Whiteriver Unified School District

Fifth Grade Packet

Week 2

School:

_____

Teacher:

_____

Learning to Skateboard

by Kyria Abrahams

The sound of the skateboard up and down the hallway is driving Ella insane. She sits at her desk, trying to read a book. All she hears is: *scraaaape, scraaaape, thud*!

She pokes her head out of her bedroom door.

"Mom said not to skateboard in the house!" she yells at her brother.

"It's Saturday afternoon, Nerd! Take a break!"

Ella slams her bedroom door. *How dare he!* Then, she opens the bedroom door again and watches quietly. *It does seem like fun, actually.*

"Hey," she calls after him. "Let me try."

"No way, Nerd! Not after you just yelled at me to stop."

Ugh! Ella slams the door again and goes back to her desk. She hears Joseph pick up the board and run down the stairs. Outside, his friends are all waiting for him. They all have their skateboards.

Maybe I spend too much time indoors, Ella thinks.

Closing the book on her desk, she puts on a jacket and follows her brother outside. He's skating up and down the block now, showing off for all his friends.

She walks up behind him, waving her hands. He sees her, but pretends not to.

"Hey, Joseph! Hey!"

"Get lost," he says.

"Can I skate with you?"

"I said get lost," he says. "Girls can't skate."

All his friends start laughing. "Girls can't skate," they repeat, sneering.

Ella feels tears well up in her eyes, but she won't let the boys see her cry. *Girls can't skate? Maybe that's because you won't even let me try!*

She's about halfway up the block when she hears a voice call out after her.

"Hey Ella! Wait up!"

It's one of Joseph's friends. He looks sheepish and a bit frightened.

She spins around angrily. "What do you want from me?"

"I...I... just thought..."

"You just thought that girls can't skate, so you wanted to come and make fun of me?"

The boy looks at the ground. "No, I just thought maybe you'd like to try out my board a little bit. I can show you how to use it."

Ella wonders if maybe it's a trick, but the boy seems so sincere. He holds out the board to her, and she takes it.

"My name is Jake," he says. "Let me show you how to ride."

"What about my brother?" she asks.

They both turn to look for Joseph. At the end of the street, he grabs one end of his board and flips around in the air. He's busy impressing his friends.

"Come on," Jake says, "He can't notice anyone but himself right now."

Jake takes her by the hand and leads her to a small patch of concrete next to the lawn.

"This way if you fall, you'll fall on the grass," he says.

"I'm afraid to fall," Ella says.

"You can't learn if you're afraid to fall," Jake says.

"But what if I hurt myself?"

Jake hands her a helmet. It's covered with stickers from all his favorite skate punk bands.

"But if you *do* fall, this way, you won't end up in the hospital with a concussion."

He shows her how to stand on the board, how to place her feet in a comfortable position, and how to shove off with one foot.

Ella stands on the board and feels herself wobble back and forth. It looks so easy when Jake does it. She isn't sure what to do with her hands and waves them around wildly in the air. Suddenly, she feels the earth move from her feet to her head.

WOAAAH! Her head hits the grass with a *clunk*.

"Good thing you had that helmet on," Jake says. Ella is lying on the ground.

She looks at her arm and gasps. Her elbow is bleeding a little.

"Hey, we'd better stop now. You're hurt!" Jake says.

"I can take it," Ella tells him. "I can't learn if I'm afraid to fall, right?"

They keep practicing until it starts to get dark. They both have so much fun, they completely lose track of time.

"Oh no! I missed dinner!" Jake says, finally noticing the time.

"Oh no!" Ella says. "Well, I guess you'd better take your board and go home." She is trying to disguise the hurt in her voice,but she cannot.

"You were better at hiding your pain when you fell on your elbow, Ella."

Ella laughs. "Yeah," she says, looking down at her feet. "I guess I'm kind of sad about it ending."

"Tell you what, Ella. Why don't you keep the board for a week?"

"Really? Do you mean it?"

"Absolutely. I mean it!" Jake says. "I...uh." Jake stutters and gives her a big hug. She hates to admit it, but the hug feels really nice.

"I promise to give it back in good condition!"

"Hey, maybe it's just an excuse to see you again," he says.

The next day, Ella wakes up early and takes the board outside. She practices everything Jake taught her and only falls a few times. The scrape on her elbow is already almost completely healed.

When Saturday comes around again, she wakes up extra early. She wants to have as much time as possible with the board. She's even taught herself a new trick, one she learned herself by watching a video online. It's called an Ollie.

She does it 10 times and falls. She does it 10 more times and almost completes it. After 10 more tries, she is finally successful.

When Jake comes around the corner, she's jumping in the air, the board flying right along with her. She sees Jake smile and start to applaud, and she's down in the grass again. THUD!

"That was amazing!" Jake says.

"Yeah, well, you didn't see me fall about 50 times before I actually did it!" she says.

In the distance, they hear someone calling Jake's name. It's her brother. He comes skating around the corner along with the rest of his friends.

"Jake, we've been looking for you everywhere!" he says. And then he sees his sister lying in the grass.

"I told you!" he says, holding his sides and doubling over. "I told you girls can't skate!"

"I can!" Ella yells. "I'll prove it to you!"

Ella gets up and starts to do the trick, but Jake runs over and stops her.

"You don't owe anybody an explanation," he says.

"Are you crazy?" Ella asks him. Joseph and his friends are walking away now, still laughing and saying she can't skate.

"You and I both know you can do it, and we know how hard you've been working. No matter what you do, they'll find a way to make fun of you."

"I guess you're right," Ella says. She puts the board down and executes a perfect Ollie.

"I saw that," Jake says. "You're capable of a lot of great things."

At that exact moment, Ella loses her balance and goes tumbling to the ground. Jake reaches into the grass to take her hand.

"It's a good thing I'm not afraid to fall," Ella says. "Or I'd never know I had good friends there to help me back up again."

They hug each other for what seems like a very long time.

"Same time next week?" Jake asks.

"I'll see you then," Ella says. She heads home knowing she has a lot more practice ahead of her, but that's okay.

Name: _____ **Date:** _____

1. Who learns how to skateboard in this story?

A. Jake

B. Joseph

C. Ella

D. Joseph's and Ella's mom

2. What is a conflict in the story?

A. Ella wants to skateboard, but her brother won't let her try.

B. Ella teachers herself a skateboarding trick called an Ollie.

C. Jake follows Ella and offers to let her use his skateboard.

D. Jake and Ella have so much fun skateboarding that they lose track of time.

3. Read these sentences from the story.

"At that exact moment, Ella loses her balance and goes tumbling to the ground. Jake reaches into the grass to take her hand.
'It's a good thing I'm not afraid to fall...' Ella says. 'Or I'd never know I had good friends there to help me back up again.'

They hug each other for what seems like a very long time."

What can be concluded from these sentences?

A. Ella is upset that she has fallen on the ground.

B. Ella wishes that Jake had not seen her fall.

C. Ella wishes that Jake would let her get up on her own.

D. Ella thinks that Jake is a good friend.

4. How does Jake feel about Ella?

A. Jake does not like Ella very much.

B. Jake likes Ella a lot.

C. Jake is afraid of Ella.

D. Jake is bored by Ella.

5. What is a theme of this story?

A. Boys are better at skateboarding than girls.

B. Showing off in front of other people will make them respect you.

C. Reading a book is more fun than skateboarding.

D. Making mistakes is a way to learn.

6. Read the following sentences from the story: "The sound of the skateboard up and down the hallway is driving Ella insane. She sits at her desk, trying to read a book. All she hears is: ***scraaaape, scraaaape, thud***!"

Why does the author write "***scraaaape, scraaaape, thud***"?

A. to prove that skateboarding inside a house is dangerous

B. to compare reading a book with skateboarding down a hallway

C. to create the sound of the skateboard in the reader's mind

D. to explain why Ella wants to try skateboarding

7. Choose the answer that best completes the sentence.

Ella keeps practicing her new trick; _____ she becomes able to do it successfully.

A. in contrast

B. at last

C. earlier

D. for example

8. What does Jake offer to let Ella do with his skateboard after they practice together?

_____

_____

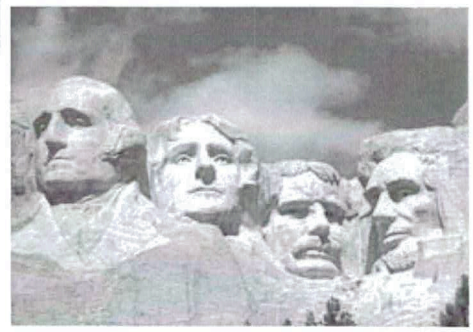
_____

9. What does Jake say letting Ella keep his board for a week might be an excuse for?

10. Why does Jake offer to show Ella how to use his skateboard? Support your answer with evidence from the story.

Name: _____

Mount Rushmore:
A Stone Salute to the Presidents



The Mount Rushmore National Park is a national park in South Dakota that features giant sculptures of four presidents. The sculptures are carved into the side of a granite mountain. The sculptures are of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

The idea for the sculpture began in 1923 as a way to encourage tourism to South Dakota. The sculptor selected to design and create it was Gutzon Borglum, who had created another mountain sculpture in Georgia.

The U.S. Congress approved the project in 1925. Borglum began working on the sculpture with 400 workers in 1927. They used dynamite to blast away portions of the granite rock. By the time the project ended, over 400,000 tons of rock had been removed.

The carvings of each president are about 60 feet high. George Washington's face was completed first in 1934. Thomas Jefferson had been planned to go on Washington's right, but the rock on that side was not right for carving. Borglum had that part removed and put Jefferson on Washington's left. The face of Jefferson was completed in 1936. In 1937 Abraham Lincoln's face was complete, followed by Theodore Roosevelt's face in 1939.

Gutzon Borglum died in 1941, and his son Lincoln Borglum took over the project. The original idea was to have the president's featured from head to waist. However the project ran out of money and the carving project stopped in 1941.

Today Mount Rushmore is South Dakota' most popular attraction for tourists. Over two million people visit the park each year to look upon the colossal statutes of the presidents.

Short Answer

Write the correct answer in the blank.

1. When did Congress approve the project? _____

2. Which president's face had to be changed because the rock was not suitable? _____

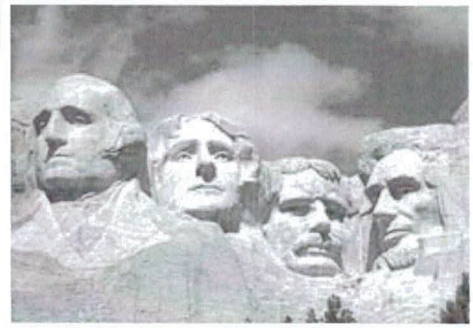
3. Which president was finished last? _____

4. About how tall are the president's heads? _____

5. Who was the sculptor who began Mount Rushmore? _____

Name: Key

Mount Rushmore:
A Stone Salute to the Presidents



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4. About how tall are the president's heads? 60 feet high

5. Who was the sculptor who began Mount Rushmore? Gutzon Borglum

The Forgotten Island

by ReadWorks

When Lina awoke, she was alone on the island. The air was cool and bullfrogs croaked. It was that brief moment when the sun had set but the stars hadn't yet appeared. The whole sky was an indeterminate shade of deep blue, as though the moon were a nervous actress afraid to take her place on the stage. Lina rubbed her eyes and looked around.

"Hello?" she called. "Cesar? Marie?"

There was no response.

The moon was rising now, shedding light on the island. They had always called it "The Forgotten Island" because no one but them seemed to remember its existence. It wasn't on any of the maps they could find, and the park rangers didn't know about it. But its obscurity didn't bother the island. It just kept on existing. Lina secretly loved that the island was a secret between the three of them-her, Cesar, and Marie.

Lina remembered the day they had found the island. The Tennessee River was long and had several tributaries. In the hot summer days when there was no school, they would take Marie's father's boat down the river, exploring the side streams. It was two summers ago that they discovered The Forgotten Island.

But now Lina was alone, and it was night. Swimming in the river at night was dangerous. The river was treacherous, moving at a lazy pace most of the time but able to change into a roaring torrent within a few short minutes. Lina heard a far-off boom. Thunder. Of course.

She sighed. It was her own fault she was stuck in this situation.

"Come on, Lina, let Marie steer," Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left. Afterwards, she paced the island, looking into the horizon, watching for the boat to return. Eventually she grew tired of waiting

and lay down in the sand. The summer heat was oppressive, the air thick with moisture that stuck in your throat every time you took a breath. She had assumed Cesar and Marie would wake her up when they returned. She would apologize and everything would be fine. Except now it was nighttime, with a storm approaching, and she was all alone on the island.

"Lina. Get a grip."

Just saying the words out loud made her feel better, stronger. Lina saw the first flash of lightning. She counted the seconds-one, two, three, four, five, six, seven, eight, nine, ten-before she heard the boom of thunder. The thunder was louder now as the storm neared. She pulled her jacket around her chest tighter. If it were storming, no one would be able to bring a boat to find her on the island. If Cesar and Marie were stuck on the river during the storm, they might be in even more danger than she was.

The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

"Stay calm, stay calm, Lina," she said, but this time she said it silently, in her head. Thunder boomed loudly in the distance. What were her options? She could try to swim to shore, but she had never been the strongest swimmer, and the river's current was already quickening as the rain began to fall harder. She could wait out the storm in the hopes that by morning someone would come to retrieve her. She made her way to the beach on the east side.

She slid down to the beach, quietly. Lina knew this island, and she knew how to move without startling the birds that nested in the grass. She reached the beach and lay down. Now there was no sound but the bullfrogs and the steady patter of raindrops.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back. In her gratitude and eagerness to get off the island, Lina jumped into the river. Only once she was submerged in the icy water did she stop to think: If Marie's dad couldn't battle the current in his boat, how would she be able to? But before she could panic or take so much as a single stroke, she had already drifted up to the side of the small vessel. A cluster of arms reached into the water for her own, and hauled her up and out. She smiled weakly at Marie's dad and, without a word, clutched Cesar and Marie in a cold group hug. They didn't seem to mind becoming wet.

The summer continued, and Lina and Cesar taught Marie how to steer the boat. But they never returned to the island. There were other side streams to explore.

Name: _____ **Date:** _____

1. What is The Forgotten Island?

A. an island in the Mediterranean Sea that has sunk below the surface of the water

B. an island that is said to exist in the Pacific Ocean but has never been found

C. an island in the Tennessee River that almost nobody knows about

D. an island off the coast of Florida that was once inhabited but is now deserted

2. Which character does Marie have a conflict with in the story?

A. Cesar

B. a park ranger

C. Lina

D. her dad

3. Read these sentences from the text.

Come on, Lina, let Marie steer,' Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

Based on this evidence, why does Marie cry?

A. She is upset that Cesar has not been given a turn to steer the boat.

B. She is upset that Lina takes the rudder back.

C. She is upset that Cesar has come along with her and Lina.

D. She is upset that Lina is younger than she is.

4. Read these sentences from the text.

The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

'Stay calm, stay calm, Lina,' she said, but this time she said it silently, in her head. Thunder boomed loudly in the distance. What were her options? She could try to swim to shore, but she had never been the strongest swimmer, and the river's current was already quickening as the rain began to fall harder. She could wait out the storm in the hopes that by morning someone would come to retrieve her. She made her way to the beach on the east side.

How is Lina feeling in these two paragraphs?

A. Lina is feeling concerned about her safety.

B. Lina is feeling furious at Marie and Cesar.

C. Lina is feeling guilty about how she treated Marie.

D. Lina is feeling proud of herself.

5. What is a theme of this story?

A. The best way to resolve a disagreement with someone is to talk about it with that person.

B. A person's age is less important than a person's level of ability.

C. Even when friends get into fights, they still care about each other.

D. A person's level of ability is less important than a person's age.

6. Read these sentences from the text.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back.

What does the phrase "the boat's nose" probably mean?

A. the front of the boat
B. the left side of the boat
C. the right side of the boat
D. the back of the boat

7. Read these sentences from the text.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left.

How could the last of these sentences be rewritten without changing its meaning?

A. Consequently, they left.
B. Specifically, they left.
C. Primarily, they left.
D. Namely, they left.

8. What do Lina and Cesar teach Marie to do at the end of the story?

9. Describe the conflict between Lina and Marie in this story. Support your answer with evidence from the text.

10. Explain whether the conflict between Lina and Marie is resolved by the end of the story. Support your answer with evidence from the text.

NARRATIVE WRITING

Draw a picture of an island that you are stranded on. What was it like? What did you find? How did you survive? Was there anyone else on the island? Create a story. Write a story about being stranded on an island. You have been there for a day or maybe you've been there for several years.

Remember to create the beginning, middle, and ending of your story. Use complete sentences, capitalization, and punctuation.

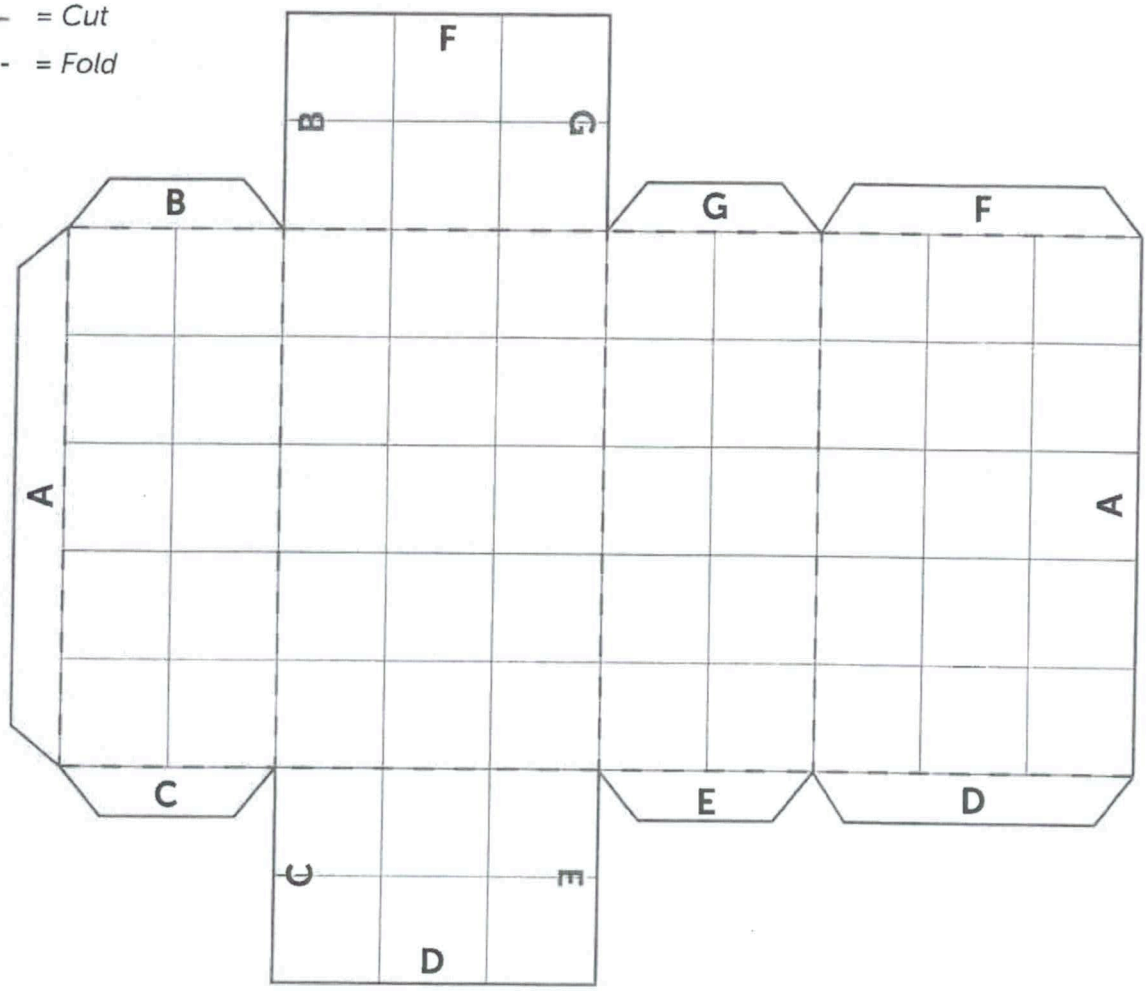
Name: Math Art Date: _____

Create Shapes and Find the Volume Part 1

Directions: *Cut out each net (an unfolded shape). Fold along the dotted lines, and glue the matching letters together. Once you have created each shape, find the volume.*

_____ = Cut

- - - - - = Fold



Use the workspace below to figure out the volume of the shape.

Name: Math Art Date: _____

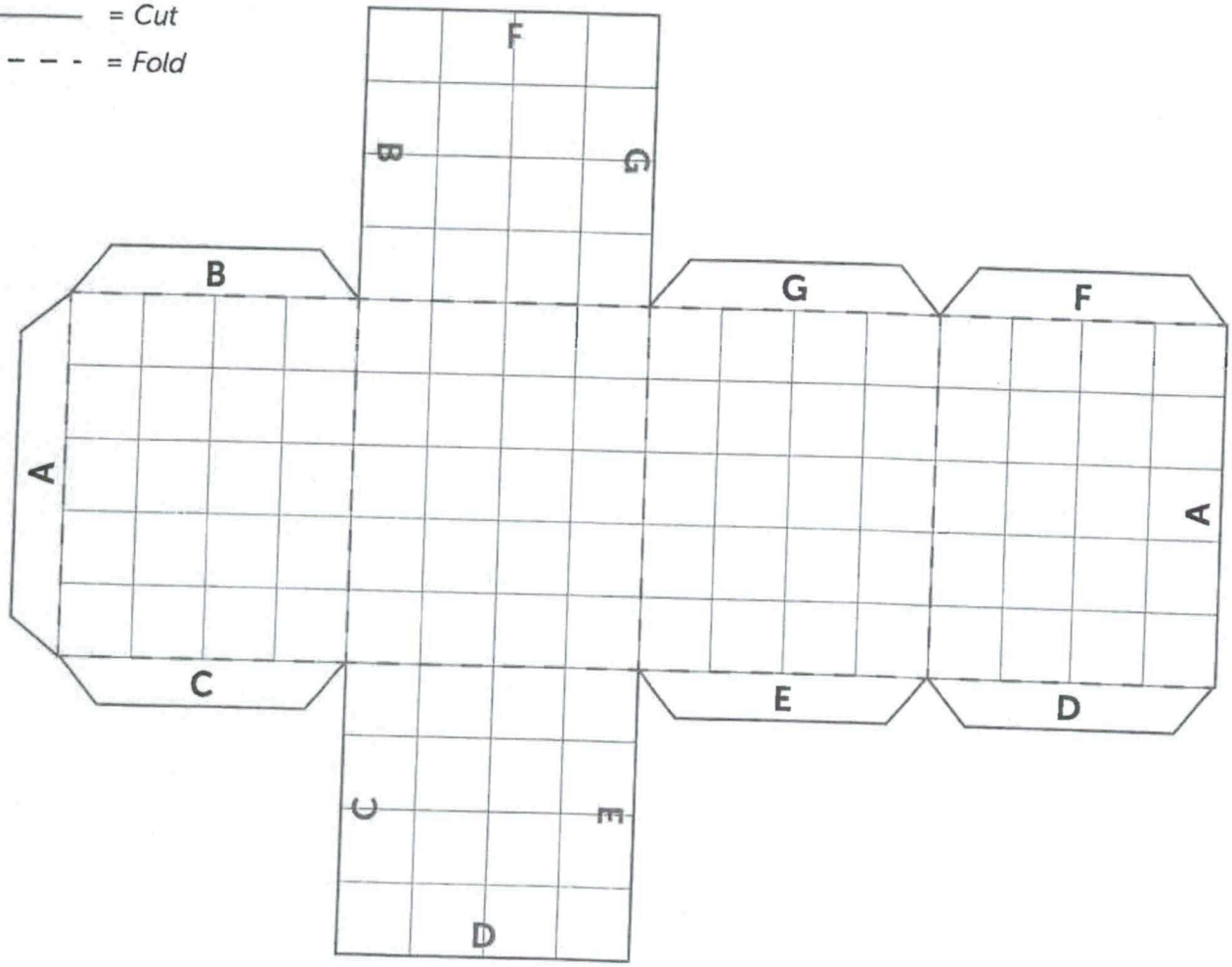
Create Shapes and Find the Volume

Part 2

Directions: *Cut out each net (an unfolded shape). Fold along the dotted lines, and glue the matching letters together. Once you have created each shape, find the volume.*

_____ = *Cut*

- - - - - = *Fold*



Use the workspace below to figure out the volume of the shape.

Name: _____ Date: _____

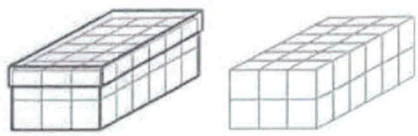
What Does Volume Mean?

A.M.

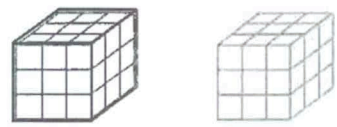
Volume is the space taken up inside of something. Look inside a bottle of juice, a box of cereal, or a backpack. Volume is how much juice is in the bottle, how much cereal is in the box, or how many items can fit in your backpack.

Volume is the measurement of space occupied in three dimensions, or 3-D. If you measure around something, you measure perimeter. If you measure the surface of something, you measure area. When you measure inside of something, you measure volume.

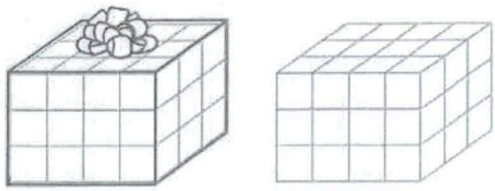
Directions: *Look at each object. Each object is filled up with the number of cubic units it can hold. Next to each object is the same number of cubic units that was inside the object. Count up how many cubic units fit inside each object. That is the* ***volume****!*

1. 

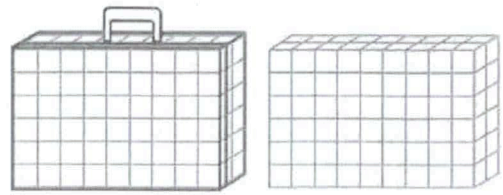
_____ units cubed

2. 

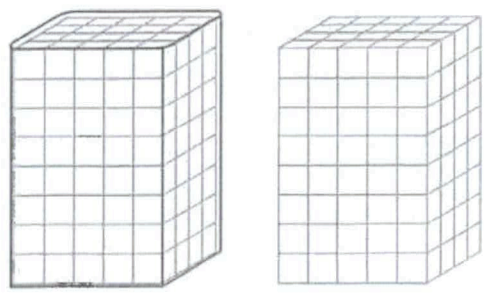
_____ units cubed

3. 

_____ units cubed

4. 

_____ units cubed

5. 

_____ units cubed

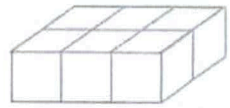
Name: _____ Date: _____

Model Volume for Yourself!

P.M.

Directions: *Use sugar cubes, ice cubes or blocks to build each cube or rectangular prism. Then, count up the cubes and write down the volume.*

Example: *Build a figure with a length of 2 cubes, a width of 3 cubes, and a height of 1 cube.*



The volume of the figure is 6 units cubed.

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1. Build a figure with a length of 1 cube, a width of 2 cubes, and a height of 4 cubes.

   The volume of the figure is _____ units cubed.

2. Build a figure with a length of 3 cubes, a width of 2 cubes, and a height of 2 cubes.

   The volume of the figure is _____ units cubed.

3. Build a figure with a length of 4 cubes, a width of 2 cubes, and a height of 1 cube.

   The volume of the figure is _____ units cubed.

4. Build a figure with a length of 5 cubes, a width of 3 cubes, and a height of 2 cubes.

   The volume of the figure is _____ units cubed.

5. Build a figure with a length of 2 cubes, a width of 1 cube, and a height of 5 cubes.

   The volume of the figure is _____ units cubed.

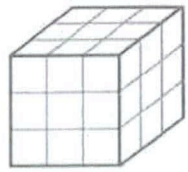
Name: _____ Date: _____

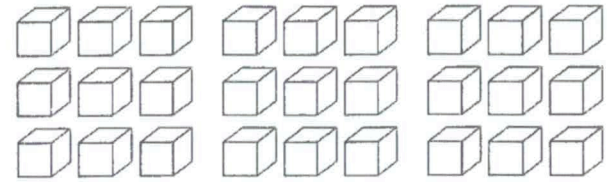
What Do Cubes Have to Do with Volume? A.M.

Volume: the amount of space occupied by a 3-D object, measured in cubic units. These units can be centimeters, inches, meters, or any other unit of distance.

 = 1 cubic unit

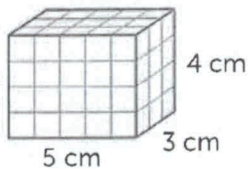
For this object, the height is 3 units, the length is 3 units, and the width is 3 units.

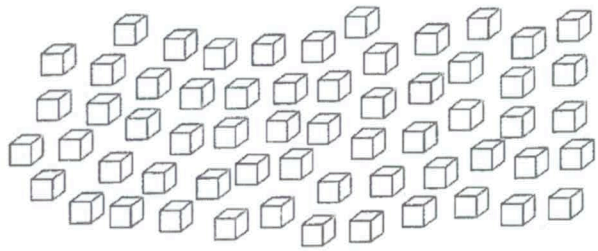




Directions: *Look at each 3-D figure. Next to each figure is the number of cubic units used to create the figure. Find the volume of each figure by counting up how many cubic units were used to make each figure.*

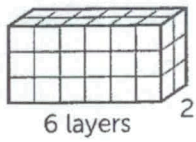
Example:



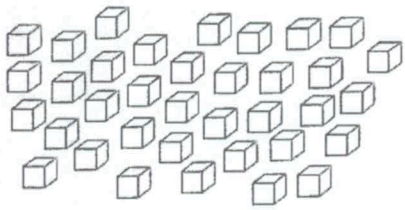


60 cm^3

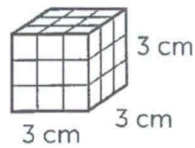
1.



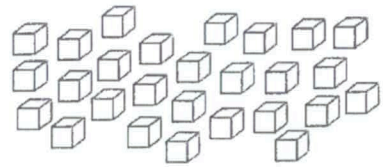
_____ $units^3$



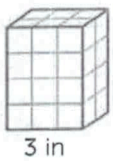
2.



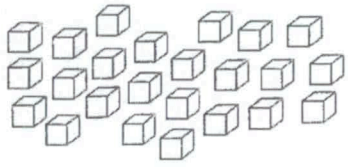
_____ cm^3



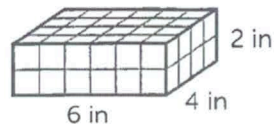
3.



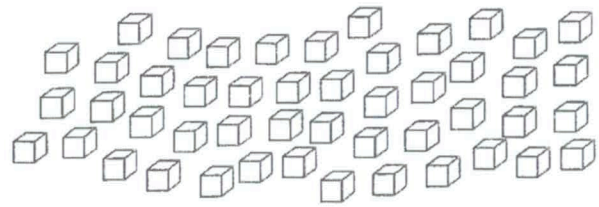
_____ in^3



4.



_____ in^3



Name: _____ Date: _____

What's the Formula?

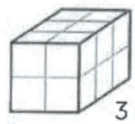
P.M.

The mathematical formula for volume is **length** x **width** x **height**.

The short version of this is **V = l x w x h**

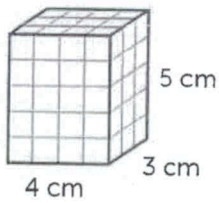
Directions: *Write the missing values for the length, width, and height of each cube.*

Example:



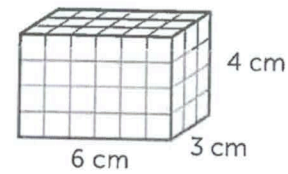
2 cm (width) x 3 cm (length) x 2 cm (height) = 12 cm^3

1.



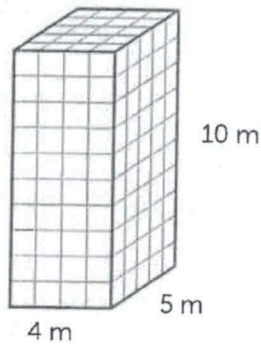
_____ (length) cm x _____ (width) cm x _____ (height) cm = 60 cm^3

2.



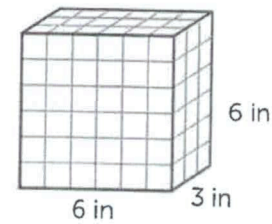
_____ (length) cm x _____ (width) cm x _____ (height) cm = 72 cm^3

3.



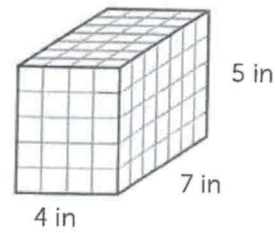
_____ (length) m x _____ (width) m x _____ (height) m = 200 m^3

4.



_____ (length) in x _____ (width) in x _____ (height) in = 108 in^3

5.



_____ (length) in x _____ (width) in x _____ (height) in = 140 in^3

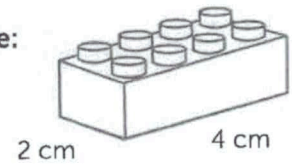
Name: _____ Date: _____

How Much Space is There?

A.M.

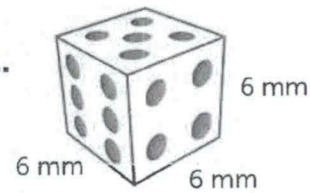
Directions: *Find out how much you can fit in each space. Find the volume for each item.*

Example:



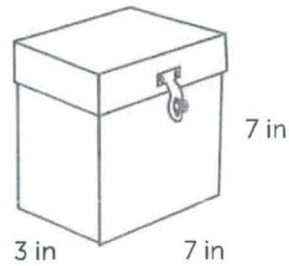
4 cm (length) x 2 cm (width) x 2 cm (height) = 16 cm^3

1.



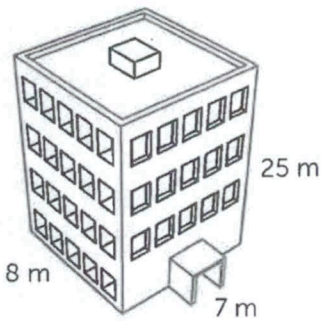
_____ (length) x _____ (width) x _____ (height) = _____ ^{3}

2.



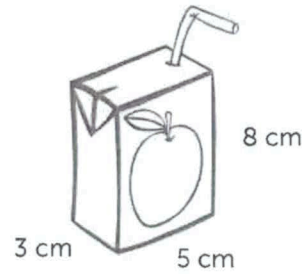
_____ (length) x _____ (width) x _____ (height) = _____ ^{3}

3.



_____ (length) x _____ (width) x _____ (height) = _____ ^{3}

4.



_____ (length) x _____ (width) x _____ (height) = _____ ^{3}

5.

_____ (length) x _____ (width) x _____ (height) = _____ ^{3}

Name: _____ Date: _____

Base and Volume

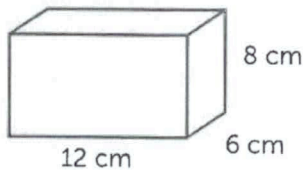
P.M.

Sometimes the length and width have already been multiplied together for you. When this happens, it is called the **base**. When you know the value of the base, all you have to do is multiply the base times the height to find the volume of the object.

base = length x width
volume = base x height

Directions: *Find the volume of each object using the base and height.*

Example:

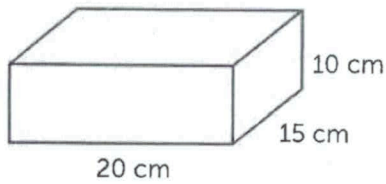


base = 12 x 6 =, so the base is **72 cm²**

To find the volume, multiple the base times the height.

V = base x height **V** = 72 x 8 **V** = **576 cm³**

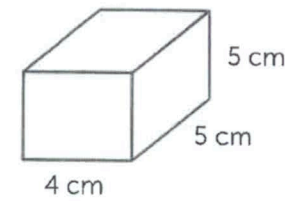
1.



base = 300 cm²

_____ (base) x _____ (height) = _____ (volume)

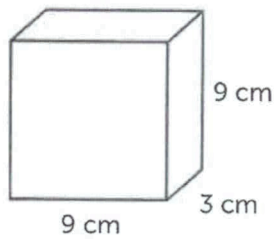
2.



base = 20 cm²

_____ (base) x _____ (height) = _____ (volume)

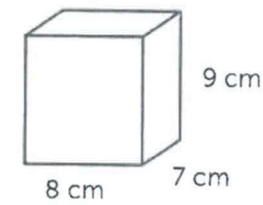
3.



base = 27 cm²

_____ (base) x _____ (height) = _____ (volume)

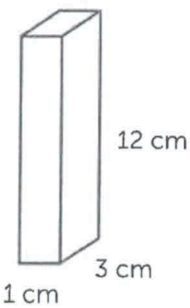
4.



base = 56 cm²

_____ (base) x _____ (height) = _____ (volume)

5.



base = 3 cm²

_____ (base) x _____ (height) = _____ (volume)

Name: _____ Date: _____

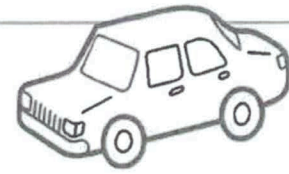
Base, Volume, and Word Problems, Oh My!

A.M.

Directions: *Find the volume for each word problem.*

Example: My mom bought a car that has a base of 30 square feet and a height of 5 feet. What is the volume?

$\underset{\text{(base)}}{30\ ft} \times \underset{\text{(height)}}{5\ ft} = \underset{\text{(volume)}}{150\ ft^3}$



1. I have a house that has a base of 130 square feet and a height of 20 feet. What is the volume?

2. My hamster's cage has a base of 28 square inches and a height of 9 inches. What is the volume?

3. The space under my bed has a base of 24 square feet and a height of 1 foot. What is the volume?

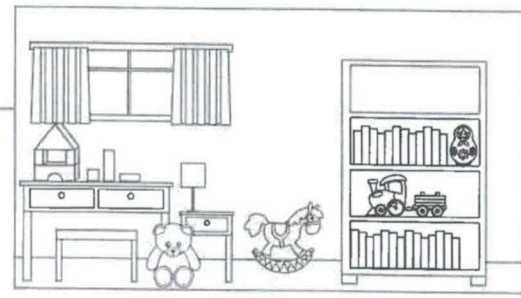
4. The fireplace in the living room has a base of 3 square feet and a height of 2 feet. What is the volume?

5. My closet has a base of 6 square meters and a height of 8 meters. What is the volume?

Name: _____ Date: _____

Volume and Word Problems P. M.

Directions: *Find the volume for each word problem.*



1. If you have a box of candy that is 8 inches long, 5 inches wide, and 2 inches tall, how much space do you have for candy?

2. If you have a toy bin that is 6 feet long, 4 feet wide, and 3 feet high, how much space do you have for toys?

3. If your toy car's trunk is 8 feet long, 6 feet wide, and 4 feet tall, how much room do you have in your trunk?

4. If you have a dresser that is 7 meters high, 2 meters wide, and 4 meters long, how much room do you have for your clothes?

5. If you have a bookcase that is 3 feet tall, 1 foot wide, and 4 feet long, how much space do you have for books?

Name: _____ Date: _____

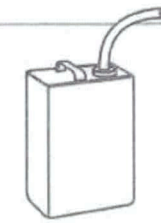
More than One: Addition

A.M.

What happens when you need to find the total volume for multiple items? You must find the sum of all of the different volumes. See the example below.

Directions: *Read the problems below. Find the total volume for each problem.*

Example: A gasoline container measures 3 inches by 6 inches by 18 inches. If there are two gasoline containers, what is the total volume of these two containers?



3 in (length) x 6 in (width) x 18 in (height) = 324 in^3

Now, find the sum of the volume of two gas cans.

324 in^3 + 324 in^3 = 648 in^3

1. Three ice cream cartons that measure 2 inches by 1 inch by 8 inches.

2. Four cookie packages that measure 8 centimeters by 11 centimeters by 3 centimeters.

3. Two filing cabinets that measure 2 meters by 1 meter by 3 meters.

4. Five tissue boxes that measure 4 inches by 5 inches by 7 inches.

5. Seven pudding containers that measure 50 millimeters by 20 millimeters by 10 millimeters.

Name: _____ Date: _____

More than One: Multiplication P.M.

What happens when you need to find the volume for more than one item? You can use multiplication to find the volume of multiple containers. See the example below.

Directions: *Read the problems below. Find the total volume for each problem.*

Example: A gasoline container measures 3 inches by 6 inches by 18 inches. If there are two gasoline containers, what is the total volume of these two containers?

3 in (length) x 6 in (width) x 18 in (height) = 324 in^3

Now, take the volume (answer) from above and multiply it by 2 since there are 2 gas cans.

324 in^3 x 2 = 648 in^3

1. Eight jewelry boxes that measure 6 inches long, 3 inches wide, and 5 inches tall.

2. Three dishes that measure 8 inches by 8 inches by 4 inches.

3. Two hat boxes that measure 7 inches by 9 inches by 8 inches.

4. Five cereal boxes that are 8 inches long, 3 inches wide, and 12 inches tall.

5. Four suitcases that are 4 feet long, 1 foot wide, and 5 feet tall.

Broken Promises

Cross-Curricular Focus: History/Social Sciences

History is often the story of the never-ending struggle for control over land. People have traveled great distances for land. They have endured pain and suffering for the chance to get land. They have fought in bloody battles and wars to claim their own little corner of Earth.

Stories of explorers claiming new lands for their countries have one stunning thing in common. In culture after culture, native peoples have been overlooked and abused. Indigenous people have often lived in a country for thousands of years before it was "discovered." In Africa, it was the native African tribes who were abused. In Australia it was the Aborigines and Torres Strait Islanders. In the Americas, it was the Native Americans, who were called "Indians" by mistake.

The U.S. government signed many peace treaties with Native Americans when the nation was young. A peace treaty is a document in which both sides agree on the terms for peace. Unfortunately, these treaties were often unfair to Native Americans. Many natives did not understand English well. They did not understand the treaty. Some native leaders signed away their rights to land in order to get personal wealth. They neglected the needs of their people. The ultimate purpose of the treaties was to push Native Americans off their lands. These were the lands where their people had lived long before the arrival of European explorers.

During the l830s, the U.S. government forced the Choctaw, Cherokee, Creek, Seminole and other tribes off their land on the east side of the Mississippi River. They were marched around 1,200 miles to eastern Oklahoma, then known as Indian Territory. Thousands died from disease and exposure on the way. This was such a devastating event to the Native Americans that it became known as the Trail of Tears.

Once that had been accomplished, settlers decided they should be able to have any land on the west side of the Mississippi River, too. Several hundred Cheyenne were killed in the Sand Creek Massacre of 1864. In 1890, Lakota people were killed by soldiers at Wounded Knee, South Dakota. Sadly, they were killed even though they had already surrendered.

Many Americans are shocked and ashamed of the way native peoples were treated. We cannot change what has been. However, we can learn from our past and never treat people this way again.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What was the Trail of Tears?

_____

_____

_____

2) Name one reason that the Native Americans agreed to treaties that were unfair to them.

_____

_____

3) Members of which tribe were killed by soldiers at Wounded Knee?

_____

4) What is a peace treaty?

_____

_____

5) What is the main purpose of this reading passage?

_____

_____

Broken Promises

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History is often the story of the never-ending struggle for control over land. People have traveled great distances for land. They have endured pain and suffering for the chance to get land. They have fought in bloody battles and wars to claim their own little corner of Earth.

Stories of explorers claiming new lands for their countries have one stunning thing in common. In culture after culture, native peoples have been overlooked and abused. Indigenous people have often lived in a country for thousands of years before it was "discovered." In Africa, it was the native African tribes who were abused. In Australia it was the Aborigines and Torres Strait Islanders. In the Americas, it was the Native Americans, who were called "Indians" by mistake.

The U.S. government signed many peace treaties with Native Americans when the nation was young. A peace treaty is a document in which both sides agree on the terms for peace. Unfortunately, these treaties were often unfair to Native Americans. Many natives did not understand English well. They did not understand the treaty. Some native leaders signed away their rights to land in order to get personal wealth. They neglected the needs of their people. The ultimate purpose of the treaties was to push Native Americans off their lands. These were the lands where their people had lived long before the arrival of European explorers.

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Many Americans are shocked and ashamed of the way native peoples were treated. We cannot change what has been. However, we can learn from our past and never treat people this way again.

Name: Key

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording of answers may vary.

1) What was the Trail of Tears?

The forcing of Native Americans off their land by the U.S. government and the march to Indian Territory in the 1830s.

2) Name one reason that the Native Americans agreed to treaties that were unfair to them.

Example of correct answer: They didn't understand English well.

3) Members of which tribe were killed by soldiers at Wounded Knee?

Lakota

4) What is a peace treaty?

It is a document where both sides agree on the terms for peace.

5) What is the main purpose of this reading passage?

Native peoples have been abused for centuries by people wanting their land.

PHYSICAL EDUCATION ACTIVITY SHEET

Name: _____

Grade: _____

Instruction: Reach the goal of this daily activity.List the number of minutes that you can perform the following.

DAY AND DATE	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES	ACTIVITY & # OF MINUTES
EX. **WEDNESDAY**	**Jumping Jack** 20 min	**Walking** 15 min	**Hoop** 18 min	**Hip Twisting** 19 min
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				
SATURDAY				
SUNDAY				

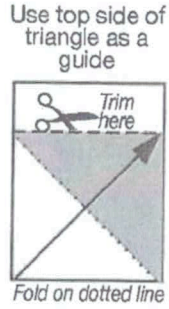
Prepared by:

IRISH B. JAVIER

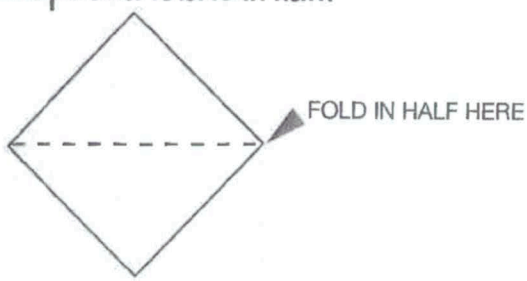
P.E Teacher

HOW TO MAKE A PAPER BUCKET

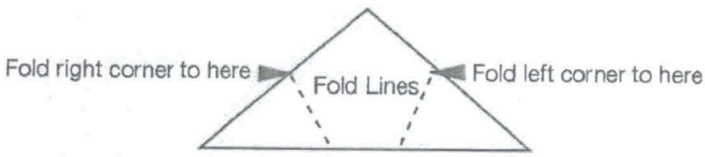
1. Make your paper square. Rectangular paper (8 ½" x 11" or larger) can be folded as shown and the leftover paper can be saved to make your bucket's handle.



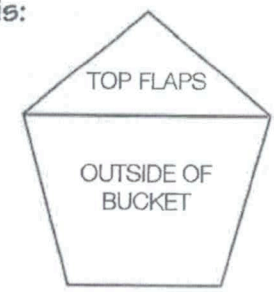
2. Place the trimmed and folded triangle on the table or desk in front of you. If your paper didn't need to be trimmed and is already square put it down in a diamond shape and fold it in half.



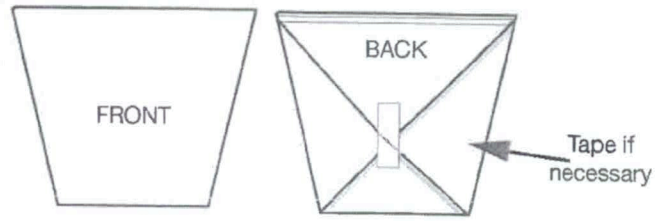
3. Fold the right corner of folded triangle so that it touches the middle of the left edge of the trigangle.



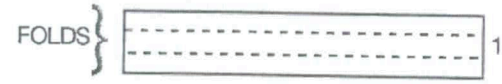
4. Fold the left corner over the folded right corner so it touches the right edge of the triangle. The front of your bucket should now look like this:



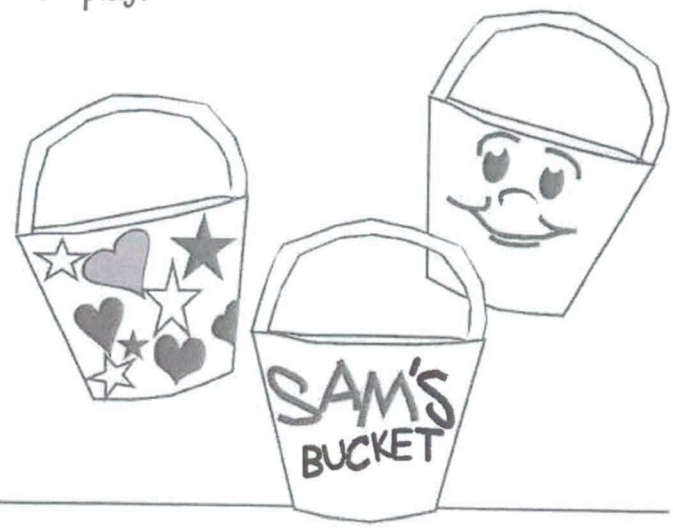
5. Fold the front top flap <u>into the bucket.</u> Fold the back top flap down <u>on the outside</u> of the bucket. If necessary, tape the back flaps on your bucket together. The two sides of your bucket should now look like this:



6. Using the extra piece of paper from step 1, cut one inch off its long side and fold it three times to create a handle for your bucket. Tape each side of the handle to the <u>inside</u> of your bucket. *(If you have no extra paper, cut a piece 1" wide and approximately 2 times the height of your bucket.)*



7. Now, it's time to have some fun finishing your bucket with a face, your name, or a special design. Your bucket is ready for display.



BUCKET FILLING WORD SEARCH

I'm a Bucket Filler and I am:

F U N I W Y R I V X D J M T G
J T L E Y I P B Y H S V I I R
K R C N N P V P U G G V B E S
G O O X S C M P A E I U S L T
T R U S T W O R T H Y P M U H
T I I L D T P U K A E Z T F O
S A W N L M N Q R C O D X K U
X F I K A S D Y T A H U L N G
Z K A E C L L F L Q G U H A H
S U O E T R U O C D F I G H T
T N O P B L D K V P N I N T F
C A R I N G I J L I V E C G U
H L V P G F Q E Z I N X I F L
G S I I Y R H K N G T G S R G
T S E N O H D G J J U I Y W F

Check the box of each word you find. Words may be horizontal, vertical, or diagonal and may be spelled forward or backward.

- ☐ **CARING**
- ☐ **COURTEOUS**
- ☐ **ENCOURAGING**
- ☐ **FAIR**
- ☐ **FRIENDLY**
- ☐ **GIVING**
- ☐ **HAPPY**
- ☐ **HELPFUL**
- ☐ **HONEST**
- ☐ **KIND**
- ☐ **LOVING**
- ☐ **RESPECTFUL**
- ☐ **THANKFUL**
- ☐ **THOUGHTFUL**
- ☐ **TRUSTWORTHY**

Hidden Message

Instructions: Reveal the hidden message by decoding the letters and characters.

1 - A	7 - G	13 - M	19 - S	25 - Y
2 - B	8 - H	14 - N	20 - T	26 - Z
3 - C	9 - I	15 - O	21 - U	27 - ,
4 - D	10 - J	16 - P	22 - V	28 - .
5 - E	11 - K	17 - Q	23 - W	29 - !
6 - F	12 - L	18 - R	24 - X	30 - ?

___   ___ ___   ___

9   1 13   1

___ ___ ___ ___ ___ ___

2 21 3 11 5 20

___ ___ ___ ___ ___ ___ ___

6 9 12 12 5 18 29