

## Shiima Ch'ich'it Nayilaa

## Mother Gets Acorn

Shiima ta' íi bit'eké nzaagyú

My mother and her friend traveled far to pick

onat'ash chich'il nadayilaago tats'aa'

acorns to fill the basket.

yiyi hadayidit'ib'ih. Chich'il qat'

After the acorns have been picked,

nahásdllaago nt'éégo alde', hik'aa

They are cleaned, shelled and ground

áíye' hilzhó áíkédégo hik'azhgo

very fine. The ground acorn is

hik'aa. Isaa' biyi' chich'il hi it'ch'i'

stored in a cool place in a container,

nijah gonezk'azyu sine'go, áíye'

ready to be used anytime. Acorns are Apache

dak'íi' hachit'i'ye hanáchijii.

food and are used to flavor stew.

Ch'ich'it hí, itoo' bit' nadigeed Ndee

B'iidan at'éé'.

**Shi'Maa** (My Mother)

**Shi'Maa**

My Mother,

**Shi'diyage' atdo shá ayile'**,

She provides my clothes,

**Shi'maa**

My Mother

**Shi dá silij ye' shá aile'**

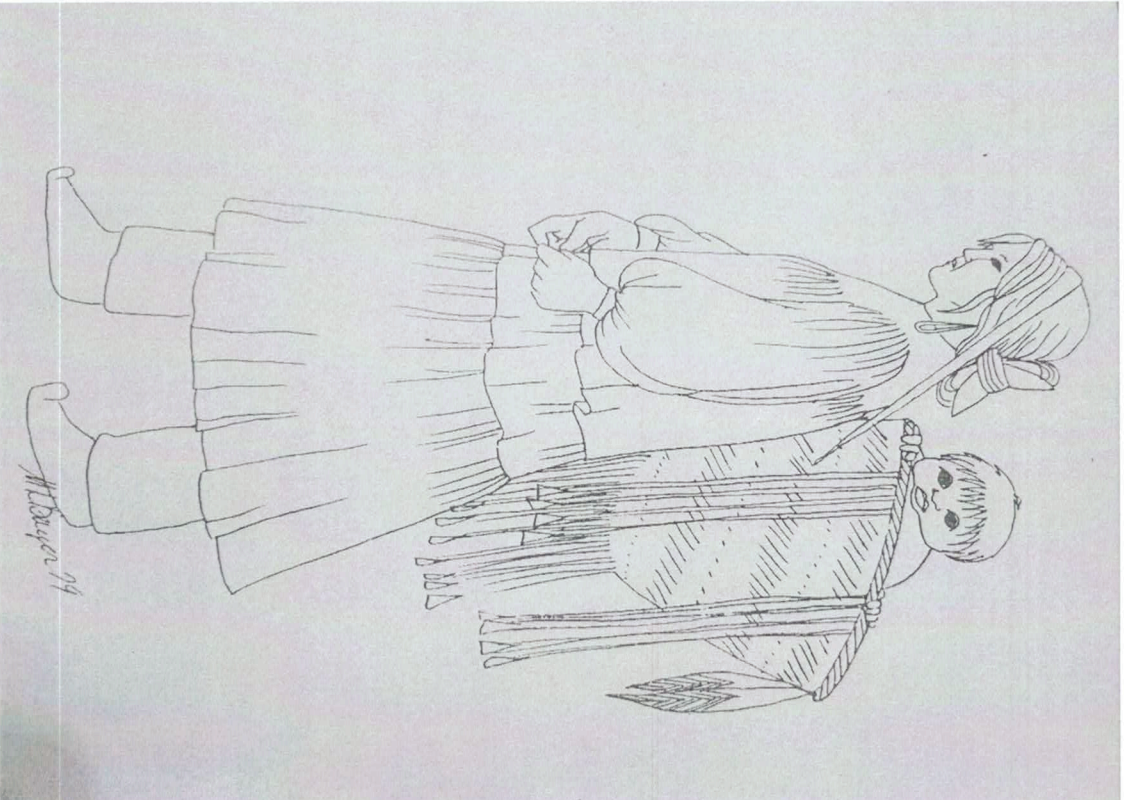
Feeds me when I'm hungry,

**Shi'maa denzhoone'**

My mother is beautiful

**Shi'maa, shi' shit nzho**

My Mother I love you,



## Informative/Explanatory Writing Choice Board

Week of 5/11 Compare/ Contrast and Cause/Effect

<p><b>Read for 20 to 30 Minutes Every Day</b></p>	<p><b>Read the article "The Big Question: Why is Earth Rotating"</b></p>	<p><b>How do scientist think the moon was formed? <i>How does it effect the Earth?</i></b></p>	<p><b>What is the Earth's axis? Do all the planets orbit in the same direction? Do they rotate in the same direction? Give examples.</b></p>
<p><b>Read the Second article, "As Earth Spins and Tilts Away from the Sun the Days Get Shorter? " Where? Why?</b></p>	<p><b>What are the four (4) hemispheres? Explain each. Which do you live in?</b></p>	<p><b>What is important to know about the equator? List at least 5 things in complete sentences.</b></p>	<p><b>Compare the two articles.</b></p> <p><b>List how they are the same. How are they different. (Venn Diagram)</b></p>
<p><b>Write new vocabulary words and the meanings that you learned.</b></p> <p><b>Write different words from each article.</b></p>	<p><b>How types of text features are used in these articles? What pages are they found on?</b></p>	<p><b>1. Write a <u>summary</u> of the first article.</b></p> <p><b>2. Re-read "As Earth Spins..", <u>underline</u> the causes, circle the effect.</b></p>	<p><b>Re-Read each Article –</b></p> <p><b>Take the Quiz.</b></p> <p><b>(Take on different days)</b></p>

## Science & Math

# Big Questions: Why is Earth rotating?

Present Save Share Hide Print Add To Text Set



Image 1. A composite time-lapse image of the night sky over Corfe Castle in the United Kingdom. In time-lapse images, the stars appear to trace out circles in the sky. This pattern is a product of Earth's rotation. Photo by: Dan Kitwood/Getty Images

Earth's rotation speed is the speed at which it spins around its axis. Its 24-hour rotation speed is one of the traits that make our planet so friendly to life. It allows most parts of Earth to stay a nice, comfortable temperature. Most places are bathed in sunlight during the day. They are covered in darkness at night.

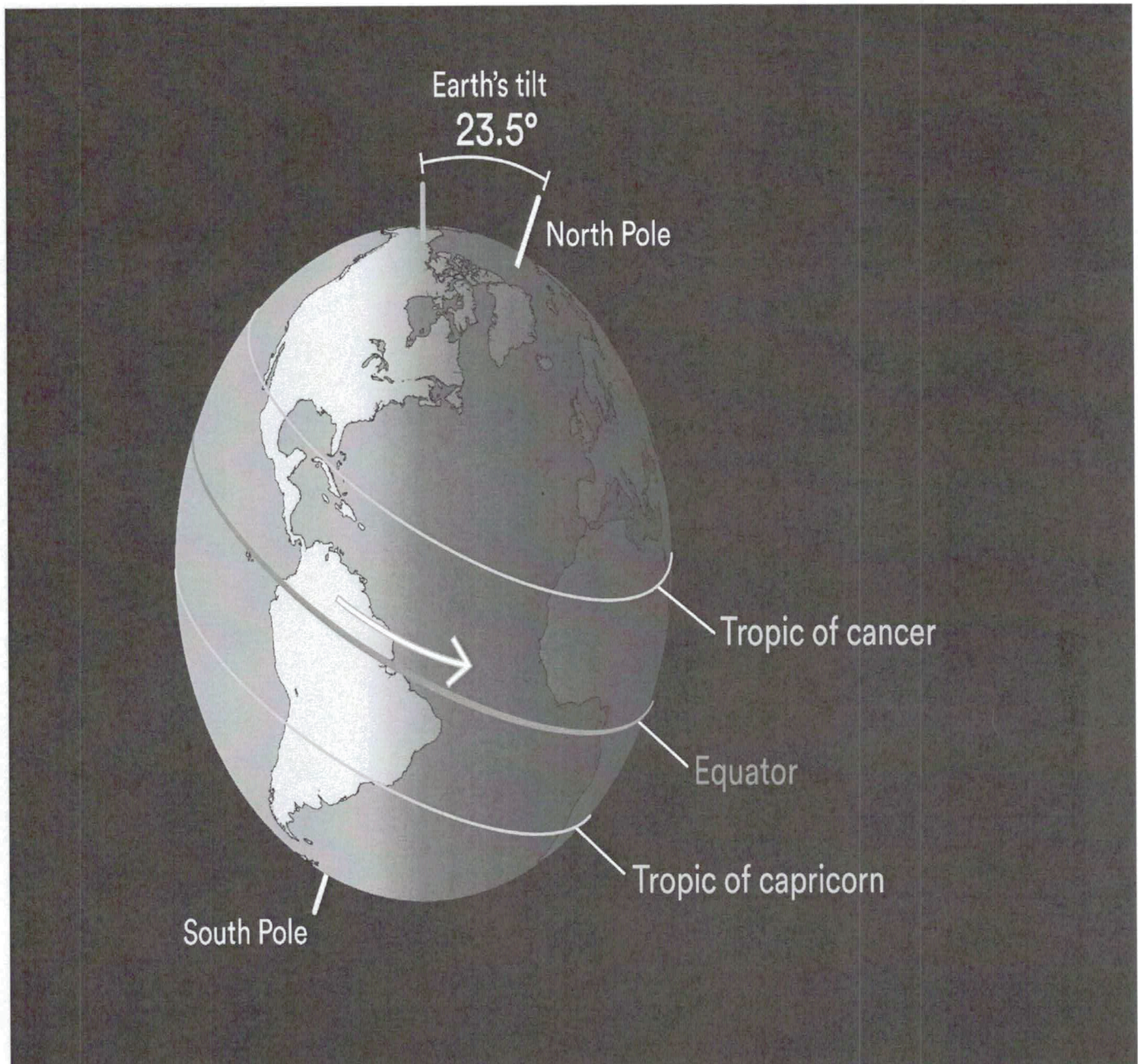


Image 2. The Earth spins around its own axis about every 24 hours. Earth's axis is an imaginary line that run through the poles. It is tilted at an angle. Graphic: Newsela staff

Each planet has its own particular rotation speed. Mercury is the closest planet to the sun. It takes 59 Earth days to turn just once. Venus is the second planet. It rotates once every 243 Earth days. Venus also rotates backward from the direction it orbits around the sun. So do Uranus and the tiny planet Pluto. Uranus even lies down on the job. It rolls around with its axis of rotation pointed nearly toward the sun.

## **Rotation Began When Planetary System Formed**

Why do Earth and the other planets rotate at all? It will help to understand how our planetary system formed. Almost five billion years ago, our planetary system had its beginnings as a huge cloud of dust and gas. The cloud began to fall in on itself. It flattened into a giant plate shape. This plate-shaped cloud rotated faster and faster. The sun formed at the center. The spinning gas and dust in the rest of the spinning plate clumped together. It produced the planets and moons. It produced asteroids and comets. Many objects orbit the sun in nearly the same plane, called the ecliptic. They also orbit the sun in the same direction. This is because they all formed from the same plate shape.

While the planets were forming, clumps of matter of all sizes often crashed into one another. Sometimes they stuck together. Sometimes they sideswiped each other. They knocked off pieces. They sent each other spinning.

Gravity is a pulling force that works across space. Objects do not have to touch for gravity to affect them. Sometimes the gravity of big objects would trap smaller ones in orbit. This could be one way the planets picked up their moons.

## **Hunk Knocked Out Of Earth Became Our Moon**

Scientists think a large object hit our young planet. It knocked out a hunk of material. That material one day became our moon. This crash set Earth spinning at a faster speed. Scientists estimate that a day in the life of early Earth was only about 6 hours long.

The moon formed much closer to Earth than where it is today. As Earth rotates, the moon's gravity causes the oceans to rise and fall. The sun also does this, but not as much. There is a little bit of friction between the tides and the turning Earth. Friction is the force that resists objects sliding against each other. This friction causes the Earth's rotation to slow down just a little. As Earth slows, it lets the moon creep away.

An atomic clock measures time using the natural frequencies of vibrating atoms. We can use very accurate atomic clocks to measure how much the Earth's rotation is slowing. One hundred years from now, a day will be about 2 milliseconds longer than today. Two milliseconds is how long it takes a car going 55 miles per hour to travel 2 inches. It is much less than the blink of an eye. So, if you live to be 100, you can't complain that the days are getting shorter! However, you also don't have to worry about the days getting longer enough to change things much.

### Quiz

1 Read the section "Rotation Began When Planetary System Formed." Which selection explains why Earth rotates?

- (A) Almost five billion years ago, our planetary system had its beginnings as a huge cloud of dust and gas.
- (B) This is because they all formed from the same plate shape.
- (C) While the planets were forming, clumps of matter of all sizes often crashed into one another.
- (D) Sometimes the gravity of big objects would trap smaller ones in orbit.

2 Read the paragraph below from the introduction [paragraphs 1-2]. Earth's rotation speed is the speed at which it spins around its axis. Its 24-hour rotation speed is one of the traits that make our planet so friendly to life. It allows most parts of Earth to stay a nice, comfortable temperature. Most places are bathed in sunlight during the day. They are covered in darkness at night. What conclusion can the reader make based on this paragraph?

- (A) Earth's axis is different from other planets in our solar system.
- (B) The people on Earth are friendly because of the way Earth rotates.
- (C) If Earth did not rotate as it does, our planet would not be able to support life.
- (D) Earth's 24-hour rotation is short compared to the rotation of other planets.

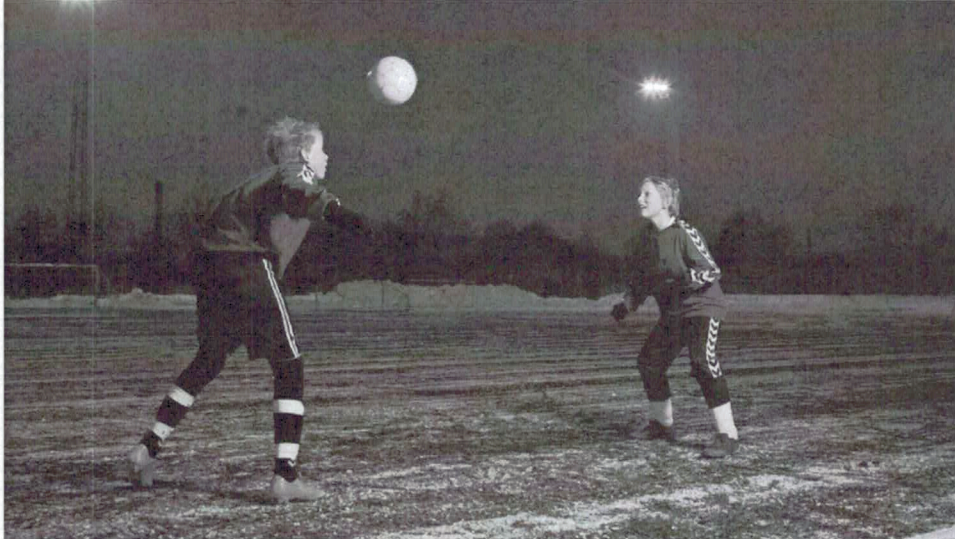
3 Select the sentence that BEST summarizes the article.

- (A) Because of how the solar system was formed many years ago, Earth rotates around the sun.
- (B) Each planet has its own particular rotation speed, and Earth's is rather fast.
- (C) Gravity causes the moon to pull on the ocean, which slows Earth's rotation.
- (D) The speed of Earth's rotation has changed over time from being very fast to being slow.

4 How does the information in the section "Hunk Knocked Out Of Earth Became Our Moon" support the MAIN idea of the article?

- (A) by explaining how Earth's rotation has changed over time
- (B) by explaining how gravity and friction affect Earth's rotation
- (C) by explaining how Earth's rotation is expected to slow over the next few hundred years
- (D) by explaining how part of the Earth became the moon as the solar system was being formed

# As Earth spins and tilts away from the sun, the days get shorter



December 21 is the shortest day of the year in the Northern Hemisphere. At this time of year, playing outside after school might mean playing in the dark. Photo by: Klaus Vedfelt/Getty Images By Washington Post, adapted by Newsela staff

December 21 is the winter solstice. That's the shortest day of the year on our part of the planet, the Northern Hemisphere. The Northern Hemisphere's longest day is the summer solstice, on June 21.

The Earth is divided into four hemispheres, or parts. First, the Earth is split lengthwise. That gives us the Eastern and Western Hemispheres. Then, the Earth is split widthwise. The top half of the Earth is called the Northern Hemisphere. The bottom half of the Earth is called the Southern Hemisphere. Between these two hemispheres, the seasons are flipped. So why do days and nights get longer and shorter between these two days?

## We're The Ones Moving

From down here on Earth, it looks like the sun moves in the sky all the time. Really, we're the ones moving. Earth orbits, or revolves, around the sun at 67,000 miles per hour. That's a thousand times faster than a car on the highway. The Earth itself also spins around on an imaginary line called an axis.



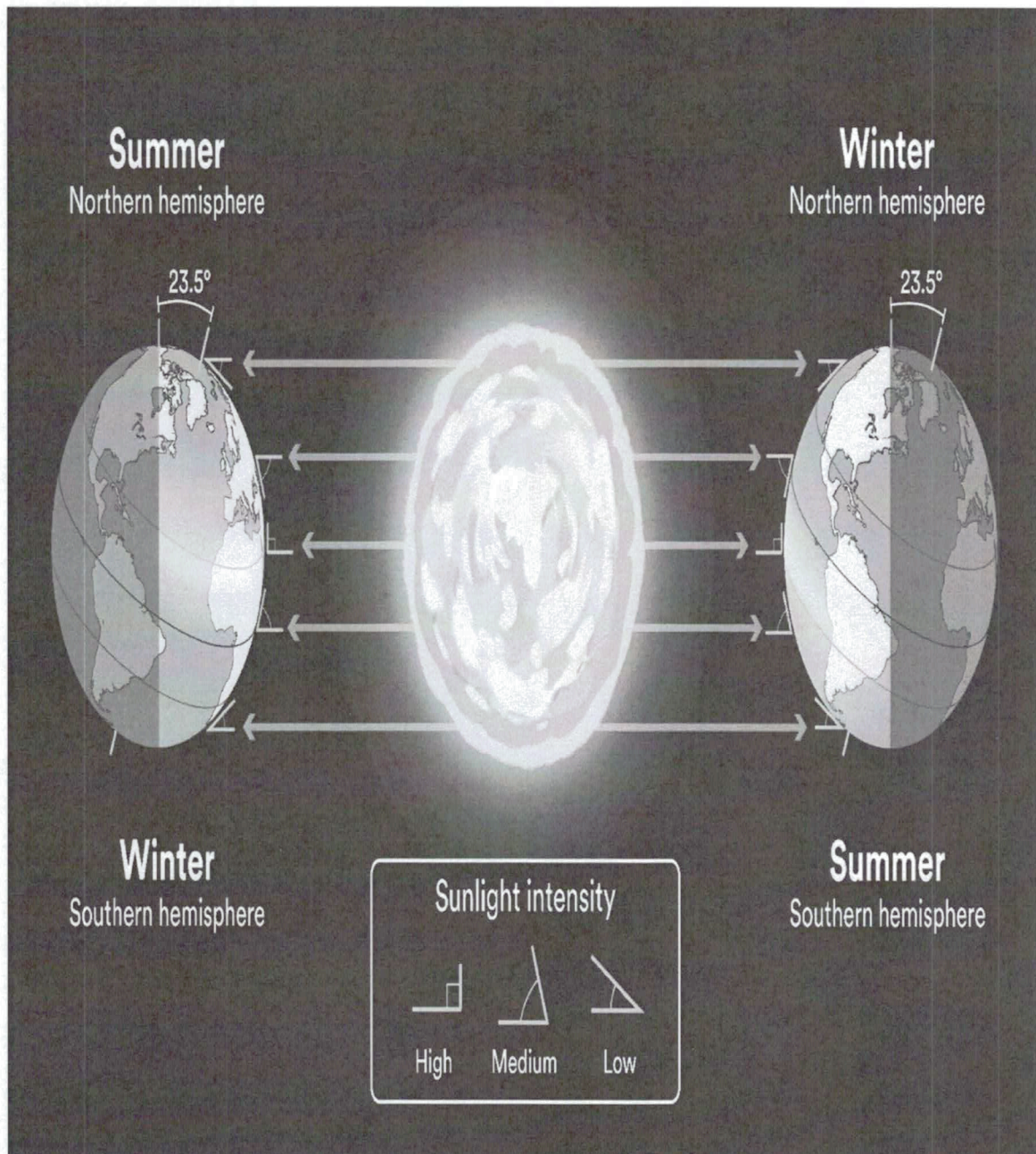
Picture this: a basketball player twirls the Earth on her finger while she runs in a circle around a spot on the floor. That spot is the sun. Our planet is the doubly twirling basketball. Each twirl on the player's finger makes up one day. Each circle she completes on the floor is a year. In a day, the sun doesn't move, but we experience different levels of light. We get a burst of sunshine at noon, the pitch-black of night and everything between. That's because we're spinning away from and toward the sun.

## **As If The Whole World Tilts**

Maybe you're asking: Why aren't there equal parts daytime and nighttime? It's because of the Earth's axis — that imaginary line it spins on. The axis is tilted instead of standing straight. It's as if the whole world tilts. The result is, throughout the year, the top and bottom portions of the Earth tilt away or toward the sun. The summer and winter solstice mark the end and beginning of which hemisphere tilts toward the sun.

Right now, the top half of the Earth, or the Northern Hemisphere, is tilting almost as far away from the sun as possible. The opposite is true for the Southern Hemisphere. There, the days have been getting longer. They will start getting shorter just as we steal our precious daylight back. The tilted axis also creates the seasons. As we move through the year, different parts of the Earth are more directly hit by the sun's light.

The solstice is not the same in all parts of the world. Near the equator, the center line that divides the Northern and Southern hemispheres, days and nights always stay close to 12 hours each. Areas near the equator are known for being warm all year round. That's because these areas do not tilt away from the sun. The way the top or bottom of the planet is tilting doesn't much change where the middle sits.



Earth is tilted at an angle. This tilt affects how sunlight hits the surface. Throughout the year, different parts of Earth receive the Sun's most direct rays. Graphic: Newsela staff

## Difference Strongest At The Poles

The difference is most extreme at the very top and very bottom of the planet. These are called the poles. In the North Pole, it's been totally dark since October. For a few weeks before then, the area was in constant twilight. The true feeling of daytime won't come

back there until March. In the summer, the sun will seem to stay up all day and night long!

Between the poles and the equator, there's a bit more balance. At least you can say you live in a place where the sun always comes out — even if it'll be out for a little less time tomorrow.

## Quiz

1. Which selection from the article helps the reader to understand that some places experience night for many months during the winter solstice?
  - (A) December 21 is the winter solstice. That's the shortest day of the year on our part of the planet, the Northern Hemisphere.
  - (B) There, the days have been getting longer. They will start getting shorter just as we steal our precious daylight back.
  - (C) In the North Pole, it's been totally dark since October. For a few weeks before then, the area was in constant twilight.
  - (D) At least you can say you live in a place where the sun always comes out — even if it'll be out for a little less time tomorrow.
2. Read the section "As If The Whole World Tilts." Which selection explains **WHY** the solstice has little effect on the equator?
  - (A) It's as if the whole world tilts. The result is, throughout the year, the top and bottom portions of the Earth tilt away or toward the sun.
  - (B) Right now, the top half of the Earth, or the Northern Hemisphere, is tilting almost as far away from the sun as possible. The opposite is true for the Southern Hemisphere.
  - (C) Near the equator, the center line that divides the Northern and Southern hemispheres, days and nights always stay close to 12 hours each.
  - (D) That's because these areas do not tilt away from the sun. The way the top or bottom of the planet is tilting doesn't much change where the middle sits.
3. Complete the sentence. The Earth spinning on its axis causes \_\_\_\_\_.
  - (A) the North Pole to be totally dark in the winter
  - (B) the light and dark that make day and night
  - (C) the seasons in different parts of the world
  - (D) the days to begin getting longer again
4. How does the winter solstice happen in the Northern Hemisphere?
  - (A) The Earth completes one half circle around the sun.
  - (B) The Earth completes one full circle around the sun.
  - (C) The Earth's axis tilts the top part of the world away from the sun.
  - (D) The Earth's axis tilts the top part of the world toward the sun.

## **Notes from 5<sup>th</sup> Grade Teachers:**

As we begin May 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.

### **Math**

- **Continue working on Multiplication**
- **Rounding to nearest 10 and 100**

**Math Continued:**  
**Students will receive Jayhawk zhali for completed packs and/or Study Island lessons completed.**

- **Tuesday: 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.**

Continue to stay home and keep your hands clean.

Practice Math Facts daily!



## Build a 5-digit number from the parts

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### Grade 5 Place Value Worksheet

Example:  $71,836 = 70,000 + 1,000 + 800 + 30 + 6$

Write the 5-digit numbers

1. \_\_\_\_\_  $30,000 + 100 + 4$

2. \_\_\_\_\_  $80,000 + 4,000 + 70 + 3$

3. \_\_\_\_\_  $40,000 + 5,000 + 700 + 70 + 6$

4. \_\_\_\_\_  $90,000 + 8,000 + 600 + 60 + 5$

5. \_\_\_\_\_  $60,000 + 1,000 + 600 + 10 + 1$

6. \_\_\_\_\_  $60,000 + 7,000 + 200 + 70 + 4$

7. \_\_\_\_\_  $60,000 + 5,000 + 600 + 60 + 4$

8. \_\_\_\_\_  $90,000 + 6,000 + 300 + 80 + 5$

9. \_\_\_\_\_  $30,000 + 7,000 + 300 + 90 + 9$

10. \_\_\_\_\_  $10,000 + 5,000 + 200 + 70 + 7$



## Build a 5-digit number from the parts

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### Grade 5 Place Value Worksheet

Example:  $71,836 = 70,000 + 1,000 + 800 + 30 + 6$

Write the 5-digit numbers

1. \_\_\_\_\_  $30,000 + 3,000 + 10 + 3$
2. \_\_\_\_\_  $20,000 + 4,000 + 100 + 30 + 2$
3. \_\_\_\_\_  $90,000 + 7,000 + 100 + 20 + 1$
4. \_\_\_\_\_  $30,000 + 6,000 + 400$
5. \_\_\_\_\_  $50,000 + 4,000 + 400 + 50 + 4$
6. \_\_\_\_\_  $30,000 + 2,000 + 900 + 90 + 9$
7. \_\_\_\_\_  $20,000 + 4,000 + 100 + 10 + 3$
8. \_\_\_\_\_  $90,000 + 1,000 + 900 + 90 + 3$
9. \_\_\_\_\_  $20,000 + 5,000 + 200 + 40 + 7$
10. \_\_\_\_\_  $20,000 + 9,000 + 400 + 40 + 1$



## Round numbers 0-1,000,000 to the nearest 100

### Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 100 is 954,700

Round to the nearest hundred.

1.  $89,327 =$  \_\_\_\_\_ 2.  $944 =$  \_\_\_\_\_ 3.  $357,137 =$  \_\_\_\_\_

4.  $78,965 =$  \_\_\_\_\_ 5.  $9,094 =$  \_\_\_\_\_ 6.  $58,196 =$  \_\_\_\_\_

7.  $954,090 =$  \_\_\_\_\_ 8.  $467 =$  \_\_\_\_\_ 9.  $288 =$  \_\_\_\_\_

10.  $387 =$  \_\_\_\_\_ 11.  $41,849 =$  \_\_\_\_\_ 12.  $75,505 =$  \_\_\_\_\_

13.  $352,773 =$  \_\_\_\_\_ 14.  $945,031 =$  \_\_\_\_\_ 15.  $67,135 =$  \_\_\_\_\_

16.  $724 =$  \_\_\_\_\_ 17.  $624,663 =$  \_\_\_\_\_ 18.  $539,144 =$  \_\_\_\_\_

19.  $7,193 =$  \_\_\_\_\_ 20.  $863,816 =$  \_\_\_\_\_ 21.  $988 =$  \_\_\_\_\_





## Round numbers 0-10,000 to the nearest 10

### Grade 5 Rounding Worksheet

Example: 4,689 rounded to the nearest 10 is 4,690

Round to the nearest ten.

1. 7,554 = \_\_\_\_\_ 2. 6,909 = \_\_\_\_\_ 3. 8,210 = \_\_\_\_\_

4. 4,131 = \_\_\_\_\_ 5. 330 = \_\_\_\_\_ 6. 2,520 = \_\_\_\_\_

7. 3,425 = \_\_\_\_\_ 8. 5,689 = \_\_\_\_\_ 9. 6,242 = \_\_\_\_\_

10. 1,725 = \_\_\_\_\_ 11. 1,574 = \_\_\_\_\_ 12. 3,621 = \_\_\_\_\_

13. 1,333 = \_\_\_\_\_ 14. 3,461 = \_\_\_\_\_ 15. 865 = \_\_\_\_\_

16. 7,422 = \_\_\_\_\_ 17. 4,406 = \_\_\_\_\_ 18. 8,055 = \_\_\_\_\_

19. 2,741 = \_\_\_\_\_ 20. 3,601 = \_\_\_\_\_ 21. 4,188 = \_\_\_\_\_



## Multiply in columns - 2 digit by 3 digit

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### Grade 5 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 624 \\ \times 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 353 \\ \times 83 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 106 \\ \times 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 283 \\ \times 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 606 \\ \times 36 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 305 \\ \times 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 192 \\ \times 89 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 878 \\ \times 87 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 659 \\ \times 81 \\ \hline \\ \hline \end{array}$$

Dear Parents/Guardians,

I'd like to thank you for your help in making sure our students remain creative during this time of school closures. Art is an important part of a child's growth, so it is great to know that they are continuing their art work at home. For this month of May, we have some artwork that has to do with summer activities as well as an opportunity to study another culture in a far away land. The projects for May require a specific set of materials that I hope you can help the students obtain. Having been closed for so long and with so many students, the Whiteriver Elementary School will need some assistance from you to ensure students acquire those materials. Some tools to keep on hand include scissors, markers, crayons, and glue. Construction paper and drawing paper are also always good to keep on hand. With this list of materials completed you can be sure that the children will have so much fun art to make. Once again, thank you for helping the students reach their academic and artistic goals from home.

Sincerely,

Mr. Rocky-WES Art Teacher

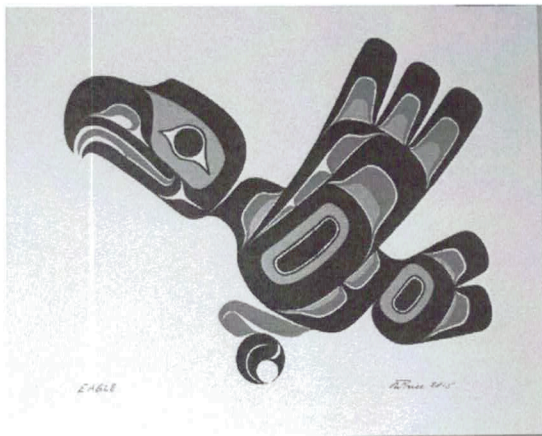
Intermediate Grades Art Lesson for May 2020

Title: Tlingit Whale Study

Materials: Construction paper- red, green, blue, black, yellow. White paper, scissors, glue.

Lesson: The Tlingit are a tribe in the upper region of North America, bordering Southern Alaska. Their name, in their own language, means "People of the Tide." They are from a beautiful land known as the Yukon. Take some time to look up the Yukon and how you can one day explore there.

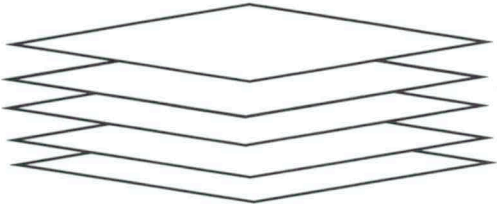
Every style of art has a set of characteristics and elements that help to distinguish it from other styles. Tlingit art consists of curvy features, bold lines, and bold colors that separate different parts of the art piece. This art often includes animal features to represent stories from the Tlingit culture. For examples, take a look at some of these art pieces.



Notice the clean details each Tlingit art piece possesses. Careful consideration was taken into making every line and every shape.

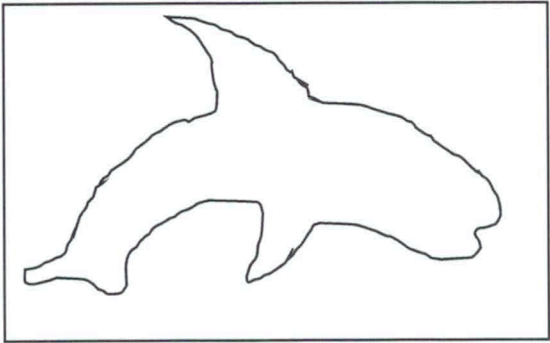
Today we will be making an art piece in the style of Tlingit Art as a study. The finished piece will be a whale.

Step 1: Begin by stacking all your colorful papers together. Save the white paper for later. For now, we need red, green, blue, black, and yellow.



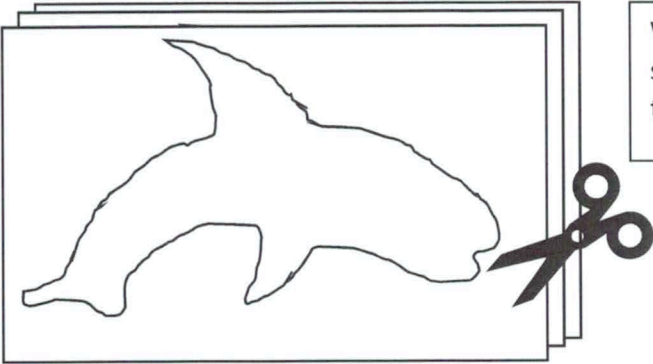
Stack the different colors of paper on top of each other.

Step 2: On the top piece of paper, draw your whale.



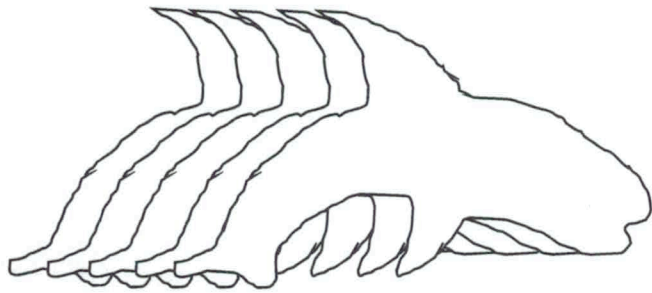
Remember to use curvy lines as you carefully draw your whale. Draw it big so it takes up a lot of the paper.

Step 3: Now we are going to cut our whale shape out of all the colorful papers.

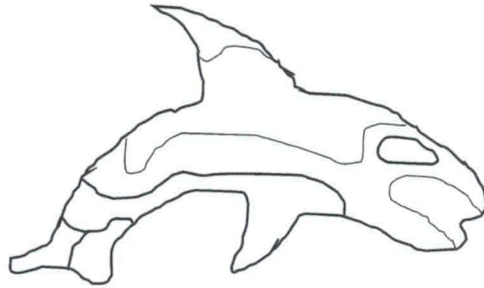


With our papers stacked, grab a scissors and cut them all together in the shape of the whale you drew.

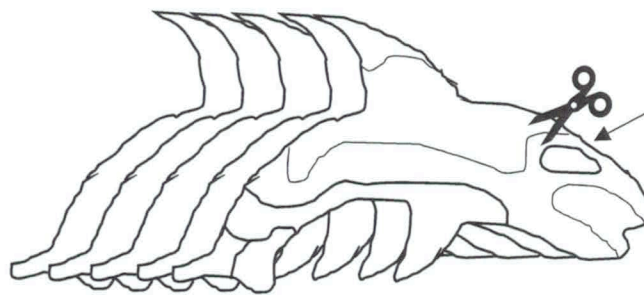
Now you should have a stack of whale shapes.



Step 4: This next step will be a little odd. Now we're going to draw different curved shapes on one of our whale shapes, which we will use to cut shapes out of all the whale shapes together.

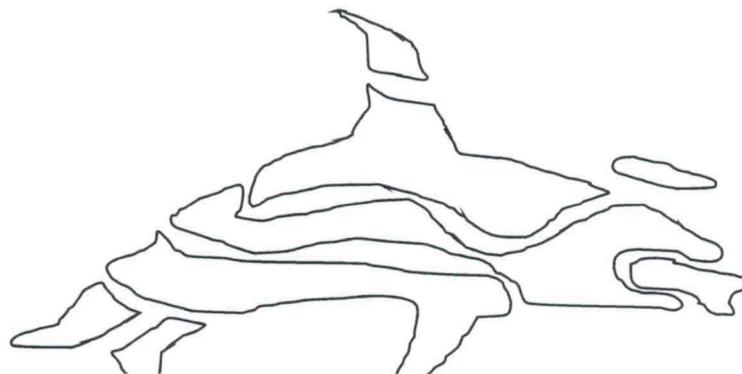


Step 5: After you've drawn the shapes on the whale shape, stack your whale cut outs and cut out the shapes you drew on them altogether.

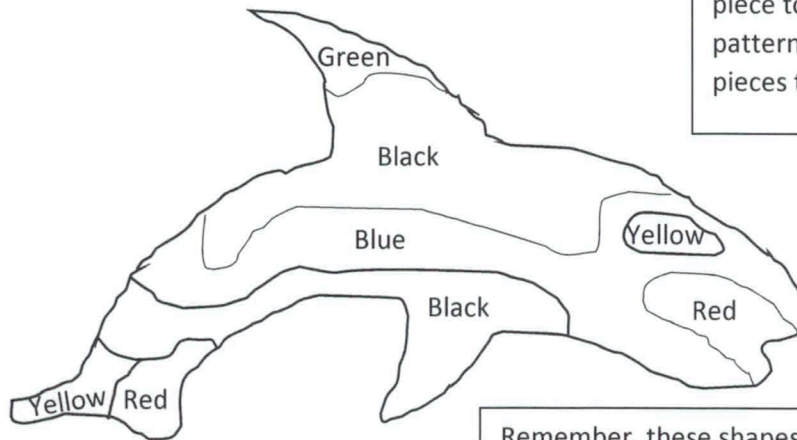


Stack your whale shapes then use a scissors to cut out the pieces you drew.

Now you should have several colorful pieces of a whale cutout.



Step 6: Now is the fun step. It's like putting together a puzzle, where you get to choose what color you want to use for each piece. Using glue, choose a color of each piece and glue them onto your white paper in the shape of your whale. Now your whale should be made up of several colors.



I'll include names of colors on each piece to give an example of the pattern you can put your puzzle pieces together in.

Remember, these shapes are just examples. Feel free to create your own shapes for the whale.

And Congratulations! You have completed your Tlingit Whale study. Great job on this school year in art. I hope you all have a great summer full of fun exploration!

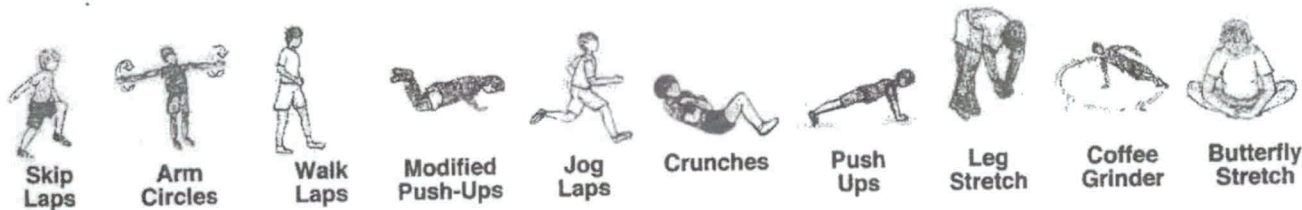
# Attention WUSD Secondary Students

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. Have fun with these activities and be safe.

1. On the following page is an activity you can do from home. You put in your phone number three different times and that will tell you how many of each exercise you need to do. The picture will show you what activity you need to do.
2. The next page is called graph fitness. I want to cut up 6 pieces of paper and on each piece of paper I want you to write a letter. The first piece of paper you can write the letter A. The next piece, write the letter B. Keep going until you reach the letter F. Put the pieces of paper in a bag. Pick out a letter and get a dice and roll it. Scan over in the letter row and scan down in the number column. Wherever the letter row and the number column meet, look at the picture and do the exercise.
3. I want you to practice kicking a ball. In your yard, I want you to set up two large objects about 4 feet apart. Find a ball. I want you to pick out two numbers and multiply them. The two numbers should be between 2 and 10. I then want you to multiply the numbers and walk the amount of steps away from the two objects carrying the ball. I want you to try to kick the ball between the two objects to score a point. Do this a number of times to see how many points you can get. To make it more of a challenge, please choose higher numbers.

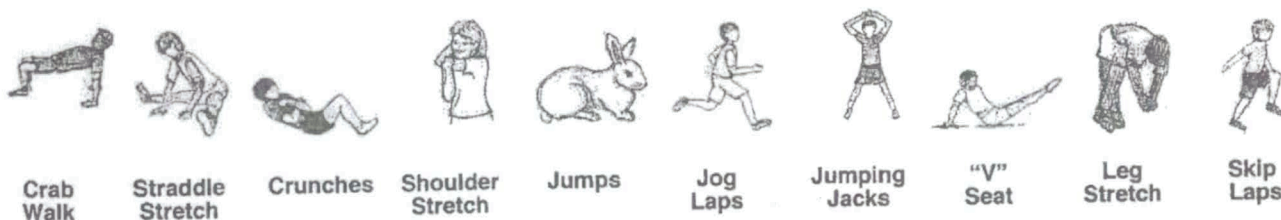


## Phone Number Fitness



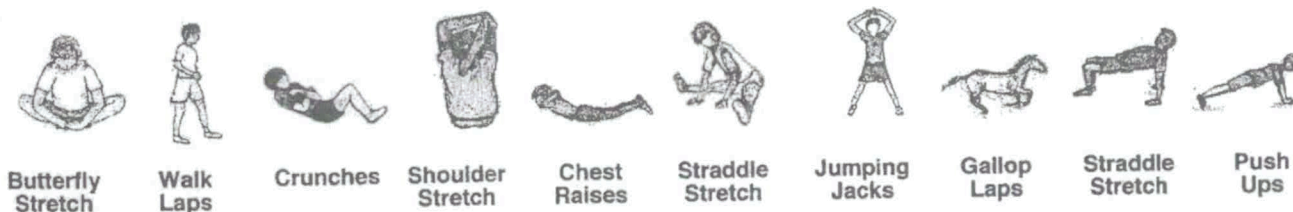
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## Phone Number Fitness



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## Phone Number Fitness



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***FIFTH GRADE***  
***HOME-BASED LEARNING***  
***PACKET***

**WEEK OF**  
**May 18 – May 22, 2020**

**NAME:** \_\_\_\_\_  
**(First)** **(Last)**

**MY SCHOOL:** \_\_\_\_\_

Prior Knowledge on words students have learned during the school year.

Greeting Parents and students as we enter into T'iannachil (April or end of month) and Shii' (springtime), we will review the words in the next lesson. Today you will learn on what was taught to your child prior on body parts. PLEASE write in the words from head to toe in Apache. (Attached a sheet for your to fill in) Here are the words:

Hair – shilsizil

Foot –shikee'

Head – shisits'in

Shoulders- shiwos

Mouth – shize'

Hands and Arms – shi'gan

Chin –shiyidaa

Fingers - shilagan

Chest- shiltil

Legs - shijag

Stomach – shibag

Ankles – shikets'in

Heels – shiketel

Underneath foot- shi ketal bi'gal yu

Toe – shikecho

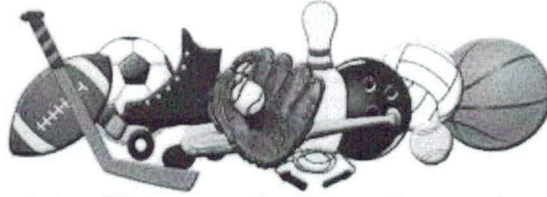
Parents please do help your students with the assignment. Working together to sound out Apache words and they will build their use in it on a daily base.

Nii ganihi' ta'angis daa' jii wai!! (**WASH your hands everyday**) . Ashoog.

NIZHI' (NAME) :

DATE :

# physical education



"every child is a winner when they try their very best!"

## PE Choice Boxes for May 18-22, 2020

Choose one box each day.

Cross out the boxes when you have completed the task.

<p><b>How Fast Can You Go?</b></p> <p>Pick a distance and see how fast you can run the distance.</p>	<p><b>Wild Arms</b></p> <p>As fast as you can complete:</p> <p>10 Arm Circles front &amp; back</p> <p>10 Forward punches</p> <p>10 Raise the Roof's</p>	<p><b>Jumping Jacks</b></p> <p>Do 20, take a break, do 20 more.</p>
<p><b>Step Jumps</b></p> <p>Find a step and jump up and down 50 times. Be careful. Take a break if you need to.</p>	<p><b>Sit Ups</b></p> <p>Do 20, take a break, do 20 more.</p>	<p><b>Crawl Like a Seal</b></p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>
<p><b>Wake and Shake</b></p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p>	<p><b>Play Catch</b></p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p><b>Push-Ups</b></p> <p>Do 20, take a break, do 20 more.</p>

## ELA ASSIGNMENTS:

### DAY ONE:

#### **Morning:**

1. Read World War I and the Great Depression

#### **Afternoon:**

1. Answer questions and complete activity for World War I and the Great Depression

### DAY TWO:

#### **Morning:**

1. Read 2 Bad Ants

#### **Afternoon:**

1. Answer questions and complete activity for 2 Bad Ants

### DAY THREE:

#### **Morning:**

1. Read The Scavenger Hunt.

#### **Afternoon:**

1. Answer questions for The Scavenger Hunt.

### DAY FOUR:

#### **Morning:**

1. Read Reading 2
2. Answer questions

#### **Afternoon:**

1. Read Reading 2
2. Answer questions

### DAY FIVE:

#### **Morning:**

1. Read Week of May 18 - 22 ELA (The Cremation of Sam McGee)

#### **Afternoon:**

After reading the poem, write a paragraph explaining why you think the poet wrote it.

Also answer the following questions:

1. Do you think the poet had "Cabin Fever" when he wrote "The Cremation of Sam McGee?"
2. What type of poem do you think you would write if you were in the same type of situation?

# World War I & the Great Depression - Robert Lindsay Mackay's First World War Diary

by ReadWorks



*recruiting poster for Argyll & Sutherland Highlanders, 1914*

These passages are selections from the First World War Diary of Robert Lindsay Mackay. Mackay was from Scotland, an American ally. He was an officer, or leader, with the 11th Battalion of the Argyll and Sutherland Highlanders from 1915 until the end of the war.

## **THIRD BATTLE OF YPRES. BEGUN 31ST JULY 1917**

30th. July. My 21st. birthday. Champagne Dinner at night. Had to go away at 11.30 p.m. with my 50 Argyll stretcher-bearers. Got them on the move and moved up towards the 'show' which would begin in a few hours time. Another officer and 50 men of the 13th. Royal Scots now joined my party so I had 100 men.

Got to Bivouac Camp. We were now all ready for the show. Felt things strange of course. Although I had by this time begun to dread this corner of the earth I did not feel the least bit afraid. In previous shows I had gone into action feeling that I would come out again. This time I had no such feeling. Felt, almost knew, that I would not come out again. Did not, however, leave any addresses or messages behind

because I believed it unlucky....

As we marched along, I felt quite cheerful, in spite of this somewhat melancholy reflection, and would not consciously have wished myself anywhere else. Soon, I became so engrossed, that I lost every outside thought, and could only think of the present business. No regrets for the past, and no fears for the future worried me....

## **THE ECOLE, YPRES. 1ST. AUGUST 1917**

Wed. 1st. Aug. My H.Q. are in the Ecole. The men are in a cellar, indescribably filthy, with an awful odour and three inches deep in water. Here they have to rest, sleep and eat if they can. I should be down with them but preferred risking it above ground in a tin hut (which was constantly being bombed) behind a broken down wall. A pip-squeak could have finished it and me.

I've read so many descriptions in newspapers of the ruin and desolation caused in this war. Famous literary men have tried their powers of description and all (with the possible exception of Gilbert Frankau) have failed to convey the repulsiveness and awfulness of the scene. The Ecole was one of these places - That's all!

## **STRETCHER BEARING**

Began work at 3.15 a.m. - a cheerless hour. It was raining I think. Moved up. Searched ground up to Blue Line. Terrific rain, heavy and prolonged. Ground churned up. We could scarcely move one foot after the other. Our job was to carry down wounded. This is my first job as a bearer. I hope to goodness it is my last - prefer going over the top.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

## **RLM War Diary - Arras (2) 1917-18**

21st. .... Our casualties were 15 killed and 20 wounded, including the five officers. Very expensive this, for a day's outing. Relief completed in hopeless confusion. Back to Bn. H.Q. at 3.30 a.m. Arras at 4.45 with Stark. Bed at 6 a.m. Really tired.

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

1. According to the text, where was Robert Lindsay Mackay from?

- A. Bivouac Camp
- B. Argyll
- C. America
- D. Scotland

2. How are the passages in the text ordered?

- A. from a later time to an earlier time
- B. from an early time to a later time
- C. from night to morning
- D. from morning to night

3. Read these sentences from one of Mackay's diary entries.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

What conclusion can you draw from this evidence?

- A. Mackay's main job was to the loved ones of people who died or were injured in battle.
- B. Mackay probably knew several of the people who were injured or died in battle.
- C. MacCallum was the only soldier killed that day, although many others were injured.
- D. Gary, Robinson, and Sinclair will all recover quickly from their wounds.

4. Based on the text, what might Robert Lindsay Mackay think about war?

- A. Conditions in war are better than most people think.
- B. No good authors tried writing about war.
- C. It is difficult to describe what war is really like.
- D. Getting enough sleep is easy on the front lines.



5. What is this text mostly about?

- A. how Scottish military was unique in World War I
- B. one person's experience serving in World War I
- C. how Mackay became one of the great heroes of World War I
- D. the different jobs that soldiers had in World War I

6. Read this sentence from the text.

Our **casualties** were 15 killed and 20 wounded, including the five officers.

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

- A. civilian clothing
- B. people hurt or killed
- C. food supplies
- D. plans of attack

7. Choose the answer that best completes the sentence.

Mackay did not want to be anywhere else \_\_\_\_\_ it was a melancholy occasion.

- A. so
- B. for example
- C. above all
- D. even though

8. Based on the passages in the text, describe the cellars where the men had to rest, sleep, and eat.

9. Explain why the author thought it was unlucky to leave behind addresses or messages when going into battle. Use evidence from the text to support your answer.

## Source: Short Story

**AS YOU READ** You will write a response to the short story below. Underline details in the text where a description reflects the ants' point of view.

# Two Bad Ants

by Chris Van Allsburg

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### Discuss and Decide

From the ants' point of view, they travel through a forest.

How would a human being describe this forest? Explain.

They marched into the woods that surrounded their underground home. Dusk turned to twilight, twilight to night. The path they followed twisted and turned, every bend leading them deeper into the dark forest.

More than once the line of ants stopped and anxiously listened for the sounds of hungry spiders. But all they heard was the call of crickets echoing through the woods like distant thunder.

Dew formed on the leaves above. Without warning, huge cold drops fell on the marching ants. A firefly passed overhead that, for an instant, lit up the woods with a

blinding flash of blue-green light.

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At the edge of the forest  
stood a mountain. The ants  
looked up and could not see  
its peak. It seemed to reach  
right to the heavens. But they  
did not stop. Up the side they  
climbed, higher and higher.  
The wind whistled  
through the cracks of the  
mountain's face. The ants  
could feel its force bending  
their delicate antennae.  
Their legs grew weak as they  
struggled upward. At last they  
reached a ledge and crawled  
through a narrow tunnel.  
When the ants came out  
of the tunnel they found themselves in a strange world.  
Smells they had known all their lives, smells of dirt and  
grass and rotting plants, had vanished. There was no more  
wind and, most puzzling of all, it seemed  
that the sky was gone.  
They crossed smooth shiny surfaces,  
then followed the scout up a glassy,  
curved wall. They had reached their goal.  
From the top of the wall they looked  
below to a sea of crystals. One by one the  
ants climbed down into the sparkling  
treasure.  
Quickly they each chose a crystal,  
then turned to start the journey home.  
There was something about this  
unnatural place that made the ants

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nervous. In fact they left in such a hurry that none of them  
noticed the two small ants who stayed behind.  
“Why go back?” one asked the other. “This place may  
not feel like home, but look at all these crystals.” “You’re

right," said the other, "we can stay here and eat this tasty treasure every day, forever." So the two ants ate crystal after crystal until they were too full to move, and fell asleep.

Daylight came. The sleeping ants were unaware of changes taking place in their new found home. A giant silver scoop hovered above them, then plunged deep into the crystals. It shoveled up both ants and crystals and carried them high into the air.

The ants were wide awake when the scoop turned, dropping them from a frightening height. They tumbled through space in a shower of crystals and fell into a boiling brown lake.

Then the giant scoop stirred violently back and forth. Crushing waves fell over the ants. They paddled hard to keep their tiny heads above water. But the scoop kept spinning the hot brown liquid.

Around and around it went, creating a whirlpool that sucked the ants deeper and deeper. They both held their breath and finally bobbed to the surface, gasping for air and spitting mouthfuls of the terrible, bitter water.

#### Close Read

Reread lines 50–56. What is the glassy, curved wall? Cite text evidence in your response.

Then the lake tilted and began to empty into a cave. The ants could hear the rushing water and felt themselves pulled toward the pitch black hole. Suddenly the cave disappeared and the lake became calm. The ants swam to the shore and found that the lake had steep sides. They hurried down the walls that held back the lake. The frightened insects looked for a place to hide, worried that the giant scoop might shovel them up again. Close by they found a huge round disk with holes that could neatly hide them. But as soon as they had climbed inside, their hiding place was lifted, tilted, and lowered into a dark space. When the ants climbed out of the holes they were surrounded by a strange red glow. It seemed to them that every second the temperature was rising. It soon became so unbearably hot that they thought they would soon be cooked. But suddenly the disk they

were standing on rocketed upward, and the two hot ants went flying through the air.

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### Discuss and Decide

What reactions do the ants have to their experiences as their surroundings change?

They landed near what seemed to be a fountain—a waterfall pouring from a silver tube. Both ants had a powerful thirst and longed to dip their feverish heads into the refreshing water. They quickly climbed along the tube. As they got closer to the rushing water the ants felt a cool spray. They tightly gripped the shiny surface of the fountain and slowly leaned their heads into the falling stream. But the force of the water was much too strong.

The tiny insects were pulled off the fountain and plunged down into a wet, dark chamber. They landed on half-eaten fruit and other soggy things. Suddenly the air was filled with loud, frightening sounds. The chamber began to spin.

The ants were caught in a whirling storm of shredded food and stinging rain. Then, just as quickly as it had started, the noise and spinning stopped. Bruised and dizzy, the ants climbed out of the chamber.

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In daylight once again, they raced through puddles and up a smooth metal wall. In the distance they saw something comforting—two long, narrow holes that reminded them of the warmth and safety of their old underground home. They climbed up into the dark

openings.

But there was no safety inside these holes. A strange force passed through the wet ants. They were stunned senseless and blown out of the holes like bullets from a gun. When they landed the tiny insects were too exhausted to go on. They crawled into a dark corner and fell fast asleep.

Night had returned when the battered ants awoke to a familiar sound—the footsteps of their fellow insects returning for more crystals. They two ants slipped quietly to the end of the line. They climbed the glassy wall and once again stood amid the treasure. But this time they each chose a single crystal and followed their friends home.

Standing at the edge of their ant hole, the two ants listened to the joyful sounds that came from below. They knew how grateful their mother queen would be when they gave her their crystals. At that moment, the two ants felt happier than they'd ever felt before. This was their home, this was their family. This was where they were meant to be.

#### Discuss and Decide

Why are the ants happy to be home?

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Unit 3: Response to Literature 91

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## Respond to Questions

These questions will help you think about the source you've read.

Use your notes and refer to the source to answer the questions.

Your answers to these questions will help you write your essay.

What does the word *anxiously* mean in line 20?

- a. closely
- b. nervously
- c. slowly
- d. constantly

Why do the two ants decide not to return with the others?

- a. There are many of the tasty crystals there to eat.
- b. They are too afraid to go back home.
- c. They are still hungry.
- d. The place where the crystals are feels like home.

Look at lines 119–130. From the ants' point of view, they fall into a "wet, dark chamber" where they are "caught in a whirling storm of shredded food and stinging rain." What would a human being call this place?

- a. a coffee mug
- b. a cave
- c. a garbage disposal
- d. a toaster

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## The Scavenger Hunt

Every year, Sophie's troop held a scavenger hunt. The theme this year was to locate an alphabetical list of things related to music. As usual, the troop split into four teams. Each team had one parent and four scouts. Last year, Sophie's team had followed the list in order, starting at the top.

The rules of the game said that if two or more teams had found the same object, it didn't count. Last year, when the theme was math, everyone had collected an abacus, beads, and calculators. So to make it more interesting, and to be sure they reached the end of the list, they decided they would start from the bottom--at Z. Then they'd make sure to have things that the other teams had not found. They had just eight hours to collect as many of the 26 items as they could. There wasn't a prize, but it was still fun to compete.

Jill's mom was in charge of the list. "Z!" she shouted. She was a cheerleader type and always liked to show her enthusiasm. "Who can think of a Z for music?" Marisa shouted, "Zither!" Then Anna said, "My father has a zither." For Y, they finally settled on "yodel" and decided they would simply yodel. X was easy--a xylophone. They retrieved one from Jill's little sister's toy box. For W, they found a wind chime and for V they took the violin that Amy played in the school orchestra.

"Would it be cheating if we turned the xylophone upside down for U?" Jill asked. The group agreed that this was a great idea. The rules didn't seem to cover everything. T--a trombone, S--a song sheet and R--a recorder. Their packs were getting heavy.

By lunchtime, they had a picture of a pipe organ (for P and O), a needle from an old record player, a pair of maracas, and a lute. They had skipped Q, not sure if a quail song would qualify. (Besides, they didn't know where to find a quail.) Just 10 more things to find--and just two hours left. In Amy's attic, they uncovered a kazoo and a jukebox on the cover of an old album. At the library, they borrowed books on Icelandic music and holiday songs. Then the timer went off. It was time to meet the other teams.



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

1. What is the problem in this story?

- A. Some of the collected items did not count towards winning.
- B. Several teams collected the same items.
- C. The team couldn't find objects for letters A-G
- D. The team has to collect 1 musical item for each letter of the alphabet.

2. The climax of the story is when

- A. the team decides to use the xylophone for the letter *U*.
- B. the team can't find an object for letter *Q*.
- C. the timer went off.
- D. the team loses the contest.

3. What does the word *retrieved* mean in the sentence, "They *retrieved* one from Jill's little sister's toy box"?

- A. to remove and hide
- B. to put in
- C. to get and bring back
- D. to see and then steal

4. The strategy the team used to find the items was to

- A. look in an attic.
- B. go to the library.
- C. look in a toy box.
- D. all of the above.

5. What do you think will happen when the team brings back items from the end of the alphabet?

Grade 5  
ASSESSMENT 3  
Reading

# Assessment 3

## Reading

Read the text. Then answer the questions.

### Two Hundred Tries

Rosa kicked the skateboard with full force, sending it skidding across the garage. She had to face the facts. Her idea for an invention was a complete and utter failure. She'd wanted to make a skateboard with wheels arranged in a single row, so that the rider could tilt from side to side on it. She imagined how it would glide smoothly with nimble motions and quick turns and how jealous her boarding friends would be when they saw her new invention. Now she'd ended up with a mess. It was a total train wreck!

Rosa had been working on her invention for about two weeks. First, she had persuaded her sister Paz to give her a skateboard that she rarely used, and then Rosa took off its wheels, so she could replace them with wheels in a straight row. Next, after a lot of searching, she tracked down an ancient pair of skates with wheels arranged in one row. The skates had removable wheels, and she planned to take them off one of the skates and attach them to her board in what seemed like a simple process. However, this was much more difficult than it had first appeared because there was no way to fasten the wheels to the board with screws or nails. Instead, she had used glue, and that, to put it mildly, didn't work out well at all. Each time she tested the board, it would fall over before she had gone two feet. Then the wheels would come unstuck, so she'd have to glue them back on. And she still didn't have the slightest idea how she was going to make the board tilt.

"I quit!" Rosa yelled.

"Hey, what's all the shouting about?" her father asked as he stepped into the garage.

"I don't know why I thought I could invent something because obviously I can't," Rosa said.

"Have you ever heard of the Wright brothers?" asked her dad.

"Aren't they the guys who made the airplane?" Rosa answered, wondering where this conversation was headed.

"Yes," said her dad, "and guess how many designs they tried for the wings of their plane?"

**87** Grade 5

Name Date

Assessment 3

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Grade 5

ASSESSMENT 3

Reading

“Twenty?” said Rosa.

“No, they tried about 200 designs before they found one that worked. And how many skateboard designs have you tried?”

“One,” Rosa murmured.

Dad continued, “The Wright brothers started with an idea just like you have. They thought about how they could use what they knew about bicycles and somehow make something that could fly. And guess what? Their first ideas didn’t work very well; in fact, when the Wright brothers tested out their designs, they brought along spare parts because they planned on some serious crashes. They knew their ideas wouldn’t work the first time.”

She suddenly felt a little sheepish.

“Are you still ready to give up?” her dad asked. Rosa threw her hands into the air and sighed loudly.

“This invention process can be pretty frustrating, Dad.”

“Maybe you should try something other than glue,” said her dad. Rosa looked around the garage and noticed a roll of strong duct tape on a hook beside a shelf. She got an idea: Maybe she could try taping the wheels onto the board.

“Dad, I think you’re right,” she said with a hint of a grin. “I’ll try something new.”

“Go for it!” her dad said. “And when that doesn’t work, try a third new thing. Then a fourth. I’ll bet that somewhere along the line, you’ll get a design that does just what you want it to do.”

## 88 Grade 5

### Name Date

### Assessment 3

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### Grade 5

### ASSESSMENT 3

### Reading

Read the sentences from the text.

“Their first ideas didn’t work very well; in fact, when the Wright brothers tested out their designs, they brought along spare parts because they planned on some serious crashes. They knew their ideas wouldn’t work the first time.”

She suddenly felt a little sheepish.

What information from Rosa’s father would have caused Rosa to feel “a little sheepish”?

- A Rosa’s father knows a lot of history.
- B Rosa’s father tells about planning for crashes.
- C Rosa’s father gives her ideas about new designs.
- D Rosa’s father tells how others have shown more effort than she has shown.

In what sequence does Rosa complete these actions? Label the events from the text in the order in which they happen. The first event will be labeled 1, and the last event will be labeled 5.

Rosa attaches skate wheels.  
 Rosa finds an old pair of skates.  
 Rosa gets a skateboard.  
 Rosa tests the skateboard.  
 Rosa kicks the skateboard.

Read the paragraph from the text. Underline **three** words that the author uses to show the point of the view.

Rosa kicked the skateboard with full force, sending it skidding across the garage. She had to face the facts. Her idea for an invention was a complete and utter failure.

**89** Grade 5

Name Date

Assessment 3

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Grade 5

ASSESSMENT 3

Reading

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

How is Rosa's problem resolved at the end of the text?

- A Her father teaches her to think about other designs.
- B Rosa gives up on her idea of inventing a new skateboard.
- C Rosa figures out a way to screw a row of wheels onto the skateboard.
- D Her father fixes her new invention by taping the wheels on the skateboard.

**Part B**

Select the sentence from the text that **best** supports the answer to part A.

- A "Have you ever heard of the Wright brothers?" asked her dad.
- B "Aren't they the guys who made the airplane?" Rosa answered, wondering where this conversation was headed.
- C "Yes," said her dad, "and guess how many designs they tried for the wings of their plane?"
- D "No, they tried about 200 designs before they found one that worked."

**90** Grade 5

Name Date

Assessment 3

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Grade 5

ASSESSMENT 3

Reading

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is Rosa's biggest problem in the text?

- A Her ideas don't work.
- B She gives up too easily.
- C She won't follow directions.
- D Her father disagrees with her.

**Part B**

Select the sentence from the text that **best** supports the answer to part A.

**A** Each time she tested the board, it would fall over before she had gone two feet. Then the wheels would come unstuck, so she'd have to glue them back on.

**B** And she still didn't have the slightest idea how she was going to make the board tilt.

**C** "I don't know why I thought I could invent something because obviously I can't," Rosa said.

**D** "Maybe you should try something other than glue," said her dad.

WEEK OF MAY 18 - 22 E.L.A.

This is poetry written by a famous Poet of the 20th Century.

The Poet, Robert W. Service, wrote this poem while spending a winter in Alaska. He was isolated in a miner's cabin completely alone. During the time he was there he experienced "Cabin Fever," which is a very real thing.

After reading the poem, write a paragraph explaining why you think the poet wrote it.  
Also answer the following questions:

1. Do you think the poet had "Cabin Fever" when he wrote "*The Cremation of Sam McGee?*"
2. What type of poem do you think you would write if you were in the same type of situation?

# The Cremation of Sam McGee

by Robert W. Service

There are strange things done in the midnight sun  
By the men who moil for gold;  
The Arctic trails have their secret tales  
That would make your blood run cold;  
The Northern Lights have seen queer sights,  
But the queerest they ever did see  
Was that night on the marge of Lake Lebarge  
I cremated Sam McGee.

Now Sam McGee was from Tennessee,  
Where the cotton blooms and blows.  
Why he left his home in the South to roam  
'Round the Pole, God only knows.  
He was always cold, but the land of gold  
Seemed to hold him like a spell;  
Though he'd often say in his homely way  
That he'd "sooner live in hell".

On a Christmas Day we were mushing our way  
Over the Dawson trail.  
Talk of your cold! through the parka's fold  
It stabbed like a driven nail.  
If our eyes we'd close, then the lashes froze  
Till sometimes we couldn't see;  
It wasn't much fun, but the only one  
To whimper was Sam McGee.

And that very night, as we lay packed tight  
In our robes beneath the snow,  
And the dogs were fed, and the stars o'erhead  
Were dancing heel and toe,  
He turned to me, and "Cap," says he,  
"I'll cash in this trip, I guess;  
And if I do, I'm asking that you  
Won't refuse my last request."

Well, he seemed so low that I couldn't say no;  
Then he says with a sort of moan:  
"It's the cursed cold, and it's got right hold  
Till I'm chilled clean through to the bone.  
Yet 'tain't being dead -- it's my awful dread

Of the icy grave that pains;  
So I want you to swear that, foul or fair,  
You'll cremate my last remains."

A pal's last need is a thing to heed,  
So I swore I would not fail;  
And we started on at the streak of dawn;  
But God! he looked ghastly pale.  
He crouched on the sleigh, and he raved all day  
Of his home in Tennessee;  
And before nightfall a corpse was all  
That was left of Sam McGee.

There wasn't a breath in that land of death,  
And I hurried, horror-driven,  
With a corpse half hid that I couldn't get rid,  
Because of a promise given;  
It was lashed to the sleigh, and it seemed to say:  
"You may tax your brawn and brains,  
But you promised true, and it's up to you  
To cremate those last remains."

Now a promise made is a debt unpaid,  
And the trail has its own stern code.  
In the days to come, though my lips were dumb,  
In my heart how I cursed that load.  
In the long, long night, by the lone firelight,  
While the huskies, round in a ring,  
Howled out their woes to the homeless snows --  
O God! how I loathed the thing.

And every day that quiet clay  
Seemed to heavy and heavier grow;  
And on I went, though the dogs were spent  
And the grub was getting low;  
The trail was bad, and I felt half mad,  
But I swore I would not give in;  
And I'd often sing to the hateful thing,  
And it hearkened with a grin.

Till I came to the marge of Lake Lebarge,  
And a derelict there lay;  
It was jammed in the ice, but I saw in a trice  
It was called the "Alice May".  
And I looked at it, and I thought a bit,  
And I looked at my frozen chum;  
Then "Here," said I, with a sudden cry,  
"Is my cre-ma-tor-eum."

Some planks I tore from the cabin floor,



And I lit the boiler fire;  
Some coal I found that was lying around,  
And I heaped the fuel higher;  
The flames just soared, and the furnace roared --  
Such a blaze you seldom see;  
And I burrowed a hole in the glowing coal,  
And I stuffed in Sam McGee.

Then I made a hike, for I didn't like  
To hear him sizzle so;  
And the heavens scowled, and the huskies howled,  
And the wind began to blow.  
It was icy cold, but the hot sweat rolled  
Down my cheeks, and I don't know why;  
And the greasy smoke in an inky cloak  
Went streaking down the sky.

I do not know how long in the snow  
I wrestled with grisly fear;  
But the stars came out and they danced about  
Ere again I ventured near;  
I was sick with dread, but I bravely said:  
"I'll just take a peep inside.  
I guess he's cooked, and it's time I looked"; . . .  
Then the door I opened wide.

And there sat Sam, looking cool and calm,  
In the heart of the furnace roar;  
And he wore a smile you could see a mile,  
And he said: "Please close that door.  
It's fine in here, but I greatly fear  
You'll let in the cold and storm --  
Since I left Plumtree, down in Tennessee,  
It's the first time I've been warm."

There are strange things done in the midnight sun  
By the men who moil for gold;  
The Arctic trails have their secret tales  
That would make your blood run cold;  
The Northern Lights have seen queer sights,  
But the queerest they ever did see  
Was that night on the marge of Lake Lebarge  
I cremated Sam McGee.

# 3 DIGIT MULTIPLICATION



$$\begin{array}{r} 265 \\ \times 19 \\ \hline 2385 \\ + 2650 \\ \hline 5035 \end{array}$$

$$\begin{array}{r} 185 \\ \times 25 \\ \hline 925 \\ + 3700 \\ \hline 4625 \end{array}$$



MULTIPLY. REGROUP IF NEEDED.

A.  $\begin{array}{r} 499 \\ \times 55 \\ \hline \end{array}$

$\begin{array}{r} 575 \\ \times 36 \\ \hline \end{array}$

$\begin{array}{r} 705 \\ \times 11 \\ \hline \end{array}$

$\begin{array}{r} 671 \\ \times 35 \\ \hline \end{array}$

B.  $\begin{array}{r} 292 \\ \times 93 \\ \hline \end{array}$

$\begin{array}{r} 598 \\ \times 54 \\ \hline \end{array}$

$\begin{array}{r} 485 \\ \times 71 \\ \hline \end{array}$

$\begin{array}{r} 113 \\ \times 64 \\ \hline \end{array}$

C.  $\begin{array}{r} 761 \\ \times 65 \\ \hline \end{array}$

$\begin{array}{r} 116 \\ \times 51 \\ \hline \end{array}$

$\begin{array}{r} 513 \\ \times 28 \\ \hline \end{array}$

$\begin{array}{r} 601 \\ \times 42 \\ \hline \end{array}$



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

Score: \_\_\_\_\_

**3-Digit Multiplication**

1) 
$$\begin{array}{r} 236 \\ \times 390 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 674 \\ \times 921 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 411 \\ \times 600 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 573 \\ \times 986 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 852 \\ \times 478 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 745 \\ \times 213 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 831 \\ \times 167 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 938 \\ \times 356 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 584 \\ \times 509 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 487 \\ \times 264 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 691 \\ \times 718 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 125 \\ \times 362 \\ \hline \end{array}$$

- 13) According to the Water Information Program, an average American uses 176 gallons of water in a day. How many gallons of water are used in 275 days by an average American?

\_\_\_\_\_



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

## Division Worksheet

1 a.

$$\begin{array}{r} \phantom{00} \\ 8 \overline{) 370} \end{array}$$

1 b.

$$\begin{array}{r} \phantom{00} \\ 5 \overline{) 189} \end{array}$$

1 c.

$$\begin{array}{r} \phantom{00} \\ 3 \overline{) 430} \end{array}$$

2 a.

$$\begin{array}{r} \phantom{00} \\ 7 \overline{) 143} \end{array}$$

2 b.

$$\begin{array}{r} \phantom{00} \\ 7 \overline{) 105} \end{array}$$

2 c.

$$\begin{array}{r} \phantom{00} \\ 9 \overline{) 541} \end{array}$$

3 a.

$$\begin{array}{r} \phantom{00} \\ 6 \overline{) 181} \end{array}$$

3 b.

$$\begin{array}{r} \phantom{00} \\ 4 \overline{) 915} \end{array}$$

3 c.

$$\begin{array}{r} \phantom{00} \\ 3 \overline{) 291} \end{array}$$



## Multiplication Tables - 2 to 12 practice

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### Grade 4 Multiplication Worksheet

Find the missing number.

1.  $\underline{\quad} \times 5 = 55$

2.  $\underline{\quad} \times 4 = 44$

3.  $3 \times 3 = \underline{\quad}$

4.  $6 \times \underline{\quad} = 30$

5.  $\underline{\quad} \times 9 = 90$

6.  $\underline{\quad} \times 10 = 110$

7.  $\underline{\quad} \times 8 = 80$

8.  $3 \times 10 = \underline{\quad}$

9.  $12 \times \underline{\quad} = 108$

10.  $10 \times \underline{\quad} = 50$

11.  $2 \times 7 = \underline{\quad}$

12.  $10 \times 7 = \underline{\quad}$

13.  $\underline{\quad} \times 3 = 6$

14.  $\underline{\quad} \times 5 = 15$

15.  $\underline{\quad} \times 7 = 77$

16.  $12 \times 2 = \underline{\quad}$

17.  $8 \times 10 = \underline{\quad}$

18.  $4 \times 5 = \underline{\quad}$

19.  $9 \times 6 = \underline{\quad}$

20.  $11 \times 12 = \underline{\quad}$

21.  $\underline{\quad} \times 8 = 88$

22.  $\underline{\quad} \times 2 = 22$

23.  $6 \times \underline{\quad} = 54$

24.  $12 \times 10 = \underline{\quad}$

25.  $12 \times \underline{\quad} = 48$

26.  $7 \times \underline{\quad} = 42$

27.  $7 \times 4 = \underline{\quad}$

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

### Multiple-Step Problems

a. Calvin paints pictures and sells them at art shows. He charges \$56.25 for a large painting. He charges \$25.80 for a small painting. Last month he sold six large paintings and three small paintings. How much did he make in all?

**Show your work and label your answer.**

answer: \_\_\_\_\_

b. Tatum makes quilts. She can make 7 quilts with 21 yards of material. How many yards of material would be required to make 12 quilts?

**Show your work and label your answer.**

answer: \_\_\_\_\_

c. Faith and Marlon were playing touch football against Cole and Freddy. Touchdowns were worth 7 points. Brayden and Gavin scored 7 touchdowns. Cole and Freddy's team scored 9 touchdowns. How many more points did Cole and Freddy have than Brayden and Gavin?

**Show your work and label your answer.**

answer: \_\_\_\_\_

d. On Thursday the Meat King Market sold 210 pounds of ground beef. On Friday they sold twice that amount. On Saturday they only sold 130 pounds. How much more meat did they sell on Friday than Saturday?

**Show your work and label your answer.**

answer: \_\_\_\_\_

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

### Multiple-Step Math Questions

a. Grace started her own landscaping business. She charges \$6 an hour for mowing lawns and \$11 per hour for pulling weeds. In September she mowed lawns for 63 hours and pulled weeds for 9 hours. How much money did she earn in September?

**Show your work.**

answer: \_\_\_\_\_

b. Harvey wants to buy a gift for his father that costs \$35.92 and a gift for his sister that costs \$52.08. He has saved \$16.28. How much more does he need to save in order to buy the gifts?

**Show your work.**

answer: \_\_\_\_\_

c. On Monday, there was no snow on the ground in Buffalo, New York. On Tuesday, three inches of snow fell. On Wednesday, a half an inch of snow melted. On Thursday, two and a half more inches fell. On Friday, another inch and a half melted. How much snow was left on the ground Friday night?

**Show your work and label your answer.**

answer: \_\_\_\_\_

d. Faith had \$100. She went to the grocery store and bought three gallons of ice cream for \$7.29 each. Then she went to the farmer's market and bought two dozen ears of corn for \$5/dozen. How much money did Faith have left?

**Show your work.**

answer: \_\_\_\_\_

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

### **Multiple-Step Problems**

**a.** Ann is baking cookies. She bakes three dozen oatmeal raisin cookies, two dozen sugar cookies, and four dozen chocolate chip cookies. Ann gives away two dozen oatmeal raisin cookies, 1.5 dozen sugar cookies, and 2.5 dozen chocolate chip cookies. How many total cookies does she keep? (Give an exact number.)

**Show your work and label your answer.**

answer: \_\_\_\_\_

**b.** Elliot is buying groceries. He buys a bag of apples for 5.54, a loaf of bread for 2.49, and a jar of peanut butter for 3.73. Elliot hands the cashier a twenty dollar bill. How much money should he get in change?

**Show your work and label your answer.**

answer: \_\_\_\_\_

**c.** Rachel is stuffing envelopes. She has eight hours to complete the task, and there are 1,500 envelopes. The first hour, Rachel stuffs 135 envelopes. The second hour she stuffs 141 envelopes. How many envelopes will Rachel need to stuff in order to finish the job?

**Show your work and label your answer.**

answer: \_\_\_\_\_



d. William has a lemonade stand. Today he made \$17.55 in lemonade sales and one third that

amount in cookie sales. How much money did William make altogether?

**Show your work and label your answer.**

answer: \_\_\_\_\_

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

### **Multiple-Step Problems**

a. Caleb wants to rent a kayak. Kayak rentals cost \$14.50 for a half hour. If Caleb rents a kayak for one hour and forty-five minutes, how much will it cost him?

**Show your work and label your answer.**

answer: \_\_\_\_\_

b. Jasmine wants to organize her books in order of most number of pages to least number of pages. Jasmine's longest book has 396 pages and her shortest book has one-fourth as many pages as the longest. If the book in the middle of her shelf has three times the number of pages

of the shortest book, then how many pages does the middle book have?

**Show your work and label your answer.**

answer: \_\_\_\_\_

c. Hector serves ice cream at a local ice cream shop. He sells 19 ice cream cones on Saturday, 27 ice cream cones on Sunday, and 153 ice cream cones for the entire week. How many ice cream cones did Hector sell on the weekdays?

**Show your work and label your answer.**

answer: \_\_\_\_\_

d. Summer day camp is about to begin. Today there are 132 boys signed up and 219 total children signed up. How many more boys than girls are signed up for camp?

**Show your work and label your answer.**

answer: \_\_\_\_\_



## Multiplication Tables - 2 to 12 practice

---

### Grade 4 Multiplication Worksheet

Find the missing number.

1.  $11 \times \underline{\quad} = 55$

2.  $\underline{\quad} \times 7 = 77$

3.  $11 \times \underline{\quad} = 44$

4.  $12 \times 10 = \underline{\quad}$

5.  $4 \times 3 = \underline{\quad}$

6.  $11 \times 11 = \underline{\quad}$

7.  $\underline{\quad} \times 9 = 108$

8.  $3 \times \underline{\quad} = 24$

9.  $\underline{\quad} \times 9 = 99$

10.  $\underline{\quad} \times 10 = 80$

11.  $7 \times 9 = \underline{\quad}$

12.  $\underline{\quad} \times 6 = 30$

13.  $4 \times 11 = \underline{\quad}$

14.  $10 \times \underline{\quad} = 40$

15.  $11 \times 2 = \underline{\quad}$

16.  $\underline{\quad} \times 4 = 48$

17.  $6 \times \underline{\quad} = 42$

18.  $7 \times 6 = \underline{\quad}$

19.  $10 \times \underline{\quad} = 80$

20.  $\underline{\quad} \times 10 = 110$

21.  $\underline{\quad} \times 2 = 12$

22.  $12 \times \underline{\quad} = 96$

23.  $\underline{\quad} \times 5 = 40$

24.  $\underline{\quad} \times 3 = 33$

25.  $3 \times 4 = \underline{\quad}$

26.  $10 \times 9 = \underline{\quad}$

27.  $12 \times \underline{\quad} = 60$