



Whiteriver Unified School District

Fifth Grade Packet

Week 3

School:

Teacher:

5th Grade ELA Bingo Choice Board

<p>ELA: Read the story on page 33 & 34 Answer questions pnn page 35.</p>	<p>ELA: Read page 36 and and complete questions.</p>	<p>ELA: Complete pages 39 & 40</p>	<p>ELA: Complete pages 293 & 294</p>
<p>Spelling: Suffix-ion Grammar: irregular comparative and Superlative Forms. Page 145 & 121</p>	<p>Spelling: Suffix-ion Fill in the missing word Grammar: irregular comparative and Superlative Forms 146 & 122</p>	<p>Spelling: Suffix-ion Word sort Irregular Comparative Forms 147 & 123</p>	<p>Spelling: Suffix-ion Find the misspelled words Grammar: Comparing good and bad 149 & 125</p>
<p>Read a chapter or a book? Summarize the story in your own words.</p>	<p>Read a chapter or a book and identify the 2 characters. Compare and contrast the characters. Look how they are the same and how they are different.</p>	<p>Read a chapter or a book and identify the theme. The theme is the moral lesson, what did the characters learn.</p>	<p>Read a chapter or a book and identify the plot: who are the main characters? Where does the story take place? The problem, conflict and what lead to the solution.</p>

Name _____

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

Mary Anderson and the First Windshield Wipers

The Problem

2 When some people see a problem, they jump in to solve it. Mary
15 Anderson was that type of person.

21 In the early 1900s, few people owned cars. Instead, they rode electric
33 streetcars, or trolleys. On a snowy day in New York City, Anderson
45 watched streetcar drivers struggle to see through their wet windshields.

55 At the time, drivers had two ways to clean their windshields. They
67 could open the windshield's middle window, or they could get out of the
80 streetcar. If drivers opened the window, the driver and riders got wet. If
93 drivers got out of the streetcar, they put themselves in danger.

104 Some people wiped their windows with a piece of onion or carrot. This
117 supposedly left behind an oily film that kept water off. Instead, it often
130 clouded the windshield.

133 The Solution

135 Anderson sympathized with the streetcar drivers. She asked others
144 about the problem. Surely someone had tried to solve it. People told
156 Anderson the problem had been studied. No one had found an answer.
168 They did not think there was one.

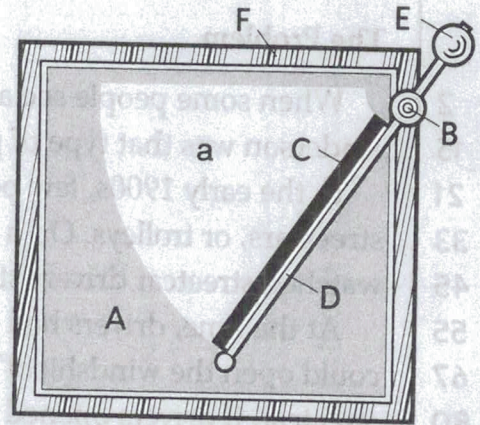
175 Anderson did not accept this. She vowed to find a better way. Her
188 efforts led to a new technology.

194 She drew a diagram of a tool for cleaning windshields. Anderson
205 found someone to make a model for her. It was the first working model
219 of a "windshield wiper."

Name _____

The model had a lever that moved a swinging metal arm (D). The arm held a rubber blade (C). From inside the streetcar, the driver would turn a handle (E) connected to the lever. As the lever moved (B), the blade would “sweep across and clean the window-pane.” The driver and riders stayed safe and dry. In good weather, the wipers could be removed.

Anderson applied for a patent for her “window cleaning device for electric cars . . . to remove snow, ice, or sleet from the window.” A patent allows an inventor to sell his or her invention. Anderson wrote that she hoped to help streetcar drivers with “not being able to see through the front glass in stormy weather.” In 1903 her patent was approved.



Mary Anderson's windshield cleaning device, as shown in her patent

The Results

In 1905 Anderson tried to sell her device to a Canadian firm. Although the wipers worked, automobiles were still not very common. The company would not be able to sell many wipers. They would not make enough money. The firm turned her down. Anderson did not try to sell her wipers to anyone else.

Four years later, the first really popular car—Henry Ford's Model T—was released. Almost anyone could afford to buy a Model T. People who drove cars such as the Model T faced the same problem as streetcar drivers. How would they clean their windshields?

By 1913 thousands of cars had a version of Anderson's windshield wipers. Sadly, Anderson never made any money from her patent. Her breakthrough led to the next great idea, though. In 1917 another woman, Charlotte Bridgewood, invented automatic windshield wipers.

Name _____

A. Reread the passage and answer the questions.

1. What time signal in the second paragraph helps you understand why cleaning windshields was such a problem?

2. What four steps did Mary Anderson take after she noticed the problem streetcar drivers had cleaning their windshields?

3. What sequence of events explains why Anderson did not make any money from her patent?

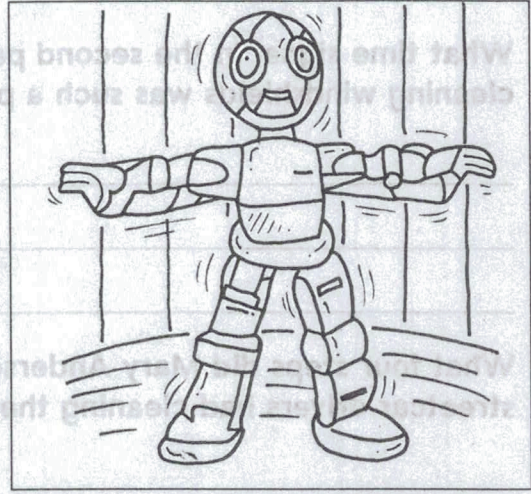
B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

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

Name _____

Robot Creator

Tomotaka Takahashi lives and works in Japan. As a boy, he enjoyed reading comic books about robots, and he liked to build interesting devices. Now he builds robots that he hopes people will use in everyday life. Tomotaka does not want his robots to look like machines. He envisions them as friendly devices that look like people. He gives his robots extra movements to help them walk and move smoothly. People are captivated by Tomotaka's amazing robots.



Tomotaka's friendly looking robots walk and move like humans.

Answer the questions about the text.

1. How do you know that this is biographical text?

2. Identify three facts about Tomotaka Takahashi that are included in the text.

3. What words and phrases introduce information about different times in Tomotaka's life?

4. How does the illustration help you understand more about the robots that Tomotaka creates?

				First Read
				Second Read

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can use time-order signal words to show the sequence of events.

Draft Model

Chen began preparing for the race. He ate a good breakfast. He did his stretching exercises. He got dressed. He left the house, determined to win.

1. What time-order signal words could be added to show what Chen did first?
2. What other signal words could be added to make the sequence of events clearer?
3. What word or words could be added to the final sentence to give the text a sense of closure?

B. Now revise the draft by adding time-order signal words to help readers better understand the sequence of events.

Name _____

Evan used text evidence from two different sources to answer the question:
What did the main characters in *The Boy Who Invented TV* and *“Time to Invent”* experience that inspired them to invent something?

The main characters in each text were inspired to invent by paying attention to their surroundings. In *The Boy Who Invented TV*, Philo was a curious, thoughtful boy who enjoyed science and admired people like Albert Einstein. As he got older, he had an idea after reading some magazines. Philo wanted to create a TV. He felt that such a machine could improve people’s lives. One day, as he was plowing the potato fields, he became inspired by the rows of dirt in the fields. These rows gave him the idea about how he might create a TV.

In “Time to Invent,” Lydia had a problem: she always overslept. She tried several times to wake up on her own. None of her ideas worked. Later on, she got inspired when she saw her mom’s cell phone in a drawer. She grabbed a coffee can and placed the cell phone in it. When it vibrated in the can, it woke her up, but was quiet enough so that her mom wouldn’t hear it. She finally created an invention that worked!

Reread the passage. Follow the directions below.

1. Evan used words with precise meaning. **Circle** the word that has a similar, but stronger meaning than the word *liked*.
2. **Draw a box** around the words and phrases in the second paragraph that show the order of events.
3. **Underline** the sentence with the *best* key detail in each paragraph that supports the main idea.
4. Combine these two sentences from the model. **Write** your answer on the lines:
She tried several times to wake up on her own. None of her ideas worked.

Name _____

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

Running

4 Feet pound the pavement,
 9 Arms pump up and down,
 13 Sun's up and smiling,
 As I jog through the town.

19 Neighbors out raking,
 22 Look up, holler, "Hi!"
 26 Trees all wave to me,
 31 As I dash on by.

36 Wind kicks up its heels,
 41 And gives playful chase.
 45 Whooshing and whirling,
 48 "Come, let's have a race."

53 I round the corner,
 57 Delighted to meet,
 60 Two other runners,
 63 Who sprint down the street.

68 What is it we share?
 73 Well, I think I know—
 78 All the world's moving,
 82 With places to go.

86 An inch or a mile, jet-fast or snail-slow,
 94 We share the journey, together we go.



Name _____

A. Reread the poem and answer the questions.

1. Is this poem a lyric or a narrative poem and how do you know?

2. Write two examples of personification from the poem.

3. What point of view is used in the poem? Write a line that shows the point of view.

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 _____

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. | _____ | 1. impress |
| 2. | _____ | 2. impression |
| 3. | _____ | 3. elect |
| 4. | _____ | 4. election |
| 5. | _____ | 5. locate |
| 6. | _____ | 6. location |
| 7. | _____ | 7. confuse |
| 8. | _____ | 8. confusion |
| 9. | _____ | 9. correct |
| 10. | _____ | 10. correction |
| 11. | _____ | 11. discuss |
| 12. | _____ | 12. discussion |
| 13. | _____ | 13. concentrate |
| 14. | _____ | 14. concentration |
| 15. | _____ | 15. estimate |
| 16. | _____ | 16. estimation |
| 17. | _____ | 17. decorate |
| 18. | _____ | 18. decoration |
| 19. | _____ | 19. exhaust |
| 20. | _____ | 20. exhaustion |
| Review Words | 21. _____ | 21. hopeless |
| | 22. _____ | 22. fearless |
| | 23. _____ | 23. forgiveness |
| Challenge Words | 24. _____ | 24. conclude |
| | 25. _____ | 25. conclusion |

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Mom wanted a (better, best) storage system for her tools. _____
2. She searched for the (better, best) carpenter in town. _____
3. Her plans called for using the (better, best) materials available. _____
4. She felt that oak was a (better, best) choice of wood than pine. _____
5. The carpenter had an even (better, best) suggestion. _____
6. Some recycled materials were (better, best) options than new wood. _____
7. The (better, best) thing of all was that they helped the environment. _____
8. Mom studied the data in order to make a (good, best) decision. _____
9. Some resources were (good, better) than others in providing help. _____
10. In the end, she had the (good, better, best) storage closet ever. _____

Name _____

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

Fill in the missing letters to form a spelling word. Write the spelling word.

1. decor ____ t ____ _____
2. decora ____ _ _ _ _
3. el ____ ct _____
4. elec ____ _ _ _ _
5. impr ____ ss _____
6. impres ____ _ _ _ _
7. concentr ____ t ____ _____
8. concentra ____ _ _ _ _
9. disc ____ ss _____
10. discus ____ _ _ _ _
11. estim ____ t ____ _____
12. estima ____ _ _ _ _
13. loc ____ t ____ _____
14. loca ____ _ _ _ _
15. conf ____ s ____ _____
16. confu ____ _ _ _ _
17. corr ____ ct _____
18. correc ____ _ _ _ _
19. exh ____ _ _ st _____
20. exhaus ____ _ _ _ _

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **worse** to compare two people, places, or things. Use **worst** to compare more than two people, places, or things.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. "I've got some (bad, worst) news," my brother said. _____
2. "Your favorite band just put out their (worse, worst) song ever." _____
3. "It can't be (worse, worst) than 'Sippy-Sip-Sip,'" I replied. _____
4. "Well, that is the (worse, worst) song title they ever wrote," he admitted. _____
5. He continued, "But at least it wasn't a (bad, worst) melody." _____
6. "In the new song, the music is bad, and the lyrics are (worse, worst)." _____
7. The song is called "The (Worse, Worst) Hat I Ever Wore." _____
8. "It even has a (bad, worse) title," I said. _____
9. "The live version is (bad, worse) than the recorded version," he said. _____
10. I couldn't imagine how the song could be (worse, worst). _____

Name _____

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

A. Write the spelling words that do not end in *-ion*. Then write the matching spelling words that do end in *-ion*.

words without *-ion*

words with *-ion*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

B. Compare the words *impression* and *correction*. How are they alike? How are they different?

Name _____

- In comparisons, *better* and *best* are the irregular forms of the adjective *good*; *worse* and *worst* are the forms of the adjective *bad*.
- The comparative form of *many* is *more*; the superlative form is *most*.
- The comparative form of *much* is *more*; the superlative form is *most*.
- Never add *-er*, *-est*, *more*, or *most* to an irregular comparative or superlative form.

Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.

1. We waited for the (good) day possible to go on a sailing trip. _____
2. There were (many) boats on the water today than yesterday. _____
3. There was (much) wind as well. _____
4. My father is a (good) sailor than I am. _____
5. He gives me (much) advice than my mother. _____
6. Dad is a (bad) swimmer than my mother, though. _____
7. The boat's captain has the (much) experience of everyone. _____
8. She has sailed on (many) boats than my father. _____
9. We spent (much) time on the water than our last trip. _____
10. It was the (much) fun I've had in a long time! _____

Name _____

A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.

I support Mayor Jackson in the upcoming electshun. There has been a lot of discussion about his policies, but I feel he has been a good mayor. Recently he has put aside other matters to concentrat on plans for a new city park. I applaud his dedication to this project!

1. _____ 2. _____ 3. _____

Mayor Jackson gives me the impreshion that he isn't a good leader. When talking about the locashun for the new city park, his ideas seemed to confuus citizens. Is he really the best mayor for our community? I don't think so!

4. _____ 5. _____ 6. _____

Writing Activity**B. Write an opinion about something related to your own school or community. Use at least four spelling words in your writing.**

Name _____

A. Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Our new cat creates (many, more, most) problems than our old cat. _____
2. She has the (bad, worse, worst) temper I have ever seen. _____
3. She is a (good, better, best) "attack cat" than a "lap cat." _____
4. Mom has the (much, more, most) patience of anyone in the house. _____
5. Even she thinks that adopting the new cat was the (bad, worse, worst) decision the family has made in a long, long time! _____

B. Read each sentence. Write the proper comparative or superlative form of the adjective in parentheses on the line provided.

6. The city wants to create (many) parks than it currently has. _____
7. The newest proposal has gotten the (much) support of all. _____
8. Of the four plans, it has the (good) chance of being approved. _____
9. The old parks are in (bad) condition than they were last year. _____
10. The new plan provides (much) money than before to help maintain them. _____



April News



For the week of:

April 13th

Notes from 5th Grade Teachers:

As we begin April, we want our students to know we miss them and hope they are staying safe. Continue to do your Packets and turn them in and/or access online and do the work there. Teachers can see who is online doing assignments.

Learning Focus

Math

- Continue working on Order of Operations (PEMDAS)
- Continue practice with long division
- Division of fractions (STAY, CHANGE, FLIP)

Math Continued:

Practice measure with inches, feet and yards

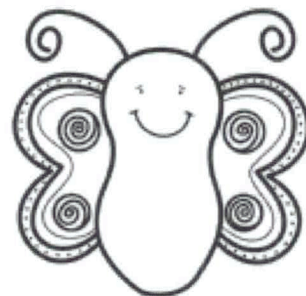
Fractions: add/subtract of unlike denominators
****make the denominators the same****

Events

- Monday: Pick up breakfast/lunch and packets daily
- Continue working on assignments online----if you have internet access. You will be given credit.
- Turn in packets back to WRE school to get credit

Reminders

Continue to stay home and keep your hands clean.
Practice Math Facts daily!





Dividing fractions by fractions

Grade 5 Fractions Worksheet

Find the quotient.

1. $\frac{1}{3} \div \frac{1}{3} =$ _____

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

3. $\frac{7}{9} \div \frac{1}{2} =$ _____

4. $\frac{2}{10} \div \frac{1}{3} =$ _____

5. $\frac{3}{8} \div \frac{11}{12} =$ _____

6. $\frac{3}{5} \div \frac{4}{7} =$ _____

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

8. $\frac{3}{12} \div \frac{8}{10} =$ _____

9. $\frac{11}{12} \div \frac{9}{11} =$ _____

10. $\frac{7}{11} \div \frac{5}{9} =$ _____



Dividing fractions by fractions

Grade 5 Fractions Worksheet

Find the quotient.

1. $\frac{4}{6} \div \frac{3}{4} =$ _____

2. $\frac{1}{9} \div \frac{11}{12} =$ _____

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

4. $\frac{6}{7} \div \frac{2}{5} =$ _____

5. $\frac{6}{8} \div \frac{5}{7} =$ _____

6. $\frac{7}{12} \div \frac{1}{2} =$ _____

7. $\frac{3}{9} \div \frac{1}{11} =$ _____

8. $\frac{5}{10} \div \frac{6}{12} =$ _____

9. $\frac{1}{2} \div \frac{1}{9} =$ _____

10. $\frac{1}{2} \div \frac{1}{12} =$ _____

Order of operations

Grade 5 PEMDAS Worksheet

Solve the following using PEMDAS

The order of operations:

1. *Parentheses ()*

2. *Exponents 5^2*

3. *Multiplication \times or Division \div*

4. *Addition $+$ or Subtraction $-$*

1. $3 \times 9 + 7$

6. $(67 - 18) \div 7 \times 3$

2. $12 + 36 \div 4$

7. $5^2 - 8$

3. $9 \div 3 + 4 \times 6$

8. $2^3 \times 3^2$

4. $2 \times 11 - 12 \div 2$

9. $4^2 \times (8 - 3)$

5. $8 \times 18 \div 4 + 15$

10. $(7 \times 8 - 4) \div (6 - 2)$



Long Division with remainders (2-digit divisors)

Grade 5 Division Worksheet

Find the quotient with remainder.

1.

$$23 \overline{) 77,893}$$

2.

$$11 \overline{) 34,785}$$

3.

$$13 \overline{) 70,656}$$

4.

$$22 \overline{) 55,678}$$

5.

$$13 \overline{) 71,698}$$

6.

$$22 \overline{) 80,364}$$

Adding unlike fractions

Grade 5 Fractions Worksheet

Find the sum.

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

2. $\frac{2}{9} + \frac{4}{12} =$ _____

3. $\frac{1}{10} + \frac{5}{6} =$ _____

4. $\frac{1}{11} + \frac{2}{4} =$ _____

5. $\frac{1}{5} + \frac{4}{9} =$ _____

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

7. $\frac{5}{7} + \frac{3}{5} =$ _____

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

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

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

11. $\frac{2}{4} + \frac{9}{10} =$ _____

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

13. $\frac{9}{11} + \frac{1}{6} =$ _____

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



Adding unlike fractions

Grade 5 Fractions Worksheet

Find the sum.

1. $\frac{1}{4} + \frac{7}{10} =$ _____

2. $\frac{7}{9} + \frac{1}{2} =$ _____

3. $\frac{4}{12} + \frac{8}{9} =$ _____

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

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

6. $\frac{6}{8} + \frac{3}{4} =$ _____

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

8. $\frac{6}{9} + \frac{1}{3} =$ _____

9. $\frac{2}{4} + \frac{4}{11} =$ _____

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

11. $\frac{2}{11} + \frac{7}{10} =$ _____

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

13. $\frac{9}{10} + \frac{1}{5} =$ _____

14. $\frac{2}{3} + \frac{4}{10} =$ _____



Convert between yards, feet and inches

Grade 5 Measurement Worksheet

Note: 1 yard (yd) = 3 feet (ft); 1 foot = 12 inches (in)

Example: 14 in = 1 ft 2 in

Convert the given measures to new units.

1. 10 yd = _____ ft 2. 5 ft = _____ yd

3. 23 ft = _____ yd 4. 9 yd = _____ ft

5. 5 yd = _____ ft 6. 87 in = _____ ft

7. 19 yd = _____ ft 8. 2 yd = _____ ft

9. 7 ft = _____ yd 10. 6 yd = _____ in

11. 31 in = _____ ft 12. 67 in = _____ ft

13. 97 ft = _____ yd 14. 83 in = _____ ft

15. 49 ft = _____ yd 16. 59 ft = _____ yd

17. 76 ft = _____ in 18. 3 yd = _____ in

19. 45 in = _____ ft 20. 83 ft = _____ yd



Convert between yards, feet and inches

Grade 5 Measurement Worksheet

Note: 1 yard (yd) = 3 feet (ft); 1 foot = 12 inches (in)

Example: 14 in = 1 ft 2 in

Convert the given measures to new units.

1. 54 yd = _____ ft
2. 8 yd = _____ in
3. 55 yd = _____ ft
4. 92 in = _____ yd
5. 97 in = _____ ft
6. 7 ft = _____ yd
7. 5 in = _____ ft
8. 73 yd = _____ ft
9. 59 in = _____ ft
10. 7 in = _____ yd
11. 34 ft = _____ yd
12. 46 ft = _____ in
13. 95 ft = _____ yd
14. 16 in = _____ yd
15. 25 ft = _____ in
16. 39 ft = _____ yd
17. 12 in = _____ ft
18. 83 in = _____ yd
19. 6 in = _____ ft
20. 69 yd = _____ in

5th Grade Informative Writing Choice Board

Week of 4/20/20 Compare and Contrast/ Cause and Effect

<p>Read for 20 to 30 Minutes Every Day</p>	<p>Read the Article "Activist Recommend: natural climate solutions"</p>	<p>What are the <u>two</u> disasters? Explain each.</p>	<p>What are greenhouse gases? What <u>Effects</u> do they have on animals, people and the planet?</p>
<p>Read the Second article" Could Coronavirus Reduce Air Pollution"? Why or Why Not?</p>	<p>What can you help in "de-carbonization?"</p>	<p>Give at least two examples of restoring natural habitats</p>	<p>Compare the two articles. List how they are the same, how are they different?</p>
<p>Write new vocabulary words and their meanings that you learned. Write different words from each article.</p>	<p>How many & what are the headings in the first article? How many and what are the headings in the second article?</p>	<p>1. Write a summary of the first article. 2. Re-read " Could Coronavirus Reduce Air Pollution?", underline the causes, circle the effect.</p>	<p>Re-Read each Article – Take the Quiz. (Take on different days)</p>

Science

Activists recommend "natural climate solutions" to save Earth

Present Save Share Hide Print Add To Text Set



African forest elephant (*Loxodonta cyclotis*), Odzala-Kokoua National Park, Cuvette-Ouest Region, Republic of the Congo. Photo by: Education Images/UIG via Getty Images

By Damian Carrington, The Guardian, adapted by Newsela staff

Published:04/07/2019

Word Count:775

Recommended for:Upper Elementary School - High School

Text Level:5

Two disasters facing the environment are well known: climate change and vanishing wildlife. The restoration of natural forests and coasts could tackle both of these, according to a group of campaigners. They worry, however, that this remedy is being missed.

Climate change, or global warming, is the gradual heating of the Earth. Scientists believe it is happening due to the use of fossil fuels. Fossil fuels are natural fuels, like oil, gas and coal. Burning them creates greenhouse gases like carbon dioxide. Greenhouse gases trap heat in Earth's atmosphere. This causes temperatures to rise.

Removing Carbon Dioxide From The Air

Animal populations worldwide have fallen by 60 percent since 1970. To scientists, this suggests that a sixth mass extinction of life on Earth is under way. Meanwhile, experts are trying to figure out what will be needed to avoid the worst impacts of global warming. Carbon dioxide will very likely have to be removed from the atmosphere.

Restored natural forests and coasts would address both of these problems. Trees and plants suck carbon dioxide from the air as they grow. This happens as part of the process called photosynthesis.

At the same time, trees and plants provide essential habitat for animals.

The group wrote a letter to the Guardian newspaper. They pointed out two threats to the world's existence. These are climate breakdown and ecological breakdown. These threats are developing "with terrifying speed." It has the writers very worried about our planet.

Rebuilding Ecosystems

They have an idea for a solution. They call this solution "thrilling but neglected." It is called natural climate solutions. It involves saving animals, ecosystems and the climate all at once.

Public figures, scientists and authors have signed the letter. Teen activist Greta Thunberg and the climate scientist Michael Mann have signed their names. So have authors Margaret Atwood, Naomi Klein and Philip Pullman. Environmentalist Bill McKibben and TV chef Hugh Fearnley-Whittingstall have joined the effort.

Other well-known figures joined as well. The letter was begun and organized by George Monbiot. He is a writer for the Guardian newspaper.

The group emphasizes that natural climate solutions are not an alternative to other responsible measures. For example, energy, transportation and farming must switch quickly to fuel that reduces greenhouse gases. This is called decarbonization. Both natural climate solutions and decarbonization are needed, the campaigners say.

Nature Is Our Best Bet

The United Nations announced a "Decade of Ecosystem Restoration" at the start of March. "The degradation of our ecosystems has had a devastating impact on both people and the environment," said Joyce Msuya. She is the head of the U.N. Environment Program. Environmental degradation is the destruction of the environment. "Nature is our best bet to tackle climate change and secure the future."

Scientists have estimated how much greenhouse gases must be reduced by the year 2030. A big question has been how to reduce it. New research has suggested a solution. About a third of greenhouse gases could be reduced just by restoring natural habitats. Such solutions, however, have attracted just 2.5 percent of the money for tackling greenhouse gases.

The best way to do this is restoring forests. This is especially true in areas of the tropics where forests were cleared. Natural climate solutions must not compete with the need to feed the world's growing population, the letter says. These solutions must be implemented only after talking with local communities.

Conserving wildlife can help restore habitats as well, the group says. What would happen if the populations of rhinos and elephants were boosted in Africa, and Asia? The seeds of trees that have a high carbon content would be spread. Research shows that more wolves lead to greener forests. Fewer plants get eaten by moose. This is because wolves eat moose.

Research shows that coastal habitats can soak up carbon the fastest. Mangroves, salt marshes and seagrass beds are most effective. Here, carbon can be absorbed and stored 40 times faster than in tropical forests. Peatlands must also be protected and restored, the group says. Peatlands are a special type of wetlands. They get their name from the peat soil, or dead plants, upon which the wetland habitat grows. Peatlands store one-third of all soil carbon globally. This is the case even though peatlands cover just 3 percent of the world's land.

Backing Natural Climate Plans

A website called Natural Climate Solutions has been launched. It calls on governments to back such "natural climate" plans.

"Our aim is simple," said Monbiot. They hope to spark global enthusiasm for lowering greenhouse gases by restoring ecosystems. Few people realize the true value it can have, he says.

Quiz

1. Read the section "Nature Is Our Best Bet." Which sentence from the section shows why natural climate solutions can help stop global warming?

- (A) Environmental degradation is the destruction of the environment.
- (B) Scientists have estimated how much greenhouse gases must be reduced by the year 2030.
- (C) About a third of greenhouse gases could be reduced just by restoring natural habitats.
- (D) Peatlands must also be protected and restored, the group says.

2. Read the section "Rebuilding Ecosystems." Which selection from this section supports the conclusion that natural climate solutions are just one way to help climate change?

- (A) They have an idea for a solution. They call this solution "thrilling but neglected."
- (B) It is called natural climate solutions. It involves saving animals, ecosystems and the climate all at once.
- (C) Teen activist Greta Thunberg and the climate scientist Michael Mann have signed their names.
- (D) For example, energy, transportation and farming must switch quickly to fuel that reduces greenhouse gases.

3. Read the paragraph from the article. Two disasters facing the environment are well-known: climate change and vanishing wildlife. The restoration of natural forests and coasts could tackle both of these, according to a group of campaigners. They worry, however, that this remedy is being missed. Which statement summarizes the paragraph?

- (A) Campaigners solved climate change and vanishing wildlife by restoring forests and coasts.
- (B) Campaigners are looking for more remedies to the problems of climate change and vanishing wildlife.
- (C) Restoring forests and coasts does not need to be accomplished quickly to be effective.
- (D) Restoring forests and coasts could help solve climate change and vanishing wildlife.

4. Read the paragraph from the article. Conserving wildlife can help restore habitats as well, the group says.

What would happen if the populations of rhinos and elephants were boosted in Africa and Asia?

The seeds of trees that have a high carbon content would be spread?

Research shows that more wolves lead to greener forests. Fewer plants get eaten by moose. This is because wolves eat moose. **HOW** does this paragraph support **the MAIN** idea of the article?

- (A) It shows that scientists are trying to preserve the moose population.
- (B) It explains a reason why conserving wildlife can help the environment.
- (C) It shows that scientists are studying how seeds of trees are spread.
- (D) It describes how the habitats of some animals are disappearing.

Science & Math

Could coronavirus reduce air pollution?

Present Save Share Hide Print Add To Text Set



Image 1. An aerial view of a main road during the first day of national quarantine to stop the spread of the new coronavirus on March 25, 2020, in Bogotá, Colombia. With factories, airports and entire cities shutting down, analysts say it is possible that this will lead to the first fall in global emissions since 2008. Photo: Daniel Munoz/VIEWpress/Getty Images

By The Guardian, adapted by Newsela staff

Published:04/02/2020

Word Count:457

Recommended for:Upper Elementary School - High School

There is an outbreak of a new coronavirus. It causes a disease known as COVID-19. It has caused alarm around the world. Governments are trying to slow the spread of the virus. Many countries have ordered factories and businesses to close. They are telling people to stay home. The closing of factories is good for the environment. Closed factories do not need to burn coal or gas for electricity.

When people burn coal and gas, they release other gases such as carbon dioxide. The gases trap heat in the air. This leads to global warming. This is an increase in temperatures around the world.

The virus has forced governments to act quickly. Activists want this same urgency applied to the environment.

Less Travel Means Less Pollution

The coronavirus started in China. The government shut down many factories because of the virus. This means that China is making less money. But it also means less pollution released into the air.



Image 2. A view of Ryanair planes grounded at an airport in Poland. Ryanair announced grounding 90 percent of its flights until April 2, 2020, due to coronavirus concerns. Photo: Artur Widak/NurPhoto/Getty Images

Now, health experts are telling people to stay home to attend school or work. They are also telling people to not travel.

Airplanes release a lot of carbon dioxide. Many flights have been canceled. Fewer planes mean less carbon dioxide.

This means that to work, people can phone in or use video chat. This is better for the environment. Experts say these trends will only be meaningful if this happens for a long time.

Will These Changes Last?

Experts wonder if people will continue to burn less fuel. This could mean less air pollution in the long term. So far, scientists say the virus has stopped China from

releasing about 200 megatons of carbon dioxide this year. A megaton is a million tons. But these changes might not last. Factories will reopen. They might try to make up for lost business. That would mean lots of fossil fuels burned. This could be even worse for the environment.

Corinne Le Quéré studies climate science. She said that the coronavirus crisis will only slow carbon dioxide growth. It will not reverse it.

A Slowdown Could Help Activists

Less carbon dioxide in the air could help activists. It would give people time to pressure governments to change. Advances in technology could be made.

Bill McKibben is an American author. He is also an environmentalist. He says people have changed their habits in response to the virus. Many companies are now allowing employees to work from home. Working from home means that we can use less gasoline. This might affect how we work in the future.

Quiz

1. Which question is answered in the introduction [paragraphs 1-4]?
(A) Where did the coronavirus start?
(B) What causes climate change?
(C) Why did people stop traveling?
(D) How much does China pollute?
2. Which sentence from the section "Will These Changes Last?" explains why pollution could go back up?
(A) Experts wonder if people will continue to burn less fuel.
(B) But these changes might not last.
(C) They might try to make up for lost business.
(D) She said that the coronavirus crisis will only slow carbon dioxide growth.
3. Which sentence from the article states a main idea of the entire article?
(A) This refers to changes in weather patterns over a long time.
(B) The coronavirus started in China.
(C) Airplanes release a lot of carbon dioxide.
(D) He says people have changed their habits in response to the virus.
4. The main idea of the section "Less Travel Means Less Pollution" is that pollution has decreased.

Which key detail from the section supports the section's main idea?

- (A) The government shut down many factories because of the virus.
- (B) This means that China is making less money.
- (C) This means that to work, people can phone in or use video chat.
- (D) Experts say these trends will only be meaningful if this happens for a long time

Climate change is also known as _____.

Fossil fuels are: _____.

Vocabulary word	meaning

Cause and Effect Words:

Hello WUSD Students!

This is Mr. Taylor again. Here with some fun activities you can do from home. Spring is here and I hope you are going outside, staying in your yard and being safe and healthy. These assignments and activities are for 3rd through 5th grade students. Have fun with these activities and be safe.

1. I want you to find two dice, roll them and multiply the numbers. Whatever the sum is, I want you to find it on the next sheet. The number will be in a box and it will tell you what exercise you are to do. If it says for you to run laps, I want you to run around the outside of your house. That isH considered one lap. The pictures in the boxes will help you figure out what to do. If you do not have dice, write down the numbers of one to six twice, tear off each number, and put them in a bag and draw the number out one at a time.
2. Here is a game you can play inside your home which emphasizes the skills of accuracy, multiplication and throwing. I want you to take 50 pieces of paper and put a large red dot on 10 pieces of paper. Put a blue dot on 10 pieces of paper. Put a green dot on 10 pieces of paper. Put a yellow dot on 10 pieces of paper. Put an orange dot on 10 pieces of paper. Put a small garbage can about 6 feet away from you. You are going to throw each piece of paper. If you throw the paper in the trash you will get some points.
Red dot paper= 5 points
Blue dot paper= 4 points
Green dot paper= 3 points
Yellow dot paper= 2 points
Orange dot paper=1 point
You will add up your points after 50 throws. For example, you make 3 out of 10 shots of the paper with the red dot you get $3 \times 5 = 15$ points. Have fun and challenge your family members to a game.

3. Here is a nutrition game. An average 4th graders should have no more that 500 calories per meal. Anything that is too much higher than this is unhealthy. Follow the directions on the worksheet.

Lunchtime Math - Calorie Count

Find the calories for each lunch item. Add up the total to see how many calories in these lunch meals. Cross out the meals that are too high in calories.

Food	Amount	Calories
Apple	1 medium	93
Baby Carrots	6	21
Chips	1 oz bag	160
Chocolate Chip Cookie	2 medium	118
Grilled Cheese	1	410
Hamburger	1 small	250
Hot Fudge Sundae	1 small	306
Hotdog and Bun	1	280
Large French Fries	1	500
Lowfat Dip	2 Tbsp	60
Salad Dressing, LF	1 Tbsp	18
Milk 1% Fat	8 oz	105
Orange slices	4	62
Soda	12 oz can	143
Sports Drink	12 oz	90
Taco, Beef	1	170
Turkey/LF Cheese Sandwich	2 slices of each	260
Veggie Salad	1 cup	10
Water	12 oz bottle	0

LF = low fat

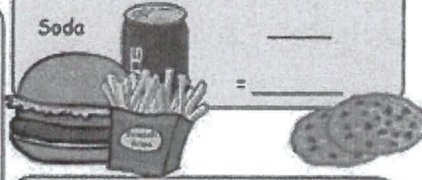
Veggie Salad with dressing _____
 Orange slices _____ +
 Water _____
 Turkey and Lowfat Cheese Sandwich _____
 = _____



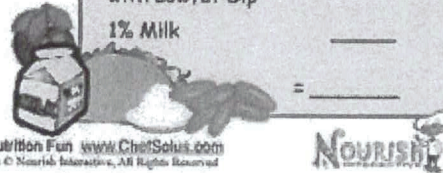
Hotdog with Bun _____
 Chips _____ +
 Hot Fudge Sundae _____
 Sports Drink _____
 = _____



Hamburger _____
 French Fries _____ +
 Chocolate Chip Cookies _____
 Soda _____
 = _____



Beef Taco _____
 Apple _____ +
 Baby Carrots with Lowfat Dip _____
 1% Milk _____
 = _____



More Nutrition Fun www.ChefSalus.com
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Double Dice Multiplication - Template #1

1



"4" Stretch
10 secs each

2



20 Arm Circles

3



15 Crunches

4



10 Chest
Raises

5



Quad Stretch
10 secs each

6



25 Jumping
Jacks

7



No Homework
for a Month!

8



Straddle Stretch
20 secs

9



Knee Hugs
10 secs each

10



Jog
2 Laps

11



Free Trip to
Hawaii

12



Leg Stretch
10 secs each

13



Free Tickets to
NFL Game!

14



Unlimited
Recess!

15



15 Modified
Push-Ups

16



Shoulder Stretch
10 secs each

17



Free Pizza for
Everyone!

18



Slide 1 Lap

19



Free Soda for
Everyone!

20



6 Push-Ups

21



Do 100
Cartwheels!

22



Chew Gum All
Day!

23



Ice Cream!

24



"V" Seat for 20
secs

25



Crab Walk 24
Steps

26



Automatic "A" on
Your Next Test!

27



Do 1,000
Cartwheels!

28



Free Candy for
a Week!

29



Win a CD of
Your Choice!

30



Butterfly Stretch
20 secs

31



Win 2 Movie
Tickets!

32



Sing "Alphabet
Song" 3 times!

33



1,000,000
Curl-Ups!

34



Jog 75 Laps!

35



Free Lunch!

36



Jog in Place
40 Steps

Intermediate Grades Art Lesson for April

Title: Tertiary Colors Review

Materials: Drawing paper, Black Marker, Color Pencils

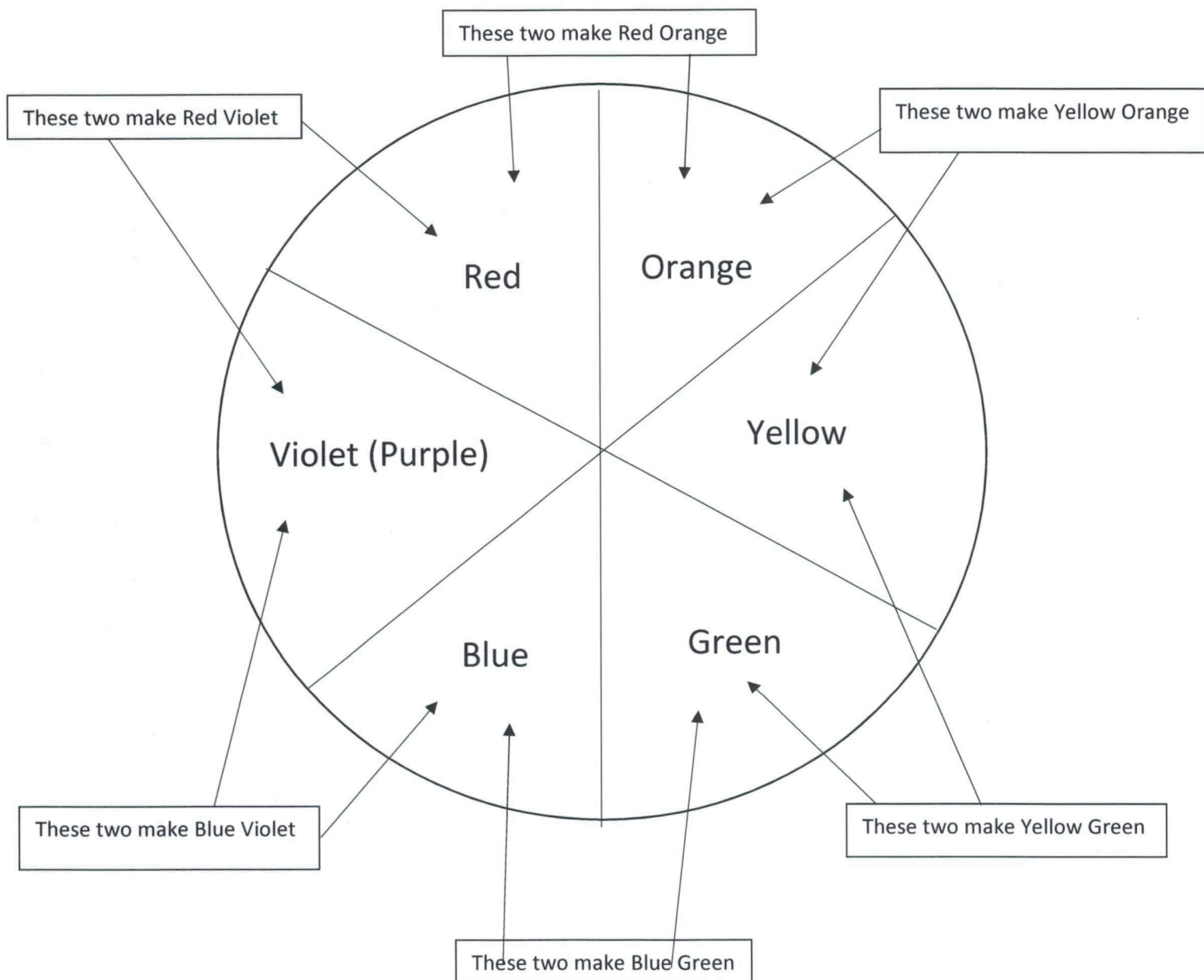
Lesson: Students, remember the past two weeks we have worked with complementary colors and analogous colors. Working with these color schemes has given us the opportunity to work with all colors of the color wheel. This includes the primary colors, secondary colors, and tertiary colors.

Primary Colors: Blue, Yellow, Red

Secondary Colors: Green, Orange, Violet (Purple)

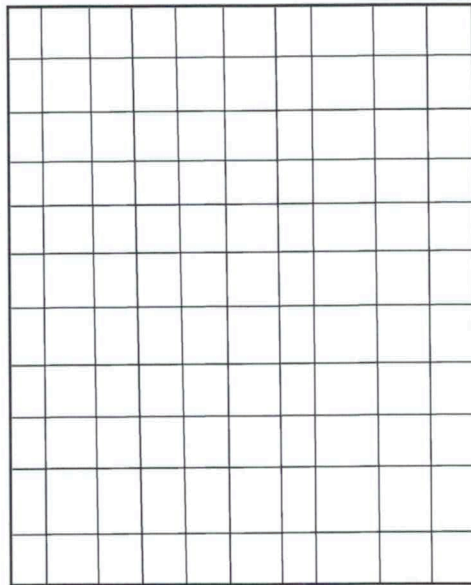
Tertiary Colors: Yellow orange, Red Orange, Red Violet, Blue Violet, Blue Green, Yellow Green

Today we will be working with tertiary colors. Notice that the tertiary colors have a primary color and a secondary color in their names. That's because each tertiary color is created by mixing a primary color with the secondary color next to it on the color wheel. This color wheel will demonstrate:

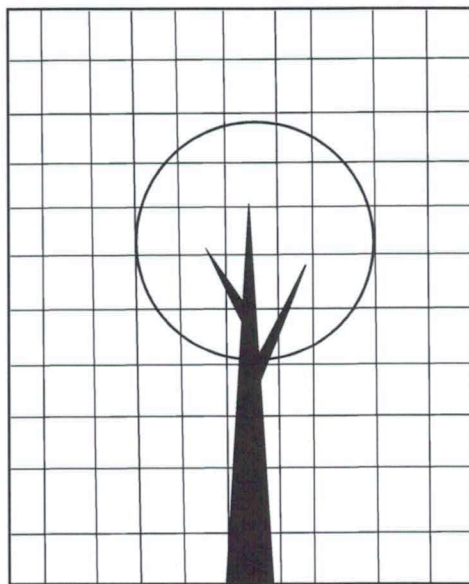


Project: Circle Grid Tree

Step 1: Begin by drawing a grid on your paper using ruler to make one-inch squares or bigger. Go over your lines with a black marker.



Step 2: Now, either with a compass tool or a large cup of some sort, trace a circle onto the middle of the paper. Then draw a tree trunk connecting the bottom of the paper to the circle. You may color in the tree trunk black.

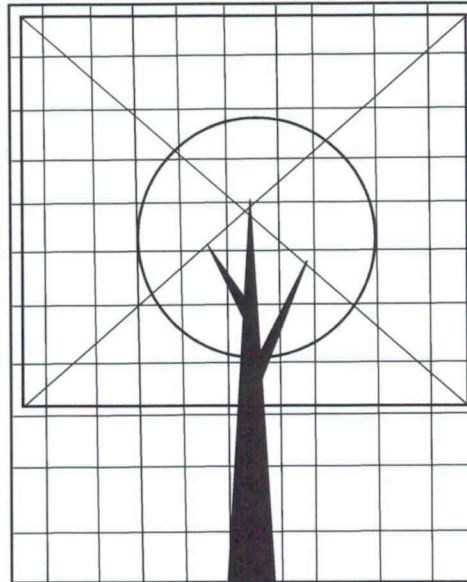


Step 3: Now we begin coloring the squares of our grid according to the color wheel.

Color in the bottom three lines of squares with colors on the green side of the color wheel. Color each square a different type of green.

Ex: Blue Green, Green, and Yellow Green.

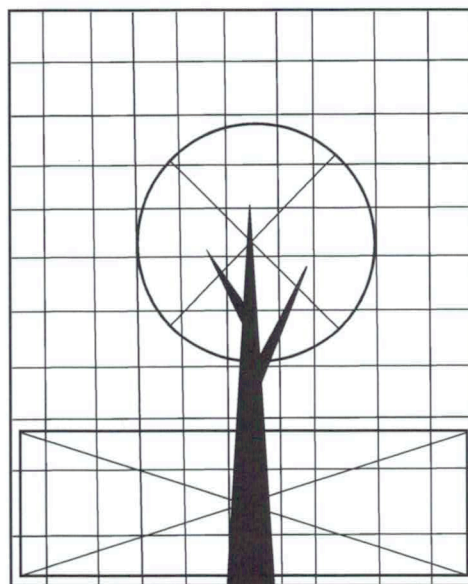
X's are placed over the areas you should avoid for this part of the project.



Color these boxes across with the green colors we mentioned

Step 4: Above those three lines of boxes we just colored, color the rest of the squares outside of the circle with colors around the violet (purple) side of the color wheel.

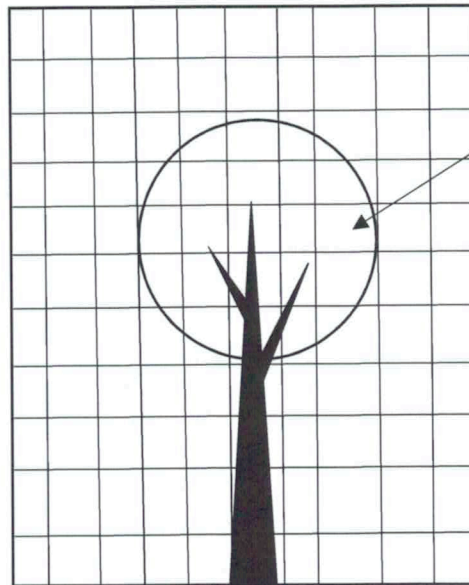
X's are placed over the areas you should avoid for this part of the project.



Color these squares outside of the circle with the purple colors we mentioned.

Step 5: Now color in the squares within the circle with orange colors of the color wheel.

Yellow Orange, Orange, and Red Orange



Inside the circle each square should be colored a different color of orange like we just mentioned.

Now you are done. Great Job! Remember to sign your name on your work. After this project you have gained much experience points in art and are on your way to becoming masters of your craft. Keep up the great work!

APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

THE Week of: April 13-17, 2020

Materials needed: one extra piece of white paper

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 know the following vocabulary words for a scenery page.

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

I DO/TEACHER/PARENT OR GRANDPARENTS:

I will demonstrate how to say each word. The student should try and help along with someone to read and say words.

I will demonstrate: write each Apache word under each picture on a paper that is enclosed.

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

I Do (Independent)

Student will draw a scene using these words in the picture.

*Example: will draw a mountain with snow and put the Apache words: **Dzil Ligai Si'an-White Mountain***

Write each Apache word that goes with a picture, then the student will color with crayons or 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?*

Yaa-Sky,
Zas-snow
Dilchi-pine tree
Gowa-wickiup

Yaak'os-clouds,
tunlii-river
gad-cedar tree
kih-house

Dzil Ligai Si'an-White Mountain
dzil K'ee-aspen tree
t'iis-cottonwood tree
tal'toh-ramada