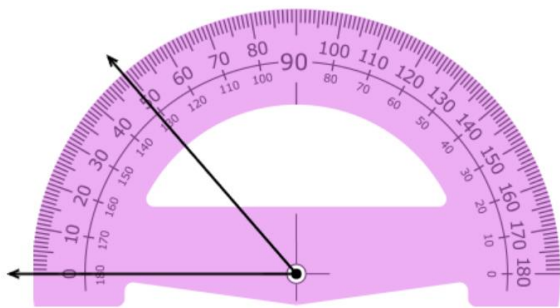
- **Emancipation Proclamation**- an order issued by President Lincoln as Commander-in-Chief of the United States armed forces that **freed** the slaves in all the states that left the Union. It did **NOT** free the slaves that were living in the states that were still loyal to the United States. Since the Confederates did not recognize the **authority** of the President of the U.S., they did not **obey** his order. Slaves were only freed as the Union army **liberated** them. However, this proclamation made the war about **slavery**. Consequently, it made it harder for **England** to support the South since British citizens opposed slavery.
- **Surrender at Appomattox**- After **4** years of fighting, General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox Court House in Virginia.

### Review Questions

1. What were the differences in battle strategies between the North and the South? Make a t-chart to compare them.

## 5.18 IXL: Math: Z:4

Is this angle acute, right, or obtuse?

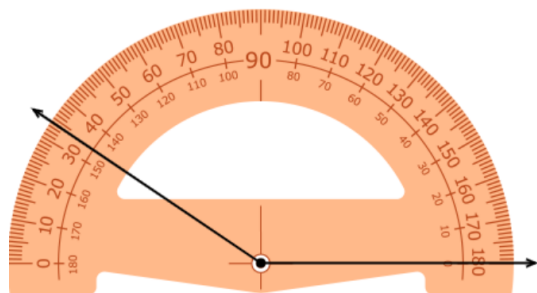


acute

right

obtuse

Is this angle acute, right, or obtuse?

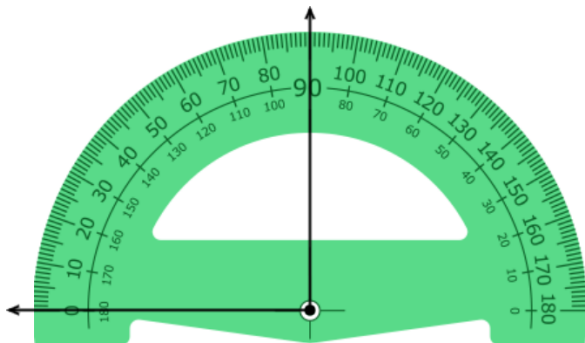


acute

right

obtuse

Is this angle acute, right, or obtuse?

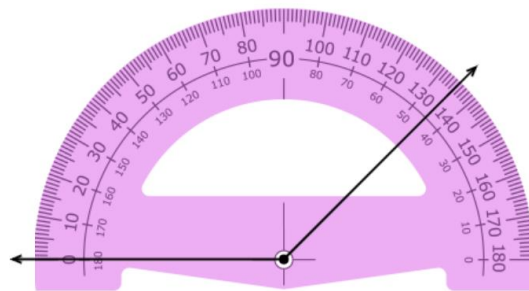


acute

right

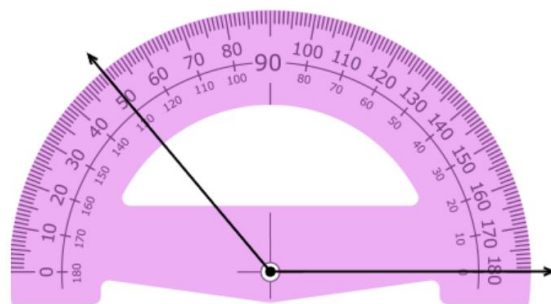
obtuse

What is the measurement of this angle?



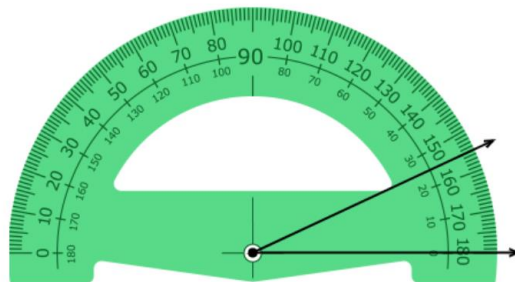
°

What is the measurement of this angle?



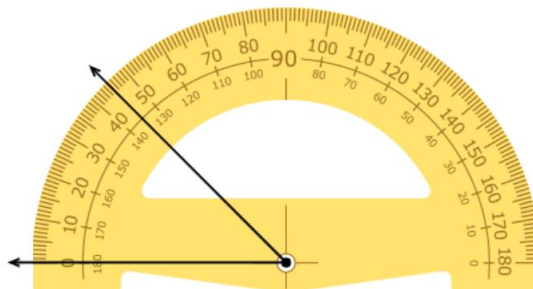
°

What is the measurement of this angle?



°

What is the measurement of this angle?



°

## Shawn the Speedy Snail

by Michael Stahl



Shawn was a snail unlike any other snail in the ditch. All of the snails that Shawn knew were slow. They were slow to get food, slow to get water, slow to get anywhere. The snails of Shawn's ditch were so slow because they each had huge shells on their backs that they had to carry around. The shells were heavy, but they had to be because the shells were the snails' homes! Certainly, Shawn had a shell on his back too, just like all the others. He even named it "Shawn's Place." He was funny like that, and the snails enjoyed his sense of humor. What made Shawn so fast was that he was stronger than everyone else. Having his home on his back didn't bother him like it did the others in Shawn's ditch. The others would complain and sigh, so depressed that they had such a weight to carry on their shoulders and backs. Because Shawn was the strongest, and could carry his home with ease, he was also the fastest, making Shawn the speediest snail around.

From the time Shawn was a baby snail, he could beat any of the snails he knew in the ditch in a race. He grew up challenging each snail to a race, and he was undefeated. Shawn started using his speed for his benefit and his benefit only, though, which was something he would later regret. Anytime there was a leaf that fell to the ground, Shawn would race to it and eat until he got full before anyone else would get the chance. Shawn was always quicker to the roots, too, and he'd eat them right up. If it rained, and puddles of water formed at the bottom of the ditch, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools. It was almost as if Shawn was showing off how strong and fast he was all the time. The other snails liked Shawn, but the way he used his speed was making them angry.

After some time, when the other snails became particularly hungry because Shawn was beating them to all the food, the snails in the ditch decided that enough was enough.

"Shawn! Stop eating so much before we can have our helping," cried Blaine.

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"Yeah, Shawn! We know you're big and strong and fast," agreed Susan. "You don't have to keep reminding us about how slow we are," she added.

Shawn was a little upset about their remarks. "Well, maybe if you would exercise a little bit more, you could beat me to the food and the water!" he said.

"How can we become stronger if you keep beating us to our food?" replied Harvey.

"We all think it's about time you found another ditch, one that you can have all to yourself," said Blaine.

That hurt Shawn. He felt a knot in his heart. Slowly, as slowly as he'd ever crawled before, he left the ditch for another place to find food and water.

He knew that there was another ditch across the road that was completely empty of other snails. Shawn was the only one who knew that because he was the only one capable of getting across the road safely, with his speed and all.

A couple of weeks went by. Shawn missed his friends across the road, and he realized that his ditch had even more food than the other, much more than he'd ever need. He decided he'd pay them a visit. He waited by the side of the road for the closest car to pass. Once it did, he speedily crossed back over to his old ditch. What he found made him more upset than anything ever before.

"Shawn!" cried Blaine. "We need your help. There isn't enough food in this ditch anymore. We're too weak and too slow to find enough for all of us to eat."

Shawn's friends were starving. Even though they had asked him to leave the ditch, it was only because of his selfish actions. Shawn knew what the right thing to do would be.

One-by-one, Shawn lifted each of his snail friends up on top of Shawn's Place and as fast as he could, which, for Shawn, was pretty fast, brought them over to the ditch on the other side of the road. They were all safe and sound, especially after Shawn raced around the ditch getting food and bringing it straight to his weaker friends. Shawn would never use his speed to show off again.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why is Shawn able to beat the other snails to the food and water?

- A. Shawn is smarter and meaner than the other snails.
- B. Shawn is friendlier and more loving than the other snails.
- C. Shawn is stronger and faster than the other snails.
- D. Shawn is smaller and slower than the other snails.

2. After Shawn returns to the first ditch, he discovers a problem. There is not enough food for the snails in the ditch. How does Shawn solve this problem?

- A. Shawn carries the snails to another ditch where there is more food.
- B. Shawn races to a fallen leaf before any of the other snails can get to it.
- C. Shawn complains and sighs that he has to carry a big weight on his back.
- D. Shawn drinks all the water he needs out of a puddle in the ditch.

3. Shawn uses his speed for his own benefit.

What evidence from the story supports this statement?

- A. When Shawn crosses the road, he realizes that his new ditch has even more food than the one he left.
- B. When Shawn returns to his old ditch for a visit, his friends tell him that there is not enough food anymore.
- C. Whenever a leaf falls to the ground, Shawn races to eat it before anyone else has a chance to.
- D. If the other snails exercised a little bit more, they might be able to get to the food and water faster.

4. Why do the other snails tell Shawn to find another ditch?

- A. They are starving and need Shawn to help them find more to eat.
- B. They are worried that Shawn will get hit by a passing car if he crosses the road.
- C. They do not like Shawn showing off by beating them to all the food and water.
- D. The snails enjoy Shawn's sense of humor and like that he has named his shell "Shawn's Place."

5. What is a theme of this story?

- A. Being slower and weaker than those around you will make them want to get rid of you.
- B. When facing a problem, sometimes the best solution is to wait until the problem goes away by itself.
- C. Having a sense of humor is more important than treating others with kindness and respect.
- D. Using your abilities to help others is better than using them to help just yourself.

6. Read the following sentence: "If it rained, and puddles of water formed at the bottom of the **ditch**, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools."

What does the word **ditch** mean in the sentence above?

- A. a shell carried on an animal's back
- B. a hole in the ground
- C. a race to get food
- D. a new place to live

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

In the beginning of the story Shawn uses his speed to help himself get food; \_\_\_\_\_ he uses his speed to help get food for others.

- A. in the end
- B. in particular
- C. especially
- D. first

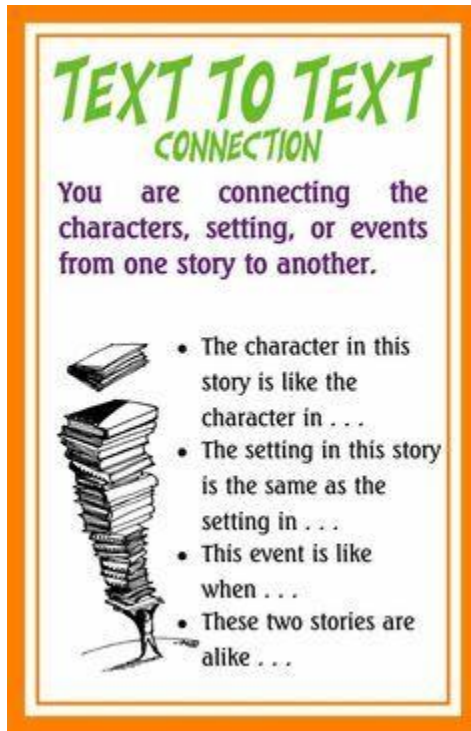
8. What does Shawn do after spending a couple of weeks in his new ditch?

9. Why does Shawn go back to his old ditch for a visit?

10. Why does Shawn decide never to use his speed to show off again? Explain your answer using evidence from the passage.

## 5/18 Writing

Review making Text-to-Text connections by reading the chart below:



Now watch the following clips from the movie "Turbo."

<https://www.youtube.com/watch?v=03SsdSzKbd0> (Links to an external site.)

<https://www.youtube.com/watch?v=K1g6grGklOI> (Links to an external site.)

<https://www.youtube.com/watch?v=gH1kstAfb5g> (Links to an external site.)

<https://www.youtube.com/watch?v=spy6L78o3-A> (Links to an external site.)

Think about the Read Works story "Shawn the Speedy Snail" and the movie clips from "Turbo." How are they alike? How are they different? Make text-to-text connections between those stories by writing 3 paragraphs (introduction, body, and conclusion). Be sure to give examples of how the stories were alike (similar) and how they were different.

## 5-18 SOCIAL STUDIES

### 4-6.4 continued- African Americans in the Civil War

- African Americans **participated** in the Civil War in many ways. Northern African Americans formed **military companies** and began to drill. They requested **permission** to go to war but were turned down by the Secretary of **War**.
- Many Southern slaves fled to Union military sites and tried to **join** the army but were turned away. The reason was the war was being fought to **preserve the Union**, not to free the slaves.
- By **1862**, the increasing number of slaves seeking **refuge** with Union forces and arguments made by abolitionists convinced Lincoln that **victory** and the future of the Union were directly tied to the issue of **slavery**.
- The Emancipation Proclamation called for the **enlistment** of African Americans as soldiers in the Union army. The most famous African American regiment was the **54<sup>th</sup> Massachusetts** that led the attack on Fort Wagner outside of Charleston.
- African Americans were liberators, **spies**, guides, and messengers.
- In the South, some planters **required** their slaves to accompany them on the battlefield for the Confederacy. They would use them to build, work in **factories** and perform menial duties.

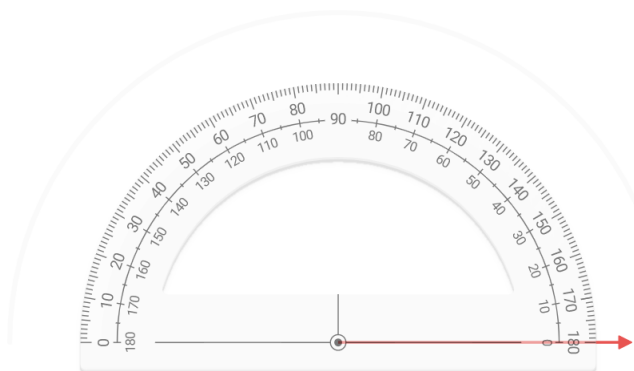
### Review Questions

1. Why were African Americans not allowed to fight in the war in the beginning?
2. What happened that allowed African Americans to enlist in the war?
3. What was the name of one of the most famous African American regiments?

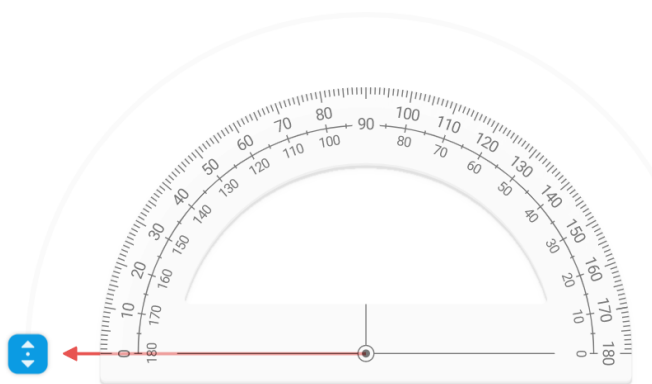


## 5.19 IXL: Z New! Draw an Angle

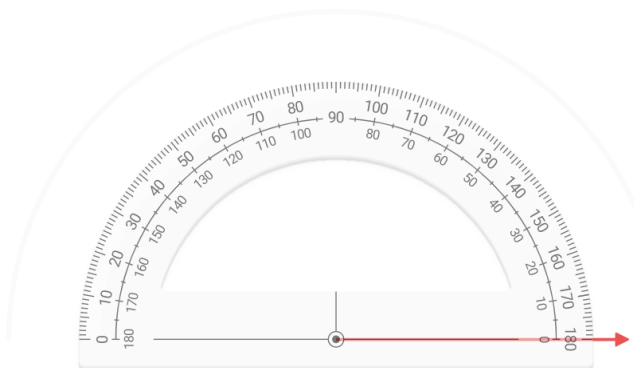
Use the protractor to make a  $65^\circ$  angle.



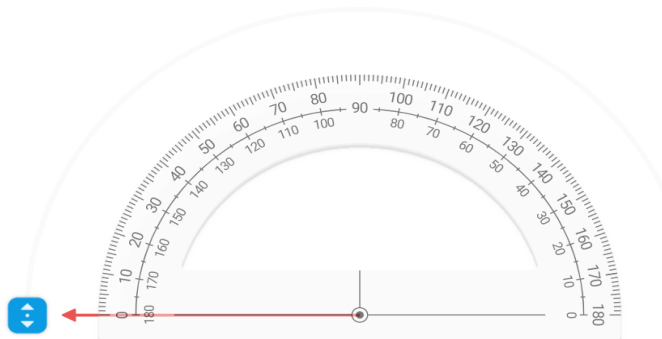
Use the protractor to make a  $40^\circ$  angle.



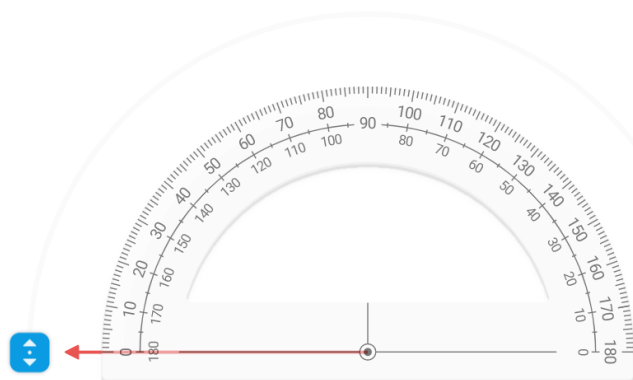
Use the protractor to make a  $175^\circ$  angle.



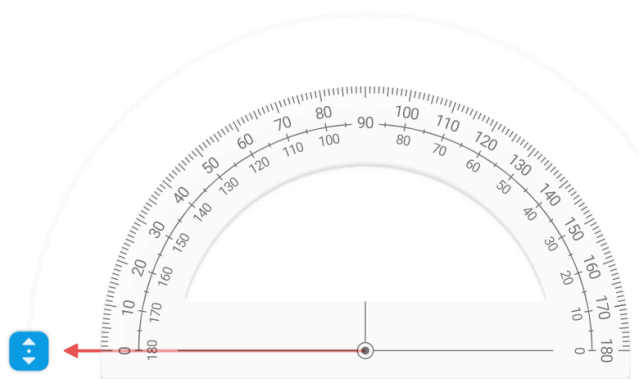
Use the protractor to make a  $165^\circ$  angle.



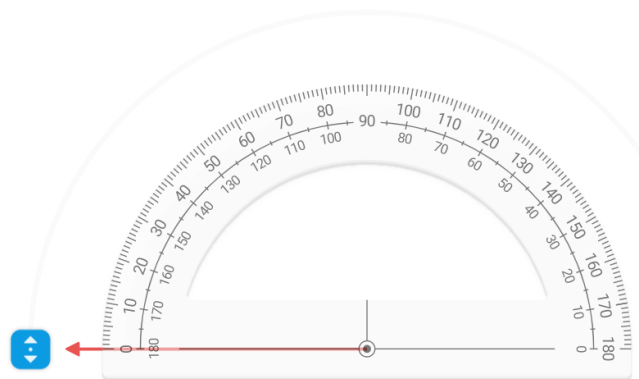
Use the protractor to make a  $10^\circ$  angle.



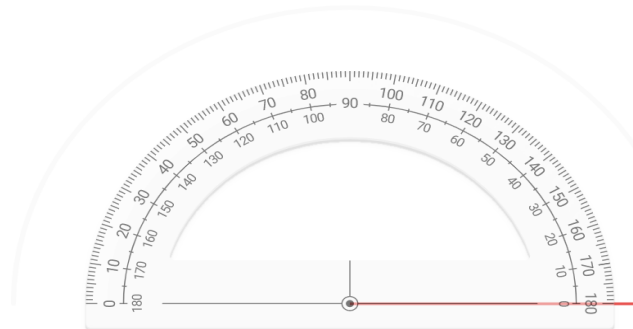
Use the protractor to make a  $65^\circ$  angle.



Use the protractor to make a  $45^\circ$  angle.



Use the protractor to make a  $155^\circ$  angle.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Articles Worksheet (Fill-In Part 1)

An article is a word that comes before a noun.

There are 3 articles in English: **a, an, the**

Use **a** and **an** with singular nouns.

Use **a** if the next word starts with a consonant sound.

Use **an** if the next word starts with a vowel sound.

Directions: Fill-In which article best completes each sentence given below.

*Example A: I go to \_\_\_\_\_ public school. (a, an, the)*

*Answer: I go to a public school.*

1. I live in \_\_\_\_\_ state of California. (a, an, the)
2. Can you tell me \_\_\_\_\_ story. (a, an, the)
3. We will go to \_\_\_\_\_ mall tomorrow. (a, an, the)
4. I saw \_\_\_\_\_ lion at the zoo. (a, an, the)
5. Will you watch \_\_\_\_\_ movie with me? (a, an, the)
6. I am going to \_\_\_\_\_ restaurant after school. (a, an, the)
7. We saw \_\_\_\_\_ great play. (a, an, the)
8. I saw \_\_\_\_\_ racoon in my backyard. (a, an, the)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Compound Words Worksheet (Creating / Part 1)

Directions: Make a compound word from each pair of words below. The first one has been done for you.

Word #1	Word #2	Compound Word
1. <i>time</i>	<i>life</i>	<i>lifetime</i>
2. work	home	_____
3. pack	back	_____
4. stream	up	_____
5. hopper	grass	_____
6. ground	under	_____
7. market	super	_____
8. dog	under	_____
9. fire	back	_____

## 5/19 SOCIAL STUDIES 4-6.5 Impact on the U.S.

- The Union was **preserved** and the slaves were **freed**.
- The **physical environment** of the north was affected very little by the war since only a few battles were fought there. However, the **South** was devastated. Entire **cities** were burned and plantations were **destroyed**. Thousands of acres of **farmland** were ruined and the fields were left unplanted and useless in the absence of **slave labor** to plant and harvest cash crops.
- The impact on the people depended on **who** you were and **where** you came from. The **wealthy** could pay someone to take their place in the war. Southern planters were exempt from **service** if they owned over **20** slaves. Soldiers endured a long, difficult and **bloody** war, often with little **food** or clean **water**. Over **600,000** men on both sides died. Over **1,100,000** were injured.
- Women in both regions were left in **charge** of their homes, **farms**, or businesses. In the north, women served as **nurses** or workers in factories. Others rolled bandages or knitted **socks** to send to soldiers. In the south, women were left to manage their **families** and continue operating the farms and **plantations**. They also served as **nurses**.
- African American slaves **ran** away from plantations. After the Emancipation Proclamation, African American **joined** the Union Army. After the war, many former slaves left **plantations** looking for loved ones sold away or simply leaving because they were **free**. Some returned to their old **plantations** where they worked as **sharecroppers**.
- The civilian population of the North and South had **different** experiences during the war. The North did not suffer from lack of **food** and supplies. The war prompted a **growth** of business. Factories continued to **operate**. In the South, the civilian population suffered from a lack of **food** and supplies because of the blockade and the disruption of agriculture. The paper money issued by the Confederacy was **worthless** after the war ended. Slaves were **freed** and planters lost a large portion of their **wealth** as well as labor force.

### Review Questions

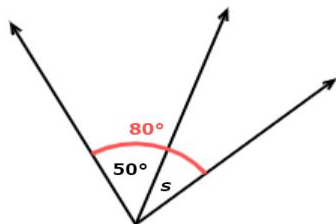
1. How were Northerners, Southerners, and African Americans impacted by the Civil War? Fill in the chart below with at least 3 details for each from the text.

<i>Northerners</i>	<i>Southerners</i>	<i>African Americans</i>

2. How many total people were injured or died during in the Civil War on both sides?

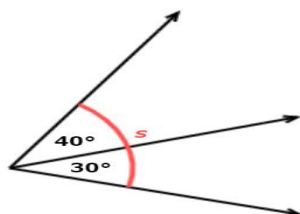
5.20 IXL: Math Z6

What is the value of  $s$ ?



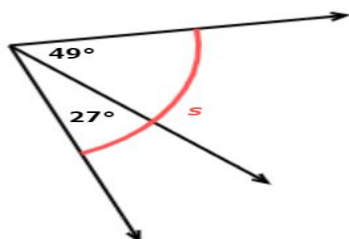
°

What is the value of  $s$ ?



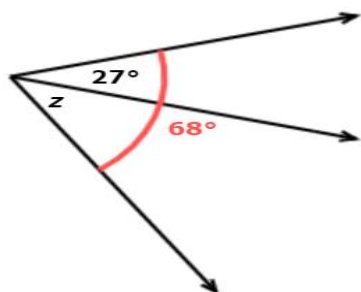
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What is the value of  $s$ ?

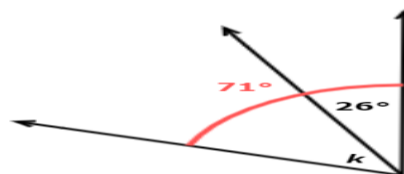


°

What is the value of  $z$ ?

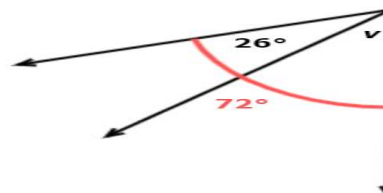


What is the value of  $k$ ?



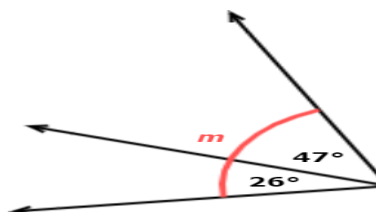
°

What is the value of  $v$ ?



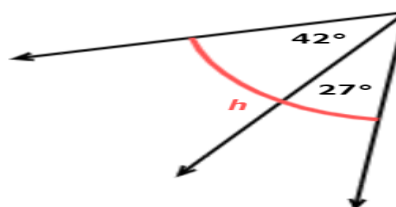
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What is the value of  $m$ ?



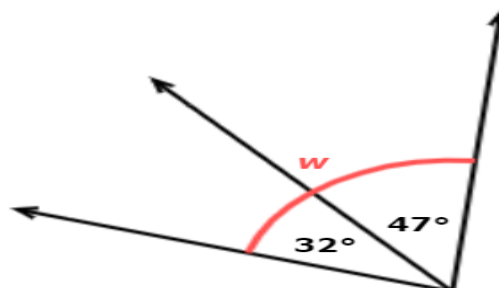
°

What is the value of  $h$ ?



°

What is the value of  $w$ ?



°



## The Great Gift

I love birthday parties--especially my own. The part I like best about my birthday is presents. In our house, we have two traditions. One is a big party with the whole family. And the other is my mother's rules. About an hour before my party, my mom calls me into the kitchen. Then she reads the list:

- Say hello to people when they come in.
- Offer guests food instead of eating all the good stuff myself.
- Don't rip off the wrapping paper as if I'd never seen a present before.
- Always say, "Thank you." And pretend that I like a present, even if it's the ugliest thing I've ever seen.

On most birthdays, following the rules has been easy. For the last five years, I've pretended to *love* the socks that Aunt Laura has given me. I am ready.

Everything is going well this year as I get to the last--and biggest--box in the pile. It is almost as big as I am. I try hard not to rip the paper. As I remove the paper, I say something like, "I can't wait to see what it is." It's from my great-grandfather. He's smiling a big smile.

The paper falls to the floor. I don't know what to say. Here, in the middle of the room, stands a rocking horse. It's the kind a little kid rides. I look at Great Gramps. "It took me six years to make it. Do you like it, Henry?" he says.

My mother looks at me as if she's afraid of something. But I get on the horse. (It wasn't like my friends were there to watch.) I rock it, and tell Gramps it's the best rocking horse I've ever had. And it is.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The climax in this passage is about

- A. whether the birthday child will behave badly.
- B. whether the birthday child will hurt Gramps' feelings.
- C. what is in the birthday package.
- D. all of the above.

2. The first time the reader knows there might be a problem is when

- A. the narrator says he loves his own birthdays.
- B. the birthday child rips the wrapping paper.
- C. Aunt Laura gives another pair of socks.
- D. we see the mother's list of rules.

3. The birthday child sounds like a person who is

- A. sad.
- B. thoughtful.
- C. bad-mannered.
- D. self-centered.

4. The resolution to the story is when

- A. the birthday child likes the rocking horse.
- B. the mother looks afraid.
- C. the present turns out to be a rocking horse.
- D. the party starts.

5. Tell what you think would have happened if the birthday child had *not* told Great Gramps he liked the rocking horse.

## 5/20 Writing

Write a letter to the rising 4th graders telling them what it is like to be in the 4th grade. Include information about:

- the new things you learned this year
- your favorite projects/investigations
- field trips you went on
- books your teacher shared as a read aloud
- how to be successful in your teacher's class
- what you liked best about your teacher
- what students need to watch out for with your teacher
- tips for surviving the 4th grade

Be creative and remember your audience (next year's 4th graders and your teacher!). Start your letter with:

Dear 4th graders,

and end it with:

Sincerely,

Your name (only don't type "your name"...put your actual name :))

Type it in a Word document and upload it so your teacher can print it and put it on her bulletin board to welcome next year's class.



## Civil War Review

### 28 Questions

1. This region had a shorter growing season so it did not have cash crops. Instead, this region had harbors and an abundance of lumber and developed an economy based on shipbuilding and commerce. This region also believed in the free labor system.

- a) North                      b) South

2. This region had fertile soil, a temperate climate, and was an agricultural region and depended on slaves to grow cash crops so it had a slave labor system.

- a) North                      b) South

3. This region emancipated the slaves in response to the ideal in the Declaration of Independence, "...all men are created equal..."

- a) North                      b) South

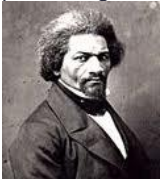
4.

I was the first African American woman to gain recognition as an anti-slavery speaker. I was born a slave, but was freed by gradual emancipation. I was a very powerful speaker who lectured about slavery and women's rights. Who am I?



- a) Sojourner Truth                      b) John Brown                      c) Fredrick Douglas

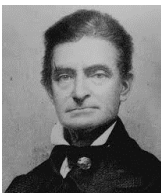
5. I taught myself to read and write while I was a slave. I escaped slavery and became a spokesman for the abolitionist movement, publishing an anti-slavery newspaper called the *North Star*. Who am I?



- a) John Brown                      b) Fredrick Douglas                      c) Harriet Tubman

6.

I led a raid on the U.S. Arsenal at Harper's Ferry, Virginia. I hoped to get guns and lead a slave revolt, but I was caught. I was tried, found guilty, and hanged. Who am I?



- a) Fredrick Douglas                      b) William Lloyd Garrison                      c) John Brown

7. I wrote a book called Uncle Tom's Cabin. It described the cruelty of slavery. Who am I?



- a) Harriet Beecher Stowe      b) Harriet Tubman      c) John Brown

8. I was an escaped slave who became the most famous conductor of the Underground Railroad. I was called "Moses" because I led 300 slaves out of the South. Who am I?



- a) William Lloyd Garrison      b) John Brown      c) Harriet Tubman

9. I was a publisher of an abolitionist newspaper called the *The Liberator*, and I helped form the Anti-slavery Society. Who am I?



- a) Harriet Tubman      b) William Lloyd Garrison      c) Harriet Beecher Stowe

10. Sectionalism means the interest of the North or South was more important than the interests of the country as a whole.

- a) True      b) False

11. This region had fertile soil, a temperate climate, and was an agricultural region and depended on slaves to grow cash crops so it had a slave labor system.

- a) North      b) South

12. Abraham Lincoln was a Republican candidate for President during the election of 1860.

- a) True      b) False

13. Abraham Lincoln didn't want to see slavery spread to the territories of the United States.

- a) True      b) False

14. Abraham Lincoln lost the election of 1860.

- a) True      b) False

15. After the election, New York and several states other Northern states seceded from the Union, forming their own country.

- a) True      b) False

16. Strategy had three parts- capturing the capital at Richmond, blockading ports, and splitting the Confederacy in half at the Mississippi River.

- a) North      b) South

17. Strategy was to fight a defensive war and get help from England.

- a) North      b) South



18. Order issued by President Lincoln that freed slaves in the Confederacy.

- a) Emancipation Proclamation                      b) Gettysburg Address

19. First shots of the Civil War were fired at this battle.

- a) Battle of Fort Sumter                      b) Battle of Gettysburg

20. Confederate Army, led by Robert E. Lee, invaded the North for the second time.

- a) Battle of Fort Sumter                      b) Battle of Gettysburg

21. President Lincoln made a famous speech to dedicate this battlefield of this battle as a National Cemetery.

- a) Emancipation Proclamation                      b) Gettysburg Address

22. Robert E. Lee surrendered to Ulysses S. Grant after 4 years of fighting the Civil War.

- a) Surrender at Appomattox Courthouse                      b) Battle of Yorktown

23. Before Emancipation Proclamation, African American regiments were welcomed by the Union Army and allowed to help fight the South.

- a) True                      b) False

24. African Americans formed military companies and began to drill.

- a) True                      b) False

25. The physical environment of this region stayed the same because few battles were fought there.

- a) North                      b) South

26. The physical environment of this region was destroyed-cities were burned and plantations destroyed.

- a) North                      b) South

27. Soldiers endured a long and difficult war with little food or clean water.

- a) North                      b) South

28. Over 600,000 men were killed and 1,100,000 were injured during the war.

- a) North                      b) South

# 3<sup>rd</sup> - 5<sup>th</sup> Grade Related Arts Choice Board

Directions for Related Arts for May: Please choose and complete 1-2 activities a day. Do 3 of 4 boxes for each related arts area. You do not have to complete the entire board. Please sign each completed box and send a picture to a related arts teacher. Submit pics of completed boards in Dojo, Canvas, or email Related Arts teacher.

Please send pics and videos of activities completed to Dojo, Canvas, or email. We would love to “see” the students!

PE - [jhagood@rhmail.org](mailto:jhagood@rhmail.org)

Music - [dpwade@rhmail.org](mailto:dpwade@rhmail.org)

STEAM - [jcwhite@rhmail.org](mailto:jcwhite@rhmail.org)

Guidance - [gpearson@rhmail.org](mailto:gpearson@rhmail.org)

Media - [smcfate@rhmail.org](mailto:smcfate@rhmail.org)

Art - [brice@rhmail.org](mailto:brice@rhmail.org)

<b>ART</b> Draw a scene from your favorite book, movie, tv show or game!	<b>MUSIC</b> Design, draw and/or make a brand new instrument! Name what instrument family it is in ( <u>woodwind</u> -blow on or in it, <u>brass</u> -blow in it and it is metal, <u>percussion</u> -hit shake or scrape it, <u>strings</u> -uses strings to make sound).	<b>PE</b> Create a new game! The game can be whatever you want it to be as long as it is safe and gets you moving. Examples are a new tag game, sports related game, or exercise game. Please share your creations with me.	<b>STEAM</b> Go to Youtube.com and watch <u>Rosie Revere, Engineer</u> . Using everyday materials you can find around the house, make a moveable car. No Legos for this one. Send a picture when complete.	<b>MEDIA</b> Read for at least 20 minutes.
<b>GUIDANCE</b> Make a list of at least 5 positive things that have come from the pandemic. <b>**Being out of school, can not be one of your answers**</b>	<b>ART</b> Outdoor Challenge! Go outside and complete do art of your choice. Sidewalk art, build something with materials you find- get creative!	<b>MUSIC</b> Find Do Re Mi - from Sound of Music - with lyrics and hands signs video. on YouTube or Canvas. Sing the song and practice your hand signs for each pitch.	<b>PE</b> Work on the fitnessgram exercises. See how many push ups and curl ups you can do, using correct form. Challenge a family member to participate in the assessments with you. Instead of the Pacer test, create a different way to test your aerobic capacity.	<b>STEAM</b> Think of one problem with going to school at home. What is one thing you could invent to make this process easier for you and your classmates?
<b>MEDIA</b> Think of items related to a book you have read that you could put in a “Book Bag” to share about it. (Be sure not to spoil the ending!) Post your “Book Bag” on Canvas. See Canvas for an example from Ms. McFate.	<b>GUIDANCE</b> Read a book and write about the emotions of one of the characters. Include what caused him/her to feel this way.	<b>FREE SPACE</b> Go wash your hands for 20 seconds!	<b>ART</b> Become an architect! Create and draw out a blueprint of your dream neighborhood or town. Label what all you would include if it was up to you.	<b>MUSIC</b> Pick a room, find 3 sounds you hear, and use those sounds to create a piece of music (i.e. Kitchen - hit a pan, shut the fridge door, tap spoons together). Use ideas from our STEAM showcase or STOMP - Kitchen on YouTube to get ideas! Link to STOMP is in Canvas.
<b>PE</b> Watch and perform along with the Youtube video, “5 minute move, Kids workout.” We have already done #1, so try #2-#5 on different days. Or continue to perform the workout that you created in March & April.	<b>STEAM</b> Go to and watch <a href="http://tiny.cc/ybapnz">http://tiny.cc/ybapnz</a> . Then determine what design problem are they trying to solve and which idea do you think would work best. Send a picture of your answers to me.	<b>MEDIA</b> Describe your favorite place to read. You can either use words or draw a picture.	<b>GUIDANCE</b> Make an acrostic of your favorite teacher’s last name, with positive qualities about him or her.	<b>ART</b> Create a new character by combining two that exist. (Ex: Mickey Mouse & Captain America OR Minnie Mouse & Rapunzel)
<b>MUSIC</b> Sing and/or share an inspirational song with someone. Some ideas are Bob Marley’s “Every Little Thing Is Going to Be Alright”, or Andra Day’s “Rise Up”. Write or draw why it inspires you (i.e. the meaning of the words, the instruments you hear, etc.).	<b>PE</b> Think about and list different ways you can work on the following skills: Balance, Flexibility, Speed, Coordination, and Power. Test out your ideas.	<b>STEAM</b> Gaming is fun way to learn. Design your own digital game or board game. Be sure to include the rules, how many players and how to win your game. Take a picture or send me a link for your game by email.	<b>MEDIA</b> Pick a state you’d like to visit. Use <a href="#">Britannica Elementary</a> through SC Discuss Kids to find 10-15 SHORT facts about that state (3 words, max) then use <a href="http://wordart.com/">wordart.com/</a> to create a word cloud of those facts. See Canvas for additional directions.	<b>GUIDANCE</b> Make a list of 10 things you are grateful or thankful for.