



Whiteriver Unified School District

Fifth Grade Packet

Week 1

Name: _____

School:

Teacher:

	Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary	Using the article, Skin: The Great Protector . - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, Move Your Muscles! - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, Pumping Up the Heart! - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, Now Hear This! Care for Your Ears: - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, Three Cheers for Ears! - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.
Reading Comprehension	Read Skin: The Great Protector Independent/Partner Reading Students and parents will read together and have a short discussion about the article before, during and after reading the article. Parents: Use attached, "Book Talk" to help you ask comprehension questions Students will write 3 things that they learned from the article and would like to remember.	Read Move Your Muscles! Independent/Partner Reading Students and parents will read together and have a short discussion about the article before, during and after reading the article. Parents: Use attached, "Book Talk" to help you ask comprehension questions Students will write 3 things that they learned from the article and would like to remember.	Read Pumping Up the Heart Independent/Partner Reading Students and parents will read together and have a short discussion about the article before, during and after reading the article. Parents: Use attached, "Book Talk" to help you ask comprehension questions Students will write 3 things that they learned from the article and would like to remember.	Read Now Hear This! Care for Your Ears Independent/Partner Reading Students and parents will read together and have a short discussion about the article before, during and after reading the article. Parents: Use attached, "Book Talk" to help you ask comprehension questions Students will write 3 things that they learned from the article and would like to remember.	Read Three Cheers for Ears! Independent/Partner Reading Students and parents will read together and have a short discussion about the article before, during and after reading the article. Parents: Use attached, "Book Talk" to help you ask comprehension questions Students will write 3 things that they learned from the article and would like to remember.
The Book of Knowledge	-Draw a triangle next to any information that surprised or interested you. -Draw a box around the noun(s) in the article. Example - <i>The cat is in the box</i>	-Draw a triangle next to any information that surprised or interested you. -Draw a circle around the verb(s) in the article. Example - The cat ran inside the house.	-Draw a triangle next to any information that surprised or interested you. -Draw a hexagon around the pronouns in the article Example- He threw a ball to her.	-Draw a triangle next to any information that surprised or interested you. -Draw a box around the three articles, a, an, and the in the article. Example - <i>The story took place in Whiteriver, Arizona.</i>	-Draw a triangle next to any information that surprised or interested you. -Draw a line under each contraction in the article. Example - <i>What happens when you can't hear? Can't = cannot</i>
Identify Information	On a blank sheet of paper, using crayons, colored pencils, or markers, draw items that help protect your skin.	On a blank sheet of paper, using crayons, colored pencils, or markers, draw a self-portrait where you are actively using your muscles.	On a blank sheet of paper, using crayons, colored pencils, or markers, create a heart-shaped card for someone special in your home.	On a blank sheet of paper, using crayons, colored pencils, or markers, create a "How to Care for Your Ears" poster.	Go outside, find a place of your choice, close your eyes and listen for the first 5 things you hear. On a blank sheet of paper, using crayons, colored pencils, or
Art					

My "Book of Knowledge"

I learned and
want to remember...

Monday

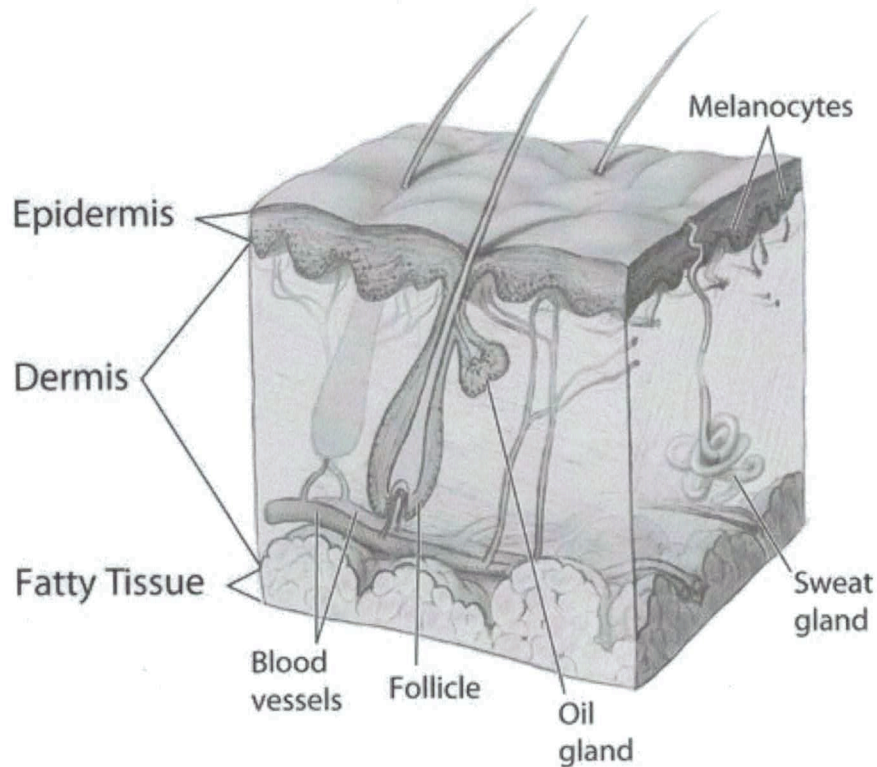
Tuesday

Wednesday

Thursday

Friday

Skin: The Great Protector



Your body is constantly under attack. Dirt and germs surround your body. Only one thing stands between dirt and the organs inside your body-skin.

The Largest Organ

Skin may not seem very important, but it is. It protects your body from burns, dirt, germs, and dangerous rays from the sun. It keeps fluids inside your body. And it contains all the nerves that allow you to feel things.

Skin is the largest organ in your body. If you stretched out an adult's skin into a flat sheet, it would cover an area of about 21 square feet. A square foot is a square whose sides each measure 1 foot.

Skin may cover a large area, but it is very thin. It is only about 1/8 inch thick. Despite being so thin, skin is made of three layers. The outermost layer is the epidermis. Just below the outermost layer is the dermis. Beneath those two layers is the subcutaneous tissue.

The Layers

The epidermis contains a chemical called keratin. Keratin makes skin tough and waterproof. Keratin keeps germs out of your body.

The dermis is mainly made of blood vessels and nerve endings. The dermis provides the epidermis with food and oxygen.

The lowest layer, the subcutaneous tissue protects the body from blows. It also regulates the body's temperature.

All three layers of your skin protect you. Because your skin protects you, you should protect it by keeping it clean and eating a healthful diet. You should use sunblock when you are in the sun. If you take care of your skin, it will last a lifetime.

Move Your Muscles!

by Sharon Guynup

Muscles keep you on the go. Here's how they work and why you need to keep them in tip-top shape.

Picture this: You're out shooting hoops with your friends. As you take a jump shot, you suddenly feel your leg twist beneath you. *Ouch!* You might have sprained your ankle. But why did you sprain it? How can you keep from hurting it again? What is a sprain, anyway?

It all has to do with your muscles (more on that sprain later). When you walk down the street, ride your bike, or even yell hello to a friend, you are using muscles. Here's the good news: everyone can have stronger muscles and prevent injuries.



Photos.com

Muscles: A Lot of Work!

The human body has three types of muscle. There are skeletal, smooth, and cardiac muscles. Smooth and cardiac muscles work without you having to control them. This means they are involuntary. Some body parts that have smooth muscle include the stomach, intestines, and eyes. Cardiac muscle can only be found in the heart.

Skeletal muscle is the most common type of muscle in the body. Skeletal muscles are responsible for almost all of the body's movements. These muscles are usually attached to bones by strong tissue called tendons. Your body has more than 650 skeletal muscles. They make up about 40 percent of your body weight. Skeletal muscles are generally voluntary, which means you can control them. These muscles help you run, jump, and do all kinds of activities. And they can be injured if you don't take proper care of them.

Skeletal muscles are different sizes and shapes, depending on their job. Back muscles are some of the biggest and strongest muscles in your body because they help hold you upright. Smaller muscles in your hands let you bend your fingers.

Skeletal muscles work in a simple way. They react when they receive electrical signals from

your nerves. The signals are like messages from your brain. For example, when you swing a bat to whack a baseball, a nerve signal travels from your brain to your arm muscles, making them move. Nerve signals also let your brain know whether a muscle has been hurt, like if you twist your arm while swinging that bat.

What Pain Means

Taking good care of your muscles can help prevent you from sitting on the sidelines. This happened to Anita R., a 10-year-old soccer player from New York City. Anita felt pain under her right kneecap. "If I put pressure on it or went up and down the stairs a lot, it would sting and throb," Anita says. Her doctor thought that she "was kicking more [with] one leg and had more muscle in that leg than in the other." Anita had to go to physical therapy, where she did exercises to help her knee heal.

Your body moves by using muscles, bones, tendons, and ligaments. Ligaments usually connect bones together. Muscles, ligaments, and tendons can be injured if you push them too hard. For example, a tough run or a fall might lead to a pain in your leg. How do you know what's happening when you feel pain? Here's what might be going on.

- **Muscle aches** may be caused by tension, overuse, or muscle injury from hard physical activities.
- **Sprains** and **strains** can also result from being active. A sprain is a stretched or torn ligament. Such an injury might happen if you trip or fall. A strain is a torn or pulled muscle or tendon. It can happen when you pick up something heavy. Sprains and strains are common injuries in sports.
- A **repetitive motion disorder (RMD)** is a damaged muscle, tendon, or ligament caused by making the same motion again and again. RMDs are common in the hands, wrists, and shoulders. Teens who spend a lot of time playing musical instruments or video games are at risk for RMDs. Two RMDs are *tendonitis*, a swollen tendon, and *carpal tunnel syndrome*, which can be caused by swelling in a tunnel-shaped area formed by bone and ligaments in the wrist.

To avoid hurting your muscles, warm them up before exercising, says David Waymann, an exercise physiologist at the University of Michigan Health System. Walk or jog in place for at least five minutes to get blood to your muscles. "Don't use stretching as a substitute for a warm-up," Waymann says. After exercising, cool down by walking slowly. Finally, stretch for a few minutes to keep joints and muscles from getting stiff.

Keeping your weight at a healthy level can keep your joints safe from extra strain, advises Dr. Letha Griffin, an orthopedist in Atlanta.

When you aren't active, muscles can get weak and shrink. Exercise regularly to strengthen muscles. Don't play when you're tired, sick, or in pain, and don't overdo it. Take care of your muscles, and they'll keep you on the go!

Fun Facts About Muscles

- Where are the busiest muscles in your body? In your eyes! Scientists estimate that the eye muscles move about 100,000 times a day.
- Your muscles are always partly contracted. That maintains muscle tone, keeping muscles firm and healthy. It is the only skeletal muscle activity that you cannot control.
- The body's largest muscle is the gluteus maximus muscle in the buttocks.
- Growing pains can cause intense muscle pains in your legs. They usually start before bedtime and sometimes continue through the night. They usually stop when kids stop growing.

Muscles On the Move

Skeletal muscles, along with bones, joints, tendons, ligaments, and cartilage, make up the musculoskeletal system. Here's what they do:

- **Joints** are connections where two or more bones meet, making the skeleton flexible. Two examples of joints are elbows and knees. Bones are held together by strong straps of tissue called **ligaments**.
- Skeletal muscles are attached to bones by tough cords called **tendons**. Tendons and bones move along with your muscles, such as when you wave your hand or tilt your head.
- Slippery, rubbery **cartilage** covers the ends of bones at joints. It makes the connections between the bones flexible. Cartilage also protects bones from wear and tear at joints.
- Muscles contain fibers. **Slow-twitch muscle fibers** can work hard for a long time without getting tired on a long run or bike ride. **Fast-twitch fibers** help with quick movements, such as jumping to catch a ball or sprinting. Most muscles are a mixture of slow- and fast-twitch fibers.

Pumping Up the Heart

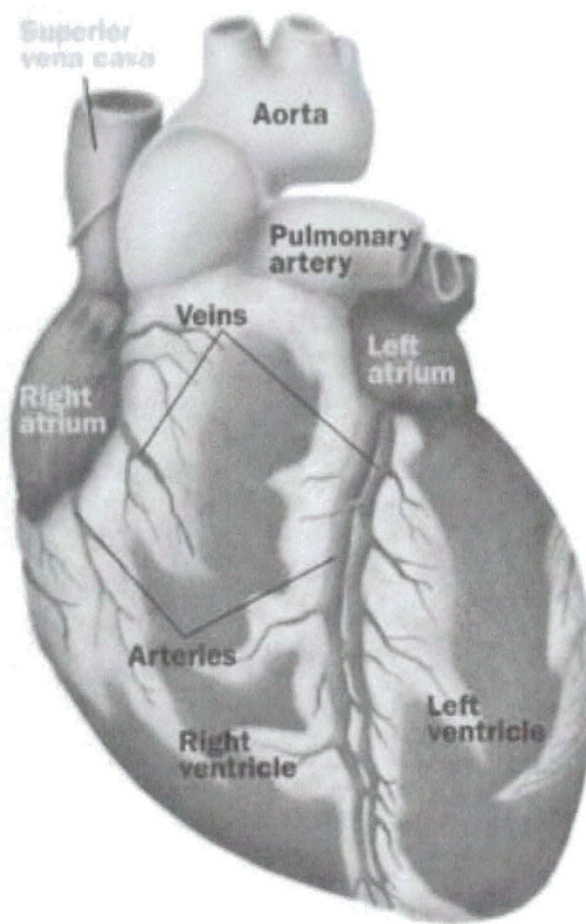
Make a fist with one of your hands. Your fist is about the size of your heart.

Your heart beats between 85 and 90 times per minute. It pumps about 5 quarts of blood through your body's 60,000 miles of blood vessels in one minute!

Even though the heart is a powerful muscle, many people's hearts don't work properly. A study by Dr. Eric Rose indicates that a mechanical pump might help many of those patients.

Pump May Save Lives

Some people's heart muscles are so weak that the heart can't pump enough blood through the body. That condition is called heart failure, and it can be deadly.



Leigh Haeger

The drawing shows some parts of the heart. Look up what each part does.

A report from the American Heart Association says about a little more than 5 million Americans suffered from heart failure in 2013. Another report says that about 400,000 Americans develop it each year.

Powerful drugs or a heart transplant can help many people who suffer from heart failure. But the drugs don't always work, and heart transplants are risky.

For years, doctors have inserted a mechanical pump in the bodies of some patients who were waiting for a heart transplant. The pump helped the heart do its job.

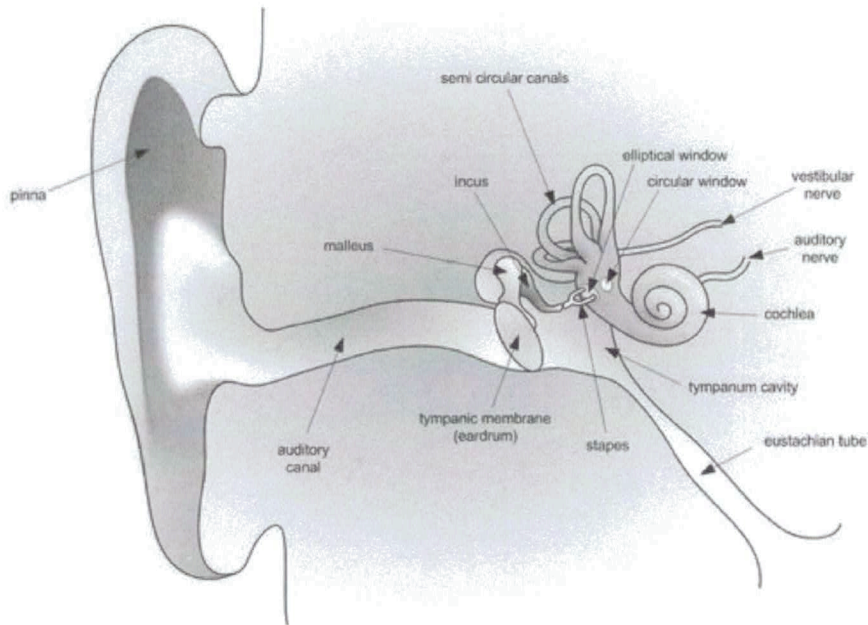
The study by Dr. Rose shows that the pump could be used permanently, instead of a heart transplant. Pumps may be able to save the lives of up to 100,000 Americans a year, the study says.

The VAD

The mechanical pump is known as a VAD, or ventricular assist device. VADs come in several sizes and shapes. The smallest pump sizes can be implanted in a person's heart and belly. A tube goes from the pump through the skin to a control unit placed on the person's waistline. The control unit is connected to at least one battery pack that sits in a strap by the side of the person's body.

"This technology is going to make huge leaps in the next two to three years," heart surgeon Robert Kormos predicted.

Now Hear This! Care for Your Ears



parts of the human ear

Everyone in the pet store heard it. It was a young child's voice, but very, very loud. "HELLO, MR. TURTLE!" it said. "HELLO! HELLO!"

"Sh-h-h," said the voice's mother. "Why are you yelling so loudly at the turtle?"

"He doesn't have any ears!" the child wailed. "He can't hear me unless I talk loud."

"Yes, he does," the mother explained. "You just can't see them. They aren't on the outside of his head like ours."

The child in the pet store was looking for the turtle's *outer ears*. Turtles don't have them, but humans do. The outer ear does several jobs. It gathers sound waves and produces earwax. It even allows you to identify where sounds come from.

The outer ear is called the *pinna* (PIN-uh) or *auricle* (OR-ric-le). It is made up of cartilage and skin. There are no bones in your outer ears, but read on! The outer ear gathers in sound waves moving through the air because of its shell shape.

Next the sound waves go down the funnel-shaped ear canal. Special glands in the skin of the outer ear canal produce earwax. This sticky, gummy wax prevents the skin of the outer ear canal from becoming dry and scaly. Earwax also traps dirt and discourages insects from entering the ear. When the wax becomes dry, it flakes off, carrying dust and dirt with it. Then these glands make new earwax.

Ears working as a pair help tell you where a sound is coming from. If a sound comes from your left, then the sound waves entering your left ear will arrive at your brain slightly before the sound waves entering your right ear. Your brain then tells you that the sound is coming from your left. Your brain also uses how loud a sound is to decide where it came from. This process is called sound *localization* (low-kul-ih-ZAY-shun).

The Middle Ear

The eardrum is made up of three layers. The outer layer is a thin part of the skin of the ear canal. The center layer of the eardrum vibrates with the sound collected by the outer ear. It is protected by the other layers because it continues to grow. It can heal itself if it becomes torn or punctured. The inside layer is a membrane that continues in the middle ear.

The middle ear begins at the eardrum, which is like the head of a drum. It vibrates with sound. Here is where your "ear bones" come into play. Three tiny bones, called *ossicles* (OS-ik-ulz), are behind the eardrum. They help carry the sound. The *malleus* (MAL-le-us), or *hammer*, which looks something like a hammer, is the first bone. It attaches to the eardrum. The second bone is the *incus* (IN-kus), or *anvil*. It attaches to the hammer. The third bone is the *stapes* (STAY-pee-z), or *stirrup*. It attaches to the anvil. When the eardrum vibrates with sound, it sets first the hammer, then the anvil, and then the stirrup into motion.

The middle ear also helps balance the pressure on the inside of the eardrum. This helps protect it from injury. The *Eustachian* (you-STAY-shun) tube connects to the back of the throat and acts like a pressure valve.

The tube decreases pressure when you cough or swallow, creating a popping sound. Sometimes when you are in an airplane, your ears "pop" several times. That's your Eustachian tube opening and reducing the pressure behind your eardrum.

The Inner Ear

The inner ear has two jobs: It changes sound into nerve signals, and it helps you keep your balance. A round structure called the *cochlea* (COKE-lee-uh) is filled with liquid and lined with tiny hairs. These change as sound vibrations pass through the liquid and set various hairs in motion. They change sound into nerve signals, which your brain can understand.

Different pitches of sound and different volumes will vibrate various hairs and different numbers of hairs. The nerve signals are then taken by the *auditory* (AUD-uh-tore-ee) nerve to your brain.

Three small loops located behind the cochlea are called *semicircular canals*. They, too, are filled with liquid and lined with hairs. They help you to keep your balance. Each time you move, the moving liquid and the movement of the hairs tell your brain what position your head is in.

Your brain tells your body which muscles to move to help keep you upright. But sometimes your brain gets tricked. Your eyes tell your brain that you have stopped twirling around, but the liquid in your ears keeps moving. One message says you are still moving. The other message says you have stopped. You feel dizzy until your brain gets only one message.

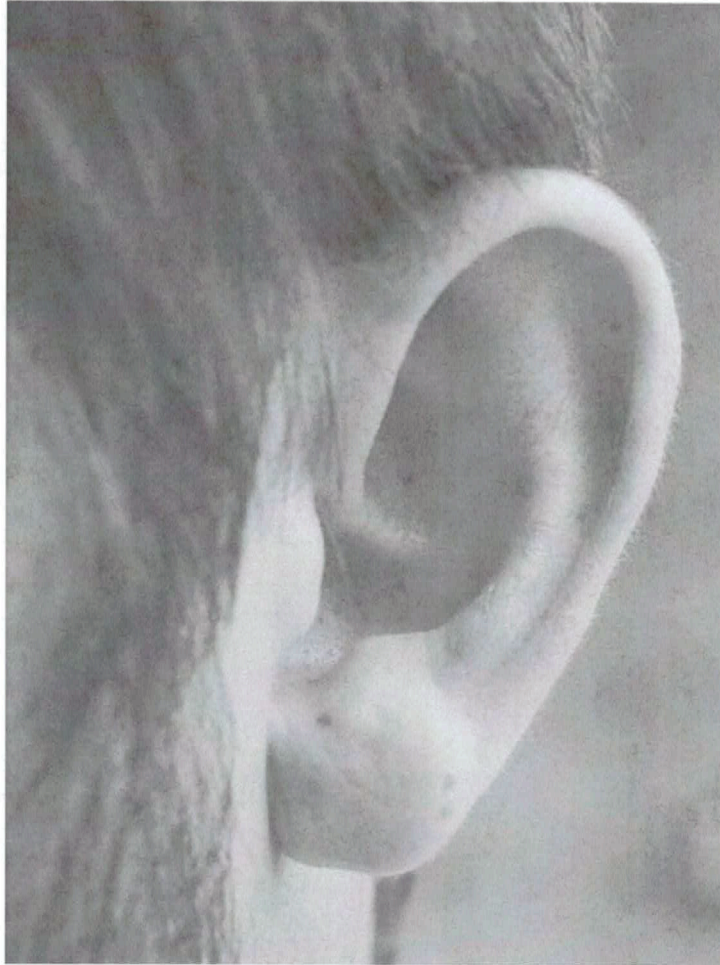
Protect Your Ears

You now know that your ears do some important jobs. For them to be their healthiest, you must help protect them from infection and injury. Follow these simple steps:

1. Keep your outer ears clean and dry. A little soap and warm water on a clean washcloth are all you need. Dry your ears carefully with a soft towel.
2. Do not put anything in your ears. Period. Objects can injure the canal or even the eardrum. This can lead to infection.
3. Cover your ears in cold weather to prevent frostbite.
4. Protect your hearing from very loud noise. Turn down the volume on your headphones. Wear earplugs in noisy places.
5. Using a sunscreen? Don't forget to rub some on and behind your ears.

With proper care, your ears will give you a lifetime of hearing enjoyment. Take time to notice all the sounds you can hear when you are inside and outside. Close your eyes. Now identify all the sounds you can hear. Appreciate your sense of hearing.

Three Cheers for Ears!



Jake pulled a portable CD player from his backpack and settled in for the long bus ride to the science museum. "You're lucky," Sam said as he plunked himself down on the seat beside him. "My mom won't let me listen to music with headphones. She says if it's too loud, it can make you go deaf."

"I sure hope not," said Jake. "My grandpa is losing his hearing. Now he has to wear a hearing aid."

At the museum, Jake and Sam decided to find out if Sam's mom was right. They headed over to the human body exhibit and stood in front of a gigantic model of an ear. A museum guide was explaining how ears help you hear. "That flap on the side of your head is only a part of your whole ear," she said. "Tiny, complicated structures inside your ear do the main job of

hearing."

Jake and Sam moved closer to the model. "Hey, look, it says there's a drum," said Sam.

"And a hammer," added Jake.

"That's right," the guide explained. "The eardrum is a thin piece of skin that's stretched tight like a drum. It vibrates or moves very fast when sound waves hit it. These vibrations are carried to three tiny bones called the hammer, anvil, and stirrup. They conduct, or pass, the vibrations to your inner ear, where they are changed into nerve signals and sent to your brain. Your brain makes sense of the sounds you hear."

What Is Hearing Loss?

"What happens when you can't hear?" Jake asked.

"That depends," the guide replied. "If something like wax, for example, gets stuck in your ear canal, it can block sound waves from getting to your eardrum. This type of problem is called conductive hearing loss."

"Ew-w-w! Earwax is gross," said Sam.

"Actually, earwax protects your ears," the guide explained. "It contains special chemicals that fight infections and prevent dust and dirt from getting inside. Plug your ears with your fingers, and you'll know what conductive hearing loss is like."

"The sounds outside are soft, but my own voice sounds really loud," said Sam.

"Has anyone ever had an ear infection?" the guide asked.

Most of the kids nodded.

"Well, an infection can also make you lose your hearing for a while." The guide continued, "If the tube that goes from your middle ear to the back of your throat gets blocked, germs can get trapped inside. Your ear will hurt and feel like it's ready to burst. When the doctor looks with a special flashlight, the eardrum appears red and doesn't move in and out as it should. If you have an ear infection, you may have to take medicine for it. Sometimes doctors have to operate to open up blocked tubes or put in new tubes to keep the middle ear from getting infected."

"Sensory (SEN-suh-ree) hearing loss means part of the inner ear is not working. A person may hear some sounds but not others, or sounds may be muffled. Sensory hearing loss can be caused by a number of things. Sometimes the ears don't develop properly before a baby is born. There are also some serious infections that can cause sensory hearing loss in kids. Sensory hearing loss is usually permanent. Kids with sensory hearing loss may need to wear hearing aids."

Did You Know?

Your ears are amazing structures. Here are some fascinating facts about ears and hearing.

- The three bones in your ear that help you hear are the smallest bones in your body.
- The famous composer Ludwig van Beethoven (1770-1827) started to lose his hearing when he was just 26. He wrote some of his greatest music without being able to hear it.
- Hearing tests tell how well your ears work. To take the test, you wear headphones and sit in a special room so you don't hear any stray noise. A machine makes different tones. You listen first with one ear and then the other and raise your hand each time you hear a sound. The tones start loud and get softer and softer until you can't hear them anymore. That tells the doctor how well you can hear.
- Ever wonder why your ears feel funny in a tunnel or on an airplane? There is air both inside and outside your eardrum. To balance the air pressure, you need to let more air into the inside of your ear. Yawning, chewing, swallowing, or blowing your nose until your ears "pop" helps you hear normally again.

Now Hear This

"What about loud music?" Sam wanted to know. "Can that make you lose your hearing?"

"Any kind of loud noise can damage your hearing if it goes on for a while," the guide explained. "If the music is so loud that your ears start hurting or you have to yell to be heard over it, there's a good chance your ears could be injured."

"What if you listen with headphones?" asked Jake. "Sam's mom says they're bad for your ears."

"She's partly right. If someone standing near you can hear music coming through earphones you are wearing, the music is too loud." The guide went on, "Listening to loud noise can

cause *tinnitus* (TIN-uh-tus), which is the term for ringing in your ears. If the noise isn't too loud and you don't listen too long, your hearing can return to normal. But you can damage your hearing permanently if the noise is too loud or you are exposed to it too long. That's why construction workers wear ear protection. Their equipment can be extremely loud.

"Using headphones can be dangerous if the volume is too high. Don't crank it up, and you should be fine as long as you give your ears a rest once in a while."

Buried Treasure

Scientists ready to dig up Egyptian boat.

Dig this! **Archaeologists** in Egypt are digging up and restoring an ancient boat. An archaeologist studies old objects to learn about the past.

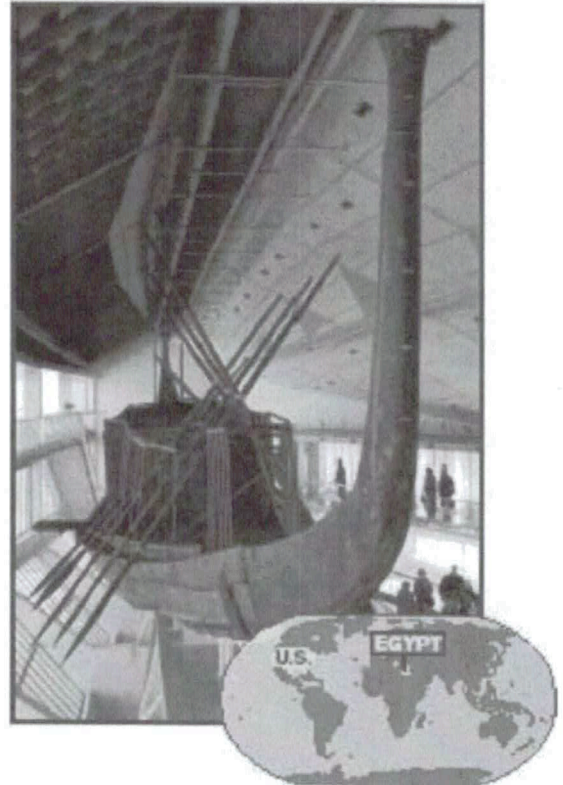
The 4,500-year-old **vessel**, or boat, is buried in an underground room next to the Great Pyramid. Egyptians built the Pyramids thousands of years ago as burial spots for their pharaohs, or kings.

This boat is the second found near the Great Pyramid. A similar boat was dug up in many pieces in 1954. When the vessel was rebuilt, it stretched about 142 feet long. The boat is on display in a museum above the spot where it was discovered.

Some experts think the boats were used to transport the body of the pharaoh Khufu, who built the Great Pyramid, after his death. Others don't think that theory holds water. They are not sure the boats ever got wet. New research on the second boat could help scientists figure out the boats' purpose.

"In Egypt, almost everything real had its ... meaning ... in the spiritual world," says scientist John Darnell. "But there's a lot of debate as to whether these vessels ever were used or not."

Experts will begin removing the boat in about 600 pieces and try to rebuild it. Until then, tourists can view images of the buried boat taken by a camera inserted through a hole in the underground room's ceiling.



Map: Leigh Haeger; Boat: Wolfgang Kaehler/Alamy

The buried boat may look similar to this boat, dug up in 1954.

Name: _____ Date: _____

1. What are archaeologists in Egypt digging up and restoring?

- A. an ancient boat
- B. an archaeologist
- C. one of the Great Pyramids
- D. the body of the pharaoh Khufu

2. A similar boat was dug up in many pieces in 1954. What happened after it was dug up?

- A. The Egyptians built the Great Pyramids.
- B. The pharaoh Khufu died.
- C. The vessel was rebuilt.
- D. The vessel was destroyed.

3. Read these sentences from the text.

"Some experts think the boats were used to transport the body of the pharaoh Khufu, who built the Great Pyramid, after his death. Others don't think that theory holds water. They are not sure the boats ever got wet. New research on the second boat could help scientists figure out the boats' purpose."

Based on the information, what can you infer about both boats?

- A. Both boats were used to transport the body of the pharaoh Khufu.
- B. Both boats never got wet.
- C. Both boats were built before the Great Pyramid.
- D. Both boats were probably used for the same purpose.

4. Why might scientists be rebuilding the boat?

- A. to see if it sails
- B. to transport the body of the pharaoh Khufu
- C. to empty the underground room
- D. to figure out the purpose of the boat

5. What is the main idea of this text?

- A. Scientists are studying and restoring an ancient boat in Egypt.
- B. The pharaoh Khufu built the Great Pyramid.
- C. Tourists can view images of a buried boat.
- D. An archaeologist studies old objects to learn about the past.

6. Read these sentences from the text.

"Some experts think the boats were used to transport the body of the pharaoh Khufu, who built the Great Pyramid, after his death. Others don't think that theory holds water. They are not sure the boats ever got wet."

What does the author mean by the sentence "Others don't think that theory holds water" in this excerpt?

- A. Other experts think that theory seems to be right.
- B. Other experts think that theory seems to be wrong.
- C. Other experts think that theory needs to be tested.
- D. Other experts think that theory doesn't need to be tested.

7. Experts will begin removing the boat in about 600 pieces and try to rebuild it. Until then, tourists can view images of the buried boat taken by a camera inserted through a hole in the underground room's ceiling.

What word or phrase could replace "Until then" in the last sentence without changing the sentence's meaning?

- A. For example
- B. Moreover
- C. In conclusion
- D. In the meantime

8. What does an archaeologist do?

9. Why do archaeologists plan to rebuild the ancient boat?

Support your answer with evidence from the text.

10. Why may archaeologists want to figure out the purpose of the ancient boat?

Support your answer with evidence from the text.

Weekly Math Packet Instructions

April 27th – May 1st

Hello Everyone! As always I hope that this weeks packet finds you all in good health and high spirits!

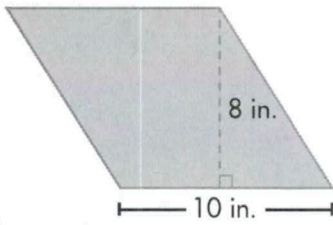
This weeks math packet includes some work on Geometry, Fractions, Division, and Measurement Conversion. I have included 12 pages, one math page for morning and afternoon for five days plus two extra sheets for any student who wants to do them.

These sheets are all Common Core exercises so your child should have had instruction on each of the topics included. If you feel that your child needs extra help please reach out to your childs regular teacher or school and they will be able to help you out.

Good Luck and remember, your mind is a muscle. If you want a strong mind you have to exercise it!

Another Example

How do you find the area of a rhombus?



$$A = b \times h$$

$$A = 10 \times 8$$

$$A = 80$$

The area of the rhombus is 80 in^2 .

A rhombus is a parallelogram with equal sides.



☆ Guided Practice *

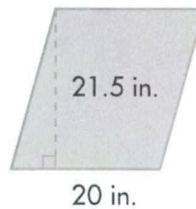
Do You Understand?

- Ken combined a triangle and a trapezoid to make a parallelogram. If the area of the triangle is 12 in^2 , and the area of the trapezoid is 24 in^2 , what is the area of the parallelogram? Explain.
- © MP.3 Critique Reasoning A parallelogram is 3 meters long and 7 meters high. Liam said that the area is greater than the area of a rectangle with the same dimensions. Is he correct? Explain.

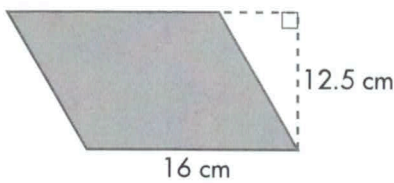
Do You Know How?

In 3 and 4, use a formula to find the area of each parallelogram or rhombus.

3.

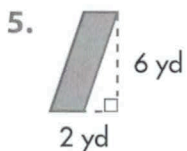


4.

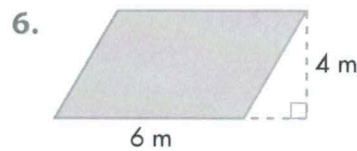


☆ Independent Practice ☆

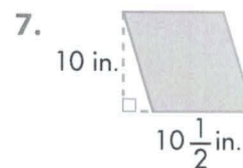
Levelled Practice In 5–7, find the area of each parallelogram or rhombus.



$$\begin{aligned} A &= b \cdot h \\ &= \underline{\quad} \cdot 6 \\ &= \underline{\quad} \text{ yd}^2 \end{aligned}$$



$$\begin{aligned} A &= b \cdot h \\ &= \underline{\quad} \cdot \underline{\quad} \\ &= 24 \text{ m}^2 \end{aligned}$$

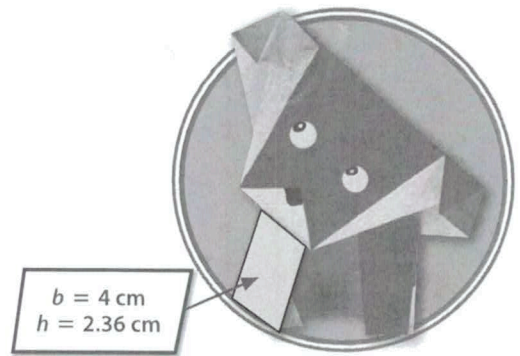


$$\begin{aligned} A &= b \cdot h \\ &= \underline{\quad} \cdot \underline{\quad} \\ &= \underline{\quad} \text{ in}^2 \end{aligned}$$

*For another example, see Set A on page 697.

☆ Math Practices and Problem Solving ☆

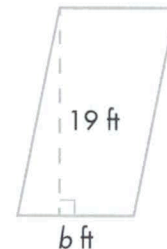
8. Hilary made an origami dog. What is the area of the parallelogram highlighted in the origami figure?
9. A type of origami paper comes in 15 cm by 15 cm square sheets. Hilary uses two sheets to make the origami dog. What is the total area of the origami paper Hilary uses to make the dog?



10. **Math and Science** A 150-pound person can burn about 135 calories in 30 minutes playing table tennis. About how many calories would the same person burn playing table tennis for 1 hour and 20 minutes?
11. **MP.2 Reasoning** A rectangle and a parallelogram have the same base and the same height. How are their areas related? Provide an example to justify your answer.
12. The area of a parallelogram is 325 ft^2 . If the base of the parallelogram is 25 feet, what is its height?
13. **Higher Order Thinking** The infield of a baseball diamond is shaped like a rhombus. The distance between each of the bases is 90 feet. An infield cover with dimensions of 85 feet by 100 feet is used to protect the field during rainy weather. Will the cover protect the entire infield? Explain.

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14. The parking space shown at the right has an area of 171 ft^2 . A custom truck has rectangular dimensions of 13.5 ft by 8.5 ft. Can the truck fit into the space? Justify your answer.



Vocabulary

1. The **Associative (Grouping) Property of Multiplication** says that the order of the factors does not change the product.

Show different ways that you can group two factors in $3 \times 2 \times 7$.

One Way

$$3 \times 2 \times 7$$

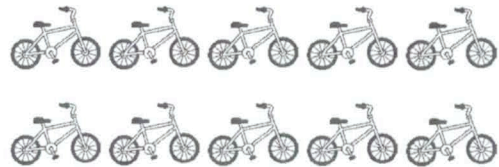
Another Way

$$3 \times 2 \times 7$$

2. When you multiply three factors together, you multiply twice.

$2 \times 4 \times 5$
 $\downarrow \quad \downarrow$
 First, multiply two factors: $2 \times 4 = \underline{\quad}$
 $\downarrow \quad \downarrow$
 Then, multiply by the third factor: $8 \times 5 = \underline{\quad}$
 So, $2 \times 4 \times 5 = \underline{\quad}$.

The park has 2 bike racks with 5 bikes in each. Bikes have 2 wheels. How many wheels are there in all?



3. Find the total number of bikes first.

$$2 \times \underline{\quad} = 10$$

4. Then, multiply by the wheels on each bike.

$$\underline{\quad} \times 2 = \underline{\quad}$$

5. Show two different ways to find the product of $2 \times 3 \times 3$.

On the Back!

6. For a class project, 5 students each had 2 boxes of butter. Each box had 4 sticks of butter. How many sticks of butter were brought to class? Use the Associative Property of Multiplication to solve two different ways.

AZ Vocabulary

1. A **denominator** is the number below the fraction bar. It represents the total number of equal parts in one whole.

How many equal parts are in the whole? _____

2. The **numerator** is the number above the fraction bar. It represents part of the whole.

How many shaded parts are in the whole? _____

Write a fraction for the model.



← numerator
 ← denominator

3. A fraction with the same numerator and denominator is equal to 1. Write each missing number.

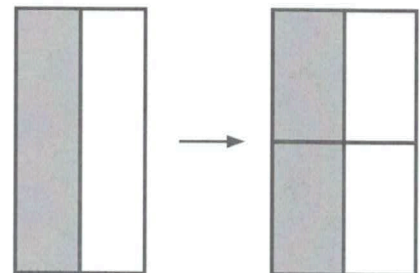
$\frac{2}{2} = 1$ $\frac{\square}{3} = 1$ $\frac{4}{\square} = 1$ $\frac{8}{\square} = 1$ $\frac{10}{\square} = 1$

4. To find an equivalent fraction, multiply by a fraction equal to 1. Multiplying by 1 does not change the value of a fraction.

Find two fractions that are equivalent to $\frac{1}{2}$.

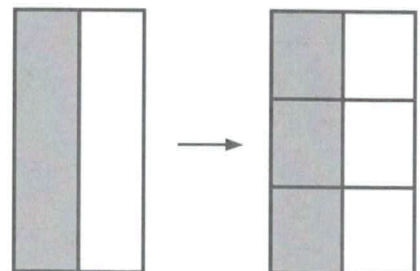
Multiply $\frac{1}{2}$ by $\frac{2}{2}$: $\frac{1}{2} \times \frac{2}{2} = \frac{\square}{\square}$

$\frac{\square}{\square} = \frac{\square}{\square}$



Multiply $\frac{1}{2}$ by $\frac{3}{3}$: $\frac{1}{2} \times \frac{3}{3} = \frac{\square}{\square}$

$\frac{\square}{\square} = \frac{\square}{\square}$



On the Back!

5. Write two fractions that are equivalent to $\frac{2}{3}$. Draw area models to represent your fractions.

Vocabulary

1. An **algorithm** is a series of steps used to solve a problem. The table below shows the steps of a division algorithm.

Step 1 Divide the hundreds.	Step 2 Divide the tens.	Step 3 Divide the ones.
$\begin{array}{r} 1 \\ 3 \overline{)411} \\ \underline{-3} \\ 1 \end{array}$ <p>Divide 4 hundreds by 3.</p>	$\begin{array}{r} 13 \\ 3 \overline{)411} \\ \underline{-3} \\ 11 \end{array}$ <p>Divide 11 tens by 3.</p>	$\begin{array}{r} 137 \\ 3 \overline{)411} \\ \underline{-3} \\ 11 \\ \underline{-9} \\ 21 \end{array}$ <p>Divide 21 ones by 3.</p>
	$\begin{array}{r} 2 \\ \underline{-9} \\ 2 \end{array}$	$\begin{array}{r} 0 \\ \underline{-21} \\ 0 \end{array}$

To divide a 3-digit number by a 1-digit number, first divide the _____, then divide the _____, and then divide the _____.

2. Complete each step of the division algorithm.

$$\begin{array}{r} 16R\boxed{} \\ 6 \overline{)98} \\ \underline{-\boxed{}} \\ \boxed{}8 \\ \underline{-\boxed{}\boxed{}} \\ \boxed{} \end{array}$$

Divide the tens.

Divide the ones.

3. Complete each step of the division algorithm.

$$\begin{array}{r} \boxed{}\boxed{}\boxed{} \\ 3 \overline{)582} \\ \underline{-\boxed{}} \\ \boxed{}8 \\ \underline{-\boxed{}\boxed{}} \\ \boxed{}2 \\ \underline{-\boxed{}\boxed{}} \\ \boxed{} \end{array}$$

Divide the hundreds.

Divide the tens.

Divide the ones.

Find each quotient.

4. $5 \overline{)566}$

5. $7 \overline{)99}$

On the Back!

6. Find $526 \div 6$. Show your work.

Vocabulary

1. Some common geometric terms are point, line, line segment, and ray. A **point** is an exact location in space. A **line** is a straight path of points that go on and on in opposite directions. A **line segment** is a part of a line with two endpoints. A **ray** is a part of a line that has one endpoint and continues on forever in one direction.

Label each figure with the correct term.



2. Angles can be classified by their measures. A **right angle** forms a square corner. An **acute angle** is open less than a right angle. An **obtuse angle** is open more than a right angle but is open less than a straight angle. A **straight angle** forms a straight line.

Identify each type of angle.



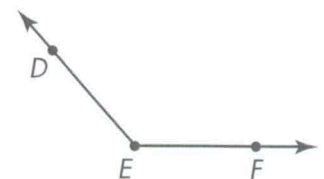
3. Use a geometric term to describe and name each figure. Be as specific as possible.

The figure at the right is a _____.



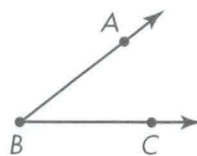
Name the figure using the points that are labeled. _____

4. The figure at the right is an _____ angle. Name the angle with the points from each ray and the shared endpoint of the rays. The shared endpoint is the center letter.



On the Back!

5. Use a geometric term to describe each figure. Be as specific as possible.





Homework & Practice 1-1

Patterns with Exponents and Powers of 10

Another Look!

Patterns can help you multiply by powers of 10.

Find the product of
 8×10^4 .

Write the product in
standard form.

$$8 \times 10^1 = 8 \times 10 = 80$$

$$8 \times 10^2 = 8 \times 10 \times 10 = 800$$

$$8 \times 10^3 = 8 \times 10 \times 10 \times 10 = 8,000$$

$$8 \times 10^4 = 8 \times 10 \times 10 \times 10 \times 10 = 80,000$$

So, 8×10^4 written in standard form is 80,000.

The number of zeros in
the product is the same
as the exponent.



- Write $10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$ with an exponent.
- Write $6 \times 10 \times 10 \times 10 \times 10$ with an exponent.
- How many zeros are in the standard form of 10^7 ? Write this number in standard form.

In 4–14, find each product. Use patterns to help.

4. $4 \times 10^1 =$

$4 \times 10^2 =$

$4 \times 10^3 =$

$4 \times 10^4 =$

5. $7 \times 10 =$

$7 \times 100 =$

$7 \times 1,000 =$

$7 \times 10,000 =$

6. $5 \times 10^1 =$

$5 \times 10^2 =$

$5 \times 10^3 =$

$5 \times 10^4 =$

7. 3×10^1

8. 2×100

9. 3×10^4

10. $1,000 \times 9$

11. 6×10^2

12. 3×10^3

13. $10,000 \times 2$

14. 8×10^5

15. Explain how to find the number of zeros in the product for Exercise 14.

16. Maria saw 2×10^1 dogs in the park on Saturday. She saw twice as many dogs on Sunday as she saw on Saturday. How many dogs did she see over the two days?

17. **Number Sense** In which place is the digit in the number 5,341 that would be changed to form 5,841? How do the values of the two numbers compare?

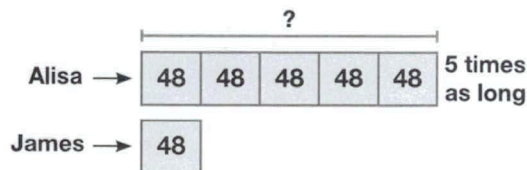
18. **Math and Science** There are 2,000 pounds in a ton. How can you write 2,000 with an exponent?

Scientific notation is written as one digit times a power of ten.



19. © **MP.6 Be Precise** Kay buys 12 pounds of apples. Each pound costs \$3. If she gives the cashier two \$20 bills, how much change should she receive?

20. © **MP.4 Model with Math** James practiced piano for 48 minutes. Alisa practiced for 5 times as long as James. How many minutes did Alisa practice? How many minutes in all did James and Alisa practice? Write an equation to model your work.



21. **Higher Order Thinking** George said that 6×10^3 is 180. Do you agree or disagree? If you disagree, explain the mistake that he made and find the correct answer.

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22. Choose all the equations that are true.

- $10 \times 10 \times 10 \times 10 \times 10 = 100,000$
 $10 \times 10 \times 10 \times 10 \times 10 = 50$
 $10 \times 10 \times 10 \times 10 \times 10 = 50,000$
 $10 \times 10 \times 10 \times 10 \times 10 = 10^5$
 $10 \times 10 \times 10 \times 10 \times 10 = 500,000$

23. Choose all the equations that are true.

- $90,000 = 9 \times 1,000$
 $90,000 = 9 \times 10,000$
 $90,000 = 9 \times 10^4$
 $90,000 = 9 \times 10^5$
 $90,000 = 9 \times 10^6$

A-Z Vocabulary

1. A **mixed number** is a number that has a whole number part and a fraction part. Write $\frac{7}{5}$ as a mixed number.

$$\frac{7}{5} = \frac{\square}{5} + \frac{2}{5}$$

$$= \square \frac{\square}{5}$$

2. Use the model to find $6 \times \frac{1}{5}$.



Write the unit fraction: _____

Count the number of unit fractions in the model: _____

Write an equation to add the unit fractions:

$$\frac{1}{5} + \frac{1}{5} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

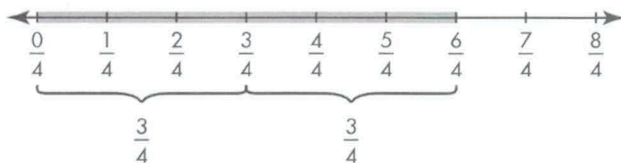
Write an equation to multiply the unit fraction by the number of unit fractions:

$$6 \times \frac{1}{5} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

Write the product as a mixed number.

$$\frac{6}{5} = \underline{\hspace{1cm}}$$

3. Use the number line to find $2 \times \frac{3}{4}$.



$$2 \times \frac{3}{4} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

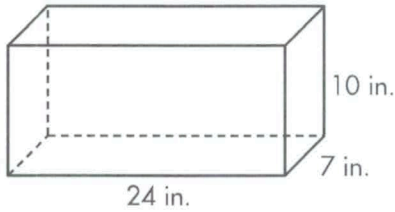
Write the product as a mixed number.

$$\frac{6}{4} = \underline{\hspace{1cm}}$$

On the Back!

4. Find $4 \times \frac{2}{6}$. Use a drawing or number line to help.

1. Which expression could **NOT** be used to find the volume of the box?



- (A) $(24 \times 7) \times 10$
 (B) 70×24
 (C) $(24 + 7) \times 10$
 (D) $(10 \times 24) \times 7$
2. Round each addend to 0, $\frac{1}{2}$, or 1. What is the best estimate for the sum of $\frac{5}{6} + \frac{3}{7}$?
- (A) 1
 (B) $1\frac{1}{2}$
 (C) 2
 (D) $2\frac{1}{2}$
3. Over the course of 3 weeks, Anthony kept a table of the height of his radish plant.

Radish Height (inches)	
Week 1	$\frac{3}{8}$
Week 2	$\frac{7}{8}$
Week 3	$1\frac{1}{4}$

How many inches did the plant grow between the second and third weeks?

- (A) $\frac{7}{8}$ inch (C) $\frac{4}{8}$ inch
 (B) $\frac{3}{4}$ inch (D) $\frac{3}{8}$ inch

4. Find the quotient.

$$6.4 \overline{)49.92}$$

Show how to check your answer.

5. The guests at a party shared 5 pies equally. If each person got $\frac{1}{8}$ of a pie, how many guests were at the party? Explain.
- _____
- _____
- _____

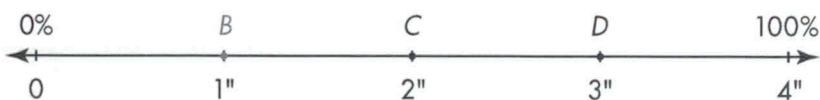
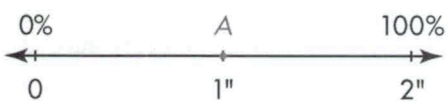
6. Mr. Ramirez got a box of 250 sheets of graph paper for the 26 students in his fifth-period math class to use. How many sheets will each student get if they all get the same number? How many sheets will be left over?
- _____

7. Fill in the blanks to complete the table.

$483.1 \div 10^0$	=	_____
$483.1 \div 10^1$	=	_____
$483.1 \div 10^2$	=	_____
$483.1 \div 10^3$	=	_____
$483.1 \div 10^4$	=	_____

Another Example

Each line segment represents 100%, but is a different length. Use equivalent rates to find the percent, or part of each line segment that points A and B represent.



You can write an equivalent rate with 100 as the denominator.



Point A is at $\frac{1}{2}$ of the number line.

$$\frac{1 \times 50}{2 \times 50} = \frac{50}{100} = 50\%$$

Point A = 50%

Point B is at $\frac{1}{4}$ of the number line.

$$\frac{1 \times 25}{4 \times 25} = \frac{25}{100} = 25\%$$

Point B = 25%

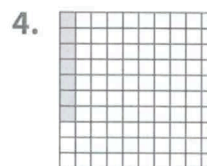
★ Guided Practice ★

Do You Understand?

- When writing a percent as a fraction, what number do you write as the whole or the denominator?
- Why are tenths, fifths, fourths, and halves easy to convert to a percent?

Do You Know How?

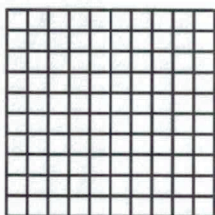
In 3 and 4, write the percent of each figure that is shaded.



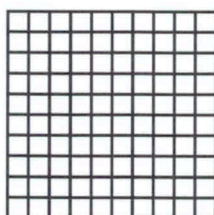
★ Independent Practice ★

In 5–7, fill in the model to represent the percent.

5. 14%



6. 77%



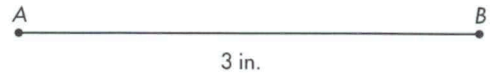
7. 20%



☆ Math Practices and Problem Solving ☆

In 8 and 9, use line segment AB .

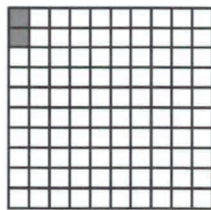
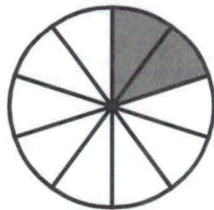
8. If line segment AB represents 50%, what is the length of a line segment that is 100%?
9. If line segment AB is 300%, what is the length of a line segment that is 100%?



10. © MP.3 Construct Arguments Is 25% of a whole always the same amount? Explain your answer and provide examples.
11. © MP.7 Use Structure In a race, 19 out of the 50 runners finished in less than 30 minutes. What percent of runners finished the race in less than 30 minutes? Write an equivalent fraction to find the percent.
12. Higher Order Thinking From Monday through Friday, James works in the library on 2 days and in the cafeteria on another day. On Saturday and Sunday, James washes cars 50% of the days. How many days does James work in a week? What percent of Monday through Friday does James work?
13. Algebra Tony used the equation $23 + t = 435$ to find t , the number of tickets sold to the school dance. How many tickets were sold?

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14. Select all the figures that are shaded to represent 20% of the whole.



Fun Music Company Curriculum-at-home

**Grade 5 - Lesson 4
Star Wars Theme**

Teacher's Note:

Dear Parent/Caregiver,

This is a CONNECT lesson, where students will complete a worksheet and send it back to me.

We have provided the worksheet for students to complete and send back to me. You can do this via email to rserrano@wusd.us or return it to school.

Hope you are all well. I miss you!

Mrs. Serrano rserrano@wusd.us

Dear Grade Five students,

Today we will be watching a performance of an orchestra conducted by composer John Williams.

Step 1: Watch the performance.

<https://funmusicmembers.com/at-home/514-1/>

Step 2: Complete the attached worksheet.

I have attached the worksheet. Please follow the instructions in this and complete it. If you aren't sure of the answers for the first section, you can go to this page and press "show answers" to get the solution for the first section.

<https://funmusicmembers.com/at-home/514-2/>

In the second section any answer is acceptable. There isn't really a right or wrong answer to these questions - it is about your impression and what you heard in the music. Watch the video over again a few times if you need to.

When you have completed the worksheet, save it and email it back to me. (rserrano@wusd.us)

Mrs. Serrano

Okay! we are nearing the end of the school year! So for the students of Cradleboard Elementary School we need to review some of the Apache words from the past school year, here we go. These words need to be written down five times each. Remember just the Apache words. Please!

September Words:

Father-Shitaá

Mother- Shimaa

Brother/ Sister- Shik'isn

Grandma/ Grandpa- Shiwoyé

September-Binest'ancho

October Words:

October-Ghaazhi

Black Cat- Gidi Dithit

Ghost- Ch'iidn

Witch- Inłgaashń

Owl- Buh

November- Zas ntt'ees

Corn- Nadá

Apple- Masaana

Onion- Sawooya



Whiteriver Unified School District

Fifth Grade Packet

Week 2

Name: _____

School:

Teacher:

ELA Bingo Choice Board

<p>ELA: Read the story <u><i>Building our Community</i></u> on page 3 & 4 Answer questions on page 5</p>	<p>ELA: Read <u>The Neighborhood Needed</u> on page 6 and complete questions.</p>	<p>ELA: Read <u>At Home in the Desert</u> page 23 & 24 and answer questions on page 25</p>	<p>ELA: Read <u>A New Agency</u> page 26 and answer questions</p>
<p>Spelling: Greek Roots Page 151</p> <p>Grammar: Adverbs Page 126</p>	<p>Spelling: Greek Roots Page 152</p> <p>Grammar: Adverbs Page 127</p>	<p>Spelling: Greek Roots Page 153</p> <p>Grammar: Capitalization Page 128</p>	<p>Spelling: Greek Roots Page 154</p> <p>Grammar: Capitalization Page 129</p>
<p>Read a chapter or a book and identify the plot: who are the main characters? Where does the story take place? What is problem? How was the problem solved?</p>	<p>Read a chapter or a book and identify the main idea and details of the story?</p>	<p>Read a chapter or a book? Summarize the story in your own words.</p>	<p>Read a chapter or a book and draw a picture of the setting?</p>

Name _____

Read the passage. Use the reread strategy to make sure you understand what you have read.

Building Our Community

13 “Hey, Mom,” I said, dropping my backpack on the table. “Marla and I
14 were hoping you could take us to the mall next weekend.”

24 “Sorry, Tasha, I’m working at the hospital this weekend and next
35 weekend,” she said.

38 “Well, then what about Kevin?” I persisted, not ready to give up.
50 “Maybe he could take us.”

55 Mom smiled at my determination, but her answer was firm. “First of all,
68 you and Marla need a parent chaperone with you at the mall to keep you
83 safe. Second, Kevin is volunteering next weekend by giving time to help
95 build a home for a family that needs one.”

104 As soon as she said that, I remembered the way Kevin’s eyes had lit
118 up when he’d first told us about the project. He’s always been good at
132 building and fixing things. Now that he was seventeen, he was finally
144 old enough to take part in the home-building projects that our community
156 did twice a year.

160 “It’s not fair,” I complained. “Kevin can make a real difference
171 in a family’s life, but what can I do? I’m not old enough to help
186 build the house.”

189 Mom put on her serious face, which meant that she was about to give
203 advice. “Don’t think about it like that, Tasha” she said. “People don’t
215 make a difference by focusing on what they *can’t* do. They change things
228 by thinking about what they *can* do.”

235 I slunk off to my room as Mom’s words echoed in my head over and
250 over. Maybe she was right. I might not be able to physically raise the roof
265 on the new house, but what I *could* raise was money to help.

Name _____

The next day, I talked to my teacher about raising money to help build the house. "Well, there's not much time to put something together," Mr. Pham said thoughtfully, "but, we can brainstorm about it this morning. It's our class's turn to sell water at the soccer game this weekend. I bet your classmates will have some good ideas about what else we could sell to raise money. Teamwork will be the best way to make this happen."



After roll call, Mr. Pham gave me the floor to explain my idea. Brason raised his hand. "My uncle owns a T-shirt shop. Maybe he can print some shirts that we can sell."

"Great idea!" Mr. Pham said enthusiastically. "Now, if Brason can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our slogan. Marla, our class artist, agreed to draw the design.

The next day, Brason announced that his uncle would donate 20 shirts. Marla shared her sketch of interlocked hands. Now, we had to get the word out.

By Friday, we were ready. I had posted details about the sale on our class Web page and taped flyers in hallways and the cafeteria. The T-shirts, our merchandise, were printed.

Our Saturday sale was a success. We earned \$125. Some people bought shirts. Others gave a dollar or two to our cause.

Kevin drove me to the local hardware store to buy a gift card that could be used for hammers, nails, lumber, and other equipment.

On the Friday before building was to start, our class took a field trip to the community center. I beamed with pride as I handed over the gift card. Mom and Mr. Pham had both been right. Everyone can do something, and together we can accomplish something great.

Name _____

A. Reread the passage and answer the questions.

1. **Underline the words in each sentence that are clues to sequence.**

The next day, Brason announced that his uncle would donate 20 shirts.

By Friday, we were ready.

2. **Write the sentence from the story that tells when Tasha told the class about her idea. Underline the words that are a clue to sequence.**

3. **What four things happened between the time Marla agreed to draw a design for the T-shirts and the day of the sale?**

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

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

Name _____

A Neighborhood Need

"Did you hear that Mr. Green's Corner market closed?" Jayla asked Casey.

"Yeah," Casey replied. "Now my mom has to go all the way across town to buy fruits and vegetables."

"In the library, I saw a sign about a farmer's co-op. If they have enough customers, they will bring fresh fruits and vegetables to us," said Jayla.

"Then let's figure out a way to get neighbors signed up," said Casey.



"We can't get fresh vegetables here."

Answer the questions about the text.

1. How do you know this text is realistic fiction?

2. Do you think the dialogue in this text is a good example of what people might say in real life? Why or why not?

3. What details does the illustration show you that you did not find in the text?

4. List two things about the setting in the illustration that are realistic.

Name _____

Read the passage. Use the ask and answer questions strategy to help you understand new facts or difficult explanations.

At Home in the Desert

12 Georgia O’Keeffe always thought of herself as an artist. By 1928, the
rest of the world did, too. At the age of 41 she was living in New York
29 City and becoming a well-known painter. She was married to a famous
41 photographer, who helped her show her work. Still, O’Keeffe wasn’t
51 happy.

52 New York City and her family’s summer home had been the source of
65 ideas for almost ten years. Now those ideas were drying up. O’Keeffe felt
78 like she needed a change of scenery. She had visited New Mexico in 1917
92 with her sister. The wide open space had thrilled her. “Maybe I should go
106 back,” she thought to herself.

111 Her friend Mabel Dodge Luhan encouraged her. In April of 1929,
122 O’Keeffe packed her bags. She went to stay with Luhan in her home in
136 Taos, New Mexico. O’Keeffe wrote to her husband,

144 “Mabel’s place beats anything you can imagine
151 about it—it is simply astonishing.”

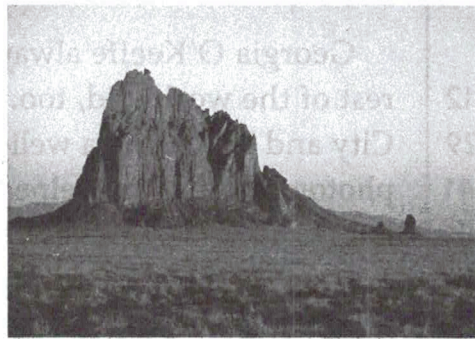
157 The wide open space drew O’Keeffe in. She spent hours just watching
169 the sky change. The clear light made her feel as if she could see for the
185 first time.

187 The beauty of the land renewed her. She couldn’t wait to start painting.
200 Cow and horse skulls and desert flowers filled her canvases. The colors
212 of the desert inspired O’Keeffe to make new choices in her artwork. “The
225 color up there is different,” she explained. She loved the blue-greens in the
238 sagebrush along the mountainsides.

Name _____

That August, O’Keeffe went home to New York. It was the start of a pattern she would keep up for almost twenty years. Each spring, she traveled to New Mexico to paint. These trips were vital to her spirit. Then, in the fall, she would return to New York to show her work.

During each visit to New Mexico, O’Keeffe explored her surroundings more deeply. Every day was an adventure. In the morning, she would set out to search for new desert scenes to paint. She kept a canvas and brushes in the backseat of her car. Whenever something caught her eye, she could pull them out and begin painting.



Jess Alford/Photodisc/Getty Images

The desert landscape enchanted Georgia O’Keeffe.

The bleached animal bones and skulls that O’Keeffe found especially excited her. She saw a strange beauty in them. By experimenting, she found new ways to represent them in her paintings. The bones didn’t symbolize death to O’Keeffe. To her, they showed the lasting beauty of the desert.

The unique landscapes, clear light, and bright colors spoke to her. She often painted close-ups of the rocks and mountains. Later, she began to travel more in search of new ideas. However, she always came back to New Mexico. After all these years, it was her home.

As O’Keeffe grew older, her eyesight began to fail. Continuing to paint became difficult. Still, O’Keeffe wasn’t ready to stop working. Her friend Juan Hamilton helped her work with watercolors. He also taught her to sculpt with clay. With his aid, she made art into her 90s. When she died at the age of 98, Hamilton sprinkled her ashes over the desert. Her body became part of the land that had touched her art and her life.

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Name _____

A. Reread the passage and answer the questions.

1. What caused Georgia O’Keeffe to seek out a change in her life?

2. What evidence in the fifth paragraph shows the effect of O’Keeffe’s visit to New Mexico?

3. How did Georgia O’Keeffe react to her failing eyesight in her later years?

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

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

Name _____

A New Agency

During the 1960s, people grew concerned about the environment. This concern led to a huge Earth Day celebration in April of 1970. Politicians promised to find ways to improve water, land, and air quality. President Richard Nixon agreed to meet this new challenge. He proposed creating a new government department in late 1970. It was called the Environmental Protection Agency. Nixon said he hoped the EPA would “ensure the protection, development and enhancement of the total environment.”



ImageShop/Corbis

The EPA proposed laws that reduced air pollution from car engines.

Answer the questions about the text.

1. How can you tell that this text is narrative nonfiction?

2. Explain the cause and effect relationship between Earth Day and the creation of the EPA.

3. What facts about President Richard Nixon does the text give?

4. What primary source can you identify in this text?

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Write the spelling word that has the same Greek root as each pair below.

- | | |
|--------------------------------------|--|
| 1. disastrous, disastrously
_____ | 4. automaker, automotive
_____ |
| 2. televise, televising
_____ | 5. telephoned, telephonically
_____ |
| 3. telescoped, telescopic
_____ | 6. phonetics, phonically
_____ |

B. Write the spelling word that best completes each sentence.

7. In the _____, a father and son wore wings so they could fly.
8. The actor scribbled his _____ on a piece of paper.
9. A _____ checked the brakes on our car.
10. Can you name the first _____ to set foot on the moon?
11. Coded messages can be sent through wires by a _____.
12. The word *sweet* is a _____ for the word *suite*.
13. The book shows a _____ of President Lincoln.
14. The _____ watched the sky from an observatory.
15. The old engine has many _____ parts.
16. I want to take a class in _____ so I can take better pictures.
17. A griffin is a _____ beast that is part eagle and part lion.
18. This _____ lens helps me take pictures from far away.
19. Dad's _____ watch does not need winding.
20. A _____ was once the best way to send important news.

Name _____

- Capitalize the first word, all important words, and all proper nouns in a greeting. Capitalize only the first word in the closing.
- Capitalize these abbreviations commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Proofread the letter. On the lines below, correct mistakes in adverb usage and capitalization.

dear board members of Really-Fun games, inc.:

I have an idea for a game that is incredible exciting. It is called "Build the barrels." Though it is normal played with two players, you can easy add up to six more. My teacher, mr. Cooper, can quick send a recommendation if you need one. I sincere hope that you will take a look at this very exciting new idea.

One of Your Biggest Fans,

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

Write the spelling words that contain the matching Greek root. You will write some words more than once.

astr/aster

1. _____
2. _____
3. _____

photo

14. _____
15. _____
16. _____

tele

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

auto

17. _____
18. _____
19. _____

graph

10. _____
11. _____
12. _____
13. _____

phon

20. _____
21. _____
22. _____

mech

23. _____
24. _____

myth

25. _____
26. _____

Grammar: **Capitalization and Abbreviations in Letters and E-mails**

Name _____

- **Capitalize** the first word, all important words, and all proper nouns in a greeting.
- Capitalize only the first word in the closing.
- Capitalize these **abbreviations** commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.

1. To whom it may concern:

2. I am writing on behalf of dr. Morton and mrs. rodriguez.

3. They are both employees of american meganews, inc.

4. Please let my assistant, ms. hart, know when we can all meet.

5. with all best wishes,

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.

1. tele _____ oto _____
2. my _____ ical _____
3. au _____ mobile _____
4. te _____ vision _____
5. autogra _____ _____
6. _____ otophraph _____
7. as _____ onomer _____
8. _____ chanical _____
9. tele _____ aph _____
10. pho _____ graphy _____
11. tele _____ one _____
12. _____ tomatic _____
13. homoph _____ e _____
14. _____ lescope _____
15. _____ tronaut _____

B. Write these spelling words on the lines in reverse alphabetical order: *phonics, myth, telegram, disaster, mechanic*

16. _____ 18. _____ 20. _____
 17. _____ 19. _____

Name _____

- An **adverb** can describe an adjective or another adverb.

Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.

1. The skier looked anxiously down the mountain. _____
2. Incredibly strong winds blew from the north. _____
3. The snow was accumulating quite quickly. _____
4. She could hardly see the bottom of the slope. _____
5. Her coach had a very nervous expression on his face. _____
6. "I'm absolutely positive they'll cancel the race," he said. _____
7. Meanwhile, the snow continued to fall from the sky. _____
8. A red light began flashing urgently near the start gate. _____
9. The skier felt somewhat relieved that the event was postponed. _____
10. They would come back tomorrow and hope for much better conditions.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
- Review Words** 21. _____
22. _____
23. _____
- Challenge Words** 24. _____
25. _____

1. astronaut
2. telephone
3. automobile
4. telescope
5. mechanical
6. myth
7. television
8. phonics
9. astronomer
10. photograph
11. photography
12. mythical
13. homophone
14. mechanic
15. telegram
16. telephoto
17. autograph
18. automatic
19. disaster
20. telegraph
21. correction
22. discussion
23. decoration
24. videophone
25. photogenic

Name _____

- An **adverb** can tell *how*, *when*, *where*, or *how often* an action happens. Some adverbs tell *how much* or *how intensely*.
- Transitional words, such as the **conjunctive adverb** *therefore*, connect two clauses. The **relative adverbs** *where*, *when*, and *why* can also introduce clauses.

Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. I carelessly dropped crumbs on the ground.
4. Tiny sparrows darted around frantically at my feet.
5. They chirped excitedly when I scattered more crumbs.
6. I tossed them where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.

APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

The month of MAY 2020

Materials needed: blank whiter paper or lined paper and crayons

5th-3rd grade

2nd-Kindergarten

Spiral: Phrases and words say everyday by student as much as they can remember is sufficient

Da'gote-(how are you)? **Da'gostig**-(I am okay). **Shii' Indee is'shlee shil nzhoo**-(I love being Apache).
In Apache Language-The Pledge of Allegiance (hanging up by the flag).
Body Parts in Apache, Counting in Apache, Colors in Apache, Days of the Week in Apache,

LEARNING GOAL: Students will learn and/or demonstrate their mastery of the Apache Language lesson by reading, speaking, writing, or listening via vocabulary words, and/or phrases rehearsed:
Students should be able to read the following story and vocabulary words for a Mother's Day Card.

Mother's Day phrases for a card:

Shi' Maa-My Mother

Shi'maa shil nzhoo-I love My Mother

Shi'da'silij ye sha'aile'-She feeds me when I am hungry, **Shi'diyage aldo sha' ayile'**-She provides my clothes,

Shi'Maa denzhoone'-my mother is beautiful

Shil Nzhoo Shi'maa-I Love You Mom

I DO/ADULT:

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

YOU DO TOGETHER: Say each word together and/or with other siblings at home.

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

I Do (Independent)

Student will color the picture and sign the card with their name.

On a separate piece of paper or lined paper the student will write the mother's day phrases in the Apache Language (use what is available at home).

Parents/Guardians: please use these words while at home as much as possible. Or pick a certain time of day to have the child repeat the words or phrases to you, sibling, or grandparent. So they can keep up and not loose what we have learned this year.

End of the lesson ask the student: Two ways to say *Thank-you in Apache Language?*

And How do you say: *See you later in Apache Language?*

Review words:

Yaa-sky

Yaak'os-clouds,

Dzil Ligai Si'an-White Mountain

Zas-snow

tunlii-river

dzil K'ee-aspen tree

Dilchi-pine tree

gad-cedar tree

t'iis-cottonwood tree

Gowa-wickiup

kih-house

tal'toh-ramada