Math Packet Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
April 26	April 27 **Math Day 1**	April 28 **Math Day 2**	April 29 **Math Day 3**	April 30 **Math Day 4**	May 1 **Math Day 5**	May 2
May 3	May 4 **Math Day 6**	May 5 **Math Day 7**	May 6 **Math Day 8**	May 7 **Math Day 9**	May 8 **Math Day 10**	May 9
May 10	May 11 **Math Day 11**	May 12 **Math Day 12**	May 13 **Math Day 13**	May 14 **Math Day 14**	May 15 **Math Day 15**	May 16
May 17	May 18 **Math Day 16**	May 19 **Math Day 17**	May 20 **Math Day 18**	May 21 **Math Day 19**	May 22 **Math Day 20**	May 23

Math Review and Practice Day 1

Name_____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 6,311 \\ +\ \ 268 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 6,311 \\ +\ 1,268 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 6,314 \\ +\ 1,268 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 6,314 \\ +\ 2,493 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 8,314 \\ +\ 2,493 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 12,378 \\ +\ \ 5,463 \\ \hline \end{array}$$

2. Express the value shown in the place value chart (If you're stuck: Bundle and move!)

a)

Hundreds	Tens	Ones
2	18	2

_____

b)

Tens	Ones
20	2

_____

c)

Ten Thousands	Thousands	Tens	Ones
4	34	12	4

_____

d)

Ten Thousands	Thousands	Tens	Ones
3	69	73	9

_____

Math Review and Practice Day 2

Name_____

1. Solve the subtraction problems below using the standard algorithm.

a. 71,989
−21,492

b. 371,989
− 96,492

c. 371,089
−25,192

d. 879,989
−721,492

e. 879,009
− 788,492

f. 879,989
− 21,070

2. Compare the values of each of the digits.

a) **114,974**
The 4 in the thousands place is _____ the value of the 4 in the ones place.

b) **5,885**
The 5 in the thousands place is _____ the value of the 5 in the ones place.

c) **631,183**
The 1 in the thousands place is _____ the value of the 1 in the hundreds place.

d) **858**
The 8 in the hundreds place is _____ the value of the 8 in the ones place.

e) **884,446**
The 8 in the hundred thousands place is _____ the value of the 8 in the ten thousands place.

f) **474**
The 4 in the hundreds place is _____ the value of the 4 in the ones place.

Math Review and Practice Day 3

Name_____

1. Solve the addition problems below using the standard algorithm.

a.
$$\begin{array}{r} 7,909 \\ +\ 1,044 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 27,909 \\ +\ 9,740 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 827,909 \\ +\ 42,989 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 289,205 \\ +\ 11,845 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 547,982 \\ +\ 114,849 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 258,983 \\ +\ 121,897 \\ \hline \end{array}$$

2. There were 3,905 more views on the school's website in January than February. February had 9,854 views. How many views did the school's website have during both months?

   a. About how many views did the website have during January and February?

   b. Exactly how many views did the website have during January and February?

Math Review and Practice Day 4

Name_____

1. Solve the subtraction problems below using the standard algorithm.

a. $\begin{array}{r} 124,006 \\ -121,117 \\ \hline \end{array}$

b. $\begin{array}{r} 97,684 \\ -47,705 \\ \hline \end{array}$

c. $\begin{array}{r} 124,060 \\ -31,117 \\ \hline \end{array}$

d. $\begin{array}{r} 879,000 \\ -\ 21,989 \\ \hline \end{array}$

e. $\begin{array}{r} 279,389 \\ -191,492 \\ \hline \end{array}$

f. $\begin{array}{r} 500,989 \\ -242,000 \\ \hline \end{array}$

2. Zachary's final project for a college course took a semester to write and had 95,234 words. Zachary wrote 35,295 words the first month and 19,240 words the second month.

   a. Round each value to the nearest ten thousand to estimate how many words Zachary wrote during the remaining part of the semester.

   b. Find the exact number of words written during the remaining part of the semester.

Math Review and Practice Day 5

Name_____

1. Draw a picture to represent each problem. Use numbers to solve, and write your answer as a statement.
    a. The shop sold 12,789 chocolate and 9,324 cookie dough cones. It sold 1,078 more peanut butter cones than cookie dough cones and 999 more vanilla cones than chocolate cones. What was the total number of ice cream cones sold?

    b. Number A is 4,676. Number B is 10,043 greater than A. Number C is 2,610 less than B. What is the total value of numbers A, B,and C?

2. Complete each statement by rounding the number to the given place value.

    a. 2,841 rounded to the nearest hundred is _____.

    b. 132,891 rounded to the nearest hundred is _____.

    c. 36,599 rounded to the nearest thousand is _____.

    d. 40,984 rounded to the nearest ten thousand is _____.

    e. 54,984 rounded to the nearest ten thousand is _____.

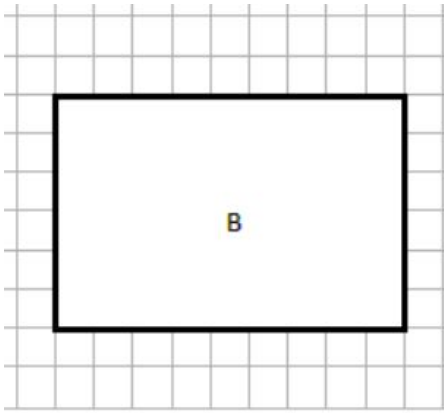
    f. 360,034 rounded to the nearest hundred thousand is _____.

Math Review and Practice Day 6

Name_____

1. Determine the perimeter and area of each rectangle.

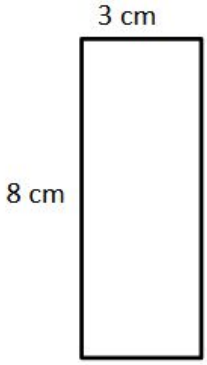
a.



A = _____

P = _____

b.



A = _____

P = _____

2. Find the products.

a. 20×7	b. 3×60	c. 3×400	d. 2×800
e. 7×30	f. 60×6	g. 400×4	h. $4 \times 8{,}000$
i. 5×30	j. 5×60	k. 5×400	l. $8{,}000 \times 5$

Math Review and Practice Day 7

Name_____

1. Find the product (If you're stuck: Use Area Model or Partial Products).

a. 6 × 431	b. 3 × 431
c. 3 × 6,212	d. 3 × 3,106
e. 4 × 4,309	f. 4 × 8,618

2. A narrow rectangular banner is 5inches wide. It is 6 times as long as it is wide.
    a. Draw a diagram of the banner,and label its dimensions.

    b. Find the perimeter and area of the banner.

Math Review and Practice Day 8

Name_____

1. Find the Product (If you're stuck: Use Area Model or Partial Products).

a. 32 x 80	b. 15 x 20
c. 25 x 90	d. 52 x 10
e. 45 x 40	f. 18 x 70

2. Alexis has a rectangular piece of red paper that is 4 centimeters wide.Its length is twice its width. She glues a rectangular piece of blue paper on top of the red piece measuring 3 centimeters by 7 centimeters.How many square centimeters of red paper will be visible on top?

Math Review and Practice Day 9

Name_____

1. Find the Product (If you're stuck: Use Area Model or Partial Products).

a. 25 × 32	b. 35 × 42
c. 42 × 11	d. 26 × 43
e. 17× 55	f. 23 × 93

2. Jared sold 194 Boy Scout chocolate bars. Matthew sold three times as many as Jared. Gary sold 297 fewer than Matthew. How many bars did Gary sell?

Math Review and Practice Day 10

Name_____

1. Solve using a model or equation. Show your work and write your answer as a statement.
    a. A new grocery store is opening next week. The store's rectangular floor is 42 meters long and 39 meters wide. How many square meters of flooring do they need?

    b. The store ordered small posters and large posters to promote their opening. 12 times as many small posters were ordered as large posters. If there were 48 large posters, how many more small posters were ordered than large posters?

2. Complete each statement by rounding the number to the given place value.

    a. 32,851 rounded to the nearest hundred is _____.

    b. 6,299 rounded to the nearest thousand is _____.

    c. 100,699 rounded to the nearest thousand is _____.

    d. 997,010 rounded to the nearest ten thousand is _____.

    e. 436,709 rounded to the nearest hundred thousand is _____.

    f. 852,442 rounded to the nearest hundred thousand is _____.

Math Review and Practice Day 11

Name_____

1. Find each quotient and remainder (If you're stuck: Draw a picture)

a. 29 ÷ 3 Quotient = _____ Remainder = _____	b. 22 ÷ 5 Quotient = _____ Remainder = _____	c. 29 ÷ 2 Quotient = _____ Remainder = _____
d. 43 ÷ 4 Quotient = _____ Remainder = _____	e. 59 ÷ 7 Quotient = _____ Remainder = _____	f. 48 ÷ 4 Quotient = _____ Remainder = _____

2. Draw a picture and write your answer as a statement.

    a. The cafeteria had seventy-five apples. For lunch they handed out forty-seven to students and decided to use the rest to make pies. If each pie takes four apples, how many pies could they make?

    b. Ms. Rochelle wants to put her 29 students into groups of 6. How many groups of 6 can she make? If she puts any remaining students in a smaller group, how many students will be in that group?

Math Review and Practice Day 12

Name_____

1. Find the Quotient and the Remainder if necessary. (Tip: Practice neat and small writing and drawing)

a. 354 ÷ 3 Quotient = _____ Remainder = _____	b. 7,574 ÷ 5 Quotient = _____ Remainder = _____

2. Explain your thinking or use division to answer the following

a. Is 2 a factor of 34?	b. Is 3 a factor of 34?
c. Is 4 a factor of 72?	d. Is 3 a factor of 72?

Math Review and Practice Day 13

Name_____

1. For each of the following, time yourself for 1 minute. See how many multiples you can write.
    a. Write the multiples of 5 starting from 100

    b. Write the multiples of 4 starting from 20

    c. Write the multiples of 6 starting from 36

2. Write an equation and draw a picture to solve. Write your answer as a statement.

    a. Meneca bought a package of 435 party favors to give to the guests at her birthday party. She calculated that she could give 9 party favors to each guest. How many guests is she expecting?

    b. Over the summer, Kate earned $180 each week for 7 weeks. Of that money, she spent $375 on a new computer and $137 on new clothes. How much money did she have left?

Math Review and Practice Day 14

Name_____

1. Identify each number as prime or composite. Then, list all of its factors.

a. 3 _____ _____

b. 6 _____ _____

c. 15 _____ _____

d. 24 _____ _____

e. 29 _____ _____

2. Write an equation and draw a picture to solve. Write your answer as a statement.

    a. The sweet shop has 614 pieces of candy. They packed the candy into bags with 7 pieces in each bag. How many bags of candy did they fill? How many pieces of candy were left

    b. In one month, Charlie read 814 pages. In the same month,his mom read 4 times as many pages as Charlie, and that was 143 pages more than Charlie's dad read. What was the total number of pages read by Charlie and his parents?

Math Review and Practice Day 15

Name_____

1. Find the Quotient and the Remainder if necessary. (Tip: Practice neat and small writing and drawing)

a. 712 ÷ 9 Quotient = _____ Remainder = _____	b. 1,188 ÷ 7 Quotient = _____ Remainder = _____

2. Use the calendar below to complete the following:
   a. Cross off all composite numbers.
   b. Circle all of the prime numbers.
   c. List any remaining numbers.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Math Review and Practice Day 16

Name_____

1. Find the number that makes an equivalent fraction

a. $\frac{3}{7} = \frac{\quad}{56}$

b. $\frac{1}{3} = \frac{\quad}{24}$

c. $\frac{1}{3} = \frac{5}{\quad}$

d. $\frac{5}{9} = \frac{40}{\quad}$

e. $\frac{60}{100} = \frac{\quad}{10}$

f. $\frac{1}{2} = \frac{\quad}{6}$

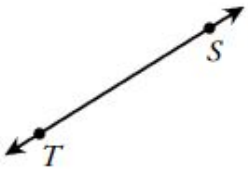
g. $\frac{5}{10} = \frac{\quad}{100}$

h. $\frac{1}{7} = \frac{\quad}{56}$

i. $\frac{2}{6} = \frac{8}{\quad}$

2. Write if each is a **point, line segment, line,** or **ray** and its name. The first one is done for you.

ex.



_____Line $\overleftrightarrow{TS}$ or $\overleftrightarrow{ST}$_____

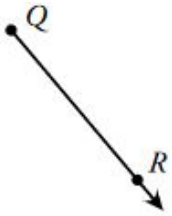
a.

_____

b.

_____

c.



_____

d.

_____

e.

_____

Math Review and Practice Day 17

Name_____

1. Compare the pairs of fractions. Use >, <, or = (If you're stuck: Draw a picture. Use Equivalent Fractions)

a. $\frac{3}{4} \bigcirc \frac{3}{8}$

b. $\frac{5}{10} \bigcirc \frac{5}{6}$

c. $\frac{4}{3} \bigcirc \frac{2}{3}$

d. $\frac{2}{4} \bigcirc \frac{3}{4}$

e. $\frac{2}{6} \bigcirc \frac{4}{12}$

f. $\frac{6}{5} \bigcirc \frac{3}{4}$

g. $\frac{10}{12} \bigcirc \frac{6}{8}$

h. $\frac{6}{8} \bigcirc \frac{2}{6}$

i. $\frac{3}{6} \bigcirc \frac{2}{4}$

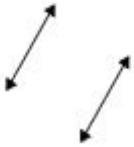
2. Use **parallel**, **perpendicular**, or **intersecting** to describe the lines.

a.

_____

b.

_____

c. 

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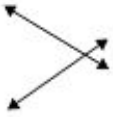
d. 

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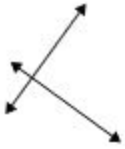
e. 

_____

f.

_____

Math Review and Practice Day 18

Name_____

1. Solve. Use a mixed number as your answer if possible.

a. $\frac{2}{8} + \frac{5}{8} =$	b. $\frac{2}{5} + \frac{4}{5} =$
c. $\frac{1}{8} + \frac{3}{8} + \frac{4}{8} =$	d. $1 + \frac{3}{7} + \frac{5}{7}$
e. $3\frac{1}{4} + \frac{3}{4} =$	f. $2\frac{2}{6} + 6\frac{4}{6} =$

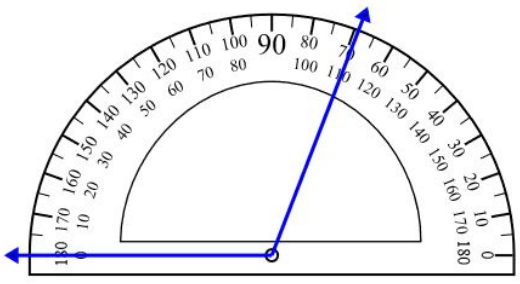
2. Determine if the angle described is **acute**, **obtuse**, **right**, or **straight**.

a. 180° _____ b. 46° _____ c. 136° _____

d. 89° _____ e. 90° _____ f. 164° _____

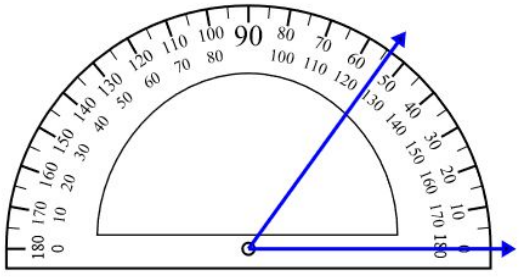
3. Use the protractor to measure each angle

a.



_____

b.



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Math Review and Practice Day 19

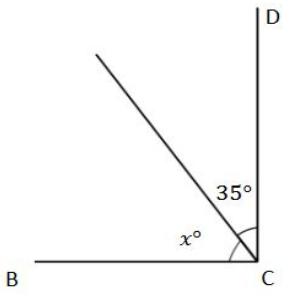
Name_____

1. Solve. Use a mixed number as your answer if possible.

a. $\frac{5}{6} - \frac{3}{6}$	b. $\frac{5}{4} - \frac{3}{4}$
c. $\frac{11}{10} - \frac{4}{10} - \frac{1}{10}$	d. $2 - \frac{3}{12} - \frac{5}{12}$
e. $4\frac{1}{4} - \frac{2}{4}$	f. $12\frac{5}{8} - 8\frac{7}{8}$

2. Solve for the measurement of *x*.

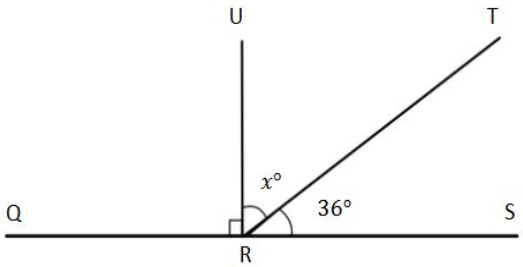
a.



$\angle DCB$ is a right angle.

X = _____

b.



$\angle QRS$ is a straight angle.

X = _____

Math Review and Practice Day 20

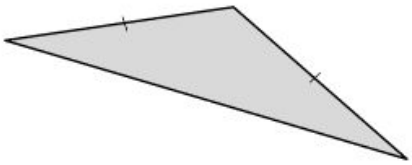
Name_____

1. Solve. Convert tenths to hundredths as needed. Write your answer as a decimal.
   (If you're stuck: remember that $\frac{1}{10} = 0.1$, and $\frac{1}{100} = 0.01$)

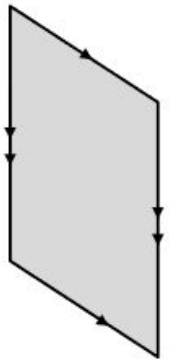
a.	$\frac{2}{10} + \frac{8}{100}$	b.	$\frac{5}{10} + \frac{53}{100}$
c.	$4\frac{9}{10} + 5\frac{10}{100}$	d.	$5\frac{48}{100} + 7\frac{8}{10}$
e.	$6.07 + 3.93$	f.	$18.62 + 14.7$

2. Find and draw all lines of symmetry in the following figures. For each triangle listed below, state whether it is acute, obtuse, or right and whether it is isosceles, equilateral, or scalene.

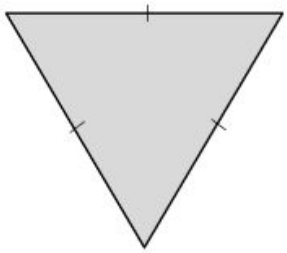
a.



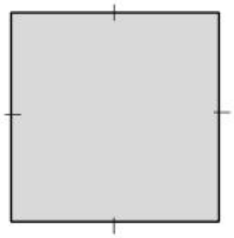
b.



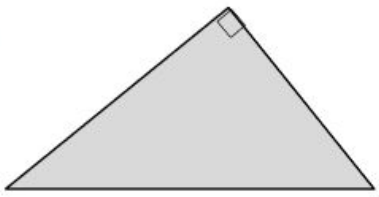
c.



d.



e.



f.

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	27 *Read Day 1 Passages & Answer questions * Week 1 Writing	28 * Compare and Contrast Venn Diagram *Week 1 Writing	29 * The American Civil War Written Response * Week 1 Writing	30 * Major Civil War Battles Written Response * Week 1 Writing	1 * Main Idea Cut and Paste * Week 1 Writing	2
3	4 * Major Civil War Battles Sequence * Week 2 Writing	5 * Text Features * Week 2 Writing	6 *Text Structures * Week 2 Writing	7 * Weather and Backpacking Compare and Contrast Questions * Week 2 Writing	8 * Backpacking and Camping Venn Diagram * Week 2 Writing	9
10	11 * Old and Lonely Questions * Week 3 Writing	12 *My New Life Questions * Week 3 Writing	13 * Alex and the Doll Questions * Week 3 Writing	14 * The 3D Dinosaur Printer Questions * Week 3 Writing	15 * A Snake Named Rover and Questions * Week 3 Writing	16
17	18 * Helpful Honeybees Questions * Week 4 Writing	19 * A Giant Planet: Jupiter Questions * Week 4 Writing	20 * Native American History Questions * Week 4Writing	21 * Why Chipmunks Have Stripes Questions * Week 4 Writing	22 * Wolfgang Mozart Questions * Week 4 Writing	23
24	25 MEMORIAL DAY	26	27	28	29	30
31						

Reading & Writing

Name _____ Date _____

The American Civil War

Day 1

Before War

America's Civil War began on April 12, 1861, but years of disagreements led up to this day. Both slavery and states rights were causes of the Civil War. During this time, many northern states had **outlawed** slavery and believed it was completely wrong to own and abuse another human being. Many people in the South believed slavery was important as their primary crop, cotton, was in high demand. They argued they supposedly needed enslaved people in order to keep up with the demand for cotton and other crops which provided the plantation owners money. When the only anti-slavery candidate President Abraham Lincoln was elected, southern states worried the federal government would become strong enough to completely end slavery. On December 20, 1860, South Carolina voted to leave the Union. Ten more southern states followed electing their own president Jefferson Davis. The eleven Confederate States Of America, or the South, was now at odds against the northern states, or the Union.

Uncle Tom's Cabin

Uncle Tom's Cabin was a novel written by Harriet Beecher Stowe. Stowe wrote about the horrible reality of slavery. As the book sold more than 300,000 copies in just one year, it pointed out that slavery was not just a problem for the South but it was a problem for the entire country. This novel increased hard feelings as the South argued her book was not truthful while the those in the North learned it absolutely was.

During War

The first shot of the Civil War was fired at Fort Sumter in South Carolina between the Confederate and Union Soldiers. Countless battles took place, mainly in the South, for the next four years. Over 600,000 soldiers died in the war. The Civil War finally came to an end as the South's General Robert E. Lee surrendered to the North's General Ulysses S. Grant on April 9, 1865.

After War

After the war ended, the North and South reunited. However, the transition was not easy. During the Civil War, President Lincoln declared all enslaved people in the South were free. Also, the 13th Amendment to the U.S. Constitution was added outlawing slavery in 1865. The changes were not followed quickly or by all in the South. While the war was over, there was still much work to be done.

Glossary

outlawed – to be made against the law; illegal

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Name _____ Date _____

Major Civil War Battles

Day 1

On February 9, 1861, the southern states formed their own government known as the Confederate States of America. They elected Jefferson Davis as their president. After President Abraham Lincoln took office on March 4, 1861, he wanted to restore the United States of America bringing all states back together as one. However, this process did not happen until the Civil War took place and the South surrendered.

What is the Battle of Fort Sumter?

The Civil War began on April 12, 1861 when the South, or Confederate states, tried to take control of Fort Sumter. The battle lasted for two days and ended as a victory for the South. Surprisingly, no one is known to have died in this first battle of the Civil War.

The Scoop On Uniforms

When the Civil War first began, no one expected it to turn into a full blown war. Because of this, at first neither side had specific uniforms. This was very confusing on the battlefield. Eventually, uniforms for both sides were established.

The Union uniform was usually a dark blue wool coat with light blue pants. They wore a cap called a forage cap.

Because of costs and lack of supplies, many Confederate soldiers just wore what they could find. Some soldiers wore a grey coat and light blue pants as their uniform.

What is the Battle of Gettysburg?

Towards the middle of the war in July of 1863, the South's General Robert E. Lee decided to attack the Union again. The Battle of Gettysburg lasted for three days near the town of Gettysburg, Pennsylvania. After over half of the Confederate soldiers were killed, General Lee finally retreated with his troops. This was the deadliest battle of the Civil War and is often considered, or thought of, as the turning point of the war.

What is Sherman's March to the Sea?

In May of 1864, the Union Army's General Sherman began his march through the state of Georgia. He captured Atlanta and began to make his way to Savannah. As the Union Army marched to the sea, they destroyed almost everything in their path including railroads, factories, and animals. Their strategy was to destroy anything the South could have used against the North. Sherman's army successfully took control of Savannah after causing about $100 million in damage which would even more money in today's time.

Name _____ Date _____

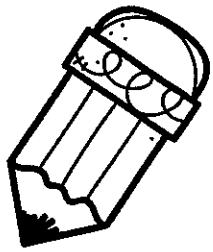
The American Civil War and Major Civil War Battles
Narrative Writing

Week 1 (use day 1 passage)

Directions: Create a fictional narrative about a student researching the Civil War in order to give a speech to his class about it on Monday. Use information from both passages to describe what your character may learn and how he or she may complete their research.

Be sure your narrative includes:

- ❑ an introductory sentence that hooks your readers and makes them excited to keep reading
- ❑ the names of the characters
- ❑ the setting
- ❑ dialogue that helps readers know how the characters are feeling
- ❑ correct punctuation for dialogue
- ❑ sentences to describe the actions of your characters
- ❑ correct capitalization and punctuation for the beginning and ending of sentences



Name _____ Date _____

Checking Your Understanding Day 1

Directions: Use the information in the two passages "The American Civil War" and "Major Civil War Battles" to answer the following questions.

1. According to "The American Civil War" which of the following choices was not a cause of the Civil War?
   a. Most northerners wanted slavery to end.
   b. Most southerners wanted to own enslaved people.
   c. There was concern about states rights.
   d. Germany had plans to attack the United States of America.

2. Why was the Battle of Gettysburg MOST LIKELY considered a turning point in the war?
   a. No lives were lost in the battle.
   b. It was the deadliest battle of the Civil War.
   c. The leader of the Confederate Army was killed.
   d. This is when both sides began to wear official uniforms.

3. What does the term outlawed mean as it is used in "The American Civil War"?
   a. Against the law or illegal.
   b. To be treated fairly.
   c. To be treated unfairly.
   d. To allow and support.

4. Which of the following choices is NOT information that can be found in BOTH passages?
   a. The Union Army caused about $100 million worth of damage in Georgia.
   b. The South elected Jefferson Davis as their president during the Civil War.
   c. The first battle of the Civil War took place at Fort Sumter.
   d. The South's Army was known as the Confederate Army.

5. Which of the following choices BEST describes the main idea of "The American Civil War"?
   a. The Civil War began on April 12, 1861.
   b. Sherman's march to Savannah caused a great deal of damage to the state of Georgia.
   c. The 13th Amendment to the U.S. Constitution outlawed slavery in the United States.
   d. Issues over slavery and states rights led to the Civil War which caused over 600,000 deaths ending with the North and South reuniting.

6. According to the text, why didn't the Union Army and the Confederate Army have official uniforms when the war first began?

a. There were no people to hire to sew the uniforms because everyone was fighting in the war.
b. No one expected the arguments and disagreements to turn into an actual war.
c. Uniforms were not needed because the two armies never met.
d. It was illegal to wear uniforms during war.

7. The author of "Major Civil War Battles" wrote:

After President Abraham Lincoln took office on March 4, 1861, he wanted to restore the United States of America bringing all states back together as one.

What does the term restore mean as it is used in the sentence above?

a. To split apart.
b. To make illegal.
c. To return or bring back.
d. To rule over.

8. Why did the author of "The American Civil War" most likely include information about the novel *Uncle Tom's Cabin*?

a. To show how the novel impacted a lot of people's opinion on slavery.
b. To show how many books can be sold in just one year.
c. To show the difference between the Union Army's uniforms and the Confederate Army's uniforms.
d. Because the novel was written by President Abraham Lincoln.

9. Which of the following choices is information included in BOTH passages?

a. The South surrendered to the North during the Civil War.
b. There was a high demand for cotton.
c. Most of the battles of the Civil War took place in the South.
d. Both Union and Confederate soldiers wore light blue pants as part of their uniforms.

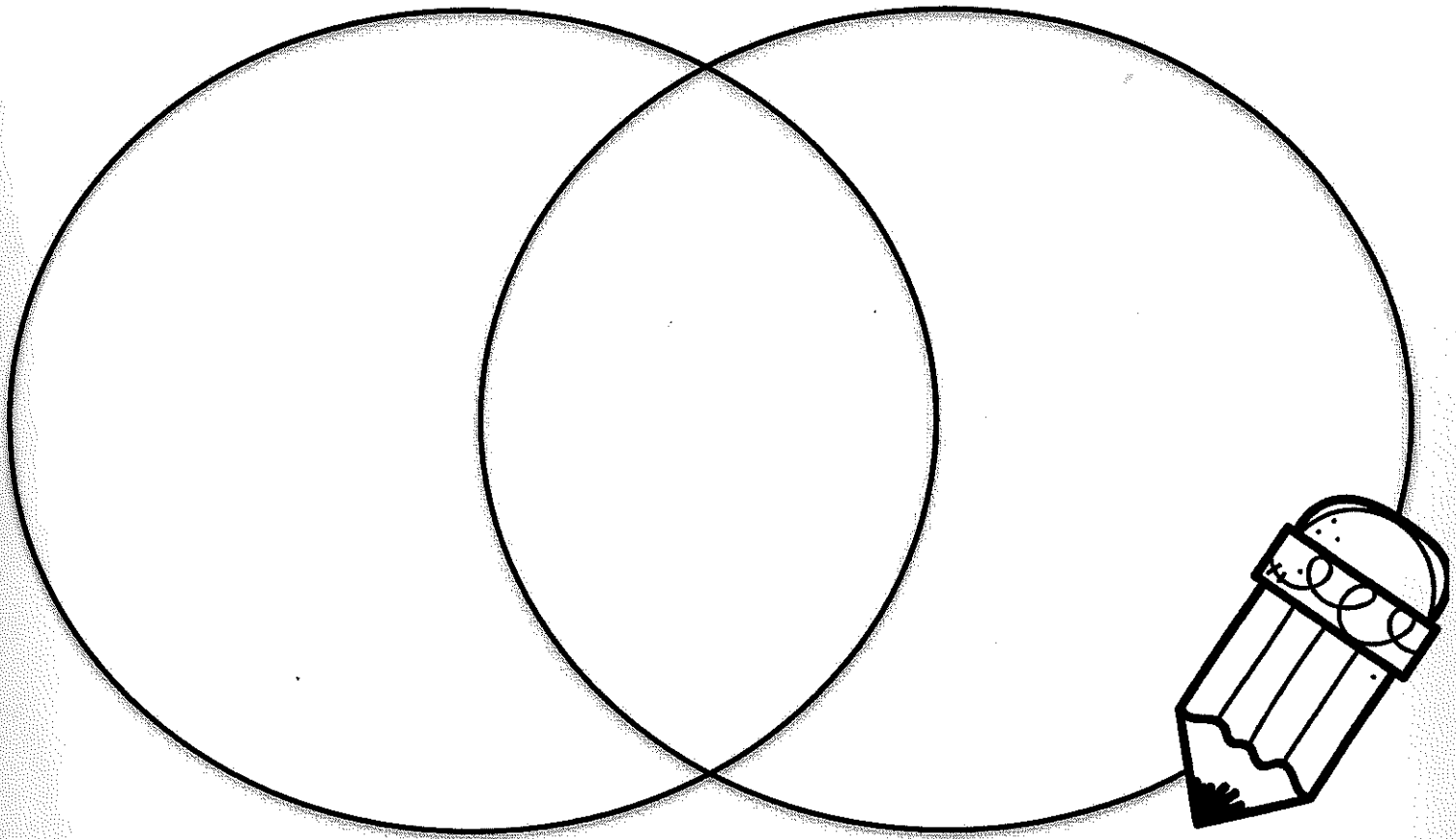
10. Which of the following choices best describes how the text "The American Civil War" is organized?

a. question and answer
b. compare and contrast
c. problem and solution
d. sequence

Name _____ Date _____

The American Civil War and Major Civil War Battles Day 2
Compare and Contrast (Use Day 1 Reading Passage)

Directions: Use the information in the two passages "The American Civil War" and "Major Civil War Battles" to complete the Venn Diagram and short response task.



Compare and contrast the two passages. Include details from both passages to explain how they are alike and how they are different.

Name _____ Date _____

The American Civil War Written Response

Day 3 (Use Day 1 passage)

Directions: Follow the steps in the chart to answer the written response question. Be sure to LOOK back in the passage to gather evidence.

Start	Give	Explain	Tell
your answer with words from the question.	text evidence. ❑ The text says . . . ❑ The author wrote . . . ❑ In paragraph ____, it says. . .	your thinking. ❑ I know this because . . . ❑ This makes me think . . . ❑ This is important because . . .	more! ❑ For example, ❑ For instance, ❑ The text also says . . . ❑ According to the text, ❑ Based on what I read . . .

How did the novel *Uncle Tom's Cabin* most likely contribute to the Civil War? Use evidence from the text to support your thinking.

Name _____ Date _____

Major Civil War Battles
Written Response

Day 4 (Use day 1 passage)

Directions: Follow the steps in the chart to answer the written response question. Be sure to LOOK back in the passage to gather evidence.

Start	Give	Explain	Tell
your answer with words from the question.	text evidence. ❑ The text says . . . ❑ The author wrote . . . ❑ In paragraph ____, it says. . .	your thinking. ❑ I know this because . . . ❑ This makes me think . . . ❑ This is important because . . .	more! ❑ For example, ❑ For instance, ❑ The text also says . . . ❑ According to the text, ❑ Based on what I read . . .

Why did Sherman's army try to destroy everything in its path as they marched through Georgia? Use evidence from the text to support your answer.

Name _____ Date _____

The American Civil War and Major Civil War Battles
Main Idea Cut and Sort

Day 5 (use day 1 passage)

Directions: Boxes and bullets are a way for readers to organize the main idea of what they read. The box lists the main idea and bullets provide supporting details. Cut and sort the supporting details and glue them to match the correct main idea. Each main idea will have three supporting details from the text. You will NOT use all of the supporting details so choose the ones that BEST support the main idea.

The American Civil War

Slavery and states rights led to the Civil War which caused over 600,000 people to die and ended with the North and South reuniting.

Major Civil War Battles

Many battles took place during the Civil War including the Battle of Fort Sumter, the deadly Battle of Gettysburg, and Sherman's March to the Sea.

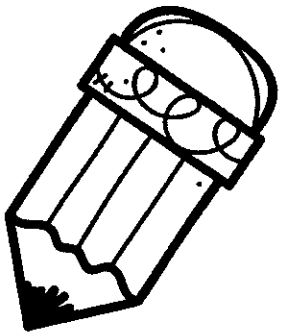
In May of 1864, the Union Army's General Sherman began his march through the state of Georgia.	Over 600,000 soldiers died in the war.
After the war ended, the North and South reunited.	Both slavery and states rights were causes of the Civil War.
After President Abraham Lincoln took office on March 4, 1861, he wanted to restore the United States of America bringing all states back together as one.	The Civil War began on April 12, 1861 when the South, or Confederate states, tried to take control of Fort Sumter.
The Battle of Gettysburg lasted for three days near the town of Gettysburg, Pennsylvania.	Also, the 13th Amendment to the U.S. Constitution was added outlawing slavery in 1865.

Name _____ Date _____

The American Civil War Informational Writing

Week 2 (use day 1 passage) writing

Directions: Use the information from "The American Civil War" to write an informational writing piece on the causes of the Civil War.



Be sure your informational piece includes:

- ❑ an introductory sentence
- ❑ facts
- ❑ a text feature such as headings, bold words, diagram, caption, glossary
- ❑ a concluding sentence
- ❑ correct capitalization and punctuation

Name _____ Date _____

Major Civil War Battles Sequence

Day 6 (use day 1 passage)

Directions: Use information from the passage and your **inferring skills** to organize the events below in the correct sequence (from top to bottom) by cutting them and gluing them in order. Complete the boxes with a transition word after you have arranged the events, like the example below.

Transition/Sequence Words:

❑ First,	❑ Also,	❑ In the end,
❑ Before,	❑ Second,	❑ Later,
❑ Initially,	❑ After,	❑ Finally,
❑ Next,	❑ Last,	❑ Lastly,

First, the southern states formed their own government.

Events to Cut and Glue

_____ the South tried to take control of Fort Sumter.

_____ President Lincoln took office and wanted both the northern and southern states to be united.

_____ the battle of Gettysburg took place lasting for three days.

_____ General Sherman marched his Army through Georgia destroying everything in their path.

_____ the Confederate Army won the Battle of Fort Sumter.

Name _____ Date _____

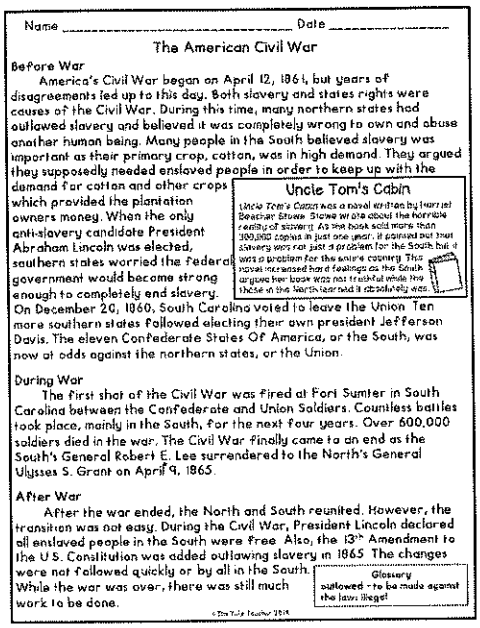
The American Civil War and Major Civil War Battles Using Text Features

Day 7 (use day 1 passage)

Text features are ways authors organize information. Different text features can help readers understand what they are reading. Look back in the passages at the text features. Think about how those features helped you as a reader.

1. Label the different text features you see in the passages. Check off the features in the list below as you label them. You will not find all the features in the list.

- ❑ headings
- ❑ bold words
- ❑ chart
- ❑ pictures/photographs
- ❑ index
- ❑ map
- ❑ diagram
- ❑ glossary
- ❑ captions



Name _____ Date _____

The American Civil War

Before War

America's Civil War began on April 12, 1861, but years of disagreements led up to this day. Both slavery and states rights were causes of the Civil War. During this time, many northern states had outlawed slavery and believed it was completely wrong to own and abuse another human being. Many people in the South believed slavery was important as their primary crop, cotton, was in high demand. They argued they supposedly needed enslaved people in order to keep up with the demand for cotton and other crops which provided the plantation owners money. When the only anti-slavery candidate President Abraham Lincoln was elected, southern states worried the federal government would become strong enough to completely end slavery. On December 20, 1860, South Carolina voted to leave the Union. Ten more southern states followed electing their own president Jefferson Davis. The eleven Confederate States Of America, or the South, was now at odds against the northern states, or the Union.

Uncle Tom's Cabin

Uncle Tom's Cabin was a novel written by Harriet Beecher Stowe. Stowe wrote about the horrible reality of slavery. As the book sold more than 300,000 copies in just one year, it opened out that slavery was not just a problem for the South, but it was a problem for the entire country. This novel increased hard feelings as the South argues her book was not truthful while the those in the North claimed it absolutely was.

During War

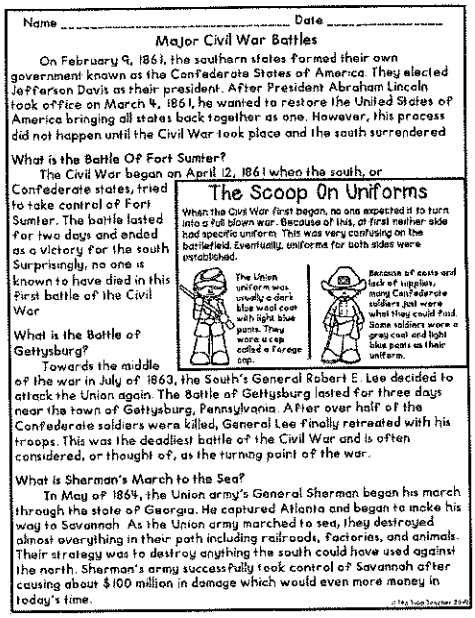
The first shot of the Civil War was fired at Fort Sumter in South Carolina between the Confederate and Union Soldiers. Countless battles took place, mainly in the South, for the next four years. Over 600,000 soldiers died in the war. The Civil War finally came to an end as the South's General Robert E. Lee surrendered to the North's General Ulysses S. Grant on April 9, 1865.

After War

After the war ended, the North and South reunited. However, the transition was not easy. During the Civil War, President Lincoln declared all enslaved people in the South were free. Also, the 13th Amendment to the U.S. Constitution was added outlawing slavery in 1865. The changes were not followed quickly or by all in the South. While the war was over, there was still much work to be done.

Glossary

outlawed - to be made against the laws; illegal



Name _____ Date _____

Major Civil War Battles

On February 9, 1861, the southern states formed their own government known as the Confederate States of America. They elected Jefferson Davis as their president. After President Abraham Lincoln took office on March 4, 1861, he wanted to restore the United States of America bringing all states back together as one. However, this process did not happen until the Civil War took place and the south surrendered.

What is the Battle Of Fort Sumter?

The Civil War began on April 12, 1861 when the south, or Confederate states, tried to take control of Fort Sumter. The battle lasted for two days and ended as a victory for the south. Surprisingly, no one is known to have died in this first battle of the Civil War.

The Scoop On Uniforms

When the Civil War first began, no one expected it to turn into a full blown war. Because of this, at first neither side had specific uniform. This was very confusing on the battlefield. Eventually, uniforms for both sides were established.

The Union uniform was usually a dark blue wool coat with light blue pants. They wore a cap called a forage cap.

Because of costs and lack of supplies, many Confederate soldiers just wore what they could find. Some soldiers wore a grey coat and light blue pants as their uniform.

What is the Battle of Gettysburg?

Towards the middle of the war in July of 1863, the South's General Robert E. Lee decided to attack the Union again. The Battle of Gettysburg lasted for three days near the town of Gettysburg, Pennsylvania. After over half of the Confederate soldiers were killed, General Lee finally retreated with his troops. This was the deadliest battle of the Civil War and is often considered, or thought of, as the turning point of the war.

What is Sherman's March to the Sea?

In May of 1864, the Union army's General Sherman began his march through the state of Georgia. He captured Atlanta and began to make his way to Savannah. As the Union army marched to sea, they destroyed almost everything in their path including railroads, factories, and animals. Their strategy was to destroy anything the south could have used against the north. Sherman's army successfully took control of Savannah after causing about $100 million in damage which would even more money in today's time.

2. When I was reading, I noticed a **headings**. The **headings** helped me _____

_____

_____

_____

3. When I was reading, I noticed _____ (text feature). The _____ (text feature) helped me

_____

_____

_____

Name _____ Date _____

The American Civil War and Major Civil War Battles
Text Structures

Day 8 (use Day 1 passage)

Directions: Look back at both passages. Decide how the author organized the text in each passage. Choose the text structure that BEST describes each passage. Answer the written response questions using evidence and examples from the text.

Text Structures

- ☐ Problem and Solution
- ☐ Cause and Effect
- ☐ Question and Answer
- ☐ Compare and Contrast
- ☐ Description
- ☐ Sequence

1. *The American Civil War* is organized by using _____ (text structure).

I know this because _____

_____

_____

This text structure helps me as I am reading because _____

_____

_____

2. *Major Civil War Battles* is organized by using _____ (text structure).

I know this because _____

_____

_____

This text structure helps me as I am reading because _____

_____

_____

Compare and Contrast

Day 9

Title: _____

When the weather is nice, many people like to take advantage of the mild temperatures and sunlight by spending time outdoors. Two popular outdoor hobbies are camping and backpacking. Although there are many similarities between these two activities, there are also many differences.

One of the most obvious ways backpacking and camping are alike is that they both take place outdoors. However, there are many other less obvious similarities. For example, for both activities you will need to be capable of setting up a tent. Also, it would be wise to use bug spray because mosquitos and other insects will likely be nearby whether you are camping or backpacking. Finally, both of these activities allow you to escape modern conveniences like TV and cell phones, and enjoy the beauty of nature instead.

Although backpacking and camping have many similarities, there are also many differences between the two. One of the main differences is in how you arrive to your campsite. When you are backpacking, you arrive to your campsite by hiking to it. Campers don't have to hike to their destination, but instead they usually arrive to their campsite by car. Because of the convenience of a car, campers can bring a lot more equipment. Backpackers have to carry everything they need on their backs, so usually they have less, and much lighter equipment. Finally, backpacking can be more dangerous if you are not prepared for it. Backpackers need to know how to find water sources, understand how to follow trails, and know how to avoid unsafe plants and animals.

Both backpacking and camping have their own advantages, but if you want to enjoy nature without any interruptions, backpacking is the better choice. Some of the most beautiful places in the world can only be seen by those willing to go backpacking.

Read the passage, and then follow the instructions below.

1. Write a title for the passage.

2. Highlight or underline words in the passage that show the author was comparing and contrasting two things.

3. What two activities is the author comparing and contrasting?

_____

_____

4. Which activity does the author prefer? Give evidence from the passage.

_____

_____

_____

_____

_____

5. Do you agree with the author? Why or why not?

_____

_____

_____

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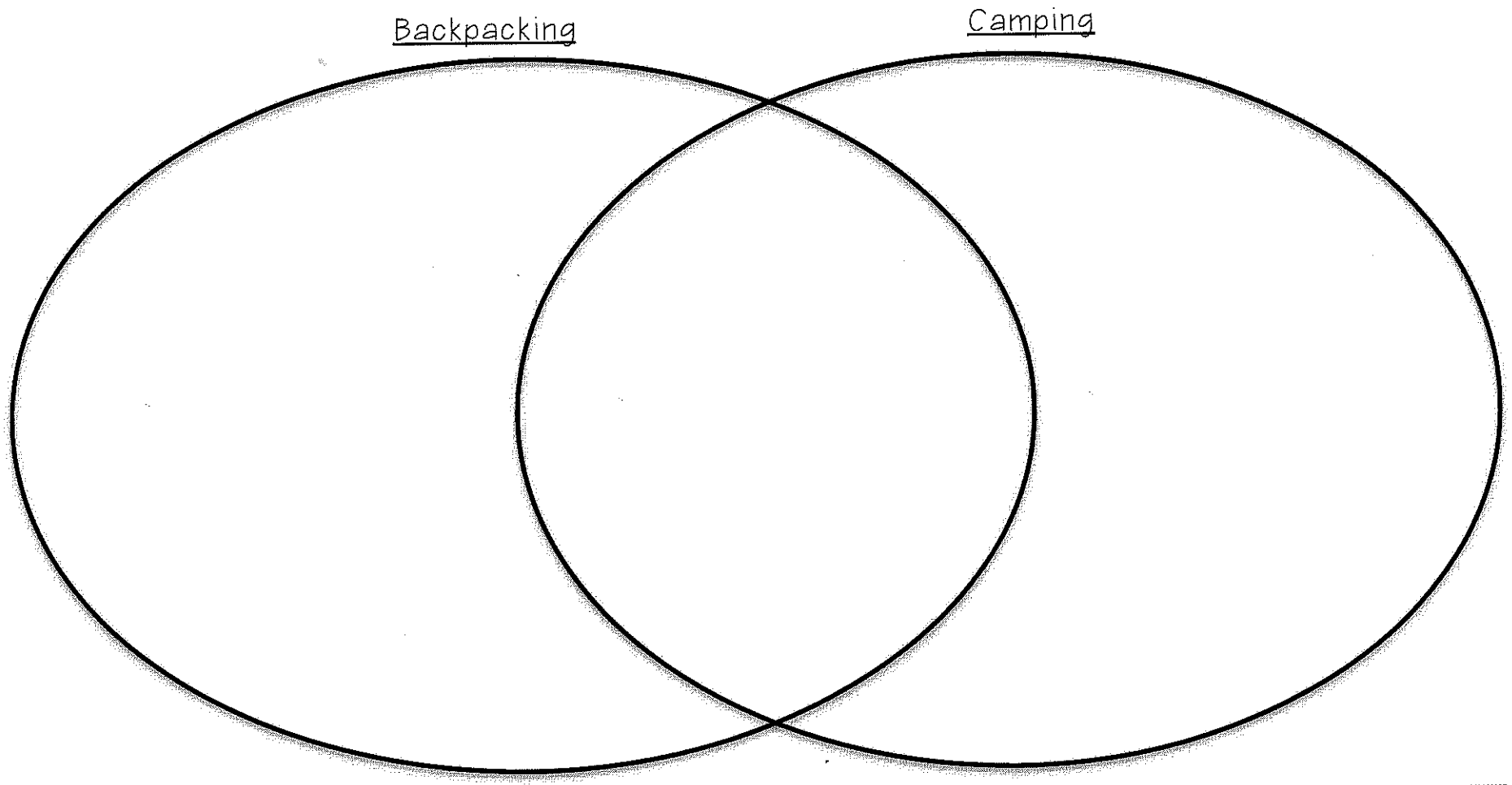
Day 10
* Use Day 9 Passage

Compare and Contrast

Use the Venn Diagram below to compare the two activities in the passage. Cut out the statements below and paste them in the appropriate spot.



You should probably use bug spray.	You usually arrive to your campsite in your car.	You need to be able to follow trails and find water sources.	You have to carry everything you need on your back.
You usually arrive to your campsite by hiking.	You can bring a lot of equipment	It is usually less dangerous.	You are outdoors.

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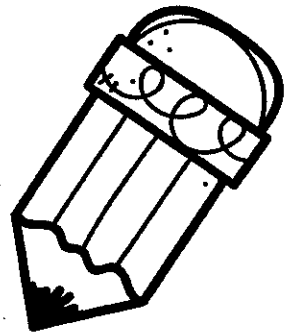
Name _____ Date _____

Major Civil War Battles
Persuasive Writing

Week 3 (use day 1 passage) writing

Directions: Use the information from "Major Civil War Battles" to convince your reader that Union and Confederate soldiers not having uniforms may have been confusing for soldiers. Use information from the text to help support your reasons.



Be sure your persuasive piece includes:

- ❑ an introductory sentence
- ❑ a clear opinion
- ❑ at least three reasons to support your opinion
- ❑ evidence from the text to help support your reasoning
- ❑ a concluding sentence
- ❑ correct capitalization and punctuation

OLD AND LONELY

Cameron slouched on the desk. The timber was so uncomfortable under his body weight. He sat there - day after day - ever hopeful that a kind soul would come along and recognize the internal pain that he was experiencing.

But no one ever did. The luminance of the midday sun would lurch into the despair of the blackened evening air and Cameron would still be sitting on the desk, his exterior blank from not being noticed.

The worst part about this was that Cameron knew life could be different. Once upon a time, he had been the shiny apple of everyone's eye. Tom and Mary couldn't get enough of him. The teenagers fought over him like feral dogs to hamburger scraps. All Cameron had to do was to sit back and lap up the attention.

That was... until *she* arrived.

She was Bettina. The fanciest, slimmest and most efficient of them all. All of a sudden, Cameron meant nothing. Every now and then, he would look across at her - sitting pretty on the kitchen counter - and silently seethe.

But then one day, as Cameron was staring wistfully at the transparent drapes, he felt a jolt of electricity pulse through him. It took a few moments before he realized what was going on. He knew this feeling. True, he hadn't experienced it for what seemed like eons, but he *knew* this feeling! He craved this feeling! At last, his life was going to turn around!

Tom sat on a chair in front of him. Cameron watched with glee as Tom wiggled the mouse. He could feel himself booting up. All the information stored inside him was about to come to the fore. Cameron decided then and there that he must do something special in order to keep Tom's attention.

As Tom clicked on icons on Cameron's desktop, Cameron started opening files without being instructed to. Pages and pages of data filled the screen. He knew this would work. He knew that Tom would finally see that he was a better computer than Bettina!

So imagine Cameron's surprise when Tom frowned and pulled the plug out at the wall.

"Virus," Tom muttered to Mary. "We should throw that old computer out."

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Read the text and answer the following questions:

Day 11

1. Describe Cameron's current life.

2. How does Cameron feel about Bettina? How do you know?

3. Why does Tom want to throw Cameron out?

4. What do you think Cameron should have done differently in the story?

5. Do you think you should keep old electrical items? Why/Why not?

MY NEW LIFE

If anyone had told me two years ago that I would be toiling in the blistering sun in a rich woman's vegetable garden, I would have chuckled in their faces and told them not to meddle in my business. You see, my father had been the wealthiest man in Loucherton. We owned so many fields that it would have taken weeks to walk the perimeter of the land. And the soil was marvelous, rich with minerals that made the wheat grow tall. I never wanted for anything. I was fluent in three languages. My mama took me on regular trips by wagon to the city and we idled the days away at expensive restaurants, drinking tea with sugar biscuits and raised pinky fingers.

That was before the fateful day when my father stood in the library, clutched a hand to his chest and let out a wee gurgle. He was gone so quickly, and my heart still ached for his return. But there was more to my father's passing than the hole inside me. As my mama and I were female, we were not permitted to inherit my father's property. And so, the enormous rolling fields and luxurious house I had grown up in was passed on to my father's younger brother, Edmund. And Edmund was not at all interested in speaking to my mama and me, let alone providing us with permanent accommodation.

So here I was as a gardener for old Mrs. Whitlock. Mrs. Whitlock had once been quite the sycophant to my mama. She'd liked to ask Mama's opinion on bonnets and new recipes. Now, she seemed to take great pleasure in talking down to us and pestering us with unsolicited advice about our current situation.

However, what Mrs. Whitlock didn't grasp was this: Mama and I loved our new life. Instead of sitting indoors, doing needlework and powdering our noses, we were able to go outside in the fresh air, plant flowers and herbs and feel the wind sweep our cheeks. Yes, sometimes the sun was hot, but it made splashing my face with water from the washbasin even more enjoyable before supper. We lived in a small house, but now we lived in a bustling village, filled with friends and celebration.

And the truth is, I have never chuckled as much as I have chuckled here!

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Day 12

Read the text and answer the following questions.

1. In what ways had the narrator previously lived a privileged life?

2. Why did the narrator and her mama have to move to the village?

3. What does "not meddle in my business" mean?

4. Would you like to work for Mrs. Whitlock? Why/Why not?

5. Do you think prohibiting females inheriting property was just? Why?

ALEX AND THE DOLL

The first thing Alex felt were the drips on his forehead. Each drop seemed heavier than the last. When he finally came to and his eyes cracked open, he could feel the dampness running off his chin and soaking the front of his shirt. He looked up into the darkness of the cave ceiling. As he did, another plump water droplet fell from above and splashed in his eye. Wiping it away with the back of his hand, Alex suddenly became very alert. He had slipped down a rock. He'd slipped into a cave. He needed to get back to Desiree.

As Alex clambered to his feet, his ankle wobbled. This was going to be a problem. He pressed his right palm into the rocky wall to keep his balance. A thin shaft of light was visible through a space between two gigantic boulders, and it drew Alex's attention to the small plastic doll with her crimson hair pulled back into a ponytail.

Alex sighed. He bent down to scoop Katy, the doll, off the ground. Desiree would never forgive him if he left Katy in the cave. With one hand still against the wall, he made his way carefully along the uneven slabs, following – what he believed – was the path back to the entrance of the cave.

But it wasn't.

A few steps later, Alex found himself in another rocky chamber. It was eerily similar to the one he'd fallen into. He doubled back, worried that he could walk from chamber to chamber and become hopelessly lost like tourists did in the catacombs below Paris.

"Daddy? Can you hear me?"

Alex exhaled. It was Desiree's voice! "Call out to me again!" he yelled, his voice echoing around him, ricocheting sharply off the walls.

"Daddy! Daddy! Did you find Katy? Is she okay?"

Alex laughed quietly to himself. He'd slipped down the rock into the cave whilst trying to retrieve his daughter's precious doll, and yet she was more concerned with the toy's wellbeing.

"Katy's doing just fine," he called back. He continued calling out to Desiree, following the sound of her voice. Eventually it led him out of the cave. And the moment he emerged, Desiree was right there... to give her doll a big hug!

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Read the text and answer the following questions:

Day 13

1. Why was Alex in the cave?

2. How did Alex feel in the cave? Explain why.

3. Why did Alex keep calling out to Desiree?

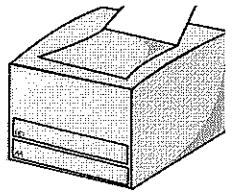
4. What would you say to Desiree after she hugged the doll? Why?

5. Suggest two ways that the story could be improved.

Name: _____

The 3D Dinosaur Printer

Day 14



Directions: Read the following passage, then answer the questions.

Jenna's science project was a sure thing that year. She'd lost two years in a row to Danielle. Danielle's mom was friends with the judges, so the odds were stacked against poor Jenna. That year, things were going to change.

Jenna built a 3D dinosaur printer. It took her five months, but she knew the judges were going to be blown away this time. Her invention was no regular 3D printer that only printed still-life creations. Hers could print real-life dinosaurs with stinking breath and oozing drool.

Jenna was all set up in the gym. She had butterflies in her stomach as she watched the judges walk around. Each student gave them a short presentation, the judges asked questions, and then anyone watching gave them a small clap. Jenna was next.

"Judges, I'd like to present the world's first dinosaur printer," she announced. "Say your favorite dinosaur, then I'll type it into my laptop. It 3D prints it right before your eyes."

"Brachiosaurus!" said one of the judges excitedly.

Jenna nodded with a smile. She began typing on her tablet computer. The printer began making printing sounds. Everything was going great.

"It takes a minute to start," said Jenna. "Any questions?"

Before the judges could open their mouths, there was a sudden spark. The printer started smoking. An alarm sounded from the laptop. The printer started printing feet, but they weren't the right ones. A minute later, a Velociraptor came to life in the gym. Everyone ran for their lives. As Jenna ran with them, a judge handed her the first-place ribbon.

1) Why did Jenna need to win?

_____

_____

_____

2) What was different about Jenna's printer?

_____

_____

_____

3) What happened during the presentation?

_____

_____

_____

4) What advice would you give Jenna for next time?

_____

_____

_____

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NAME: _____ DATE: _____

A Snake Named Rover

Day 15

Mother wouldn't let me have a fluffy dog
"With all the mess they make!"
So, if I couldn't have a fluffy dog,
I said I would like a slithering snake.

My mother gasped quite loudly,
But my father approved the plan.
"A snake," he said, "You really want a snake...
Well, sure, I guess you can."

We went to Peter's Pretty Peculiar Pets
And bought a beautiful California Kingsnake
white and yellow coiled inside a paper bag
held firmly in my grasp without a shake

I put him in the large glass tank
and named my new pet Rover,
But all the excitement of owning him
soon began to fall over.

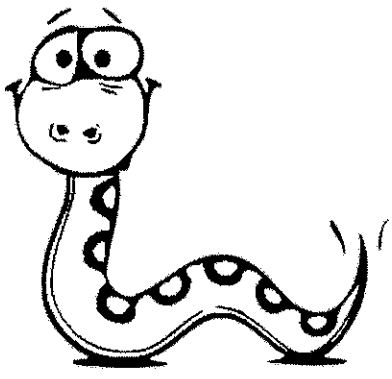
For all he did was flick his tongue
Once or twice each minute,
While my nervous mother rechecked the tank
Just to make sure he was still in it.

Then one day, we don't even know how,
My pet Rover suddenly disappeared.
My father told me not to fret,
But mother was mighty scared.

We searched the house from front to back
And gave the backyard a sweep,
By midnight we had given up
Closed our tired eyes and tried to sleep.

At five a.m. my mother arose
To make blueberry pancakes for all
when all of a sudden, out of nowhere
I heard a screeching cry and my mother fall.

Now Rover is living back at Peter's
With large green toads and guppies,
And now I have a dog named Spot -
She will soon have plenty of puppies.



Day 15

1. **What is an antonym for <u>fret</u> in the sixth stanza?**

[A] calm [B] angry [C] worry [D] sorrow

2. **Which sentence helps the reader understand that the mother dislikes the idea of buying a pet snake?**

[A] "With all the mess they make!"
[B] By midnight we had given up.
[C] My father told me not to fret.
[D] My mother gasped quite loudly.

3. **Read the eighth stanza. The reader can conclude that -**

[A] The mother screamed because she tripped and fell.
[B] The mother helped the father and son look for Rover.
[C] The mother was tired and had given up on looking for Rover.
[D] The mother screamed because she spotted Rover in the kitchen.

4. **Poetry often has words that repeat the same beginning sound. This is called *alliteration*. Which line from the poem contains alliteration?**

[A] Line 4 [B] Line 15 [C] Line 9 [D] Line 13

5. **The reader can conclude that -**

[A] The mother will dislike the new dog Spot.
[B] Rover disappeared because he was afraid.
[C] The father will disapprove having a pet snake.
[D] The puppies will be easier to take care of.

6. **If the boy did not get a new pet after returning Rover, you can predict that he will feel -**

[A] lucky
[B] unhappy
[C] nervous
[D] afraid

7. **Who is the narrator of the poem?**

[A] the boy
[B] Rover
[C] the mother
[D] the father

8. **From which point of view is this poem told?**

[A] first-person point of view
[C] third-person point of view

9. **What is the meaning of the word <u>rechecked</u>?**

[A] to begin searching
[B] to search too much
[C] to stop searching
[D] to search something again

10. **Which line from the poem is an opinion statement?**

[A] Line 14 [B] Line 23 [C] Line 27 [D] Line 10

11. **This poem has _____ lines.**
12. **This poem has _____ stanzas**

Star Bright Planetarium Week 4 Writing

Star Bright Planetarium offers a wonderful field trip experience for students of all ages. You will learn about space and how humans are exploring far beyond our own planet.

One exhibit you will want to be sure to see is "Telescopes and How They Work". Telescopes help us see a clear bright image of faraway objects as though they are close up. They are one of the most important tools in space exploration. At this exhibit you will get to try out a telescope and learn about types of telescopes that are perfect for beginning space explorers.

In our "Moon Mission" exhibit you will learn all about Earth's nearest neighbor in space and how astronauts explored its surface. You will climb inside a copy of the Lunar Module that landed on the moon, and see a replica of the Lunar Rover, the dune buggy that helped astronauts get around as they explored. You will learn about the experiments carried out by the astronauts, and things we learned about the moon from their visits.

You also won't want to miss the upstairs gallery where you can see models of each planet in the solar system. They are all made to scale—which means they are the right sizes compared to each other. Jupiter's model is huge, compared to Earth's very small model. Be sure to stop at each display and press the button to see pictures and hear recordings of facts about each planet.

Finally, don't leave the Planetarium until you have visited our Super Dome where you can sit back, relax, and watch the night sky projected on our giant domed screen. Learn about constellations and how to spot them during different times of the year, as well as watching the moon go through all of its phases in just a few minutes. When you leave you will have all the information you need to go outside on a dark clear night and do some star gazing on your own.

Stop by the gift shop on your way out for books, videos, and science toys that will keep you learning about space even after your visit to Star Bright Planetarium has ended.

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Desert Hills Living Museum

Week 4 writing

Visiting the Desert Hills Living Museum is an experience that will change your understanding of deserts and the many plants and animals that live there. Most of our exhibits are outdoor living exhibits that display plants and animals in their natural habitats. Walking along the one and a half miles of paths in our natural desert location will make you feel like you are part of the desert.

There is a lot to see and a lot to do at Desert Hills Living Museum. You will visit outdoor exhibits where animals like lizards, scorpions, birds, tortoises, centipedes, jackrabbits, owls, tarantulas, and rats go about their daily business of living in the desert. You will see desert plants such as Saguaro Cactus, Ocotillo, Desert Marigold and Brittlebush growing, blossoming, and spreading their seeds. As you walk among these exhibits, be sure to stay on the paths and be quiet and respectful. Pay attention and look closely, you might see some animals resting in the shade or using their camouflage to blend right in with their surroundings. Read all of the signs along the way and you'll learn amazing things about these fascinating creatures.

When you have seen all of the outdoor exhibits, come into the shaded amphitheater for a presentation on how the Saguaro Cactus lives in the desert. You will learn about adaptations that make the cactus perfectly suited for a desert environment, its very long life cycle, and its relationship with other desert plants and animals. You will also learn how Native Americans have used the Saguaro Cactus for thousands of years.

Finally, come inside the museum itself and see our displays about the history of the desert and how people have managed to live here among the desert plants and animals. Then visit the theater for a short movie about nighttime in the desert. You won't believe all the animals that are active and looking for food after dark.

A perfect way to end your visit is with a stop at the gift shop. Here you'll find books and movies to help you learn even more about life in the desert, as well as as souvenirs and local crafts to help you remember your experience at Desert Hills Living Museum.

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Your class is planning a field trip and students will vote to choose the destination. You will be going to either Desert Hills Living Museum or Star Bright Planetarium. Read the information about each of these places and decide which one you would prefer to visit. Write a paragraph persuading your class mates to agree with your choice. Use information from the articles. Week 4 writing

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Name:_____ Date: Day 16

Can You Find The Proof?

Helpful Honeybees

Bees are insects that live all over the world, with the exception of Antarctica. There are more than 20,000 different types! People started keeping bees for their honey at least 4,000 years ago. The honeybee is the only insect that produces food that is eaten by people. Today, beekeepers raise honeybees for their delicious honey and also for the beeswax that they make. Beeswax can be used to make candles.

Bees get all of their food from flowers. The flowers hold a sweet liquid called nectar. They also contain pollen. Pollen is small like pieces of dust. A honeybee visits around 100 flowers during one collection trip. While bees are buzzing around from flower to flower, gathering pollen to take back to their hive, they spill some of it along the way. That is actually a very good thing. When the bees drop the pollen from one flower onto another, it allows the flower to make seeds. Those seeds can then grow to make new flowers. That means bees are very important to keep our environment in balance.

Directions: Lightly color the pencils below in the colors listed. Answer each question using complete sentences. Underline where you found your answers in the text above using the same colors.

1. **Who** raises honeybees for their honey and beeswax? — BLUE

2. **What** is the sweet liquid in a flower called? — RED

3. **When** did people first start keeping bees for their honey? — GREEN

4. **Where** do bees get all their food from? — YELLOW

5. **Why** are bees important to our environment? — ORANGE

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Name:_____ Date:_____

Can You Find The Proof?

Day 17

A Giant Planet: Jupiter

There are eight planets that orbit our sun. To orbit means to travel around a path. Jupiter is the fifth planet from the sun. Jupiter travels around the sun very slowly. It takes about twelve Earth years to complete one orbit. It is also the largest planet in our solar system. Jupiter is so huge, that if it were an empty ball, it could hold more than 1,000 Earths. It is made up of gases and liquids. When we see pictures of Jupiter, we are really seeing the clouds that surround it instead of a solid surface. From a distance, Jupiter's clouds look like colored spots and stripes. One of the spots is a huge storm called the Great Red Spot. That storm is more than twice as wide as Earth and started hundreds of years ago!

Scientists have counted more than 70 moons orbiting around Jupiter. Most of what we know about Jupiter we have learned from space probes. Space probes are machines that can fly through our solar system and take pictures to send back to Earth. Scientists believe that it is very important to study the other planets in our solar system and beyond because it can help us to better understand the history of the Earth.

Directions: Lightly color the pencils below in the colors listed. Answer each question using complete sentences. Underline where you found your answers in the text above using the same colors.

1. **Who** counted more than 70 moons orbiting Jupiter? BLUE

2. **What** is Jupiter made of? RED

3. **When** did the storm called the Great Red Spot begin? GREEN

4. **Where** do space probes send their pictures? YELLOW

5. **Why** do scientists believe it is important to study other planets? ORANGE

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Name: _____ Date: Day 18

Can You Find The Proof?

Native American History: The Timucua Tribe

The Timucua (tee-MOO-kwah) lived in northern Florida. The Timucua might have been the first Native Americans to interact with the Spanish explorers when they landed in Florida. Early explorers often used the language of the Timucua to talk to other tribes.

The Timucua were skilled hunters, gatherers, fishermen and farmers. They hunted bear, deer, wild turkey and alligators for food. They cooked the meat over open fires, using smoke to preserve it. They also made a special fishing tool that was a wooden fence which stretched across a stream or river to catch fish. Once the fish swam over the fence in high tide, the fence caught them as the tide went out.

During the mid 1600s, the population of the Timucua tribe began to decrease. Although the Timucua were one of the more peaceful tribes, they would fight back when attacked. Fighting with the English and other tribes hurt them. In addition, entire villages were wiped out by smallpox, a disease carried over by European explorers. As the tribe died out, it is believed that those who survived the disease may have later joined the Seminole tribe.

Directions: Lightly color the pencils below in the colors listed. Answer each question using complete sentences. Underline where you found your answers in the text above using the same colors.

1. **Who** used the language of the Timucua to communicate with other tribes? — BLUE

2. **What** kinds of animals did the Timucua hunt for food? — RED

3. **When** did the population of the Timucua tribe decrease? — GREEN

4. **Where** did the Timucua tribe live? — YELLOW

5. **Why** did the Timucua tribe die out? — ORANGE

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Why Chipmunks Have Stripes

Day 19

A Seneca Native American Tale

Long ago, animals deep in the forest had tribes and chiefs just like the people did. One such tribe was called by the Owl Chief for an important meeting around the Old Oak at night. Dozens of animals - big and small - crowded around the Old Oak to hear the words of wisdom from Owl Chief.

"I cannot decide whether we should have daylight or night all the time," Owl Chief said to the others.

That started a huge **commotion** among the animals. Bat wanted night all the time for that is when she leaves the cave in search of food. Rabbit didn't care one way or the other because rabbits are active both day and night. Bear was active mostly in the dark, so he preferred night.

As the animals were arguing back and forth, they heard an annoying squeak above all of the racket. The animals stopped their yapping and cringed with annoyance. It was Chipmunk. "You can talk all you like," he said in his squeaky voice, "but the light will come whether you like it or not. You cannot stop the light."

The other animals all laughed at Chipmunk and then went on arguing while Owl Chief, perched on the high branch of Old Oak, looked around and said nothing but an occasional hoot.

It wasn't long before there was a faint lightening of the sky to the east. Soon, the sun began rising above the **majestic** mountains. "See, I told you," said Chipmunk. "You cannot stop the light."

Bear was so upset at Chipmunk that he roared and chased after him. Bear was big and slow, but not that slow, and he swiped at Chipmunk as he scampered up a tree. The dark stripes that you see on the sides of chipmunks today show where Bear's claws scratched him long ago at the meeting around Old Oak.

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Name: Date: Score Day 19

Why Chipmunks have Stripes Questions

Directions: Mark your answers. Using the specified code colors, underline or shade the text evidences that justify the answers you selected.

1. What problem were the animals trying to solve?

CODE RED

(A) which is the wisest of all animals
(B) whether to have day or night all the time
(C) whether the sun should rise to the east or to the west
(D) who has the longest claws

2. How did the chipmunk get his dark stripes?

CODE ORANGE

(A) The sun's rays burned him on the sides.
(B) Chipmunk was hit with streaks of mud.
(C) He painted stripes on his back so he could hide from Bear.
(D) Bear scratched him on the sides.

3. Who did the other animals think was the wisest among them?

CODE GREEN

(A) Owl
(B) Bat
(C) Bear
(D) Chipmunk

4. Read this sentence from the paragraph six of the story:

It wasn't long before there was a faint lightening of the sky to the east. Soon, the sun began rising above the ***majestic*** *mountains.*

What did this event prove to the animals?

CODE BLUE

(A) It is best to have light all the time.
(B) Chipmunk was right.
(C) The animals didn't try hard enough.
(D) The owl wasn't a good leader.

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Wolfgang Mozart: A Child Prodigy

Day 20

Biography

Wolfgang Mozart is likely the best example of a child **prodigy** there is. He was born in Austria in 1756. It didn't take long before his family discovered he was very special. It started when he was only three years old. He often walked into the room where his father was giving his sister piano lessons. He watched. When he sat at the piano, he didn't just pound on the keys as you would expect a three-year-old to do, but he played chords and melodies. It was amazing.

Mozart's father was an accomplished pianist and composer himself. When he saw his son's talent, he immediately began teaching him alongside his daughter. By age four, Mozart had learned several piano pieces that even most adults couldn't play. By age five, Mozart was composing several complicated pieces. Not only that, but he learned how to play the harpsichord and violin. Later, he also learned to play the organ and viola. His father then realized that Mozart was more skilled and a better composer than he was.

When Mozart was six and his sister was eleven, their father took them on a European tour. They traveled to the courts in Germany, France, England, and the Netherlands. There, Mozart met many famous musicians. By age 13, his sister dropped out of touring, but Mozart went on. He traveled to Italy and stayed there performing and improving his skills for two years. Mozart was so skilled that when he heard even a long piece of music, he could write out the entire thing from memory.

Most composers only wrote one kind of music, but not Mozart. When he was 17, he started composing music is several **genres** including symphonies, string quartets, sonatas, serenades, and operas. Later, Mozart would compose some of the most famous operas in history.

Tragically, Mozart died young of an illness at only 35 years old. But in that short time he composed over 600 pieces. Today, Mozart's music is used in many ways. Almost everyone has heard at least some of his music. His operas are still performed. Many experts believe that Mozart was the greatest composer of all time.

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Name: Date: Score .

Wolfgang Mozart Questions

Day 20

Directions: Mark your answers. Using the specified code colors, underline or shade the text evidences that justify the answers you selected.

1. What is one example given in the article which described Mozart's skill?

CODE RED

(A) Mozart wrote over 100 pieces of music by age 12.
(B) Mozart could play advanced piano pieces at age 4.
(C) Mozart learned to play the flute at 6 years old.
(D) When Mozart was only 8 years old, he wrote an entire opera.

2. How did Mozart's father react when he first saw Mozart's talent?

CODE ORANGE

(A) He ignored Mozart's talent until he was a teenager.
(B) He took Mozart to the finest music teacher he could find.
(C) He took Mozart to the local church to give concerts.
(D) He started teaching Mozart immediately.

3. How old was Mozart when he first started composing music?

CODE GREEN

(A) five
(B) six
(C) thirteen
(D) seventeen

4. Read this sentence from the first paragraph of the article.

*Wolfgang Mozart is likely the best example of a child **prodigy** there is.*

What is a child **prodigy**?

CODE BLUE

(A) A child that can play more than one instrument.
(B) A child who is a good student.
(C) An amazingly gifted child.
(D) A child who listens and is teachable.

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Science Schedule

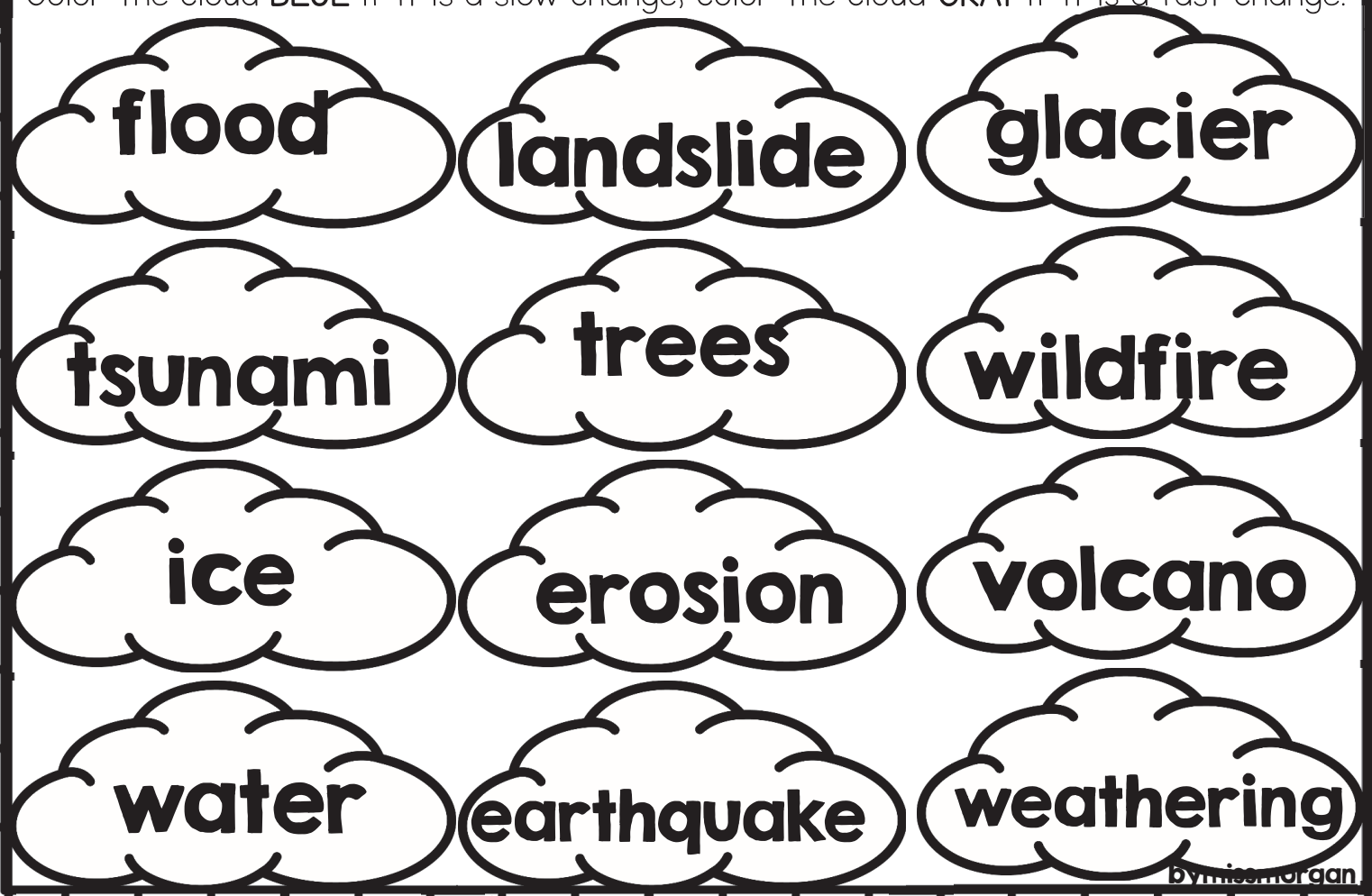
April 27 Day 1 Color the land changes	April 28 Day 2 Earths layers & definitions	April 29 Day 3 Layers of the Earth	April 30 Day 4 Weathering, Erosion Deposition	May 1 Day 5 Rocks and Minerals
May 4 Day 6 Land Changes cut and paste	May 5 Day 7 Renewable and non-renewable puzzle	May 6 Day 8 What are fossil fuels	May 7 Day 9 Fossil Comic Strip	May 8 Day 10 Food chains
May 11 Day 11 Food Web	May 12 Day 12 Producers and Consumers	May 13 Day 13 Ecosystems Quiz	May 14 Day 14 Energy Pyramid	May 15 Day 15 Light Energy
May 18 Day 16 Photosynthesis and Respiration	May 19 Day 17 Photosynthesis	May 20 Day 18 Potential and Kinetic Fill in the blank	May 21 Day 19 Potential and Kinetic Energy	May 22 Day 20 Force and Motion Experiment

Color by Change

Name_____

Day 1

Color the cloud **BLUE** if it is a slow change, color the cloud **GRAY** if it is a fast change.



bymissmorgan

Earth's Layers

Name: Day 2 _____

asthenosphere lithosphere density outer core

crust mantle inner core

1. _____ is the outermost layer of the Earth that is made up of the continental and oceanic parts.
2. _____ is the solid lower part of the crust and upper part of the mantle.
3. _____is the largest layer of the Earth that is beginning to melt.
4. _____ is the hottest layer of Earth that is made mostly of solid nickel and iron.
5. _____ is the layer of the Earth that is made mostly of liquid nickel and iron and spins around the inner core.
6. _____is the measurement of the amount of heat in an object.
7. _____is the lower part of the mantle that has begun to melt and become fluid.
8. _____ is the mass of an object compared to the size or volume of that object.
9. _____is the amount of force that is being exerted.

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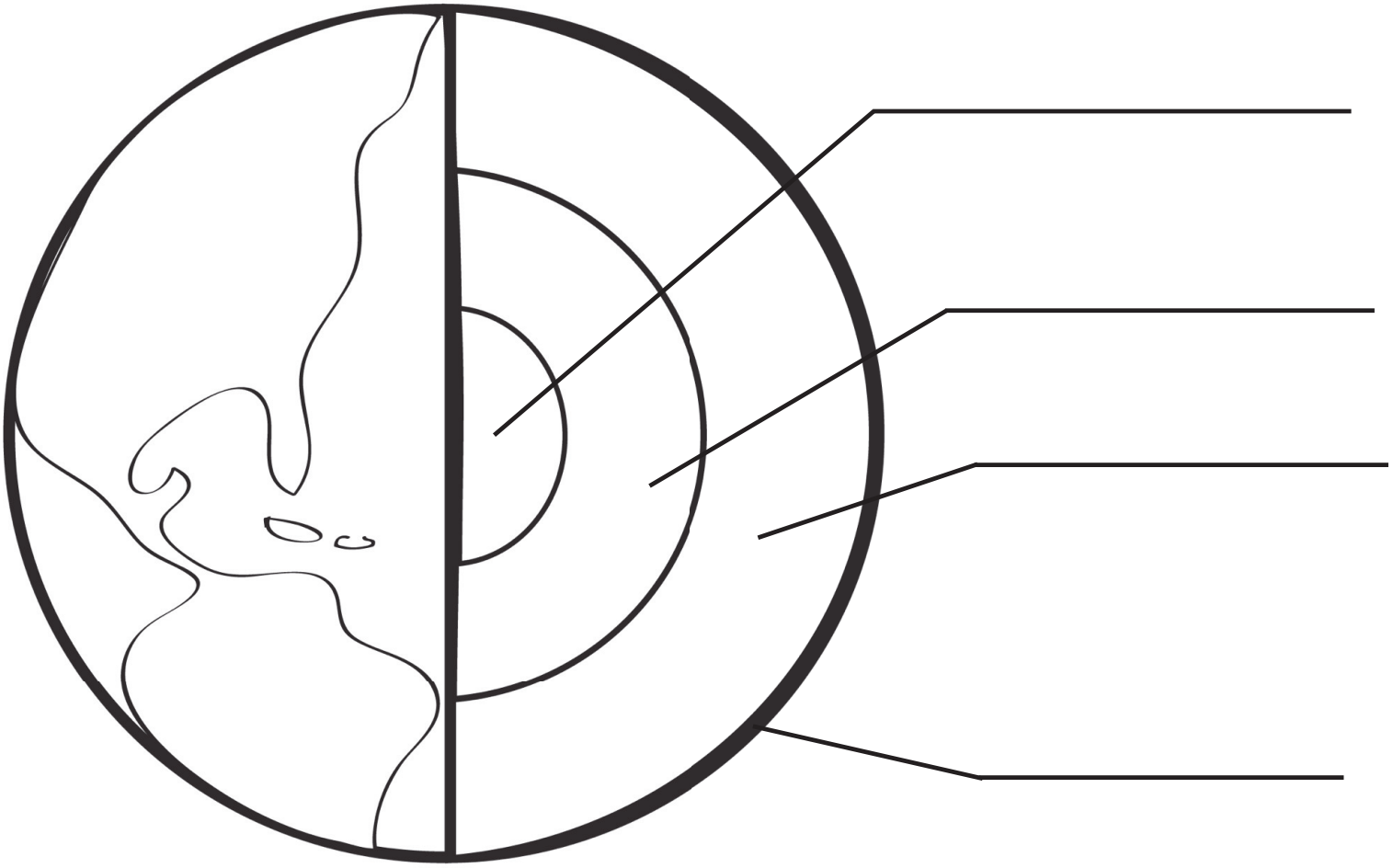
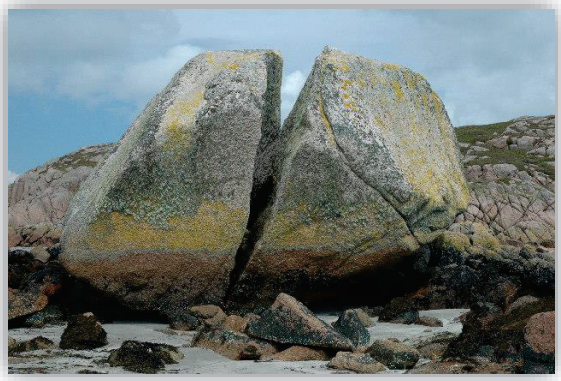
Name: Day 3 _____ I can label the layers of the earth.



mantle	inner core	crust	outer core

Weathering, Erosion, and Deposition

Earth's surface is constantly changing and new land is constantly being formed! Rocks get *broken down* by **weathering**, *moved* through **erosion**, and *deposited, or dropped,* somewhere else through **deposition**.



Weathering is the process where rock is dissolved, worn away, or broken down into small pieces. Weathering can shape rocks into unusual formations. Water, wind, ice and plant roots are all causes of weathering. For example, rainwater can easily enter cracks in rocks. When it gets cold, the water may freeze and expand in the crack. The ice will eventually split the rock. Also, plant roots can grow in rocks and cause them to split.

Erosion is the process by which water, ice, wind, or gravity move pieces of rock and soil. The crushed rocks and rubble are called sediments and when it rains, they are washed away into streams. If it does not rain, strong winds can blow them away. Gravity makes soil and rocks move downhill. Erosion can happen quickly or take thousands of years. For example, the Grand Canyon located in Arizona is a very big hole in the ground that is the result of constant erosion by the Colorado River. It took over millions of years as rocks were taken away.

Deposition is the dropping of sediment by wind, water, ice, or gravity. After pieces of the earth are moved through erosion, they are deposited somewhere else through deposition. It could be only a few feet away or many miles away. Deposition happens when water slows down or stops moving, the wind dies down or stops blowing, or when the glaciers melt. New landforms can also be created from the deposited material. For example, waves can deposit sediment in areas offshore, where they can build up to be sand dunes.

Weathering, erosion, and deposition are constantly changing our landscape. Can you imagine how most areas of our earth will look years from now?

© The Discovery Apple

Name: Day 4 (back) _____

Weathering, Erosion, and Deposition

1. What is weathering?

2. The *movement* of sediment from one place to another is the process of

   _____ .

3. What are the four main causes of weathering?

4. The *dropping* of sediment by wind, water, ice, or gravity is known as

   _____ .

5. What happens to a rock that has rainwater entering its cracks and then freezing?

6. What are sediments?

7. True or false: Erosion *always* takes a very long time to happen.

8. When wind dies down or stops blowing _____ happens.

9. What process involves the breaking of rocks over time due to wind?

10. What process is taking place when moving water is carrying away small pieces of rock?

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Name: Day 5_____ Date:_____

Kinds of Rocks Quiz

Sedimentary	Igneous	Metamorphic

Directions: Write the word in the blank to tell what type of rock goes with each clue.

1. _____ This rock is formed from melted rocks.

2. _____ This rock is formed in layers.

3. _____ Fossils are often found in this rock.

4. _____ This rock is changed by heat and pressure.

5. _____ This rock was formed from pressure from the water in a lake or ocean pushing down on it.

6. _____ This rock may be formed from magma that hardens.

7. _____ This rock is often found near water.

8. _____ This rock may be formed from lava.

9. _____ Fossils are often found in this rock.

10. _____ You would most likely find this rock near a volcano.

Bonus Questions

What kind of rock?

1. Granite_____ 2. Marble _____

3. Limestone_____ 4. Basalt _____

Fast Changes Cut & Paste

Day 6

Name_____

Read the definitions. Cut out the words and paste them where they belong.

A fast land change that erupts causing lava to harden and form new land.	A fast land change that is a huge wave of water.	A fast land change that cracks and shifts the earth.
A fast land change where land quickly slides down a mountain.	A fast land change where heavy rain causes loads of water to fill up an area.	A land change that happens quickly.

tsunami	volcano	earthquake
fast change	landslide	flood

bymissmorgan

Renewable and Nonrenewable Resource Review Puzzle

Renewable Resource

Wind

Nonrenewable Resource

Uranium

Renewable Resource

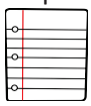
Wood

Nonrenewable Resource

Coal

Renewable Resource

Paper



Nonrenewable Resource

Oil

Renewable Resource

Water

Nonrenewable Resource

Natural Gas

Renewable Resource

Solar Energy

Nonrenewable Resource

Fossil Fuels

Renewable Resource

Biomass

Nonrenewable Resource

Nuclear

Renewable Resource

Geothermal Energy

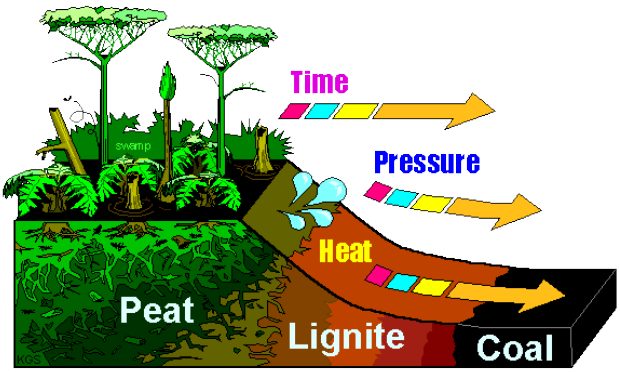
Nonrenewable Resource

Minerals

What Are Fossil Fuels?

Diagrams can show the sequence in a process. The diagram below shows how coal is formed.

How Coal Forms



1. Millions of years ago, swamps covered large parts of Earth's land. When swamp plants died, they sank to the bottom.	2. Layers of decayed plants formed a soft material called peat. Over time the peat was buried under mud and sand.	3. The mud and sand turned to rock. Slowly the peat changed into coal.

Answer these questions about the stages above.

1. What happened to the swamp plants when they died?

---

2. What material formed from the layers of decayed plants?

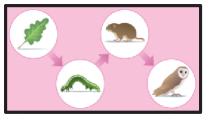
---

3. Look at the third stage above. How was coal formed?

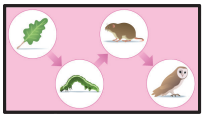
Tracks in Time by.

An animal lives a long time ago.	The animal dies and is left on the ground.	Its bones are covered with rock and soil.	For years, humans don't know the bones are there.
An **archeologist** searches in the area.	She finds the bones of the ancient animal.	She studies the bones in her lab.	She learns how the animal once lived.

Name: Day 10_____



FOOD CHAIN VOCABULARY!



Directions: Match the vocabulary word on the left to the correct definition of the right. Carefully draw a line to connect the correct pairs.

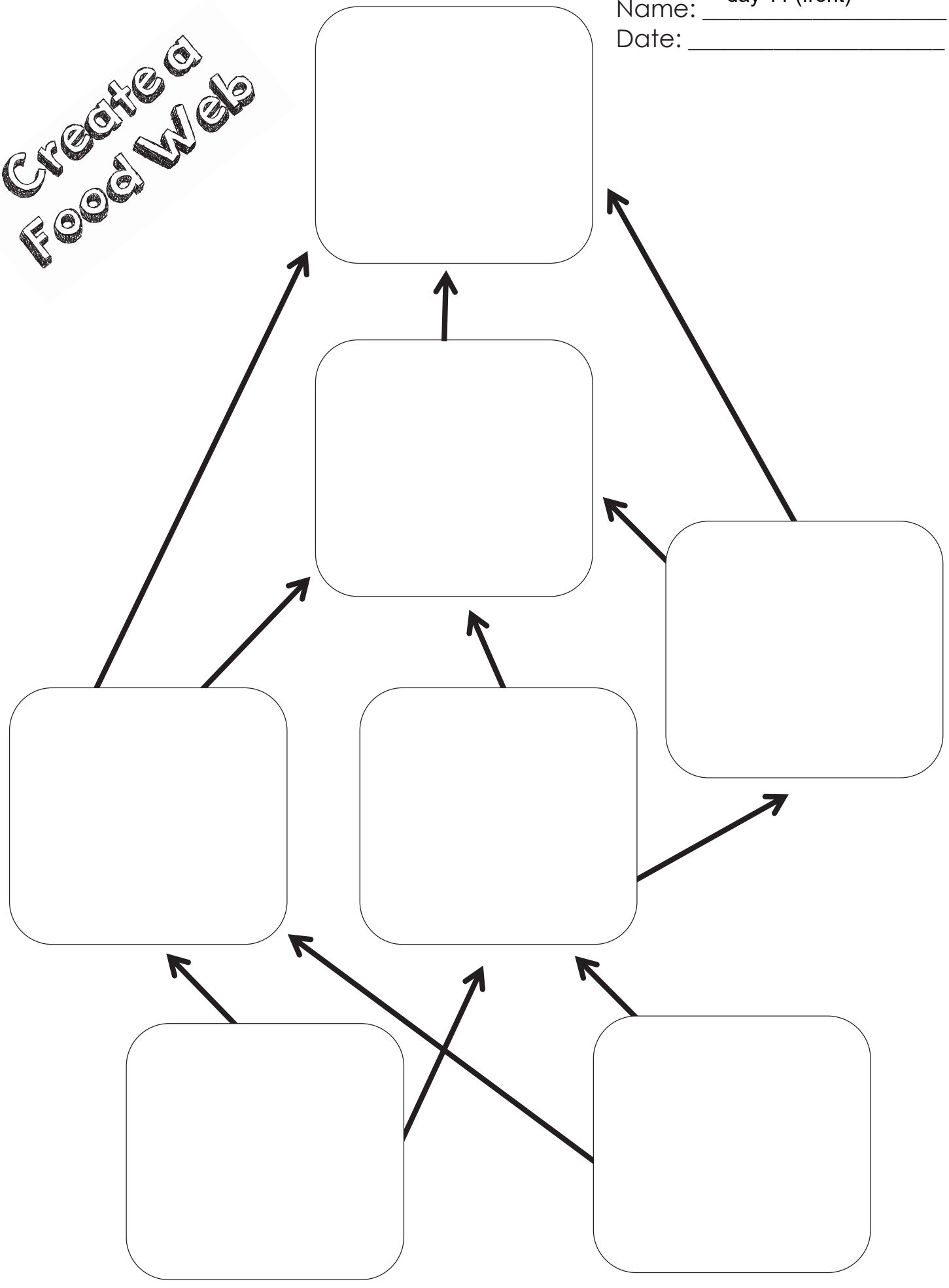
1. Carnivore	- A living thing that eats other living things
2. Herbivore	- An animal that only eats plants
3. Producer	- An animal that only eats meat
4. Food Chain	- An animal that eats both plants and meat
5. Consumer	- The feeding relationship between living things
6. Omnivore	- A living thing that makes its own food

day 11 (front)

Name: _____

Date: _____

Create a Food Web



Directions: Use the food web that you created to answer the questions below in full sentences.

1. **Which organisms are producers in this food web? Why are they considered producers?** _____

   _____

   _____

   _____

2. **Which organisms are carnivores? Use evidence from the food web to explain your answer.** _____

   _____

   _____

   _____

3. **Explain why the disappearance of the grasshopper would hurt the frogs in the ecosystem more than the snakes.** _____

   _____

   _____

   _____

4. **What is the shortest way that the energy from plants can get to the eagle?**

   _____

   _____

   _____

Name: Day 12

Producers and Consumers

A **producer** is a living thing that makes its own food from sunlight, air, and soil. Green plants are producers who make food in their leaves.

A **consumer** is a living thing that cannot make its own food. Consumers get their energy by eating food. All animals are consumers.

A **decomposer** is a living thing that gets energy by breaking down dead plants and animals. Fungi and bacteria are the most common decomposers.

Tell whether each living thing below is a *producer*, *consumer*, or *decomposer*.

a. apple tree - _____

b. hawk - _____

c. mushroom - _____

d. carrot - _____

e. dragonfly - _____

f. bamboo - _____

g. cougar - _____

h. bacteria - _____

i. daffodil - _____

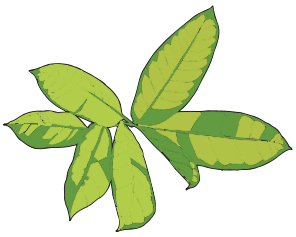
j. pigeon - _____

k. snake - _____

l. catfish - _____

Day 13

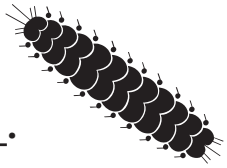
Ecosystems Quiz



Herbivores	Terrestrial	Consumers	Food web
Prey	Aquatic	Producers	Carnivores
Decomposers	Predators	Food chain	Omnivores

Part One: Using the word bank above, fill in the blank with the correct term.

1. Animals who cannot make their own food are _____ in the food chain.
2. Cows are typically _____, meaning they only eat plants.
3. The series of plants and animals in which each organism is a source of food for the next is known as a _____.
4. Animals that are _____ are hunted by other animals as food.
5. _____ speed up the decaying process and release nutrients back into the food chain.
6. Plants are called _____ because they are able to use light energy from the sun to produce food from carbon dioxide in the air and water.
7. If an animal eats only meat, it is known as a _____.
8. Animals that kill and hunt other animals for food are known as _____.
9. _____ ecosystems are areas such as grasslands, forests and savannas.
10. Oceans, ponds, and rivers are _____ types of ecosystems.
11. Plants and animals that are consumed by multiple organisms are part of a _____.
12. Human beings are known as _____ because they eat both meat and plants.



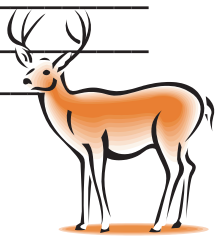
Part Two: Give an example of a food chain. Include at least 4 links on the food chain. If you do an illustration, make sure it is labeled.

_____

_____

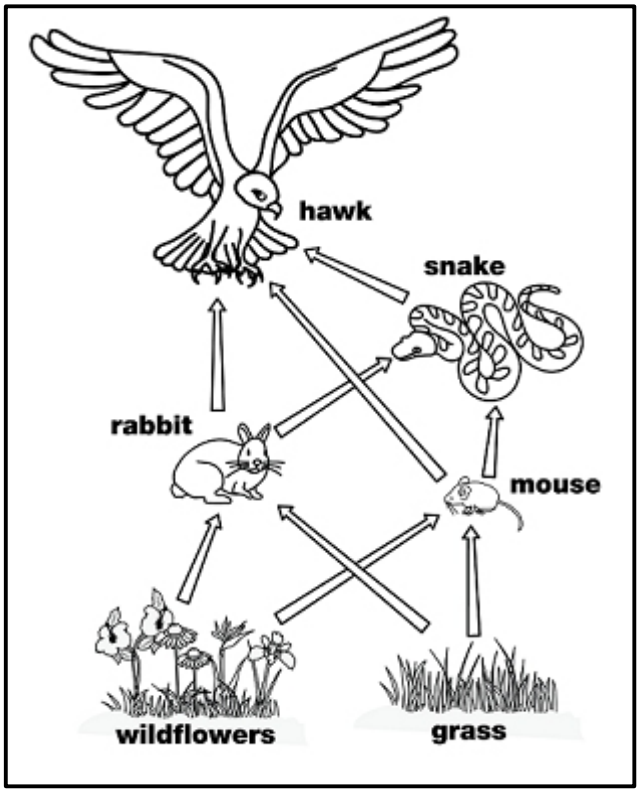
_____

_____



Name: Day 14

Food Web



A <u>food web</u> shows how energy is passed on from one living thing to the next. It shows the feeding habits of different animals that live together in an ecosystem.

In the food web pictured on the left, energy is passed from the grass to the mouse to the snake to the hawk.

<u>Producers</u> are living things that make their own food with sun and air. The producers are pictured at the bottom of the food web.

<u>Consumers</u> are living things that eat other living things.

Use the food web in the picture above to answer the questions.

1. Name the living things in the food web that are producers. _____

_____

2. Name the living things in the food web that are consumers. _____

_____

3. Which living things does the snake eat? _____

4. Which living things does the hawk eat? _____

5. What is eaten by the rabbit? _____

Name Day 15

Object Types

Some objects completely block light while others let some, or all, light through. Draw examples for the following object types:

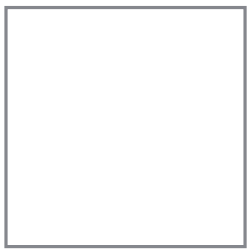
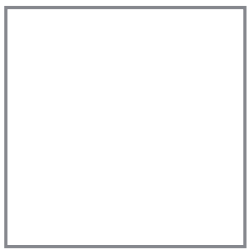
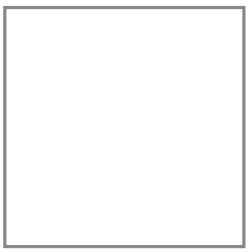
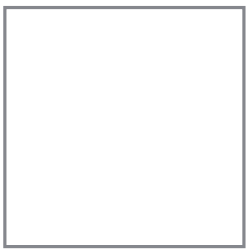
Opaque: Objects that let *no* light through.
Translucent: Objects that let *some* light through.
Transparent: Objects that let *most* light through.

GreatMinds123

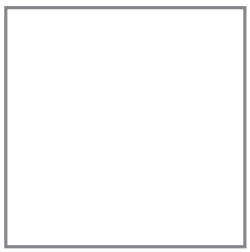
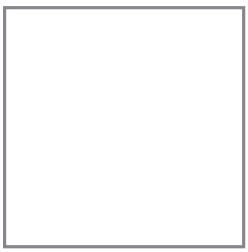
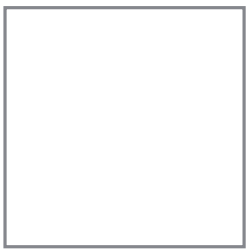
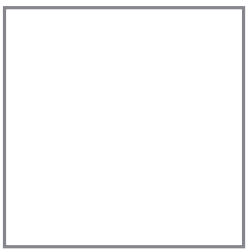
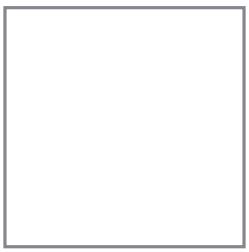
Name: Day 16

Instructions: Define photosynthesis & respiration in the boxes below. Then, illustrate and label the photosynthesis & respiration equations. Be sure to include the '+' sign & arrows!

Photosynthesis:

Respiration:

Name Day 17 (front)D

Photosynthesis

1.) Photosynthesis is the process of _____

_____

2.) What three ingredients are needed for photosynthesis?

1. _____2._____3. _____

3.) What does a plant release into the air during photosynthesis?

_____

5.) What makes a plant green? _____

6.) The process in which plants make food is called _____

7.) A plant exhales _____after photosynthesis.

8.) Sugar plants use for food is called _____.

9.) The cells that hold chlorophyll is called_____.

10.) An organism that makes its own food: _____.

11.) What a plant breathes in _____for photosynthesis.

12.) Green pigment plants use to capture sun is called _____.

13) True or false: Oxygen is needed for photosynthesis. _____.

15) Name two things plants make that all humans need to survive.

- _____
- _____

16) Do plants grow primarily with water and oxygen? Explain why or why not using examples from experiments we have done in class.

_____

_____

_____

_____

_____

Directions: Draw a picture and label the process of photosynthesis. Be sure to include the terms in the box below.

Carbon Dioxide	Oxygen	Sunlight	Water	Roots

Name: Day 18 _____

Kinetic or Potential energy ?

Potential energy is stored energy and is waiting to work.

Kinetic energy is energy that is working.

1) When a dog is sleeping, it is _____ energy.

2) When a dog is running, it is _____ energy.

3) If the light is on, it is _____ energy.

4) If the light is off, it is _____ energy.

5) When the orange is in the tree, it is _____ energy.

6) When the orange is falling from the tree, it is _____ energy.

7) When the flash light is _____, it is potential energy.

8) When the flash light is _____, it is kinetic energy.

9) When the blender is _____, it is potential energy.

10) When the blender is _____, it is kinetic energy.

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NAME: Day 19 (front) _____ PERIOD: _____

Potential & Kinetic Energy

DIRECTIONS: Think about which type of mechanical energy the following contain. Place an X in the appropriate box.

DESCRIPTION	KINETIC ENERGY	POTENTIAL ENERGY
A car traveling 100 mph along a flat road		
A rubber band that has been stretched		
A bowling ball rolling down a lane		
A piano lifted to a second story window		
A snowboarder jumping off a ramp		
An airplane traveling at a speed of 450 mph		

DIRECTIONS: Look carefully at each picture. Tell whether each picture shows an example of POTENTIAL ENERGY or KINETIC ENERGY. Give evidence to support your thinking.

1. **This picture shows an example of _____ energy.**

I think this because _____

_____

_____

MOD

2. **This picture shows an example of _____ energy.**

I think this because _____

_____

_____

3. **This picture shows an example of _____ energy.**

I think this because _____

_____

_____

Name_____
Date_____

Force, Motion, and Energy

Experiment Worksheet

Pt. I- Review. Fill in the blank with the appropriate word.

1. Energy is the ability to do _____.
2. Once an object is in _____ it will stay in _____ until acted upon by another force.
3. _____ is the force that slows the motion of moving objects.
4. _____ is the distance traveled in a certain amount of time; rate of movement.
5. Information that is gathered is called _____.

Pt. II- Experiment. Follow directions carefully.

1. Set up your ramp with your group. Be sure you move the height with the wooden block only. Start with a Ramp Height of 10 . Use your wooden block to make sure your ramp is steady enough to roll your ball down.
2. Assign jobs. One person should be the recorder, one the roller, and one the measurer. (You should change the jobs for each Ramp Height, so everyone gets an opportunity to try each job.)
3. Using the smaller ball (tennis ball), begin the roll forward. Be sure you don't push it, as this may skew your results. Start the ball from a stationary position. (Not moving) The Measurer should measure the distance the ball travels. (If the ball curves off to the side, take the measurement from the place where it began its curve.) The Recorder will record this in both inches and centimeters.
4. Next, repeat this experiment at the same height with the larger, heavier ball (bocce ball). Remember to start the ball from a stationary position. The Measurer should measure the distance again in both inches and centimeters. The recorder will write this in your chart.
5. Raise the ramp with the wooden block to 15 . Repeat steps 2-4 for this height. Be sure to fill in your chart.
6. Raise the ramp again to 20 . Repeat steps 2-4 for this height. Be sure to fill in your chart.

7. Continue until you have completed your chart. You may then put away your materials and come back to your table to do your calculations.

Pt. III- Measurement Chart

Ramp Height	Distance in inches		Distance in centimeters	
	Tennis ball	Bocce Ball	Tennis ball	Bocce Ball
10				
15				
20				
25				

Pt. IV. Calculations. Fill in answers, showing your work!

Copy the information from the table above and use the conversion chart to solve the table below. Use only the tennis ball measurements for the following chart:

Conversion Chart

12 inches = 1 foot

100 centimeters = 1 meter

Ramp Height	Distance in Inches	Distance in Feet	Distance in Centimeters	Distance in Meters
10				
15				
20				
25				

Pt. V . Summary. Answer in complete sentences.

1. What can you conclude about the effect the weight of an object might have on its distance?

2. Which system of measurement might be more effective when trying to be precise with your information and why?

3. What did you learn from this experiment?

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	27 An Independent Nation	28 The Declaration of Independence	29 Break the Code: War for Independence	30 A Series of Events: The Boston Tea Party	1 Patriots vs Loyalist Complete the Chart	2
3	4 Patriots vs Loyalists Identify the Characteristics	5 Time Line of the American Revolution	6 Benjamin Franklin: Scientist and Inventor	7 Westward Expansion Word Search	8 On Target: History Westward Expansion	9
10	11 Sacajawea in the Writings of Lewis and Clark	12 Lewis and Clark	13 Historical Heroes: Harriet Tubman	14 Branches of Government	15 The Constitution	16
17	18 Checks and Balances Worksheet	19 Cause and Effect: The Industrial Revolution	20 The Gold Rush: Foldable: Flap A, Flap B, Flap C, Flap D	21 The Gold Rush: Create a Timeline Cut and Paste	22 The California Gold Rush: Missing Nouns	23
24	25 MEMORIAL DAY	26	27	28	29	30
31						

Social Studies

Day 1 - April 27th

An Independent Nation

Cross-Curricular Focus: History/Social Sciences

Before the United States was a country, it was a group of English colonies. Until 1763, England didn't really bother the American colonists. The people handled their business the way they wanted. However, England had a lot of war debts to pay. Some of the money was owed because England had defended the colonies in the French and Indian War. Citizens who were living in England wanted taxes to be lowered. The king decided to take more control over the colonies to get the money to pay off the debts. He started a new tax for the colonies. After being left to make their own decisions for so long, some of the colonists did not want to give up control. They did not want to pay high taxes. They did not want to follow rules that didn't make sense to them. Colonists were not given a chance to participate in government decisions in England.

The colonists were divided. Loyalists wanted the colonies to stay part of England. Patriots wanted America to be **established** as an independent nation.

The Patriots decided that it was time to send a letter to the king. They wanted to make an official declaration, or statement, of **independence**. Thomas Jefferson wrote the group's ideas into a letter to King George III. Jefferson explained why the colonists believed they no longer had to listen to his authority. By signing the Declaration of Independence, the men were risking their lives if the colonies lost the war. They signed it anyway.

Fighting in the American Revolutionary War had already begun when Jefferson wrote the Declaration of Independence. After the war was over, there was still work to do. The job of uniting 13 separate colonies into one nation had to be done. It was a difficult process with lots of compromises. In 1781 the **Constitution** was written to describe the rights and responsibilities of the new government and its people.

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 country did the American colonies belong to before the American Revolutionary War?

_____

_____

2) Why did King George III decided to take more control over the colonies than he had before?

_____

_____

3) Did all the colonists think that it was time to be independent from England? Explain.

_____

_____

4) Do you think you would have been willing to risk death by signing the declaration of independence? Why, or why not?

_____

_____

5) What are some rights and responsibilities you think citizens should have?

_____

_____

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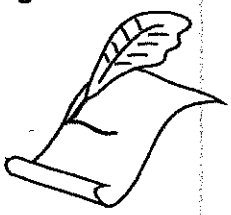
Day 2 - April 28th

Social Studies Writing

The Declaration of Independence

Read about the Declaration of Independence and answer the questions below.

The Declaration of Independence was a letter sent to the King of England from the leaders of America's thirteen colonies. The letter told the King that the colonies were now independent, meaning they no longer belonged to England. The letter was written by a man named Thomas Jefferson and signed by the members of Congress on July 4, 1776. That is why we celebrate America's birthday, Independence Day, on July 4th.



Fill in the blanks below with the correct words.

The Declaration of Independence stated that the colonies no longer belonged to the King of England. In other words, the colonies were now _____.

We celebrate America's birthday on July 4th because that's the day the Declaration of Independence was signed by _____.

Challenge!

Forty-six people signed the Declaration of Independence. Below are five of the most famous ones. Their names are all mixed up! Can you unscramble them?

jhno madsa

nijamneb likarnfn

lumsae saadm

honj cakocnh

samotht serffjone

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Day 3 - April 29th

Name:_____ Date:_____ Class Period:_____

Use this code to help you answer each item:

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

Break the Code: War for Independence

1. 12-15-25-1-12-9-19-20-19 were those who remained loyal to Great Britain.

_____

2. 16-1-20-18-9-15-20-19 were those who supported the war for independence.

_____

3. 8-5-19-19-9-1-14-19 were German mercenary soldiers hired by the British.

_____

4. The British seized 14-5-23 25-15-18-11 3-9-20-25 in the summer of 1776.

_____

5. Robert 13-15-18-18-9-19 and Haym 19-1-12-15-13-15-14 raised money to pay the salaries of Continental soldiers.

_____

6. 13-15-12-12-25 16-9-20-3-8-5-18 famously fought at the Battle of Monmouth in New Jersey, 1778.

_____

7. Marquis de 12-1-6-1-25-5-20-20-5 led troops in Virginia.

_____

8. British forces moved 19-15-21-20-8 after their defeat at Saratoga.

_____

9. The British surrendered at 25-15-18-11-20-15-23-14 on October 19, 1781.

_____

10. The Americans and British made peace with the 20-18-5-1-20-25 15-6 16-1-18-9-19 in 1783.

_____

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Day 4 - April 30th

Name: _____ Date: _____

A Series of Events: The Boston Tea Party

Sequence is the order in which something is done. Use time order words to help you understand the order of events. Some examples include:

- **first, second, third**
- **then, later, soon after**
- **before, after, next**
- **last, finally, eventually**

Directions: Read the passage below.

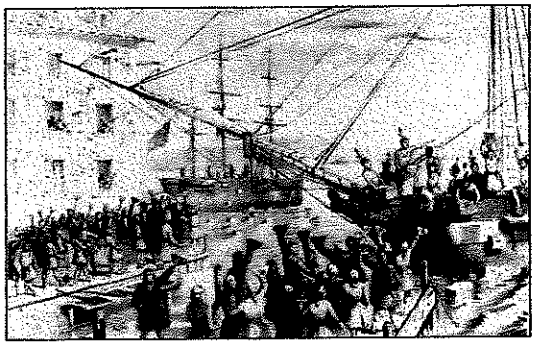
The Boston Tea Party

Think about a tea party. What do you think of when you hear those words? You probably imagine a little gathering where friends pretend to drink tea and eat sweets. In 1773, a "tea party" took place in Boston that was not quite what you might imagine.

It all began when the king of Britain put extra taxes on the colonists. His name was King George III. The taxes made things more expensive for the colonists. For example, he put a Stamp Tax on certain documents, like newspapers. The colonists were frustrated because they were not given a say in the way that Parliament made decisions. They didn't mind the taxes. They just did not want King George III to take away their freedom.

The unfair taxes continued when the Tea Tax was created. Parliament decided that only one company was allowed to sell tea to the colonists. They did not like that they were told where they had to buy their tea.

After that, a group of colonists led by Samuel Adams, got together and made a plan. This group was called the Sons of Liberty. They wanted to show Parliament how they felt about the Tea Act. On the night of December 16, 1773, they took action.



First, they dressed up as Native Americans. This gave them a disguise. Next, they boarded ships in the Boston Harbor. While on the ships, they dumped the tea into the water. This event is known as the Boston Tea Party.

After the Boston Tea Party, Parliament was very mad. They closed the Boston Harbor. They also made the American colonists pay for all the tea they dumped into the water. Parliament wanted to punish the colonists for their protests.

Directions: Complete the chart with details from the text that show the correct sequence of events.

First,

↓

Next,

↓

After that,

↓

Then,

↓

Finally,

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Day 5/6 - May 1st 4th

PATRIOTS VS. LOYALISTS

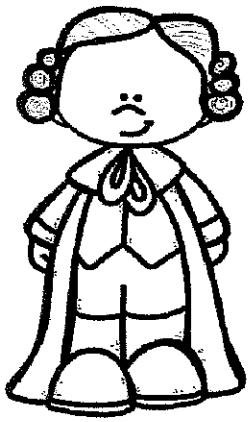
The Revolutionary War split the people of the American colonies into two groups: the LOYALISTS and the PATRIOTS. There were some people who chose not to pick a side and stayed neutral to avoid conflict and war.

Patriots

A PATRIOT was a person who wanted the American colonies to gain their independence from Britain. They wanted their own country to be called the United States. Other names for patriots included Sons of Liberty, Rebels, Whigs, and Colonials.

People in America became patriots because they felt they were being treated unfairly by the British. They were being taxed without any say or representation in the British government. Cries for "liberty" were soon heard throughout the colonies. Patriots wanted freedom from British rule.

There were many famous patriots. George Washington was perhaps the most important patriot because he led the Continental Army. He later became the first President of the United States. Some other patriots, Thomas Jefferson and John Adams, went on to become presidents. Other famous Patriots included Paul Revere, Samuel Adams, Ethan Allen, Patrick Henry, and Ben Franklin. These men are often known as the Founding Fathers of America.



Loyalist

A LOYALIST was a person who lived in the American colonies, but did not want to break away from the British. There were many people who wanted to stay part of Britain and remain British citizens. Other names for the loyalists included Tories, Royalists, and the King's Friends.

Many people felt their lives would be better off if the colonies remained under British rule. Some people were simply afraid to challenge the British army. Others had business interests in England and knew English trade was important to the economy. Others felt British rule would be better than Patriot rule.

Since the Loyalists lost the war, there are not as many famous Loyalists as Patriots. Benedict Arnold was a general in the Continental Army who went to fight for the British. Another famous Loyalist was Joseph Galloway, the Pennsylvania delegate to the Continental Congress, who later worked for the British army. Other famous Loyalists include Thomas Hutchinson (governor of the Massachusetts colony), Andrew Allen, John Butler (leader of the Loyalist troops Butler's Rangers), and David Mathews (mayor of New York City). Life for the Loyalists became increasingly difficult during the war. Loyalists who lived in areas controlled by the Patriots were in constant danger from radicals. Many of them lost their homes and businesses.

Many Loyalists moved to England after the war ended and a lot of them lost their fortunes and land they had built up over years in the Americas. In some cases, the British government paid them for their loyalty, but it was usually not nearly as much as they had lost. The United States government wanted Loyalists to stay. They felt the new country could use their skills and education, but few chose to stay.

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Day 5 May 1st

Name_____

PATRIOTS VS. LOYALISTS

Complete the chart using information in the article.

	PATRIOTS	LOYALISTS
DEFINITION		
OTHER NAMES		
WHY THEY CHOSE THAT SIDE		
FAMOUS PEOPLE (at least 3)		
CREATE A SYMBOL FOR THEM		

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Day 6 May 4th

Name _____

PATRIOTS VS. LOYALISTS

Identify each characteristic as Patriot, Loyalist, or Both.

Characteristic	P	L	B
1. Lived in the American colonies, but did not want to break away from Britain.			
2. Felt they were being treated unfairly by the British.			
3. Felt the colonies would be better off if they remained under British rule.			
4. Wanted the American colonies to gain their independence from Britain.			
5. Many returned to Britain after the war.			
6. Famous examples were Paul Revere, Ethan Allen, and Samuel Adams.			
7. Supported their side of the war strongly.			
8. Benedict Arnold famously changed to this side.			
9. Also known as the Sons of Liberty or Whigs			
10. Lived in the American colonies.			

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Day 7 May 5th

Time Line of the American Revolution

Directions: Using the American Revolution events below, create a timeline on a separate paper that shows the correct sequential order of the events listed.

The French and Indian War ended **1763**

George III became King of England **1760**

The Currency Act prevented colonists from issuing their own money **1764**

Boston Massacre **1770**

Boston Tea Party **1773**

Battles were fought at Lexington and Concord **April 19, 1775**

Treaty of Paris ends Revolutionary War **September 1, 1783**

British surrendered at Yorktown **October 19, 1781**

Townshend Acts repealed **1770**

Stamp Act repealed **1766**

Continental Army won the Battle of Trenton **December 26, 1777**

Great Britain passed the Stamp Act **1765**

Americans won the Battle of Saratoga **October 17, 1777**

George Washington was named commander-in-chief of the Continental Army **June 10, 1775**

Bill of Rights approved **December 15, 1791**

Declaration of Independence approved **July 4, 1776**

Constitution ratified **July, 1788**

Articles of Confederation approved **March 1, 1781**

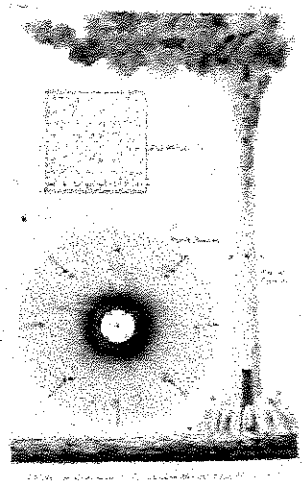
Day 8 May 6th

Name: _____

Finding the Main Idea

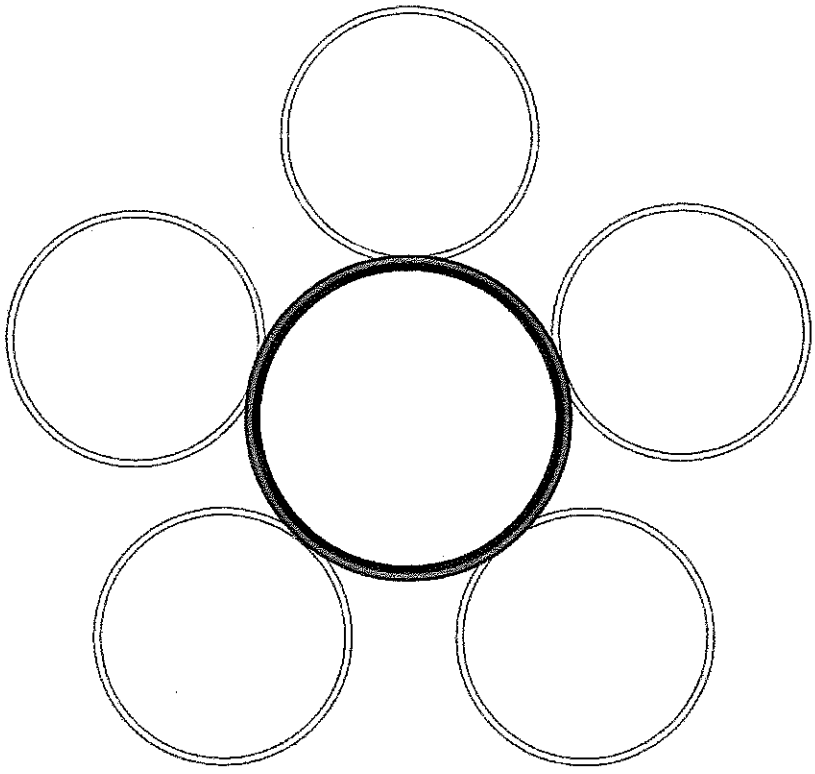
Benjamin Franklin: Scientist and Inventor

While Benjamin Franklin is known as a statesman and diplomat, he was also an accomplished inventor and scientist. Franklin was mainly a printer by profession, but he also investigated natural phenomena, such as ocean currents and lightning. His marine research led to his publication of a map of the Gulf Stream currents. Franklin developed theories about electricity, made famous by his experiment with a kite and a key during a lightning storm. As a result of his work with electricity, Franklin invented the lightning rod, which protected buildings from lightning strikes. Always curious and imaginative, Franklin also invented the bifocal glasses, the Franklin stove, an odometer for carriages and a musical instrument called a glass armonica. He investigated evaporation as a cooling technique and designed nautical enhancements, including watertight compartments.



From Franklin's paper "Water-spouts and Whirlwinds"

Write the main idea of the paragraph in the center circle below. Write the supporting ideas in the outside circles.



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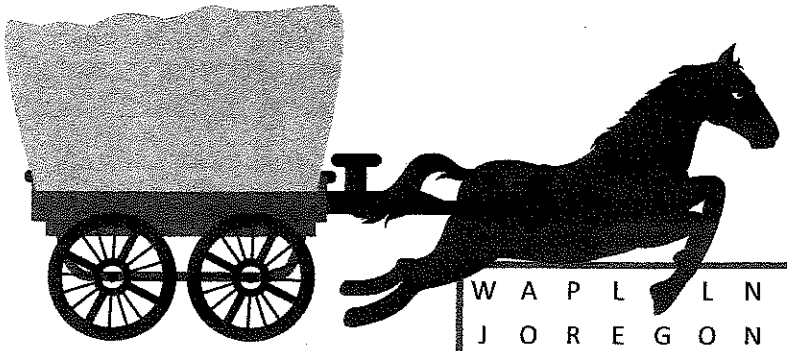
Day 9 - May 7th

Name: _____ Date: _____



Westward Expansion

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

BANDANA – Large handkerchief worn by cowboys tied around the neck.

BOOMTOWN – Rapidly growing town.

BRONCO – A wild or half-tamed horse.

CATTLE DRIVE – Moving a herd of cattle from one place to another.

COWBOY – Person who tends the cattle on a ranch.

DANIEL BOONE – American folk hero, pioneer, explorer, and frontiersman.

FRONTIER – The extreme limit of settled land beyond which lies wilderness.

GHOST TOWN – Deserted town with few or no remaining inhabitants.

GOLD RUSH – Rapid movement of migrants to California, starting in 1848 after gold was found.

GUNSLINGER – Man who carries a gun and shoots well.

HOMESTEAD – Piece of free land acquired from the government in exchange for living and working on it.

LAND RUSH – When lands were opened to sale and people would race to claim a plot.

LEWIS AND CLARK – Explorers dispatched by Thomas Jefferson to map and explore the uncharted West.

LOG CABIN – Small house made from tree trunks

LOUISIANA PURCHASE – Purchase of a large expanse of land by the US from France in 1803.

MANIFEST DESTINY – Belief that the expansion of the US across the American continent was inevitable.

NORTHWEST TERRITORY - A historical region of the US that extended from the Ohio and Mississippi Rivers to the Great Lakes.

OREGON TRAIL – A wagon trail that stretched from the Missouri River to the Far West.

PIONEERS – The first people to explore and settle the West.

PONY EXPRESS – Mail service on horseback that operated from Missouri to California.

RANCH – A large animal (usually cattle) farm in the western US.

RESERVATIONS – Land set aside for Native American Indians.

STAMPEDE – Sudden panicked rush of cattle or bison.

TELEGRAPH – System for transmitting messages along a wire.

TRANSCONTINENTAL (Railroad) – The railroad system that connected the US east coast to the west coast.

WAGON TRAIN – Convoy of covered wagons transporting settlers westward.

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Name:_____ Day 10 - May 8th Date:_____

On Target: History

Westward Expansion

SS4H3b,c

Historical Event

____ **Battle of Little Bighorn**

____ **Trail of Tears**

____ **Louisiana Purchase**

____ **Lewis and Clark Expedition**

____ **The Alamo**

____ **Oregon Trail**

____ **California Gold Rush**

A. Also known as the Corps of Discovery ordered by Thomas Jefferson. Lands west of the Mississippi River were explored.

B. A land deal between the US and France, in which the U.S. purchased land west of the Mississippi River for $15 million.

C. A battle between the Republic of Texas and Mexico at a fort in San Antonio, Texas.

D. The cause of a mass migration. Forty-Niners set up Boom Towns which resulted in this territory receiving the nickname The Golden State.

E. An overland trail used by settlers to travel west in covered wagons.

F. Also known as Custer's Last Stand. A battle between Federal Troops and the Lakota Sioux and Cheyenne Warriors.

G. The forced relocation of Eastern Woodlands Indians (including Cherokee, Creek, Chickasaw, Choctaw, and Seminole) to territories west of the Mississippi River.

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Day 11 - May 11th

Name: _____

Journal vs. Narrative
Sacajawea in the Writings of Lewis and Clark

Sacagawea (also spelled Sacajawea, Sakakawea, etc.) was the Shoshone woman who traveled with the Lewis and Clark Expedition to explore the Louisiana Purchase from 1804 until 1806. She acted as a translator for the expedition, known as the Corps of Discovery. During the journey, both leaders, Meriweather Lewis and William Clark, kept journals. In 1814 they would co-author a book on the history of the expedition entitled *History of the Expedition under the Command of Captains Lewis and Clark.*

Below are passages from both sources concerning the same event concerning Sacajawea. The expedition has just arrived at a Shoshone camp.

From Lewis's Journal

August 17th Satturday 1805...Shortly after Capt. Clark arrived with the Interpreter Charbono, and the Indian woman, who proved to be a sister of the Chif Cameahwait. the meeting of those people was really affecting, particularly between Sah cah-gar-we-ah and an Indian woman, who had been taken prisoner at the same time with her, and who had afterwards escaped from the Minnetares and rejoined her nation. At noon the Canoes arrived, and we had the satisfaction once more to find ourselves all together, with a flattering prospect of being able to obtain as many horses shortly as would enable us to prosicute our voyage by land should that by water be deemed unadvisable.

From *History of the Expedition*

Saturday, August 17... We soon drew near to the camp, and just as we approached it a woman made her way through the crowd towards Sacajawea, and recognising each other, they embraced with the most tender affection. The meeting of these two young women had in it something peculiarly touching, not only in the ardent manner in which their feelings were expressed, but from the real interest of their situation. They had been companions in childhood, in the war with the Minnetarees they had both been taken prisoners in the same battle, they had shared and softened the rigours of their captivity, till one of them had escaped from the Minnetarees, with scarce a hope of ever seeing her friend relieved from the hands of her enemies...

Questions:

1. Which account of the meeting of Sacajawea and her friend has more details? Give an example.

_____

_____

2. Why do you think the accounts are different?

_____

_____

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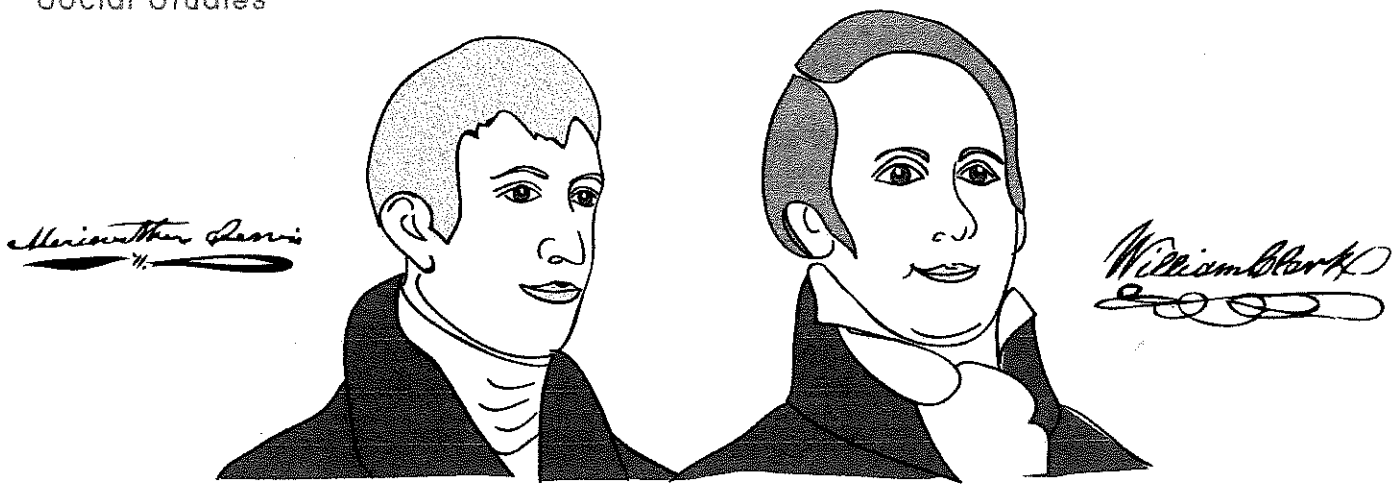
Day 12 - May 12th

Social Studies



Lewis and Clark

On May 14, 1804, Meriwether Lewis, William Clark and a team of 31 others set out on an expedition from St. Louis, Missouri. Their goal was to explore the lands and rivers of the western United States. At that time, the United States had no maps of that land or its rivers. President Thomas Jefferson hoped to find a Northwest Passage, a route of rivers that ships could use to cross from east to west. The team finally reached the Pacific Ocean in November of 1805, completing their expedition.

Word scramble!

Unscramble the letters to form the word that completes the sentence.

1. Another goal of the expedition was to make friends and set up trade with _____ American tribes . TNAEIV
2. _____ , a Native American woman who knew the territory, helped guide the expedition. AWAGEASAC
3. Along the way, Lewis and Clark saw many kinds of plants and _____ they had never seen before. ALSMANI

Answers: 1. NATIVE 2. SACAGAWEA 3. ANIMALS

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Day 13 - May 13th

Name _____ Date _____

Historical Heroes: Harriet Tubman

Harriet Tubman was born enslaved in Maryland around 1820. She worked as a house servant and in the fields. All of that hard work made her very strong.

In 1849, she escaped to Pennsylvania, which was a free state. Slavery was not legal there. She used the Underground Railroad to help her get to Pennsylvania. The Underground Railroad wasn't really a railroad. It was a collection of people, homes, and hideouts to help enslaved people. It was a secret way to help them get to safety. Traveling on the Underground Railroad was dangerous.

Harriet Tubman wanted to go back to help other people. She returned home to help family members escape from slavery. She rescued her mother, her father, and one of her brothers. After that, she helped as many as 300 slaves escape to free states. She risked her own life to save others. In 1863, she led a raid that freed 750 enslaved people in South Carolina.

Harriet Tubman believed that all people should have equal rights. She gave speeches about her time as a female slave. She worked to help women get the same rights as men.

Directions: Answer the questions below. Use text evidence to support your answers.

1. Harriet Tubman helped enslaved people find their way to free states using the _____ Railroad.

2. Why did Harriet Tubman go to Pennsylvania?

_____

3. How did the Underground Railroad help Harriet Tubman and other enslaved people?

_____

_____

4. When did Harriet Tubman help free 750 enslaved people in South Carolina?

_____

5. How did Harriet Tubman show her bravery?

_____

_____

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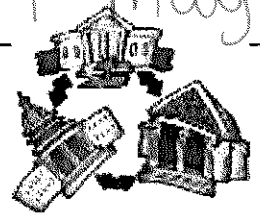
Day 14 - May 14

Branches of Government

Cross-Curricular Focus: History/Social Sciences



There are three different levels of government in the United States: federal, state and local. Officials in each level are elected by the people to serve and protect the people within the **jurisdiction**, or area of authority. The federal government handles relations between the United States and other countries, including war, peace treaties and trade. It is also in charge of printing money and running the military. State governments are responsible for public education, health and safety. Local governments provide services, such as parks, police and fire protection, to members of the community.

The federal government is the national level of government. It is divided into three separate **branches**: the **legislative** branch, the **judicial** branch, and the **executive** branch. The three branches work together to make sure the power is balanced, and no individual branch becomes too powerful. This is known as a system of checks and balances.

Congress is the legislative branch. It is responsible for making laws. Congress is made up of two separate chambers: the Senate, and the House of Representatives. Each state is represented in each chamber. A state elects two senators to the Senate. Each state's representation in the House of Representatives is based on the state's population.

The judicial branch is responsible for interpreting laws and for hearing court cases. These court cases decide if a law has been broken or if a laws is unjust. The Supreme Court is our nation's highest court and has power over all lower courts when deciding matters concerning in the U.S. Constitution.

The executive branch is responsible for executing, or carrying out, laws. The president of the United States is in charge of this branch and is assisted by his cabinet of advisors. The president signs bills into law and can also veto proposed laws. In addition, the president is commander in chief of the U.S. armed forces.

The three branches of the federal government work together to ensure that the rights of citizens are not lost. The ultimate power in the U.S. government belongs to the people. Citizens entrust their power to government officials by voting to elect them.

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 does a system of checks and balances protect against?

_____

_____

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers?

_____

_____

3) What is the difference between representation in the House and representation in the Senate?

_____

_____

4) What is the judicial branch responsible for?

_____

_____

5) The president of the U.S. is in charge of which branch of government? _____

_____

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Day 15 - May 15

The Constitution

We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The Constitution is the highest law in the United States. The Constitution was written in 1787 and has changed through "amendments" passed by the states. The first ten amendments describe the rights of all Americans. They are called The Bill of Rights.

The Constitution also describes the three main branches of government and their responsibilities. The judicial branch explains and interprets the law. This branch includes judges and the Supreme Court. The legislative branch makes the laws. It is made up of senators and state representatives—Congress. The executive branch makes sure the law is followed. This branch is headed up by the President of the United States, Vice President and executive officers.

Fill in the blanks to the following sentences about the above passage.

1. The constitution was written in _____.
2. States can change it by passing an _____.
3. The three main branches of government are: _____, _____, and _____.

Why do you think the Constitution is important?

_____

_____

_____

_____

_____

_____

_____

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Day 16 - May 18

CHECKS AND BALANCES WORKSHEET

Checks and balances is a political principle which describes how the branches of government work with each other. The Constitution of the United States established the three branches of the United States government. These branches are the executive, legislative and judicial. The President is the head of the executive branch, which enforces the laws. Congress, made up of the Senate and House of Representatives, is the head of the legislative branch which makes the laws. The judicial branch, which interprets the laws, is made up of the Supreme Court and the federal courts.

Executive Branch
- President
- Vice President
- The Cabinet
- Departments, such as Department of Defense and Department of Education
- Boards and Commissions, such as the National Park Foundation

Legislative Branch
- U.S. Senate
- U.S. House of Representatives
- Congressional support organizations, such as the Library of Congress

Judicial Branch
- Supreme Court
- Lower courts, such as U.S. District Courts
- Special Courts, such as the U.S. Tax Court
- Court Support organizations, such as U.S. Sentencing Commission

EXECUTIVE BRANCH
The President

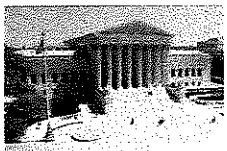
Can appoint Supreme Court justices and federal judges.

Can decide if presidential acts are constitutional.

Can veto bills and call emergency sessions of Congress.

Can impeach the President, override a veto and confirm executive appointments.

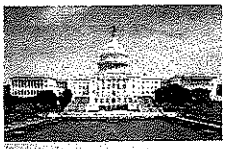
Each branch is assigned specific duties under a concept called "separation of powers." No one branch of government can take control. Instead, each branch watches over the other two. This is called checks and balances.



JUDICIAL BRANCH
The Supreme Court

Can interpret constitutionality of laws.

Can confirm or impeach judicial appointments, such as Supreme Court justices.



LEGISLATIVE BRANCH
Congress

Word Search

Find the hidden words from the list at the right.

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

WORD LIST

APPOINTMENTS
BALANCES
BRANCH
CHECKS
CONGRESS
CONSTITUTION
COURT
EXECUTIVE
HOUSE
JUDICIAL
LAWS
LEGISLATIVE
PRESIDENT
SENATE
SUPREME
VETO

QUIZ

1. Which branch of the government makes laws? _____
2. Who can veto a bill which Congress passes? _____
3. Which branch of the government appoints justices to the U.S. Supreme Court? _____
4. Which branch of the government interprets the laws? _____
5. Which branch of the government decides if laws are constitutional? _____

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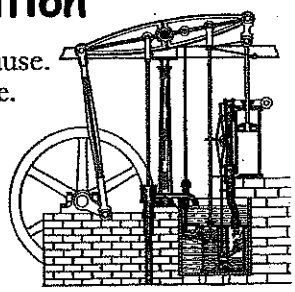
Name: Day 17 - May 19 Date: _____

Cause and Effect: The Industrial Revolution



A **cause** is something that makes something else happen. It is the reason for the effect.

It answers the question, "Why did this happen?"

An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "What happened?"

Directions: Read the passage below.

The Industrial Revolution is the name for the time when engines, machines, and factories were first developed. It began in the late 1700s and continued into the late 1800s. The Industrial Revolution changed the world. It affected every part of people's lives. It changed where people lived, worked, and traveled. It also changed how they lived, worked, and traveled.

Steam Engine
The development of a reliable steam engine in the late 1700s started the Industrial Revolution. Before its invention, machines were powered mostly by wind, water, horses, or humans. These machines were slow and could not run all the time. The steam engine could run long hours without getting tired. It also could be placed anywhere, not just where there was a river or strong wind.

Machines
Since the steam engine supplied large amounts of reliable energy, machines could be bigger, faster, and produce more products.

Factories
Large machines needed a place to operate. Businesses built factories for the machines. With many machines in one place, the companies could make more items.

Workers
Before the Industrial Revolution, most people worked on farms. Once the factories were built, workers were needed to operate the machines. This created jobs for men, women, and children. While this was an opportunity to make money, the hours were long and the working conditions were difficult.

Cities
As people moved from the farm to work in the factories, cities grew larger and larger. Some cities were created just for factories and their workers, such as Lowell, Massachusetts.

Directions: Complete the chart with details from the text that show cause and effect relationships.

Cause (Why?) ⟶	Effect (What happened?)

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Day 18-19 May 20-21

THE GOLD RUSH

Information Guide

Important Dates	• January 24, 1848, James Marshall found flakes of gold in the American River at John Sutter's Mill in California. • Throughout 1849, over 80,000 people rushed to California to find their fortune in gold. • The Gold Rush reached its peak in 1852.
What was the Gold Rush?	The Gold Rush was a time when thousands of prospective gold miners *rushed* to California with dreams of striking it rich.
Key People	• James Marshall – found first flakes of gold in American River • John Sutter – owned the mill where gold was first found • President James K. Polk - announced the finding of large quantities of gold in California, causing a massive number of miners to go there.
Main Locations	• Sutter's Mill – where gold was first sighted in California. It developed into Sacramento. • San Francisco – became the center for the new frontier. Population here grew astonishingly fast.
Positive Effects	• California became a culturally diverse state. • Building of transcontinental railroads • Some miners did find wealth. Store owners and businessmen found great opportunity in California during the Gold Rush.
Negative Effects	• Native American population in California decreased from 150,000 to 60,000 within 2 years, due to disease, mass murders, and forced relocation. • Mining towns were full of gambling and violence, leading many miners to lose everything. • Hydraulic mining destroyed much of the land.

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Day 18-19 May 20-21

THE GOLD RUSH

Interesting Facts

Hardships Faced by Miners	Those people who came to California during the gold rush were often surprised by the difficulties and harsh conditions they faced. Miners had to work very long hours, and many became ill from diseases including pneumonia and cholera. Many miners lost any money they had in gambling. Towns were without laws and were a place of violence. Supplies and food were hard to find and were very expensive. Many miners never found gold and went home empty-handed.
Largest Migration in U.S. History	The Gold Rush of California was the largest mass migration of people in U.S history. In March 1848, there were about 157,000 people living in the California territory. Within 20 months, over 100,000 more people had settled there. By the mid 1850s, there were more than 300,000 new arrivals.
Merchants vs. Miners	More fortunes were made by business owners than by miners. Some of America's wealthiest merchants got their start during the gold rush. • John Studebaker, who later made automobiles, first made money manufacturing wheelbarrows for miners. • A German-born tailor, Levi Strauss, originally planned to open a store in San Francisco selling wagon tarps to miners. When he heard that sturdy workpants for miners were in demand, he began creating some. Levi's denim jeans took off and made millions! • Henry Wells and William Fargo moved west to open an office in San Francisco and Wells Fargo Banking was born.

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Day 18 May 20

Title Box
Cut and place at top of notebook page.

The Gold Rush

Flap A:

Cut and fold back on dotted line.
Glue the tab to your notebook page.

Positive Effects:

1. _____
2. _____
3. _____

Negative Effects:

1. _____
2. _____
3. _____

Effects of the Gold Rush

Color and complete each flap before cutting and assembling.

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Day 18 May 20

Flap B:

Cut and fold back on dotted line.
Glue the tab to the top of Flap A.

The Gold Rush in California took place in many different locations. Two main areas were:

1. _____
   _____
   _____

2. _____
   _____
   _____

Where: Main Locations

Flap E:

Cut and fold back on dotted line.
Glue the tab to the top of Flap D.

_____

When?

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Day 18 May 20

Flap C:

Cut and fold back on dotted line.
Glue the tab to the top of Flap B.

Three important people of the Gold Rush were:
(describe their roles)

1. _____
   _____
2. _____
   _____
3. _____
   _____

Who:
Key People

Flap D:

Cut and fold back on dotted line.
Glue the tab to the top of Flap C.

_____
_____
_____

What was the Gold Rush?

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Day 19 May 21

THE GOLD RUSH

Create a Timeline

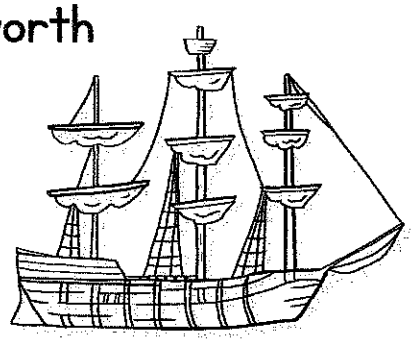
Learning about the Gold Rush of California is an important part of understanding the history of our country. Knowing the chronological order of the events of the Gold Rush can help you better appreciate and understand the causes and effects in history.

Directions: Cut out the boxes on the dotted lines. Arrange them so they are in chronological order. Glue the glue tabs and connect the timeline in the correct order. Color, if desired.

THE GOLD RUSH

Glue Tab

In November, 1848, the first shipments of gold, worth over $500,000, were shipped to the mint from San Francisco.



Glue Tab

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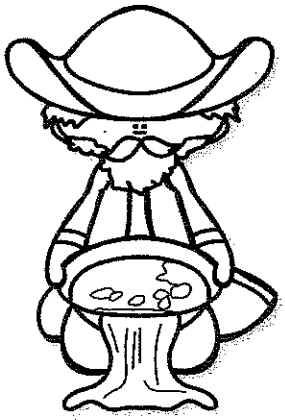
Day 19 May 21

Newspapers advertised for women to come to San Francisco to find a husband in February, 1849.

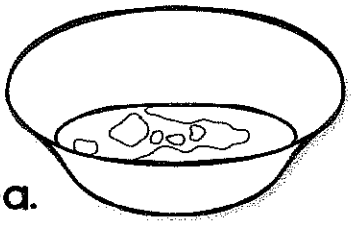
Glue Tab

James Marshall found gold in a river at Sutter's Mill, California in January, 1848.



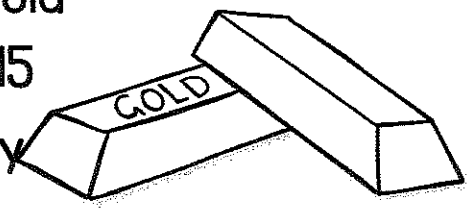
Glue Tab

Marshall tried to keep his discovery a secret, but by August, 1848, there were 4,000 gold mines in the area.



Glue Tab

In 1857, the gold rush finally stabilized with gold output around 45 million dollars a y



Glue Tab

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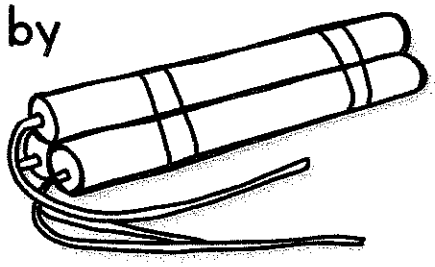
Day 19 May 21

By December, 1849, San Francisco had become a booming city with businesses taking care of miners.

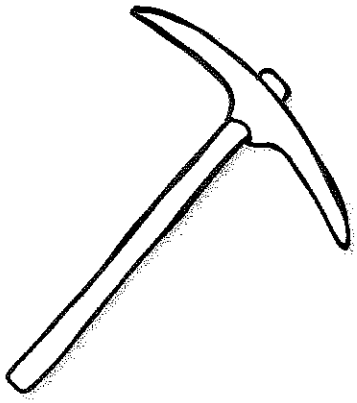
Glue Tab

Most of the gold on the surface of the land was picked clean by 1850 and other mining methods were introduced.



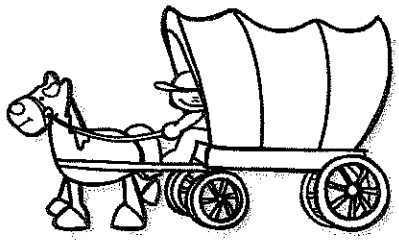
Glue Tab

In March, 1848, a local newspaper reported the discovery of gold. Area people didn't believe it.



Glue Tab

By January of 1849, people from all over the world traveled to California to get rich by mining gold.



Glue Tab

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Day 20 May 22

Missing Nouns

Name: _____

A noun can be a person, place, thing, or idea. Read the story below. Write an appropriate noun from the word bank onto each blank line to complete the story.

The California Gold Rush

Word Bank

news money treaty food cities frontier rich stores
prices history settlers businesses world metal trains

On January 24, 1948 the _____ of California and the United States would change forever. James Marshall, who worked at a lumber mill near Sacramento, saw some shiny _____ at the mill. It was gold.

California in 1848 was very different than it is now. At that time it was still part of Mexico. It was not until February 1848 that it would become part of the U.S. as part of a peace _____. There were very few _____ in California. There were no _____ from the East Coast to the West Coast. There were very few _____ in the middle of the country.

All that changed when word spread that gold had been found in California. It took a long time for the _____ to reach the rest of the _____. In 1849, however, thousands of people began arriving in California to look for gold and become _____.

There were very few _____, houses or supplies for the new people, who were called "Forty-Niners." Because _____, tools and houses were so hard to find, the _____ for these things became very high. Some people found they could make more _____ selling goods to the miners, rather than mine gold themselves.

The Forty-Niners changed California from a _____ to a important place. It became a U.S. state in 1850. More that 300,000 people had moved there by 1855. San Francisco grew from a town of 500 in 1847 to a city of 150,000 in 1870. The U.S. finished the Transcontinental Railroad in 1869. This connected the railroad tracks in the Eastern U.S. to the West Coast.

When the gold sources ran out quickly, the people of California found other ways to make money. Farming, banking and shipping became a big _____. What had started in a lumber mill would continue to make the state an important part of the U.S.

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