5th Grade N.T.I. Day 11

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler Day 11

Chapter 1 Test

Choose the correct answer.

1 Which place value is the 6 in 46,542?

   A tens

   B hundreds

   C thousands

   D ten-thousands

                  (DOK 1)

2 Which place value is the 3 in 7,354,116?

   A millions

   B hundred-thousands

   C hundred-thousandths

   D ten-thousands

                  (DOK 1)

3 Which place value is the 1 in 500,751?

   A thousands

   B ten-thousands

   C hundred-thousands

   D ones

                  (DOK 1)

4 Which number is less than 87,037?

   A 87,370

   B 83,703

   C 87,073

   D 87,730

                  (DOK 2)

5 Which of these comparisons is true?

   A $87 < 78$

   B $78 > 87$

   C $77 > 88$

   D $88 > 78$

                  (DOK 2)

6 Which of these comparisons is <u>not</u> true?

   A $33 > 32$

   B $32 < 33$

   C $32 > 33$

   D $32 > 23$

                  (DOK 2)

7 Add: $42,781 + 6,895$

   A 49,677

   B 48,676

   C 49,676

   D 48,677

                  (DOK 1)

8 Solve: 5,113,120 plus 4,007,013

   A 9,120,133

   B 9,120,113

   C 9,117,133

   D 9,119,113

                  (DOK 1)

9 Subtract: $371,016 - 72,008$

   A 298,008

   B 298,018

   C 299,018

   D 299,008

                  (DOK 1)

10 Solve: 845 less 322

   A 521

   B 523

   C 513

   D 533

                  (DOK 1)

11 Multiply: 954×11

   A 9,541

   B 10,541

   C 10,494

   D 10,495

                  (DOK 2)

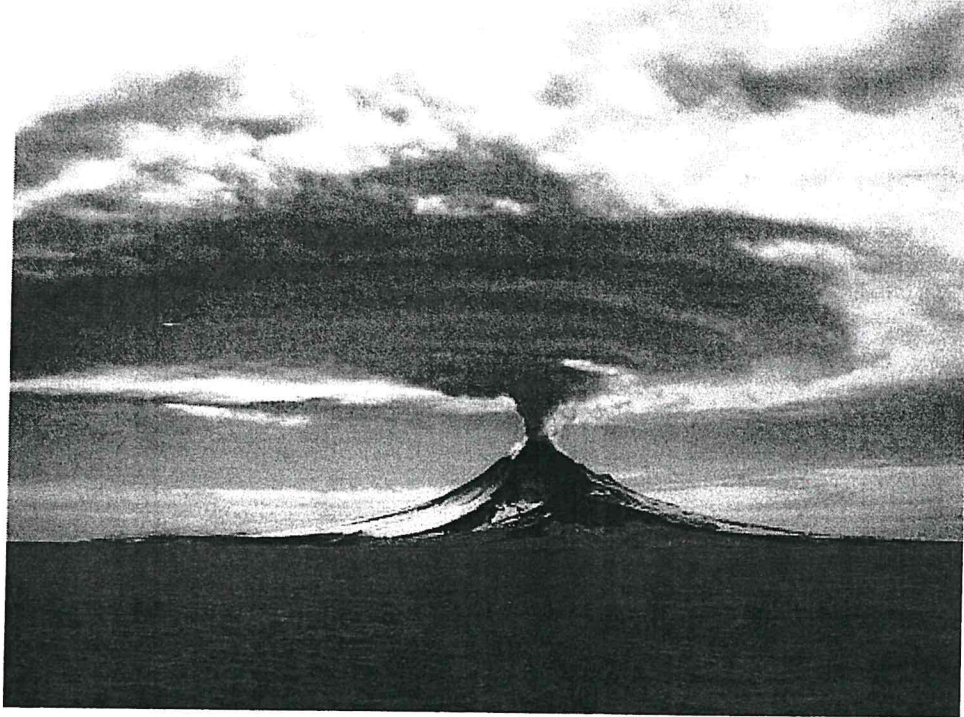**12** Solve: 1,842,316 times 2

   A 3,674,362

   B 3,684,368

   C 3,684,632

   D 3,674,368

                  (DOK 2)

Mercury, the Poison

This text is from the National Institute of Environment Health Sciences site.

Mercury is a natural metal that is a poison. It is a heavy, odorless, shiny, silver-white liquid. Sometimes it's called quicksilver. Liquid mercury can evaporate and end up in the air. Only a few drops of mercury is enough to poison the air in a room.

Volcanoes and the earth's crust release some mercury into the air. Coal-burning power plants and waste burning also release mercury into the air. Mercury in the air falls back to earth. It gets into lakes and oceans and can end up in fish.

There is some mercury in fluorescent light bulbs and CFL bulbs. Even though you can't see the mercury, a broken bulb can release mercury into the room. Mercury also has been used in some thermometers, barometers, gauges, switches, and thermostats.

Never touch mercury. Never play with mercury.

If liquid mercury touches your skin, it can get into your body and make you sick. If you find some mercury or some mercury spills, do not touch it. Tell an adult so they can clean it up the right way.

Name: _____ Date: _____

1. What is mercury?

    A. a natural metal that's a poison

    B. a natural metal that's safe

    C. a natural metal used to treat poisoning

    D. a natural metal that can't evaporate

2. What does the text list?

    A. steps that lead to a volcanic eruption

    B. things that release mercury

    C. steps to clean up mercury spills

    D. ways mercury can make you sick

3. It's best to not play with mercury. What information from the text best supports this statement?

    A. If liquid mercury touches your skin, it can get into your body and make you sick.

    B. There is some mercury in fluorescent light bulbs and CFL bulbs.

    C. Mercurygets into lakes and oceans and can end up in fish.

    D. Mercury is a heavy, odorless, shiny, silver-white liquid.

4. A broken bulb can release mercury into the room. Why is this so dangerous?

    A. Only a few drops of mercury is enough to poison the air in a room.

    B. Mercury can be very slippery, causing people to slip and fall.

    C. Mercury has a very strong smell which can cause people to faint.

    D. Mercury can heat up a room to very high temperatures that are unsafe.

Name _____

Lines of LONGITUDE

Lines of longitude are imaginary lines that run from the North Pole to the South Pole. Lines of longitude are measured in degrees (°). The prime meridian is labeled zero degrees (0°) longitude. There are 360° of longitude—180° west of the prime meridian and 180° east of the prime meridian. In other words, if you travel 180° west or 180° east, you'll end up on the same line of longitude. Use the map below to answer the questions about longitude.
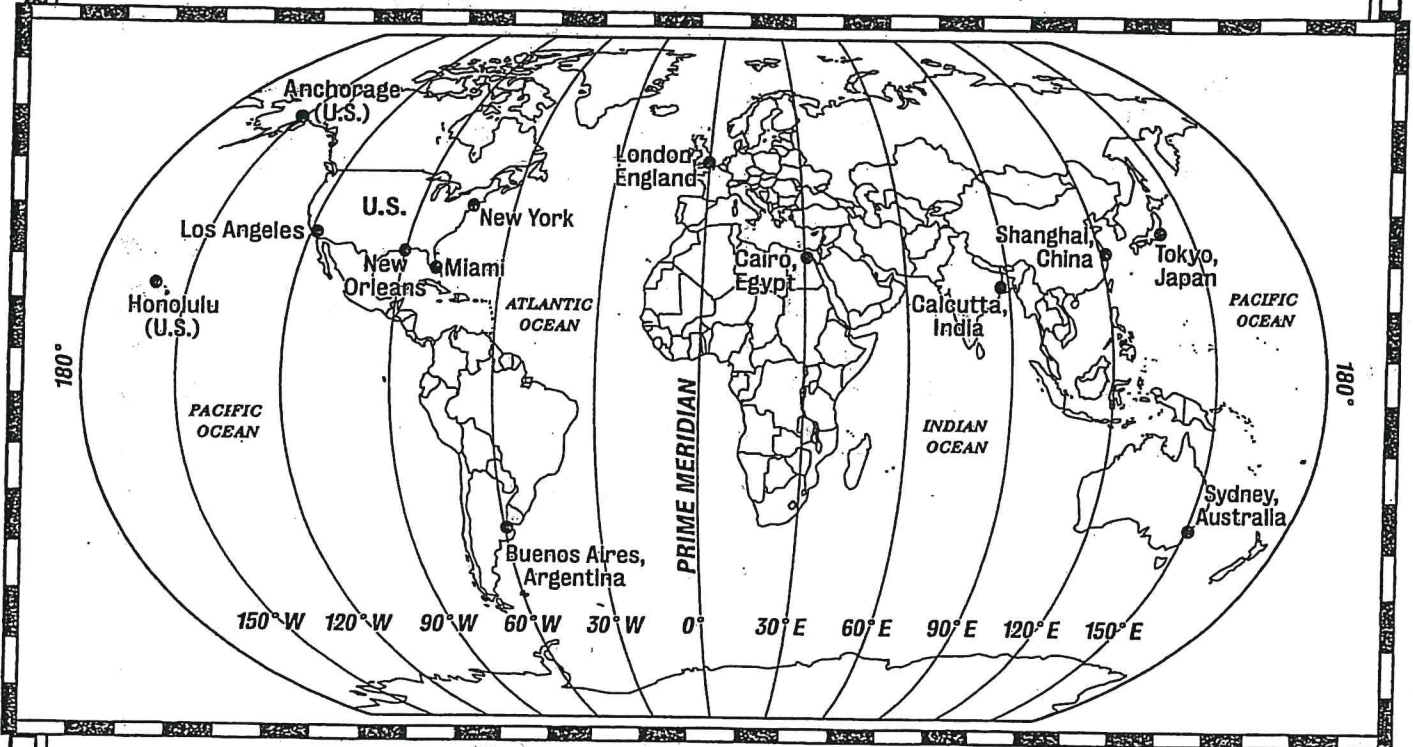
1. Which city is located closest to the prime meridian?
   Ⓐ London, England   Ⓒ Shanghai, China
   Ⓑ Tokyo, Japan   Ⓓ Miami, Florida

2. New York City is located between which two lines of longitude?
   Ⓐ 90° W and 60° W
   Ⓑ 60° W and 30° W
   Ⓒ 90° E and 60° E
   Ⓓ 150° W and 120° W

3. Which city is located closest to 60° W?
   Ⓐ Buenos Aires   Ⓒ New York
   Ⓑ Miami   Ⓓ Calcutta

4. Which large body of water is mostly located between 150° E and 90° W
   Ⓐ Indian Ocean   Ⓒ Atlantic Ocean
   Ⓑ Pacific Ocean   Ⓓ none of the above

5. About how many degrees of longitude are there between New Orleans and Cairo, Egypt?
   Ⓐ 30°   Ⓒ 90°
   Ⓑ 60°   Ⓓ 120°

6. Which U.S. city is located closest to 180°?

   _____

Lines of LATITUDE

Lines of latitude are imaginary lines that circle the Earth. These lines are measured in degrees (°). The equator, which is halfway between the North and South poles, is at 0° latitude. Latitude increases as you travel north or south of the equator. The North Pole is at 90° N. The South Pole is at 90° S.
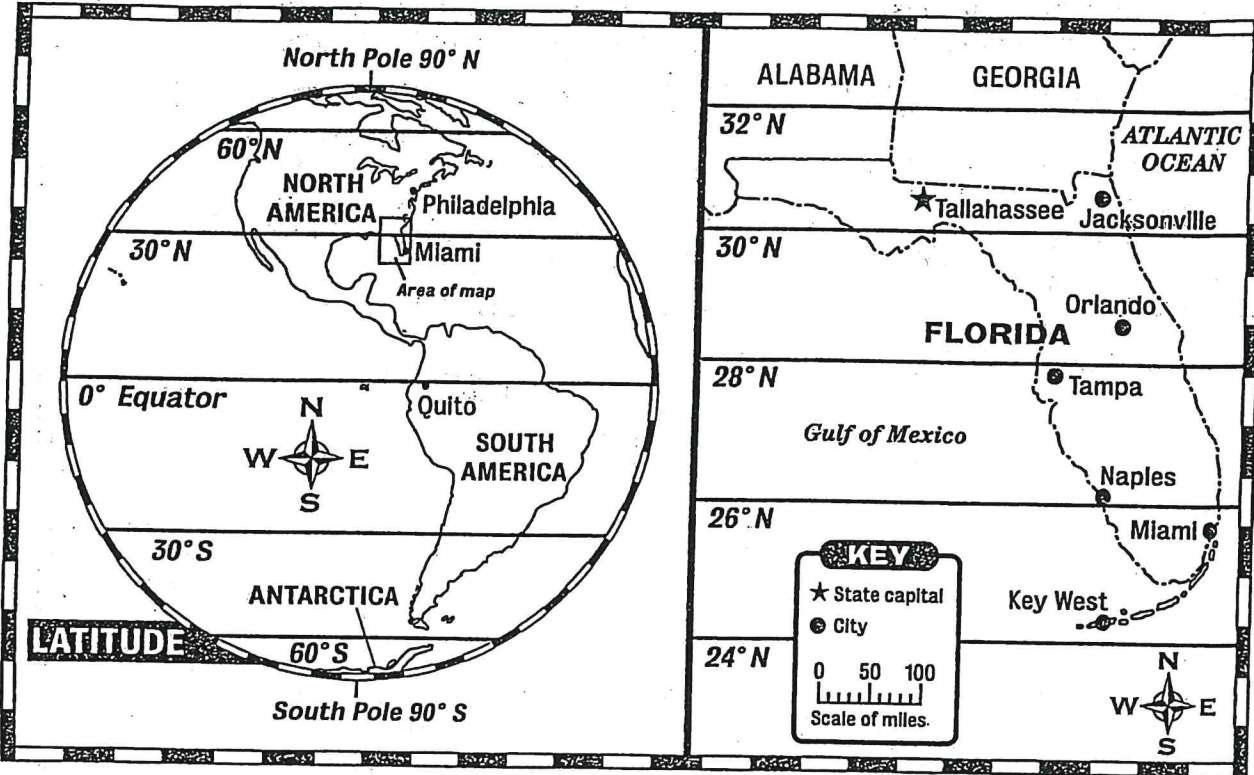

1. Which city is located closest to the equator?
- Ⓐ Philadelphia
- Ⓑ Quito
- Ⓒ Miami
- Ⓓ Tallahassee

2. Which continent is located south of 60° S?
- Ⓐ North America
- Ⓑ South America
- Ⓒ Antarctica
- Ⓓ none of the above

3. Key West, Florida, is located closest to which line of latitude?
- Ⓐ 24° N
- Ⓑ 24° S
- Ⓒ 26° N
- Ⓓ 25° S

4. The capital of Florida is located closest to which line of latitude?
- Ⓐ 26° N
- Ⓑ 28° N
- Ⓒ 30° N
- Ⓓ 30° S

5. About how many degrees of latitude is Quito from Philadelphia?
- Ⓐ 20°
- Ⓑ 40°
- Ⓒ 60°
- Ⓓ 75°

6. Naples, Florida, is located about how many degrees north of the equator?

_____

Mrs. Voges/ELA   Day 11   grad

Writing situation:

Leaders in your county are considering a law that would require all dog owners to keep their dogs on their property or on leashes while out in public. The county has received many complaints in the last month about dogs running across busy streets, into neighbors' yards, and through elementary playgrounds. Some citizens have expressed fears for their safety. If this law is passed, anyone who breaks the law will have to pay a fine. County leaders are seeking public opinion as they consider this law.

Writing directions:

Decide if you think this law is a good idea. Write an email to the county leaders giving your opinion about whether this law is necessary or not. Use specific details to support your opinion. (from the above paragraph)
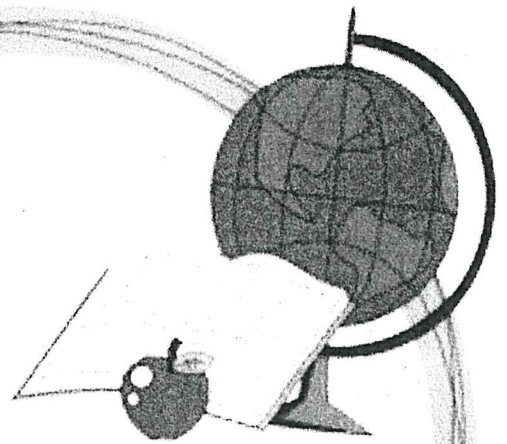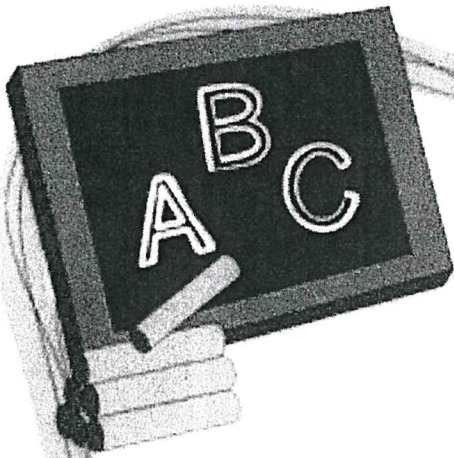
5th Grade N.T.I. Day 12

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
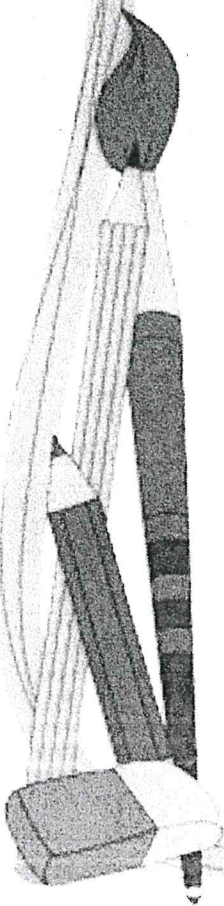shannon.walker-warren@mboro.kyschools.us
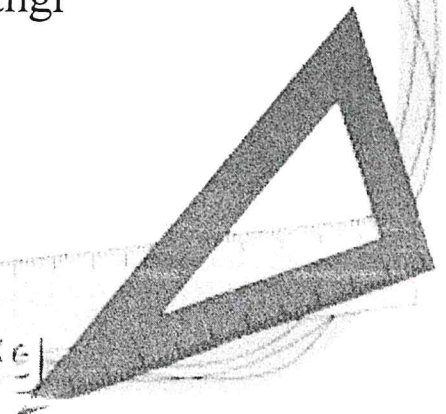travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

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Butter Day12

Chapter 2 Test

Choose the correct answer.

1 Divide: $216 \div 72$

   A 30
   B 3
   C 13
   D 23

(DOK 2)

2 Divide: $400 \div 16$

   A 30
   B 25
   C 35
   D 23

(DOK 2)

3 Divide: $588 \div 42$

   A 17
   B 15
   C 12
   D 14

(DOK 2)

4 Divide: $783 \div 13$

   A 62 R3
   B 60 R1
   C 60 R3
   D 61 R3

(DOK 2)

5 Divide: $354 \div 12$

   A 29 R6
   B 29 R8
   C 28 R6
   D 28 R8

(DOK 2)

6 Divide: $112 \div 7$

   A 16
   B 16 R1
   C 16 R2
   D 17 R1

(DOK 2)

7 Divide: $652 \div 24$

   A 27 R3
   B 26 R2
   C 27 R2
   D 27 R4

(DOK 2)

8 Which sentence is true?

   A A number is divisible by 2 if it ends in a zero or an even number.

   B A number is divisible by 3 if it ends in a zero or an even number.

   C A number is always divisible by 5 if it ends in 3, 6, or 9.

   D A number is always divisible by 3 if it ends in 1, 5, or 7.

(DOK 1)

9 Find the <u>two</u> division number sentences that can be made from the factors and product of the multiplication problem:

$3 \times 5 = 15$.

   A $15 \div 5 = 3,\ 15 \times 3 = 45$

   B $5 \times 3 = 15,\ 15 \div 3 = 5$

   C $15 \div 5 = 3,\ 15 \div 3 = 5$

   D $15 \div 5 = 3,\ 3 \times 5 = 15$

(DOK 2)

Mrs. Voges/ ELA

(11) WRITING TASK 1 (s)

Situation:

When you came back to school this fall, you saw many new faces. Several new students are now at your school. The principal has asked for volunteers to address the new students at the "Getting to Know You" picnic. You know that school can be a confusing place, and you have thought of ways to help these students.

Writing Task:

Write a speech to inform new students of ways to become more familiar with and more comfortable with your school. Be sure to explain your ideas in detail.

(Read the example speech on back)

Please Read

Welcome Speech

Hello, everybody. Welcome to our school! We like it most of the time. Mr. Jacobs has asked me to talk to you about what you need to know.

The school is big. It has six different hallways, as you can probably figure out by looking at the map. The best way to learn your way around is just go around and look at the school. You'll find the best ways to get to your classes after a few weeks.

Something else you need to know is not to make the librarian mad. She is the person who will decide if you have to pay a library fine, but she is also the person who assigns lockers. If you want to get a locker near your classes, you'll want to keep her happy.

Another important tip is don't be late for class. The first time you're late, you have to go to the detention room and fill out a form. The next time you're late, you will have to go to the detention room, fill out a form, and sign a form letter to your parents, explaining that you were late and why. Then you have to go to in-school suspension for half a day. The next time you're late (if there is a next time), you'll have sign the form, sign the letter, and go to suspension for a whole day. You just need to remember not to ever be late.

The lunches are probably like schools lunches anywhere you go: not good. You'll want to plan not to eat in the cafeteria, except for the holiday meals. Most of the special meals are worth eating.

Most of the kids here are ok, but some of them may pick on you at first. Just ignore them, and you'll figure out the rest of it as you go along.

If you see me in the halls, let me know if I can give you directions or anything. We have a pretty good school here. After a few weeks, you'll see what I mean.

Seabirds: Feathered Ocean Travelers

This text is provided courtesy of the National Audubon Society.
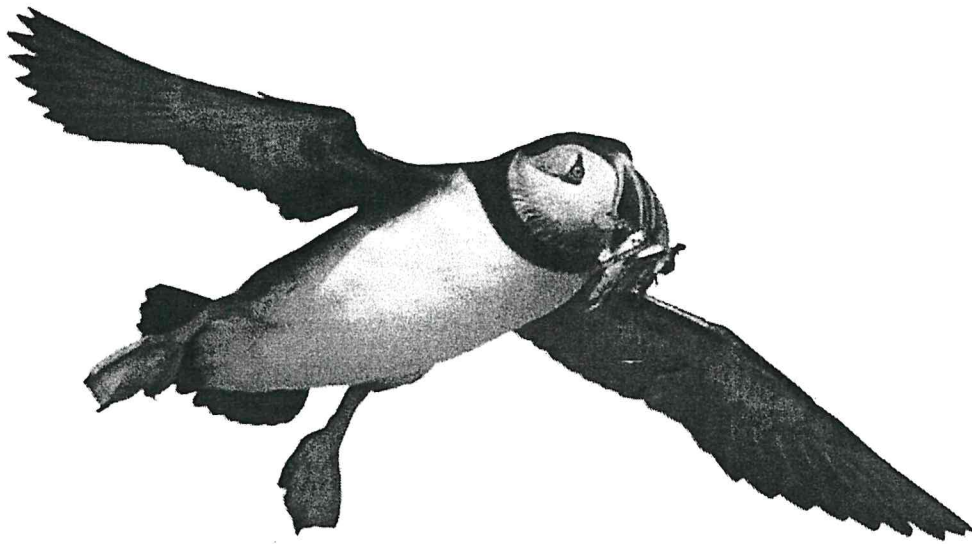
S. Flint

Earth is a water-covered planet and all its oceans are home to seabirds. Seabirds come in different sizes and shapes, but all seabirds are especially equipped for oceanic life. Many have wings and feet that do double duty as fins and paddles. Waterproof feathers and salt-removing noses are adaptations to spending months far from land. Some seabirds have bones that hold up to the pressure of deep-water dives and beaks that can snag the slipperiest of fish.

Puffins, albatrosses, terns, petrels, and other seabirds all depend on the ocean for food. Many seabirds migrate over marathon distances, traveling thousands of miles between ocean areas rich with food and their nesting colonies on land. They navigate the world's seas, crisscrossing the borders and boundaries of nations. Seabird conservation is an international-and urgent-effort. Seabirds are the most threatened group of birds on Earth. Of the world's 346 species, 28% are threatened with extinction. Safeguarding nesting sites isn't enough. Marine areas where seabirds feed and live most of their lives need protection, too.

Seabirds spend most of their lives on water, only coming on land to lay eggs and raise chicks. Seabird colonies are noisy, busy, smelly places full of life. The cliffy coasts and rocky islands off Maine and eastern Canada are a summertime destination for many seabirds. Puffins with clownish faces and beaks full of squirming fish waddle toward grass-lined burrows where chicks wait. Sleek black-headed murres sit on eggs balanced on rock ledges and cliff tops. But these birds don't stay on land. Within months most will be gone, back to their real homes-the sea.

Name: _____ **Date:** _____

1. According to the text, all of the Earth's oceans are home to what kind of animal?

    A. seabirds

    B. dolphins

    C. sharks

    D. algae

2. What does the text describe?

    A. differences among seabird species

    B. where seabirds travel

    C. what is threatening the lives of seabirds

    D. different ways fish have adapted to living in the ocean

3. Read the following sentences from the text.

"Many have wings and feet that do double duty as fins and paddles. Waterproof feathers and salt-removing noses are adaptations to spending months far from land. Some seabirds have bones that hold up to the pressure of deep-water dives and beaks that can snag the slipperiest of fish."

Which conclusion about seabirds does this information support?

    A. Seabirds have a hard time surviving in ocean areas.

    B. Seabirds adapt more quickly to their environments than other kinds of birds.

    C. Seabirds are at risk of dying out.

    D. Seabirds are well-equipped for oceanic life.

4. Based on the text, what can be concluded about seabirds' nesting sites and the marine areas where they feed and spend most of their lives?

    A. They face no threats.

    B. They face threats.

    C. They are extremely hot.

    D. They are extremely cold.

A Ride Along the Erie Canal

Mapmaking

1. Follow the instructions on page 5 for making the map and the moving pieces.

2. Cut out the large canal-barge piece and fold along the dashed lines. Tape on the map where indicated.

3. Cut out the pull strip and extensions A and B. Tape an extension to each end of the pull strip. Tape both front and back.

4. On the "How the Locks Work" inset, cut open the solid black lines and the boxes labeled "cut out."

5. Slip the pull strip through the cut lines, as shown. Pull the strip until "Step 1" is in the center and the arrows are aligned.
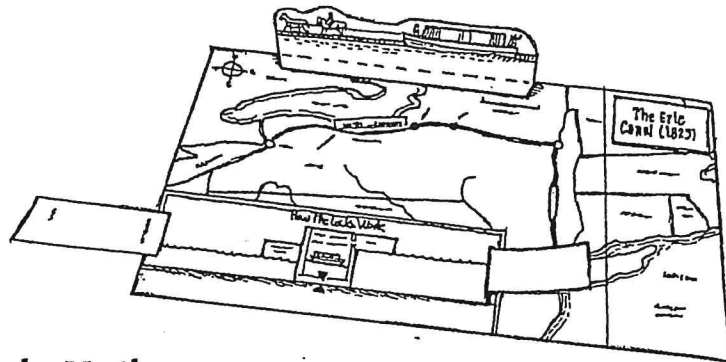
Map in Motion

Insert a steamboat at New York City and move it up the Hudson River to Albany. Then insert a canal barge pulled by horses at Albany and move it along the Erie Canal to Buffalo and Lake Erie. Students can pull an illustrated strip to find out how a lock works.

Map Points

By the early 1800s, the new nation that began as 13 colonies had expanded west of the Appalachian Mountains to the Mississippi River. Settlers needed goods produced in the East, and manufacturers were eager to expand their markets. Western raw materials and food such as grains were in demand in the East. Hauling goods and freight by road was slow, uncertain, and expensive. River travel didn't extend far enough inland.

In 1807, Robert Fulton's *Clermont*, the first American steamboat, sailed up the Hudson River from New York City to Albany. In 1818, a paddleboat was launched on Lake Erie. It carried passengers and goods from Buffalo west to Detroit. However, there was no direct water connection between the Hudson River and Lake Erie. Realizing the enormous economic potential of such a connection across his state, New York governor DeWitt Clinton backed the idea of building a canal between the two bodies of water. With legislative approval, the plan to build a canal in short sections was implemented. As each section was completed, it would be available to local boat traffic.

Over nearly eight years, using horse-drawn plows, scoops, and the labor of immigrants (most of whom were Irish), the 363-mile-long Erie Canal was built. The canal had 83 *locks* (see below for an explanation of how a lock works.) It was 4 feet deep and 40 feet wide. With the completion of the Erie Canal on October 26, 1825, boats could pick up freight in New York City, transport it to Albany, and carry it to Lake Erie and other points west. Each

boat, or *barge*, was pulled at about one-and-a-half miles per hour by horses or mules that walked parallel to the canal on *towpaths* that were 10 feet wide. Some barges carried passengers, some of whom were immigrants, while others carried only freight. The Erie Canal proved to be an immediate success. It cut the travel time between the East and the West, moved thousands of tons of freight to and from the West, greatly reduced costs, and helped transform New York City into a major trade center on the East Coast and Buffalo into a major Great Lakes port.

The Erie Canal was built with locks that helped lift boats from lower to higher elevations or lower them in the reverse direction. The total lift between the sea-level Hudson River and Lake Erie was more than 500 feet. Each lock was a section of the waterway that could be closed off with wooden gates. When a boat moving upstream entered a lock, the lower gate opened while the upper gate remained closed (Step 1). Once the boat was inside the lock, the lower gate was closed. Small channels in the upper gate were opened to allow water to flow into the lock (Step 2). As the lock filled, the boat was raised up (Step 3). When the water reached the level of the upper gate, that gate was opened, and the boat passed out of the lock (Step 4). A boat traveling downstream could then enter the lock. When the upper gates were closed, water was drained through channels opened in the lower gates. Today the Erie Canal is still in use as part of the New York State Barge Canal System.

Teaching With the Map

1. **What does the map show?** *(The map shows how the Erie Canal linked the Hudson River to Lake Erie and created a route for passengers and freight from New York City to the West.)*

2. **Why was the Erie Canal built?** *(The canal was built as a cheaper, shorter, and more reliable route for goods and people from the East to the West. It also moved raw materials and foods in the opposite direction.)*

3. **How did barges move along the canal?** *(They were pulled by horses or mules that walked along the towpaths parallel to the canal.)*

4. **What changes occurred as a result of the construction of the Erie Canal?** *(Travel times and freight costs were reduced; New York City and Buffalo became major trade ports.)*

5. **Why were locks necessary?** *(Locks raised or lowered boats as the elevations of the canal increased or decreased.)*

6. **Invite a student to use the pull strip and explain how a lock works. Call on another student to explain the process in the reverse direction.**

More Map Work

Following the success of the Erie Canal, Ohio and Pennsylvania also constructed canal systems. Challenge students to research one of the following canal systems:

- the system of canals that eventually connected eastern waterways with the Mississippi River

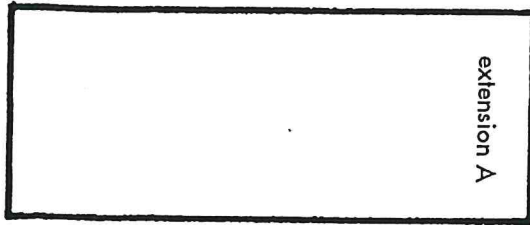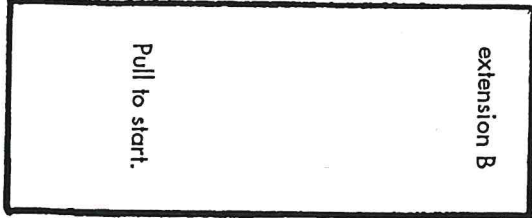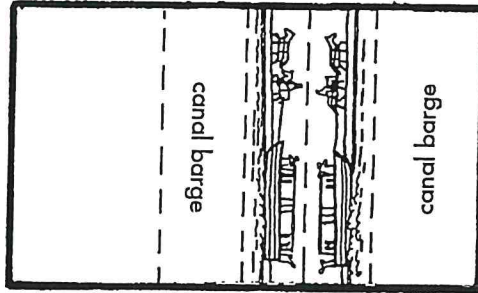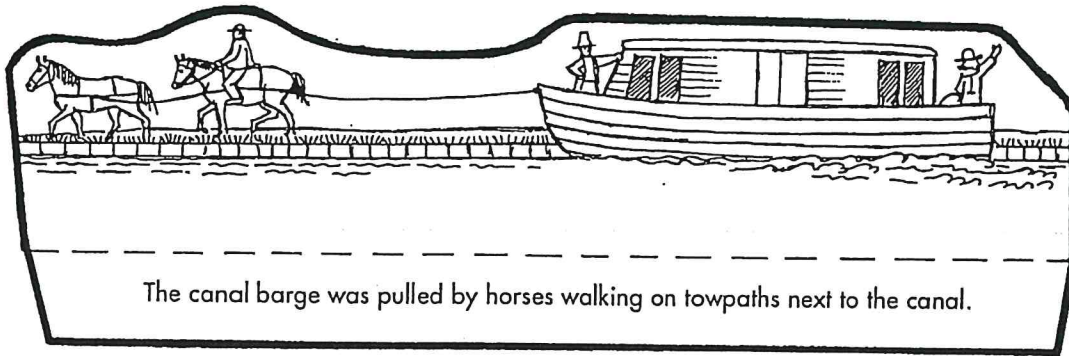- the water route that linked Chicago and the Atlantic Ocean

Have students draw maps to illustrate their findings.

CANADA

Lake Erie

Lake Ontario

Tape canal barge here.

Buffalo

Rochester

Erie Canal

NEW YORK

PENNSYLVANIA

How the Locks Work

Cut out

Cut out

Align arrows

Syracuse

Rome

Miles

0

50

Albany

Hudson River

New York City

VERMONT

N
W — E
S

60

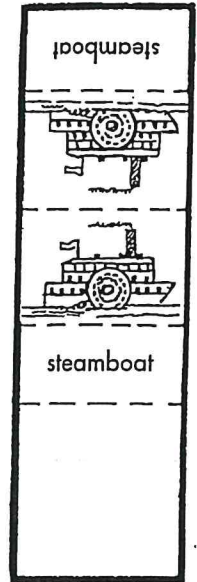Varren Day 12

extension A

extension B

Pull to start.

canal barge

canal barge

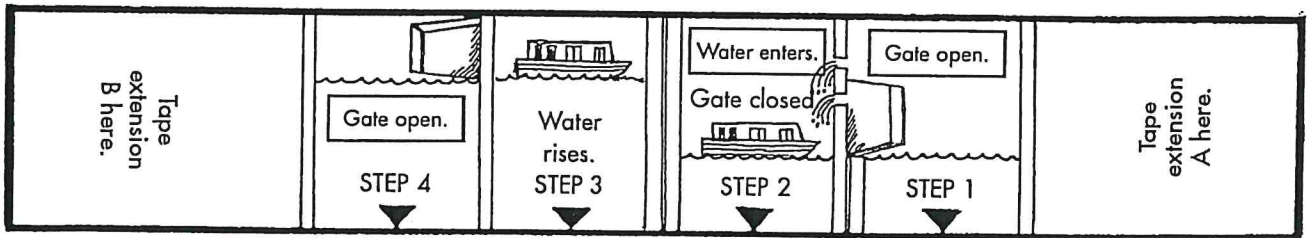steamboat

steamboat

The canal barge was pulled by horses walking on towpaths next to the canal.
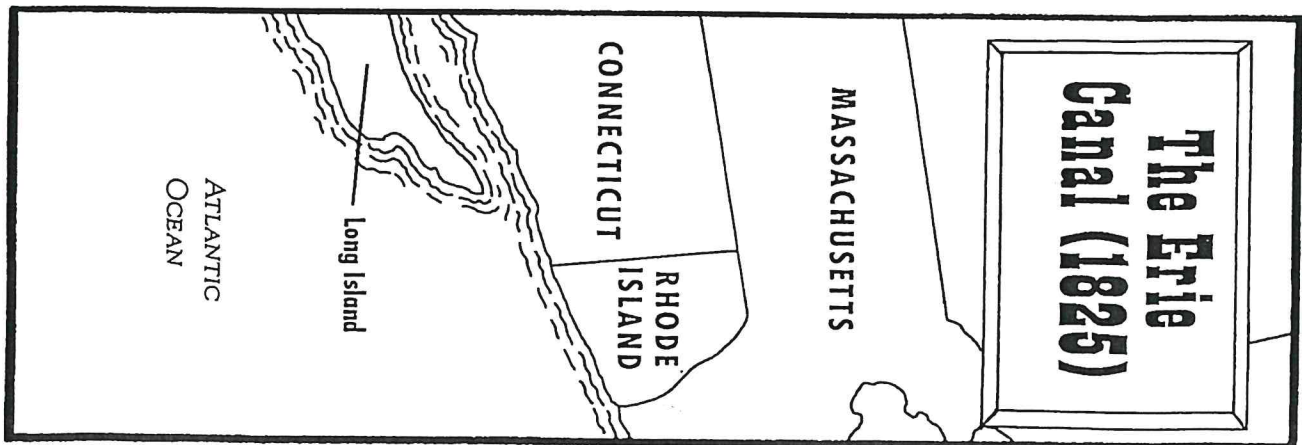
Tape extension B here.

Gate open.

STEP 4

Water rises.

STEP 3

Water enters.

Gate closed

STEP 2

Gate open.

STEP 1

Tape extension A here.

CONNECTICUT

MASSACHUSETTS

RHODE ISLAND

ATLANTIC OCEAN

Long Island

The Erie Canal (1825)
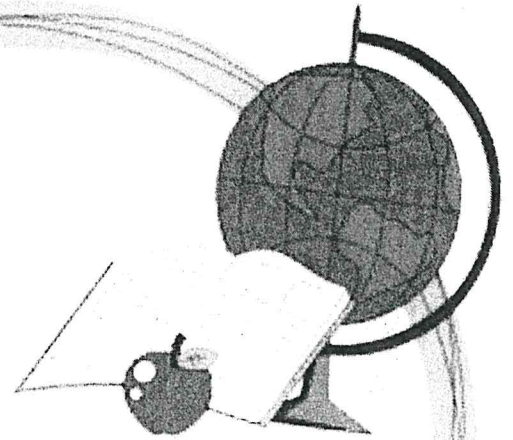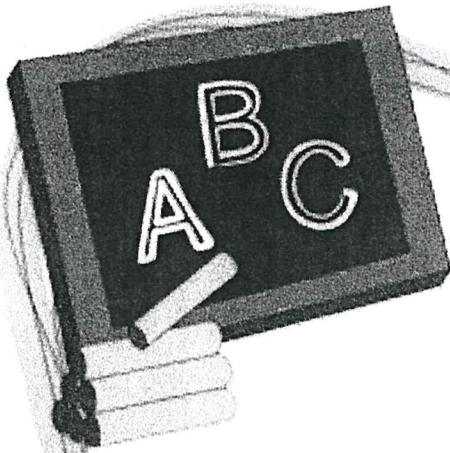
5th Grade
N.T.I. Day 13

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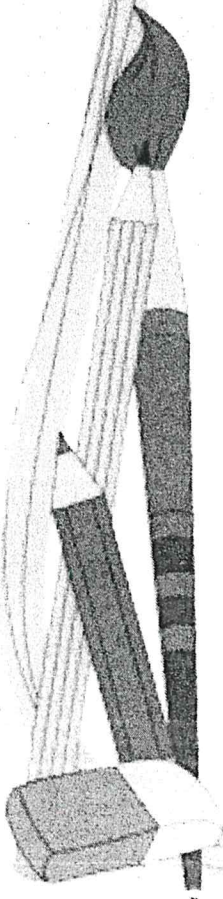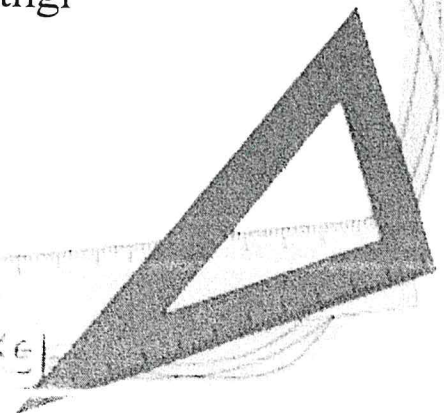
Chapter 3 Test

1 What place value is the 8 in 961.85?

A hundred
B hundredths
C tens
D tenths

(DOK 1)

2 Put the following decimal fractions in order from **least** to **greatest**.

    4.52   4.4   4.24   4.3

A 4.52   4.3   4.4   4.24
B 4.24   4.3   4.4   4.52
C 4.3   4.4   4.24   4.52
D 4.24   4.52   4.3   4.4

(DOK 2)

3 Which number is equal to:

$$(2 \times 10) + (3 \times \tfrac{1}{10}) + (4 \times \tfrac{1}{1,000})?$$

A 200.304
B 20.304
C 20.34
D 200.34

(DOK 2)

4 Which is the expanded form of 809.02?

A $(8 \times 100) + (9 \times 1) + (2 \times \tfrac{1}{100})$

B $(8 \times 10) + (9 \times 1) + (2 \times \tfrac{1}{100})$

C $(8 \times 100) + (9 \times 10) + (2 \times \tfrac{1}{100})$

D $(8 \times 100) + (9 \times 1) + (2 \times \tfrac{1}{10})$

(DOK 2)

5 Round 844.361 to the nearest whole number.

A 842
B 843.4
C 844
D 844.4

(DOK 2)

6 What place value is the 2 in 645.102?

A ones
B tenths
C hundredths
D thousandths

(DOK 1)

7 What is eight thousand thirteen and two hundred fifty-four thousandths in number form?

A 8,013.245
B 8,310.254
C 8,030.245
D 8,013.254

(DOK 1)

8 What is 704.126 in word form?

A seven hundred four and one hundred sixty-two thousandths
B seven hundred four and one hundred twenty-six thousandths
C seven hundred forty and one hundred twenty-six thousandths
D seven hundred forty and one hundred sixty-two thousandths

(DOK 1)

9 Round 78.57 to the nearest tenth.

A 78.5
B 78.6
C 79.6
D 78.7

(DOK 1)

Mrs. Voges/ELA

(34) WRITING TASK 1 (a)

Situation:

Your school now has a new addition and a new playground. Unfortunately, the contractors left "junk" on your new playground. Your school newspaper has asked for suggestions.

Writing Task:

Write an article for your school's newsletter, explaining how the playground could be cleaned up. Be sure to include specific details in your article.

(Example on Back)

Please Read following Example:

A New Place to Play! Yeah!!!!

The good news is we have a new playground. The bad news is the playground is a mess. Lumber, branches, and all kinds of trash are everywhere! What can we do?

Fix-Up Friends

First, we need to get some people in who have big trucks to move the rotted lumber. I wanted to build a tree house or lookout tower, but Mr. Lundergan says the lumber is pretty worthless now. My brother and his friends saw a couple of copperheads out by the lumber the other day, so we better get it cleared out.

Parent Partners

The second thing we can do is invite our parents to school to work. The new playground is covered with tree branches, and a couple of trees were blown down over the summer. Some of the branches are really big, so that's why we need parents. The parents can stack up all the big branches and trees in one place. Then we can build a fire and toast marshmallows and hotdogs. We might as well have fun while we're working.

Vacuum Cleaner Kids

The worst part of the mess can be cleaned up by kids! We can have a Trash or Treasure Day. We can get in teams. On every team, let's put a kid from every grade. We'll have enough kids for 30 teams. Each kid will be like a human vacuum cleaner. That's a lot of teams, but we have a lot of ground to clean up.

Then let's make the cleanup a competition. Different kinds of trash could be worth different points. Here are some suggestions:

cardboard boxes = 10 points;
milk jugs = 5 points;
pop cans = 3 points;
paper = 2 points; and
cigarette butts = 1 point.

We can have a council of two kids from each room to make up the class list. The teachers will count up the points at the end, and the winning room will get pizza! Come on, guys! We have a big, new playground, but it's a mess. Let's get busy on the cleanup! Everybody can do something!

Gilly N.T.T. Day 13

Experimentation

This text is from the National Institute of Environment Health Sciences site.
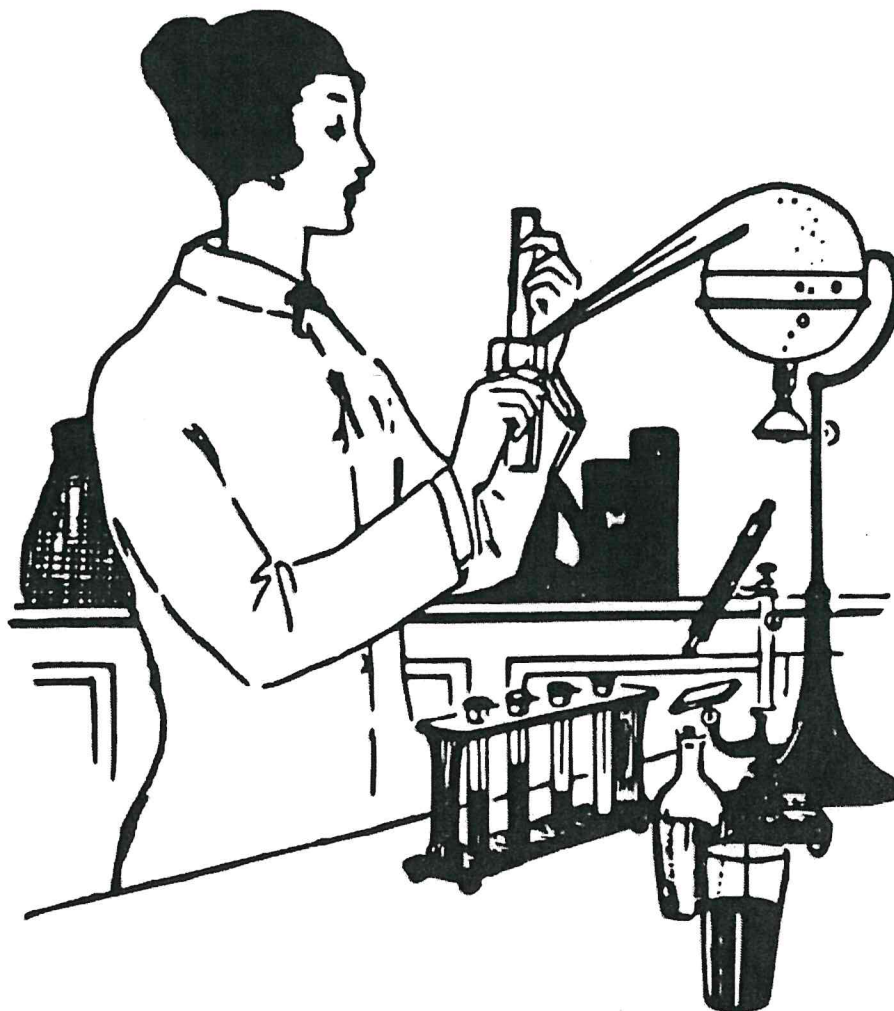
The world of science is one of constant *experimentation*. But what does that word, *experimentation*, actually mean? Experimentation is the act or process of trying out a new procedure, idea, or activity. The scientists at the National Institute of Environmental Health Sciences do a lot of "experimenting" to determine how things in our environment affect our bodies. Their experiments help us determine what role environmental exposures and/or our unique genetic structures play with regard to human health. Armed with such knowledge, they may be able to discover some way to prevent that from happening.

Name: _____ Date: _____

1. What is experimentation?

    A. the act or process of using old procedures, ideas, or activities

    B. the act or process of getting rid of old procedures, ideas, or activities

    C. the act or process of trying out different things that make us healthy

    D. the act or process of trying out a new procedure, idea, or activity

2. What does the text describe?

    A. howthe National Institute of Environmental Health Sciences was formed

    B. the experiments ofthe National Institute of Environmental Health Sciences

    C. environmental exposures that harm the health of people and animals

    D. genetic structures that impact the health of humans

3. Read the following sentences from the text.

"The scientists at the National Institute of Environmental Health Sciences do a lot of "experimenting" to determine how things in our environment affect our bodies. Their experiments help us determine what role environmental exposures and/or our unique genetic structures play with regard to human health."

Which conclusion about experiments does this information best support?

    A. Experiments are dangerous.

    B. Experiments are expensive.

    C. Experiments can be helpful.

    D. Experiments are harmful.

4. Based on the text, what can be concluded about the impact of environmental exposures on human health?

    A. Environmental exposures improve human health.

    B. Environmental exposures may be harmful to human health.

    C. Environmental exposures affect human health more than animal health.

    D. Environmental exposures don't cause a change in human health.

Name _____

Identify the States

In the list below, the 50 states are spelled incorrectly. Unscramble the state names and write their correct spelling on each line below. Then, fill in the blank U.S. map on the next page with the correct postal abbreviations.

1. IA: WIAO _____
2. OH: HOOI _____
3. UT: HTUA _____
4. ID: DAIOH _____
5. ME: NEIMA _____
6. TX: SAXTE _____
7. AK: KSLAAA _____
8. HI: IWAIHA _____
9. KS: KSNASA _____
10. NV: AADVEN _____
11. OR: OEGRNO _____
12. AL: AALBMAA _____
13. AZ: NORIAZA _____
14. FL: RLOIFAD _____
15. GA: GIAEORG _____
16. IN: DANIIAN _____
17. MT: TNAANOM _____
18. VT: NEVRTMO _____
19. WY: YNGWOMI _____
20. AR: NASSAKRA _____
21. CO: DOCORAOL _____
22. IL: NISOILIL _____
23. KY: YKKECNUT _____
24. MD: LYARNADM _____
25. MI: GCAINMHI _____

26. MO: SMIISRUO _____
27. NE: ANKESBAR _____
28. NY: ENW RYKO _____
29. OK: AHKOMOAL _____
30. VA: IIIVNGRA _____
31. DE: AAEEDLRW _____
32. WI: CNSSIIOW _____
33. LA: SOUAIAINL _____
34. MN: ENOSNITMA _____
35. TN: SENESNTEE _____
36. WA: NSHTGINWAO _____
37. CA: FNACIORLAI _____
38. NJ: WEN EJRSYE _____
39. NM: EWN EOMCXI _____
40. CT: CCCTTNNOEIU _____
41. MS: SISISISIPMP _____
42. ND: RNOHT ADTAOK _____
43. PA: VPNIYNESAANL _____
44. RI: ODHER ALNSID _____
45. SD: USHOT TDOKAA _____
46. WV: SWET GIRVINAI _____
47. MA: CAESUTMSASHTS _____
48. NH: EWN PHESMHAIR _____
49. NC: TNRHO LARCAINO _____
50. SC: UHTSO RNALACIO _____

Warren Davis

NOTE: These two states are not drawn to scale or placed in their geographic positions.
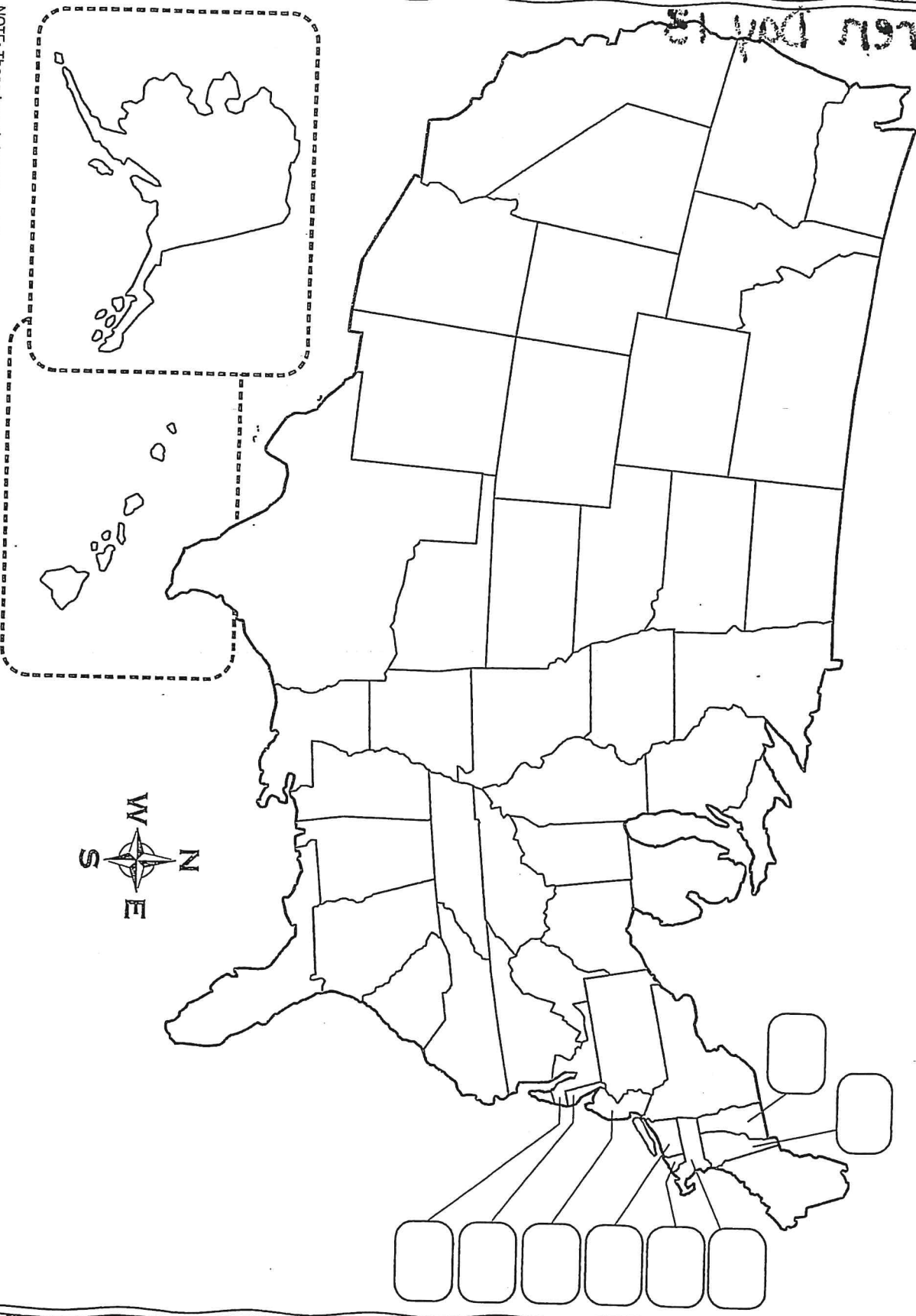
N
W E
S
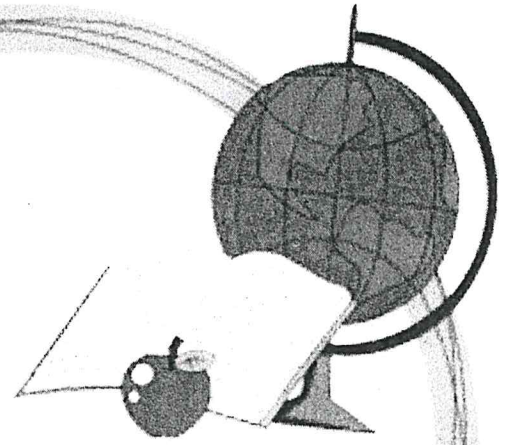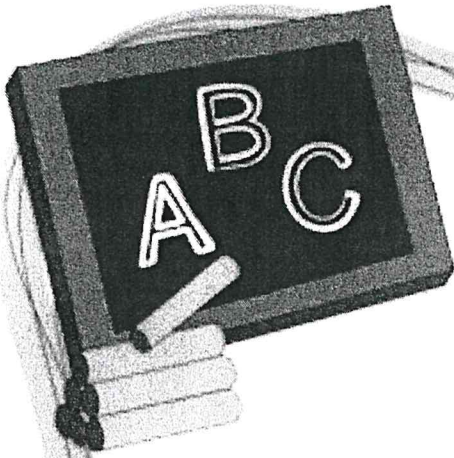
5th Grade N.T.I. Day 14

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
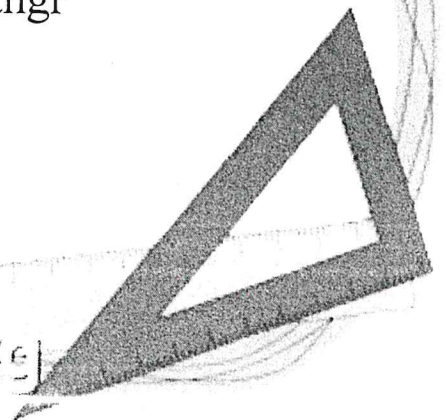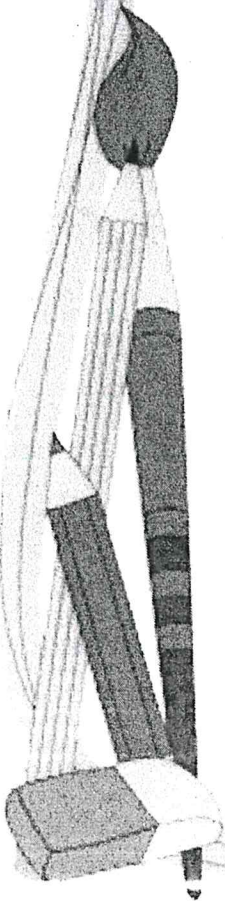shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 4 Test

Day 14

1 Add: $75.632 + 14.215$

A 88.847

B 88.947

C 89.847

D 61.417

(DOK 1)

2 Subtract: $112.556 - 83.42$

A 29.136

B 195.976

C 30.136

D 28.135

(DOK 1)

3 Multiply: $487 \times 2.2 =$

A 107.41

B 107.14

C 1,071.4

D 1,071.14
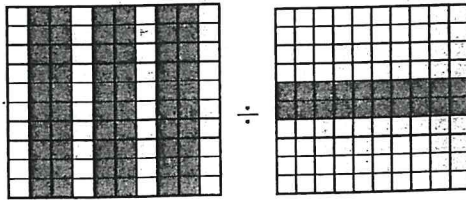
(DOK 2)

4 Multiply: $6.27 \times 0.4 =$

A 2.668

B 2.558

C 2.608

D 2.508

(DOK 2)

5 Divide:

A 0.003

B 0.03

C 0.3

D 3

(DOK 2)

6 Multiply: 5.42×10^3

A 542

B 5,420

C 54,200

D 542,000

(DOK 2)

7 Divide: $124 \div 6.2 =$
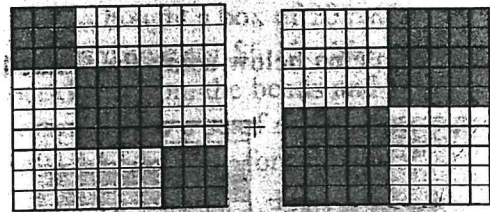
A 20.12

B 20

C 20.22

D 20.02

(DOK 2)

8 Divide: $16.8 \div 2.1 =$

A 8.0

B 8.8

C 8.4

D 8.2

(DOK 2)

9 Add:

A 0.68

B 1.00

C 0.84

D 0.85

(DOK 2)

(2) WRITING TASK 1

Situation:

This fall your community is participating in a beautification project. The committee in charge is encouraging every business to make their buildings and the area surrounding them look better. You have decided that your school should be part of this project.

Writing Task:

Write a letter to inform your principal about the project and explain how your school can be involved. Explain how your school could be a more beautiful place. Be sure to describe specific ideas in your letter.

<u>Some Sentence Starters</u>

1) Our school needs flowers along the sidewalks.

2) Our school needs a big flowerbed around the flagpole.

3) Our school needs to plant flowering trees along the driveway.

4) Our school needs to plant new grass seed to get rid of the bare patches in the yard.

5) Our school needs a new flag.

6) Our school needs to have the old guttering painted or replaced.

7) Our school needs to paint all the outside doors in our school colors.

8) Our school needs a new sign because the old one was knocked down and broken.

9) Our school needs to put some benches under the trees where the parents wait for kids.

10) Our school needs to get the concrete steps fixed.

Gilly N.T.I. Day 14

Scientific Method
This text is from the National Institute of Environment Health Sciences site.

A good scientist learns about the world by using the scientific method. The scientific method tests a hypothesis, which is an educated guess based on what information we already have.

All fields of science use the scientific method as a framework to make observations, gather data, and draw conclusions.

Here is a list of the steps of the scientific method:

· Gather information
· Form a hypothesis
· Test with an experiment
· Write down results
· Analyze results
· State conclusions
· Report results

You can use the scientific method yourself!

Name: _____ **Date:** _____

1. What is a hypothesis?

    A. an idea that has been proven through a series of tests

    B. an educated guess based on what information we already have

    C. the process of gathering information in a scientifi study

    D. a guess made based on very little information

2. What does the text list?

    A. the steps of the scientific method

    B. steps used to run an experiment

    C. important scientific theories

    D. how the scientific method was formed

3. Read the following sentence from the text.

"All fields of science use the scientific method as a framework to make observations, gather data, and draw conclusions."

What can be concluded about the scientific method based on this information?

    A. The scientific method is unimportant in science.

    B. The scientific method has started to be used only recently.

    C. The scientific method is filled with problems.

    D. The scientific method is popular in science.

4. One of the steps of the scientific method is to state conclusions. What might these conclusions be about?
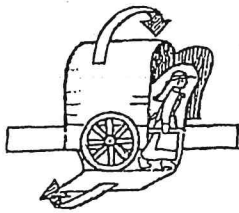
    A. the scientific tools used in an experiment

    B. the effectiveness of the scientific method

    C. the lives of scientists

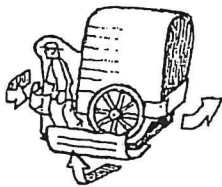   D. the hypothesis being tested

The Way West
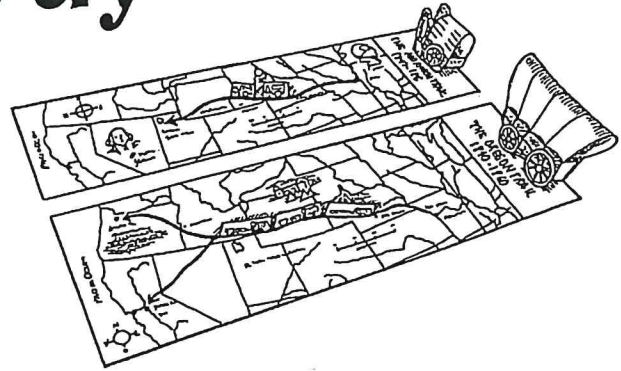
Mapmaking

1. Follow the instructions on page 5 for making both maps and moving pieces.

2. Cut out the Mormon handcart and bend, as shown.

3. Fold the end flaps along the dashed lines. Tape as shown.

4. Tape the handcart to the right of the Mormon Trail in the space provided.

5. Repeat steps 2 to 4 to make the prairie schooner.

6. Tape the prairie schooner to the right of the Oregon Trail map in the space provided.

Maps in Motion

The two maps in this section show two different routes to the West. On the Oregon Trail map, insert three wagons at Independence, Missouri, and move them along the trail to Oregon City or California. On the Mormon Trail map, insert two Mormon handcarts at Nauvoo, Illinois, and move them along the trail to Salt Lake City.

Map Points

As the United States grew and prospered, the land beyond the Mississippi River became known as the West. In 1846, the Oregon Territory was added to the Union. Then in 1848, upper California became part of the nation as well. Soon pioneers were moving west to escape the crowded East and begin new lives.

The Oregon Trail stretched for 2,170 miles. Most families bound for Oregon joined wagon trains in Independence or St. Joseph, Missouri. They traveled in wagons fitted with a white canvas cover bowed over a wooden frame and pulled by oxen or mules. Because these covered wagons looked like sailing ships from a distance, pioneers called them *prairie schooners*.

Wagon trains began traveling at winter's end. In the spring and early summer, there was plenty of grass for animals to graze on. It took about two months for a wagon train to cross the Great Plains. At the Platte River Valley, in what is today Nebraska, wagons followed the river's south bank to Fort Kearney. Pioneers took the wheels off their wagons and turned the wagons into flat-bottomed boats to cross the Platte River.

By the time a wagon train reached Fort Laramie, families needed rest and supplies. The difficult passage through the Rocky Mountains lay ahead. During this steep part of the journey, many people tossed iron stoves and other heavy items from their wagons to lighten the load. At a 20-mile-wide stretch of grassy meadows called South Pass, the wagons crossed the mountains.

A few miles past Fort Hall in present-day Idaho the trail to California (and gold at Sutter's Fort) split off from the trail to Oregon. Those bound for Oregon followed

66

the Snake River to the Blue Mountains. The journey of five months or more—full of hardships, hazards, and death—ended as families decided where to settle.

In 1846, the Mormons began a similar journey west. The Mormons were followers of Joseph Smith, who founded the Mormon Church in Fayette, New York, in 1830. Smith and his followers moved west to Illinois, where they built the village of Nauvoo in 1839. By 1844, about 20,000 Mormons had settled there, fueling anti-Mormon sentiment. When Smith was killed in 1844, Brigham Young became the leader of the Mormons.

Young led the Mormons west. They spent the harsh winter near the Missouri River (close to present-day Omaha) and then continued west in the spring of 1847. The first Mormons traveled in wagons. By the late 1850s, however, thousands of Mormons made the trek west pulling or pushing two-wheeled handcarts packed with food and other provisions. The Mormons followed the Oregon Trail but, fearful of attacks by unsympathetic pioneers, they took a route about a day's ride north of the trail. Along the way, Young left markers, such as buffalo skulls, on which he wrote messages for Mormons who would come later. This route became known as the Mormon Trail.

At Fort Bridger, the Mormons deviated from the Oregon Trail and turned their wagons southwest. Upon reaching the desert near the Great Salt Lake, Young declared that the Mormons had found their new home. That home became Salt Lake City, Utah.

Teaching With the Maps

1. **What do the maps show?** (One map shows the Oregon Trail with the route to California that settlers and gold seekers took in the 1840s and 1850s. The other shows the trail the Mormons took to the Great Salt Lake.)

2. **Why were covered wagons called prairie schooners?** (Because of their canvas covers, the wagons looked like sailing ships from a distance.)

3. **What natural features did wagon trains cross on their way to Oregon?** (They crossed the Great Plains, rivers such as the Platte, and the Rocky Mountains.)

4. **Why did pioneers throw away iron stoves and other items as they crossed the Rocky Mountains?** (They wanted to lighten their wagonloads as they crossed the steep mountains.)

5. **Why did the Mormons move west?** (They were escaping religious persecution.)

6. **Where and when did the Mormons' journey end?** (It ended near the Great Salt Lake when Brigham Young declared they had found their new home.)
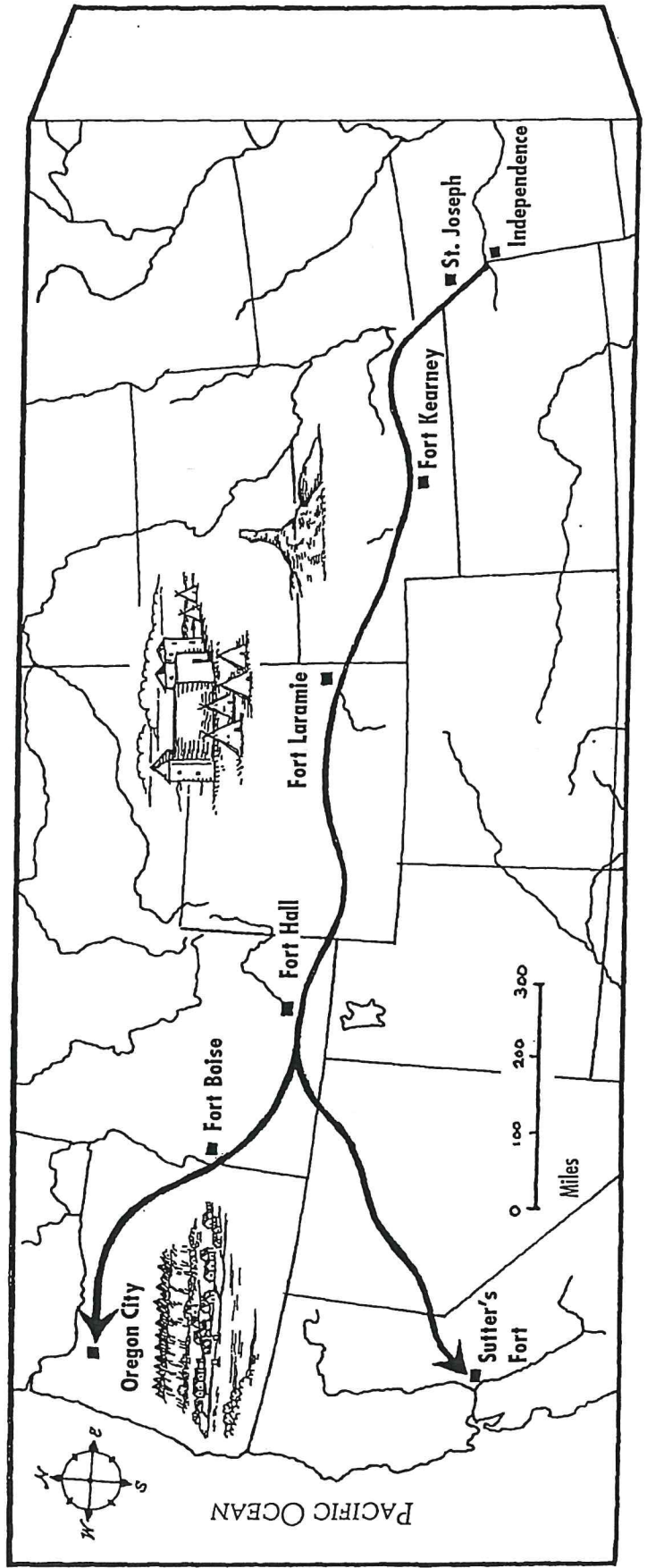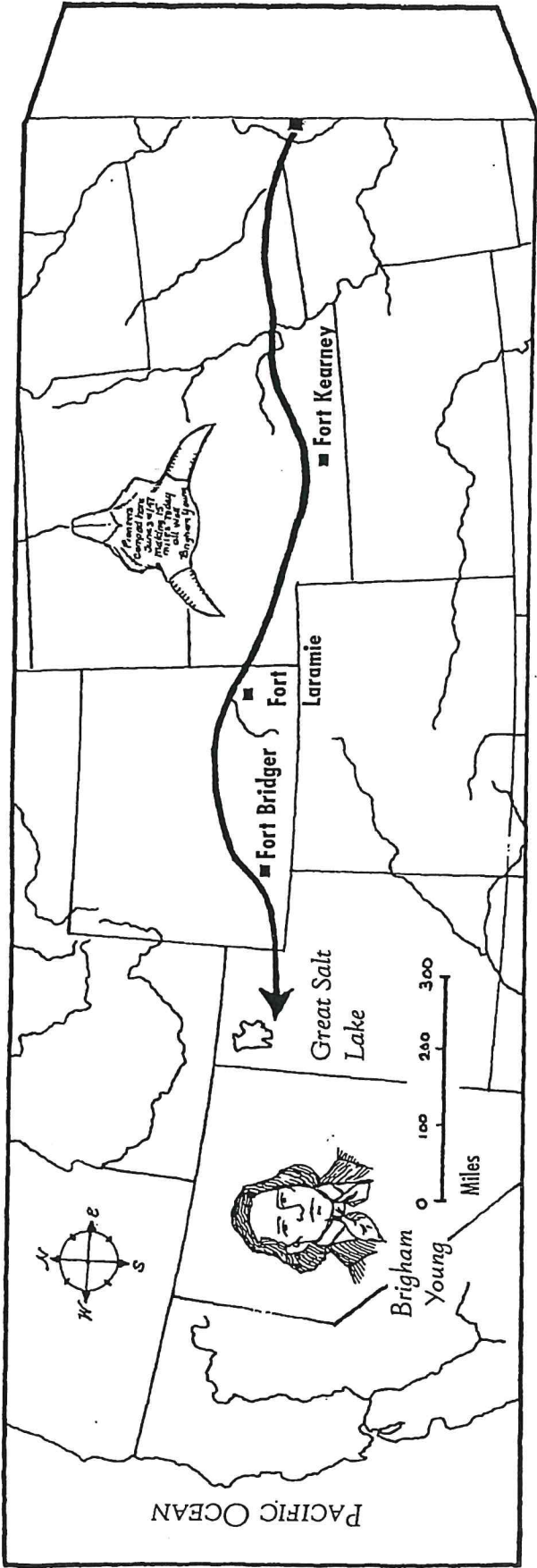
More Map Work

Ask students to research the Oregon Trail and the Mormon Trail to locate landmarks such as Chimney Rock, Native American regions, and shortcuts on their maps. Then challenge them to do one of the activities below and mark the appropriate landmarks and routes on their maps.
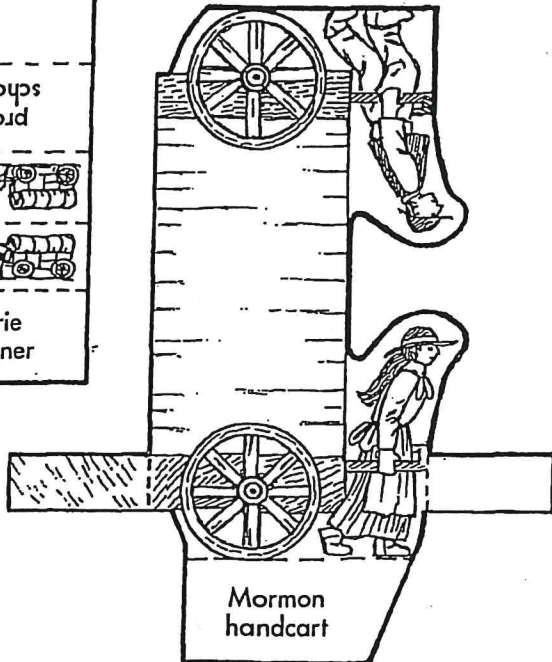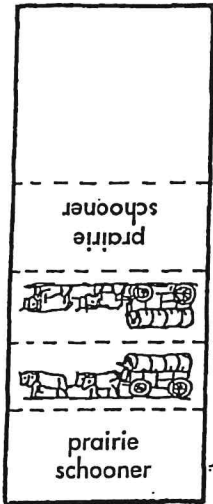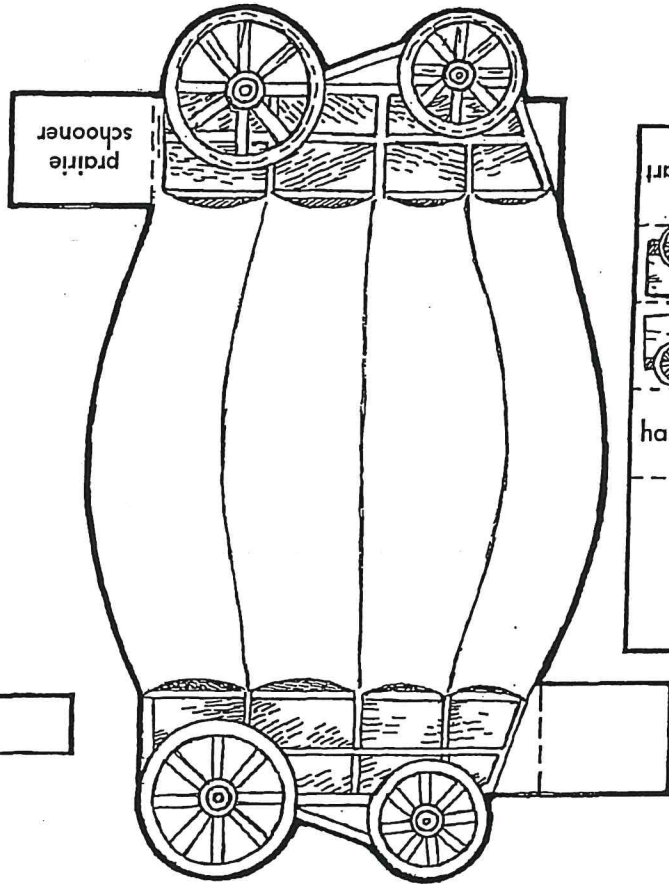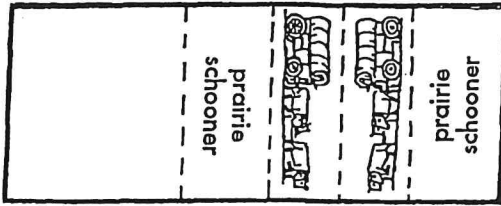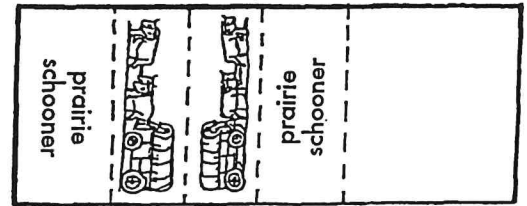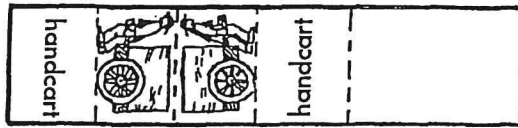
- Investigate what happened at Donner Pass in 1846. What caused the tragedy?

- Search for information about the 1842 expedition led by John C. Frémont. Who really wrote the report about his expedition?

- Compare the Oregon Trail to the route that Lewis and Clark took. (See page 54.)

Fort Kearney

Fort Bridger

Fort Laramie

Great Salt Lake

Brigham Young

Miles
300
200
100
0

PACIFIC OCEAN

St. Joseph

Independence

Fort Kearney

Fort Laramie

Fort Hall

Fort Boise

Oregon City

Sutter's Fort

Miles
300
200
100
0

PACIFIC OCEAN

Narren
Day 14

handcart | handcart

prairie schooner | prairie schooner

prairie schooner | prairie schooner

prairie schooner

prairie schooner

prairie schooner

handcart

handcart

Mormon handcart
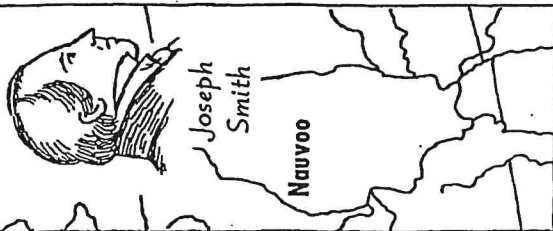
(Mormon handcart goes here.)

THE MORMON TRAIL 1847–1860

Joseph Smith

Nauvoo

(Prairie schooner goes here.)

THE OREGON TRAIL 1840–1860

69
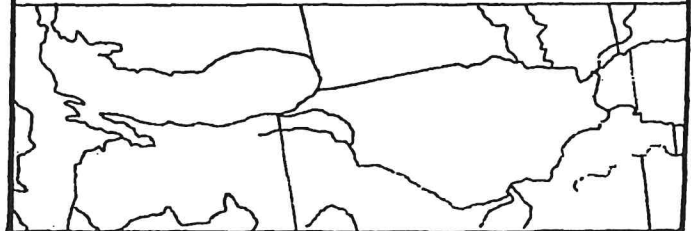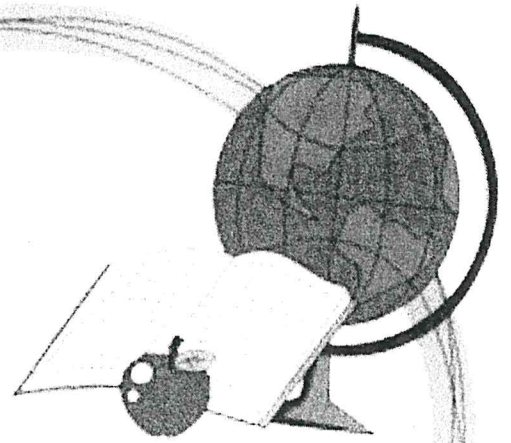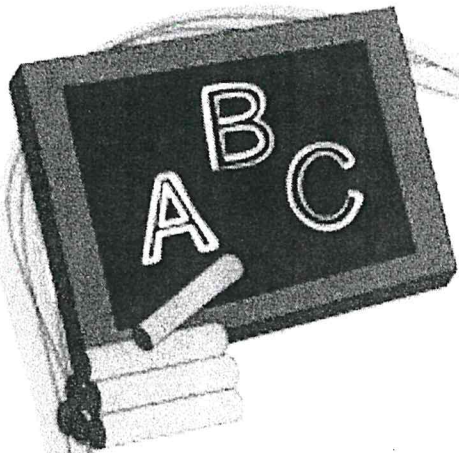
5ᵗʰ Grade N.T.I. Day 15

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
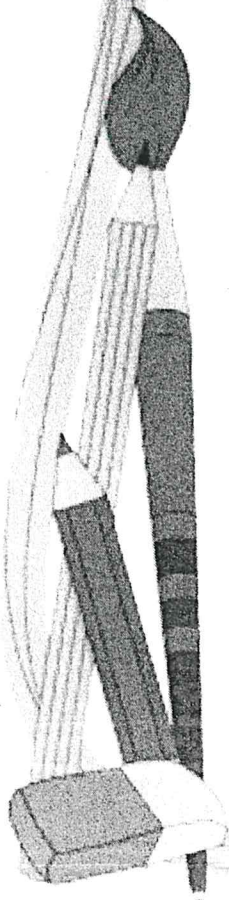shannon.walker-warren@mboro.kyschools.us
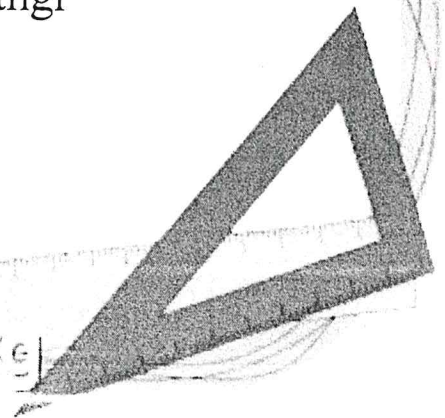travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 5 Test

Day 15

1 Simplify the improper fraction $\frac{31}{2}$.

A $15\frac{1}{5}$

B $15\frac{1}{2}$

C $15\frac{3}{4}$

D $15\frac{7}{8}$

(DOK 1)

2 Convert $2\frac{2}{3}$ to an improper fraction.

A $\frac{8}{3}$

B $\frac{7}{3}$

C $\frac{6}{3}$

D $\frac{4}{3}$

(DOK 2)

3 Add: $\frac{1}{6} + \frac{4}{6} =$

A $\frac{1}{6}$

B $\frac{3}{6}$

C $\frac{5}{6}$

D $1\frac{2}{6}$

(DOK 1)

4 Subtract: $6\frac{2}{3} - 3\frac{1}{3} =$

A $2\frac{1}{3}$

B 3

C $3\frac{1}{3}$

D $3\frac{1}{2}$

(DOK 1)

5 Subtract: $346\frac{1}{4} - 17\frac{3}{4} =$

A $328\frac{1}{4}$

B $328\frac{1}{2}$

C $329\frac{1}{4}$

D $329\frac{1}{2}$

(DOK 2)

6 Which fraction comparison is not true?

A $\frac{1}{2} > \frac{1}{4}$

B $\frac{2}{3} < \frac{3}{4}$

C $\frac{1}{2} > \frac{2}{3}$

D $\frac{3}{4} > \frac{1}{2}$

(DOK 2)

7 John Paul has read $\frac{2}{5}$ of a novel. Which fraction is equal to $\frac{2}{5}$?

A $\frac{2}{10}$

B $\frac{4}{10}$

C $\frac{3}{5}$

D $\frac{4}{5}$

(DOK 1)

Write your answers on a separate sheet of paper.

1. Explain in your own words the meaning of responsible behavior.

2. List and describe the characteristics of a responsible person.

3. What are three benefits of responsible behavior?

4. When trying to become more responsible, why should a person proceed one step at a time?

5. What are three responsibilities you have in each of the following areas?

   A. Responsibilities for yourself.

   B. Responsibilities at home.

   C. Responsibilities at school.

6. Give three examples of authority figures.

7. An opinion about a group of people is a(n) _____.

8. How can a person relate to someone with a disability?

9. True or false. Older people often enjoy sharing the wisdom they have gained through life experiences.

10. Describe three rewards of volunteering your time.

A New World!

Scientists discover an earthlike planet.

Would you like to have a birthday party every 13 days? Then Gliese 581c is the place for you!

Astronomers recently found the planet Gliese 581c. It orbits the star Gliese 581 once every 13 days. Earth orbits its star, the sun, every 365 days.

Gliese 581c is an exoplanet-a planet that exists beyond our solar system. It is the most earthlike exoplanet discovered so far.
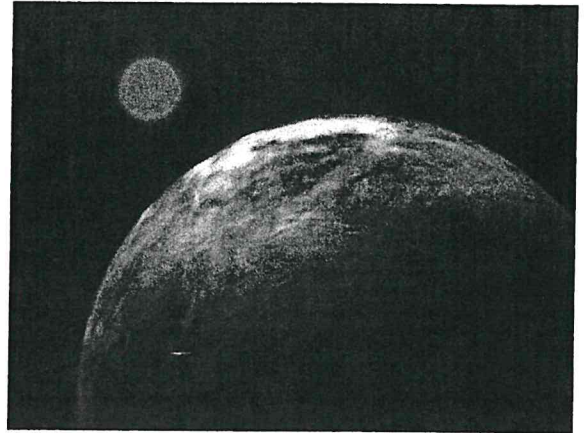
Credit ESO

An artist's drawing of the earth-like planet Gliese 581c.

Astronomers say there could be liquid water on Gliese 581c. And where there's water, there could be life. "Liquid water is critical to life as we know it," says Xavier Delfosse, one of the scientists who discovered the planet. "This planet will most probably be a very important target of the future of space missions... On the treasure map of the universe, one would be tempted to mark this planet with an X," says Delfosse.

Planet Files

Earth

- · is 8,000 miles across.
- · is made of rock, ice, and liquid water.
- · is one of eight planets in its solar system.

Gliese 581c

- · is estimated to be 12,000 miles across.
- · is probably made of rock and might have ice and liquid water.
- · is one of three planets in its solar system.

Name: _____ **Date:** _____

1. What is Gliese 581?

    A. the star that Gliese 581c orbits

    B. a moon that orbits Gliese 581c

    C. another planet in Gliese 581c's solar system

    D. an asteroid that will hit Gliese 581c

2. What is the purpose of the lists at the end of the passage?

    A. to compare and contrast features of Earth with Gliese 581c

    B. to explain why scientists are so excited about the discovery of Gliese 581c

    C. to introduce the reader to Gliese 581c

    D. to suggest that Gliese 581c is more important than Jupiter and Saturn

3. Which conclusion about Gliese 581c could be supported by the passage?

    A. Scientists will want to confirm whether water exists on Gliese 581c.

    B. Aliens will want to make contact with Earth from Gliese 581c.

    C. Astronauts will never go to Gliese 581c on future space missions.

    D. People will want to search for treasure on Gliese 581c.

4. Read the following sentences and answer the question:

"It orbits the star Gliese 581 once every 13 days. Earth orbits its star, the sun, every 365 days."

In these sentences, what does the word **orbit** mean?

    A. runs

    B. exits

    C. circles

    D. walks

Immigrants Flock to America

Emigrants Sail to America (1860-1914)

Mapmaking

1. Follow the instructions on page 5 for making the map and the moving pieces.

2. Cut out the New York diorama and the Statue of Liberty.

3. Fold the flaps on the diorama forward along the dashed lines. Tape each flap in the indicated spot between North America and Europe. The diorama will curve as shown.

4. Fold the Statue of Liberty so text can be read. Tape in front of the diorama.

5. Repeat steps 2 to 4 for the San Francisco Harbor diorama and the houses piece. Tape these pieces between Asia and North America.
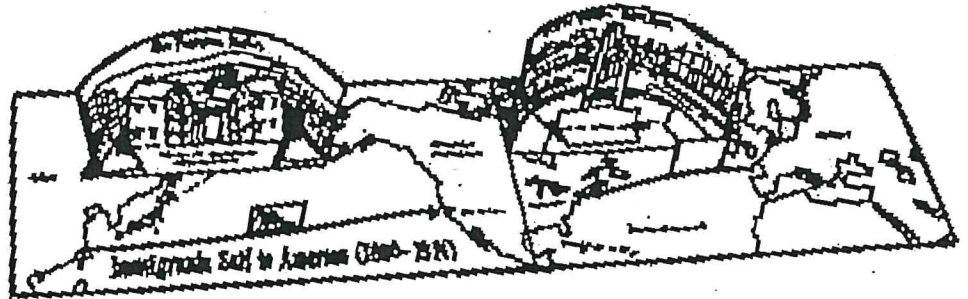
Map in Motion

Insert the steamship near Europe and move it to New York. Then insert the sailing ship (brigantine) near Asia and move it to San Francisco.

Map Points

Between 1880 and 1914, more than 20 million people immigrated to the United States. Most came from Europe, but many arrived from Asia, Mexico, and the West Indies. They sought to escape political unrest, persecution, famine, poverty, and the lack of farmland in their native countries to build new lives in what was seen as the land of golden opportunity.

Nearly all the immigrants reached the United States by sea. Crossing the ocean was a frightening experience for most of them. Many traveled aboard sailing ships called *brigantines* or by steamship. Aboard these vessels, most immigrants (except those who could afford better accommodations) were restricted to the lower decks or *steerage*. Ill passengers who boarded the ships often spread their diseases; others suffered seasickness; still others died before reaching their destinations. It took about three weeks to cross the Pacific Ocean from Asia to San Francisco, and one week to cross the Atlantic Ocean from Europe to New York City. In spite of crowded conditions, homesickness, and fear of the unknown, wave upon wave of immigrants set out with their few possessions, hoping to succeed in a new country that would offer them the chance to develop their talents and skills.

When ships reached New York or San Francisco, a doctor examined each immigrant. Anyone with tuberculosis or other contagious disease was refused

admittance to the United States and sent back. Once an immigrant passed the medical examination, a government agent inspected his or her documents and made sure the immigrant was able to work, possessed at least $25, and could answer an interpreter's questions in his or her native language.

Millions of European immigrants passed through Ellis Island, the main center for processing immigrants in New York Harbor. Their spirits were uplifted by the Statue of Liberty, which seemed to welcome them to the land of freedom. Those arriving in San Francisco Harbor after 1910 were processed at Angel Island. Many experienced the harsh reality of detention until government inspectors decided which Asian immigrants to allow into the country. In 1882, Congress passed the Chinese Exclusion Act out of fear that Chinese immigrants willing to work for low pay would take away jobs from Californians. Only Chinese students, tourists, and other non-laborers were allowed to enter the United States.

While some immigrants were greeted by relatives already established in the United States, others had to adapt quickly to a radically different culture and language. They had to find work, a place to live, and people who spoke their native languages and could assist them. Ethnic communities sprang up in cities such as New York, Boston, and San Francisco. They formed a support network for new immigrants and attempted to retain aspects of their native cultures in the new country.

Teaching With the Map

1. **What does the map show?** (*It shows sea routes taken by Asian and European immigrants to the United States.*)

2. **Where did most immigrants arrive?** (*Most European immigrants arrived in New York, and most Asian immigrants arrived in San Francisco.*)

3. **Why did people leave their homes for America?** (*They were seeking better lives and were trying to escape persecution, famine, and other hardships.*)

4. **Describe the voyage to the United States.** (*Most immigrants traveled in the lower decks of brigantines or steamships. Many were ill, others became sick, and some died.*)

5. **What happened when immigrants arrived?** (*Immigrants underwent medical examinations and questioning by government inspectors. Some were sent back because of illness or laws that prevented them from entering the United States.*)

6. **How did immigrants help one another?** (*Relatives met some immigrants when they arrived. Others moved into ethnic communities where people who knew their language and customs helped support them.*)
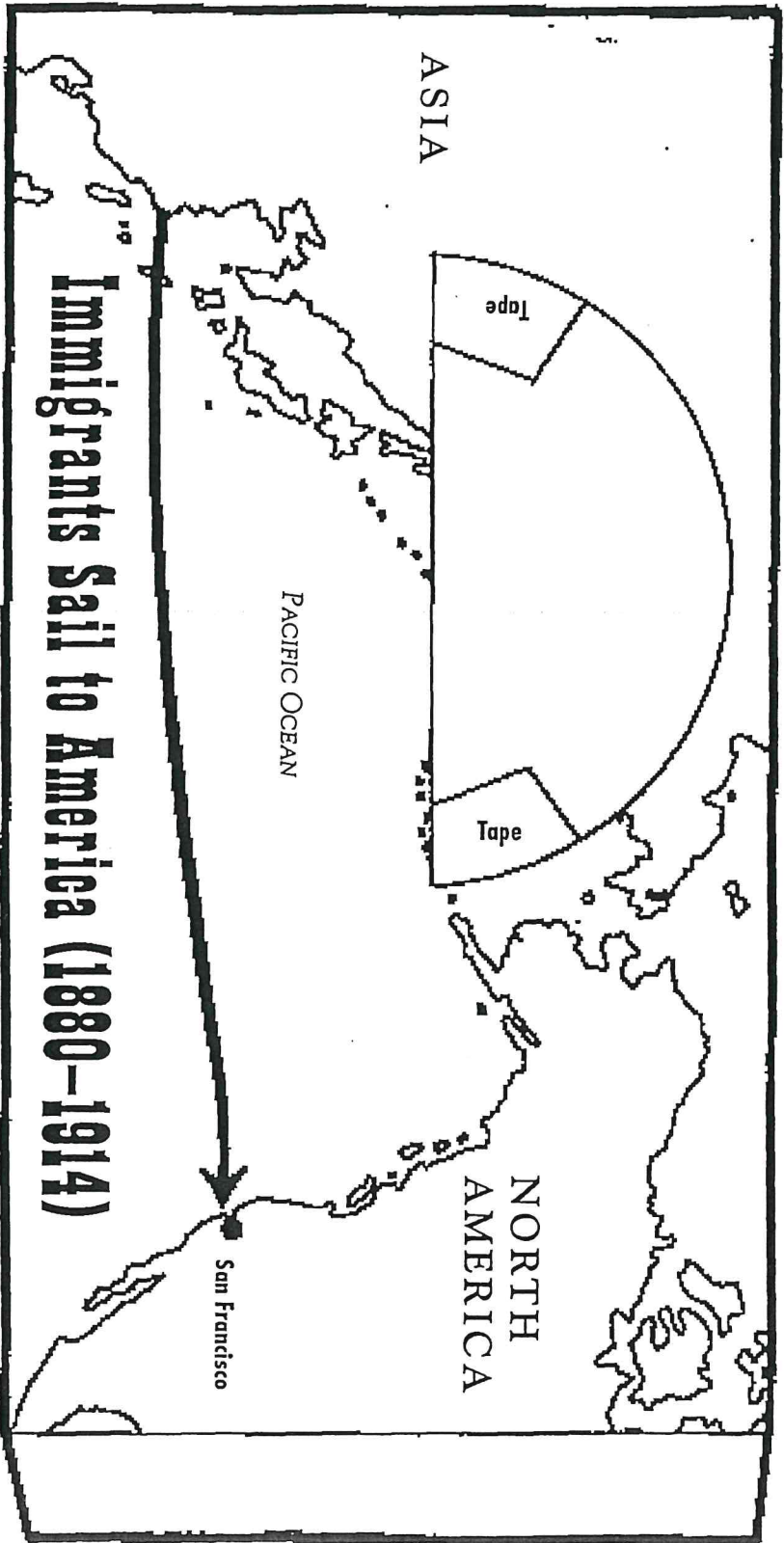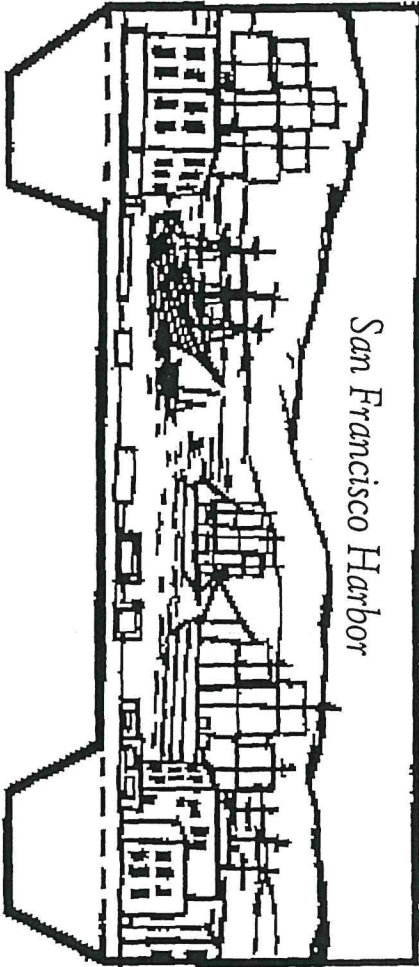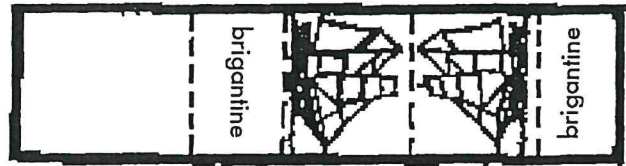
More Map Work

Challenge students to do one of the following projects:

• Find out when their families first arrived in the United States. Where did their journeys begin? What mode of travel did they use, and about how long did the trip take? Have students show their findings on their maps.

• Research the number of immigrants who came to the United States in any year between 2000 and 2005. What were their countries of origin? What forms of transportation do immigrants today use?
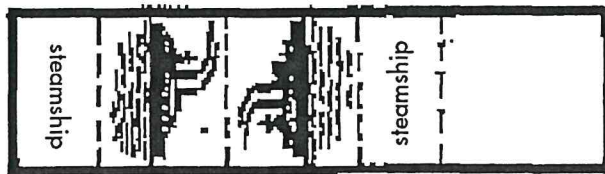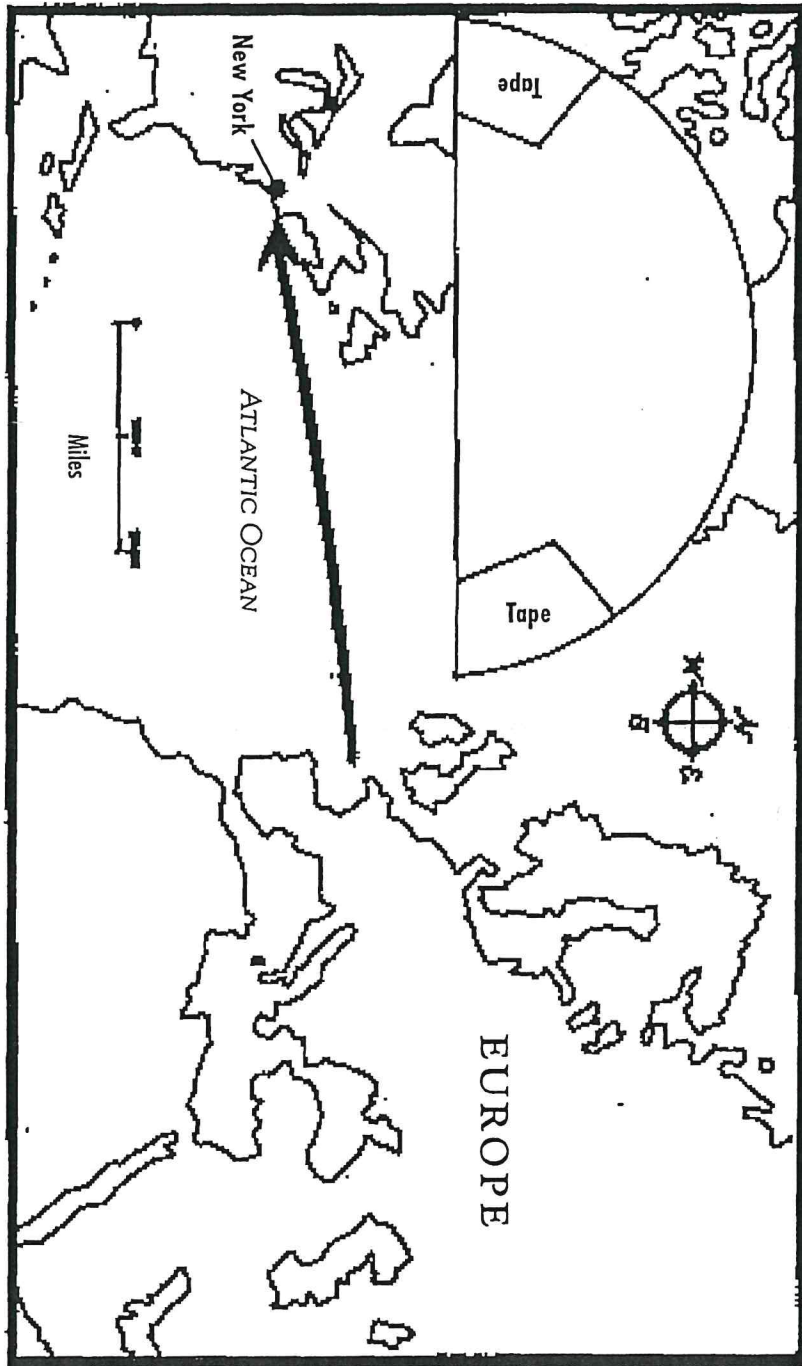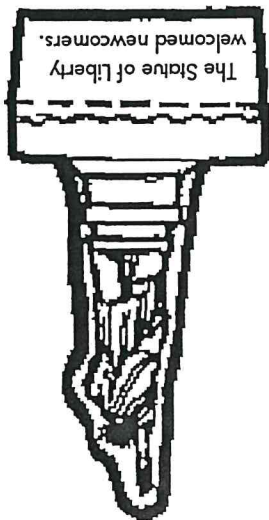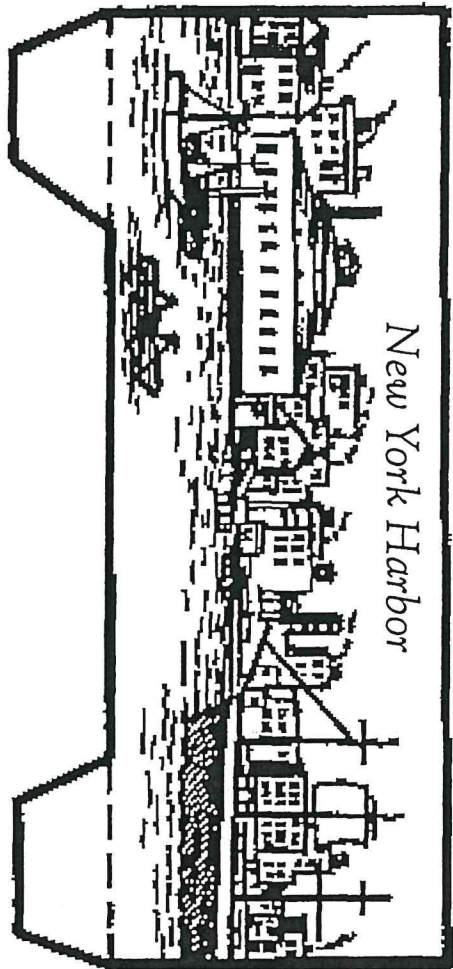
95

Warren Day 15

brigantine

brigantine

San Francisco Harbor

Houses were built on San Francisco's hills.

ASIA

PACIFIC OCEAN

Tape

Tape

NORTH AMERICA

San Francisco

Immigrants Sail to America (1880–1914)

Warren Day 15

New York Harbor

New York

ATLANTIC OCEAN

Miles

Tape

Tape

EUROPE

The Statue of Liberty welcomed newcomers.

steamship

steamship
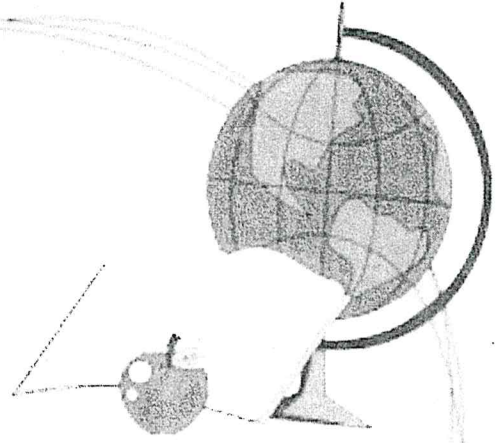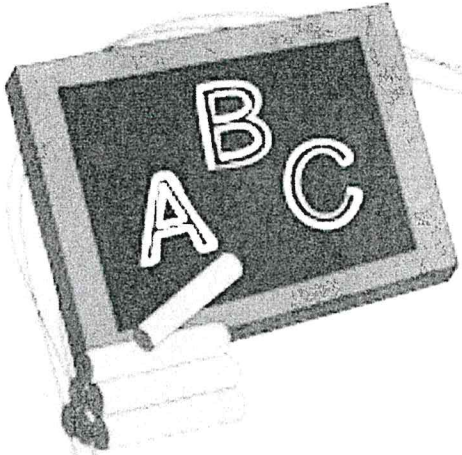
5ᵗʰ Grade N.T.I. Day 16

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
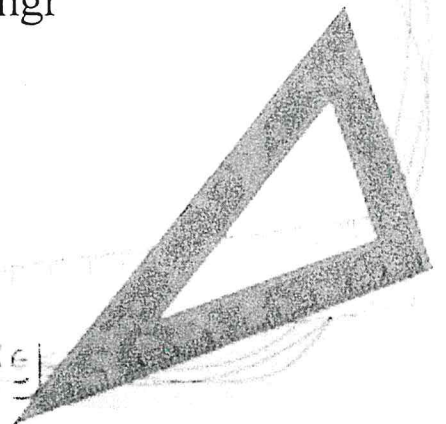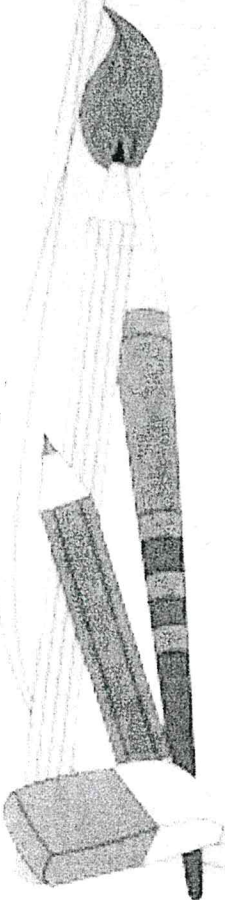shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 6 Test

Day 16

1 Multiply: $7 \times \frac{1}{2}$. Simplify the answer if needed.

A $7\frac{1}{2}$

B $3\frac{1}{2}$
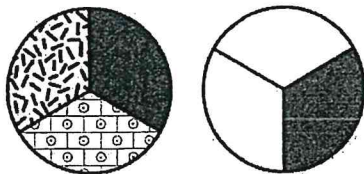
C 14

D $14\frac{1}{2}$

(DOK 2)

2 Multiply: $11 \times \frac{2}{3}$. Simplify the answer if needed.

A $7\frac{1}{3}$

B $7\frac{2}{3}$

C $22\frac{1}{3}$

D $22\frac{2}{3}$

(DOK 2)

3 Which fraction problem has the answer modeled below?

A $1 \times 1\frac{1}{3}$

B $4 \times \frac{2}{3}$

C $5 \times \frac{1}{3}$

D $4 \times \frac{1}{3}$

(DOK 2)

4 Which fraction problem has the answer modeled below?
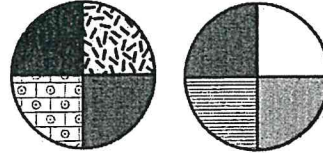
A $1 \times \frac{3}{4}$

B $4 \times \frac{1}{4}$

C $7 \times \frac{1}{4}$

D $8 \times \frac{3}{4}$

(DOK 2)

5 Cancel where possible in the following problem, then multiply.

$$\frac{3}{5} \times \frac{10}{12}$$

A $\frac{1}{2}$

B $\frac{1}{3}$

C $\frac{1}{6}$

D $\frac{1}{5}$

(DOK 2)

6 Multiply: $7\frac{1}{6} \times 2\frac{2}{3}$.

A $14\frac{1}{9}$

B $14\frac{1}{3}$

C $18\frac{5}{6}$

D $19\frac{1}{9}$

(DOK 2)

On Demand Opinion Writing Piece!!!

Please finish the following Letter!

Dear Mr. Jones,

I want to thank you for allowing the 5th grade to have a . I enjoy being a student at MMS. Although, I have noticed that you have a problem with your halls and doorways being dirty, muddy, and wet sometimes. I have a few suggestions for this problem.

First, you need to purchase water absorbent mats for each doorway or entrance to MMS.

Gilly Day 116

Science & Scientists

This text is from the National Institute of Environment Health Sciences site.
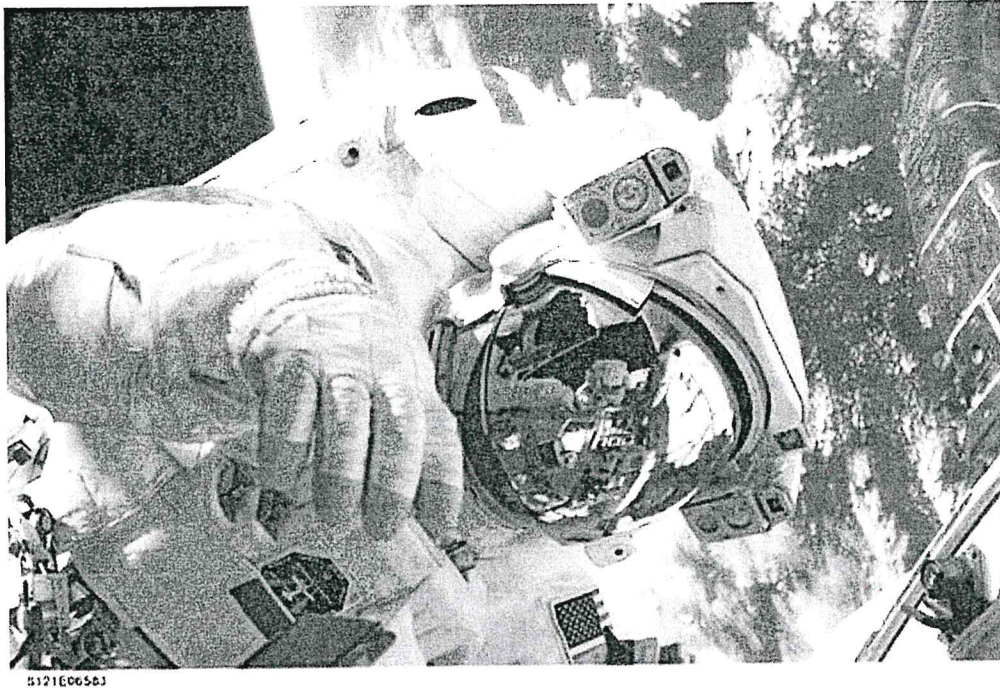
Science is a way of organizing what we already know and learning more by experiments.

Scientists use the scientific method to learn about the world.

There are a lot of different branches of science. Here are a few of the more common sciences:

· biology is the study of living things
· zoology is the study of animals botany is the study of plants
· chemistry is the study of the elements (like carbon) and their compounds (like carbon dioxide)
· biochemistry - if you combine biology and chemistry, you get biochemistry - the chemistry of living things
· geology is the study of rocks and the earth
· astronomy is the study of stars, planets, moons, and everything in space
· meteorology is the study of the weather
· physics is the study of energy - light, sound, heat, electricity, and motion
· anthropology is the study of humans

The different kinds of scientists are named for what they study. Biologists study biology. Zoologists study animals. So there are botanists, chemists, geologists, astronomers, and many more!

Science is all about getting answers to questions -

- · Why?
- · When?
- · Where?
- · What?
- · Who?

Scientists are curious - they want to know the answers. Then they want to share what they learn.

What kind of scientist do you think you might like to be? Think about what interests you - is it volcanos? Then maybe you'd like to be a vulcanologist, a special kind of geologist. Is it grasshoppers and wasps? Then entomology is for you - that's the study of insects. There's more than a whole world of science, since you might even study things far beyond our earth, and be an astronomer.

Name: _____ **Date:** _____

1. Which branch of science studies the chemistry of living things?

    A. zoology

    B. anthropology

    C. biochemistry

    D. physics

2. What does the text list?

    A. the steps of the scientific method

    B. famous scientists

    C. different scientific discoveries

    D. different branches of science

3. Scientists are curious. What information from the text best supports this statement?

    A. Sciencists want to know answers to different questions.

    B. Different kinds of scientists are named for what they study.

    C. There are a lot of different branches of science.

    D. Chemistry is the study of the elements (like carbon) and their compounds (like carbon dioxide).

4. Based on the text, what is very important in every branch of science?

    A. studying animals

    B. gathering information

    C. studying people

    D. having fun

5. What is the main idea of the text?

    A. Scientists of different branches of science work on getting answers to different questions about the world.

    B. The different kinds of scientists are named for what they study.

    C. Astronomy is the study of stars, planets, moons, and everything in space.

    D. The scientific method helps scientists learn information about the world around us.

Building the Panama Canal

Mapmaking

1. Follow the instructions on page 5 for making the map, the moving pieces, and other pieces. Note: Do not cut open the thin white arrows that extend from New York and San Francisco to the cut lines.

2. Cut out the piece showing Colombia. Tape the lower edge of the flap where indicated on the map.

3. Tape the other pieces to the map as follows:
   • the storm piece above Cape Horn
   • the Panama flag above the map title

4. When the flap is lifted up, place the mosquitoes and quinine pieces without obstructing the inner cut line.

Map in Motion

With the Colombia flap piece lying flat on the map, insert one ship on the outer cut line south of New York or San Francisco and move it around Cape Horn to reach the other port. Then raise the Columbia flap and insert the other ship on the inner line and move it through the Panama Canal to its destination.
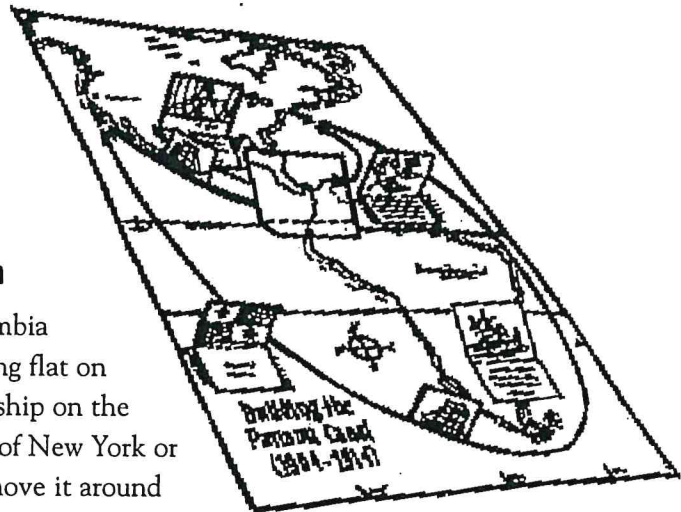
Map Points

By the end of the 19th century, the United States government was determined to transform the country into a world power. Although the United States modernized the Navy and established naval bases in the West Indies and Hawaii, it still needed a means to shorten ocean travel time between the East and West Coasts of the nation, especially in times of war. A merchant or military ship sailing out of New York Harbor had to travel about 13,000 miles around the tip of South America to reach San Francisco. The length of the trip depended on winds and ocean currents as well as the notorious storms that made sailing around South America so treacherous.

The idea of building a canal across Central America took shape. Naval engineers identified a possible route across Nicaragua and another one across Panama. The Nicaraguan route was longer, but much of it would transverse a lake. The Panama route, while shorter, would mean crossing swamps and mountains. At the time, Panama was part of Colombia. When the United States Senate voted on the Panama route, negotiations began with Colombia over rights to build the canal. Then, in 1903, Panama rebelled and declared its independence. The new government gave the United States a 10-mile-wide zone in which to build a canal and perpetual rights to use it.

Work on the canal started in 1904 and continued for 10 years. Besides

having to dig through miles of rock and dirt, workers had to battle malaria and yellow fever. Each disease is transmitted through the bite of a different mosquito. Despite the use of quinine to treat malaria, more than 5,000 workers died from diseases or work-related accidents.

The 51-mile-long Panama Canal opened for business on August 15, 1914. It was built with locks. (See page 59 for how locks work.) Ships entering from the Atlantic Ocean sailed through mountains and across lakes until they reached the Pacific Ocean and vice versa. The canal reduced the distance a ship had to travel between New York and San Francisco by almost 8,000 miles. Ships traveling between New York and Japan saved about 4,000 miles, while those sailing from San Francisco had to cover about 5,500 fewer miles to reach Europe. The canal helped increase trade between Atlantic and Pacific coast cities in the United States and between the United States and its southern neighbors.

A few weeks after the Panama Canal was completed, World War I broke out in Europe. The canal helped the nation feel more secure militarily. In 1999, the United States returned control of the Panama Canal and the Canal Zone to Panama.

Teaching With the Map

1. **What does the map show?** (It shows the sailing routes between New York and San Francisco before and after the building of the Panama Canal.)

2. **Why did the United States want to build a canal across Central America?** (A canal would cut down sea travel time between East and West Coast ports. Ships could avoid making the dangerous trip around South America.)

3. **How did the United States gain the Canal Zone?** (After declaring its independence from Colombia, Panama gave the United States a zone in which to build a canal.)

4. **What difficulties did workers face in building the canal?** (They had to dig through miles of rocks and dirt and battle deadly diseases, such as malaria and yellow fever.)

5. **How did the Panama Canal alter travel?** (Not only did the canal reduce the travel distance between the East and West Coasts of the United States by thousands of miles, it also cut the travel distance between Asia and the East Coast and the West Coast and Europe.)

6. **Who owns the Panama Canal today, and why?** (Panama does. In 1999, the United States returned control of the canal and the Canal Zone to Panama.)
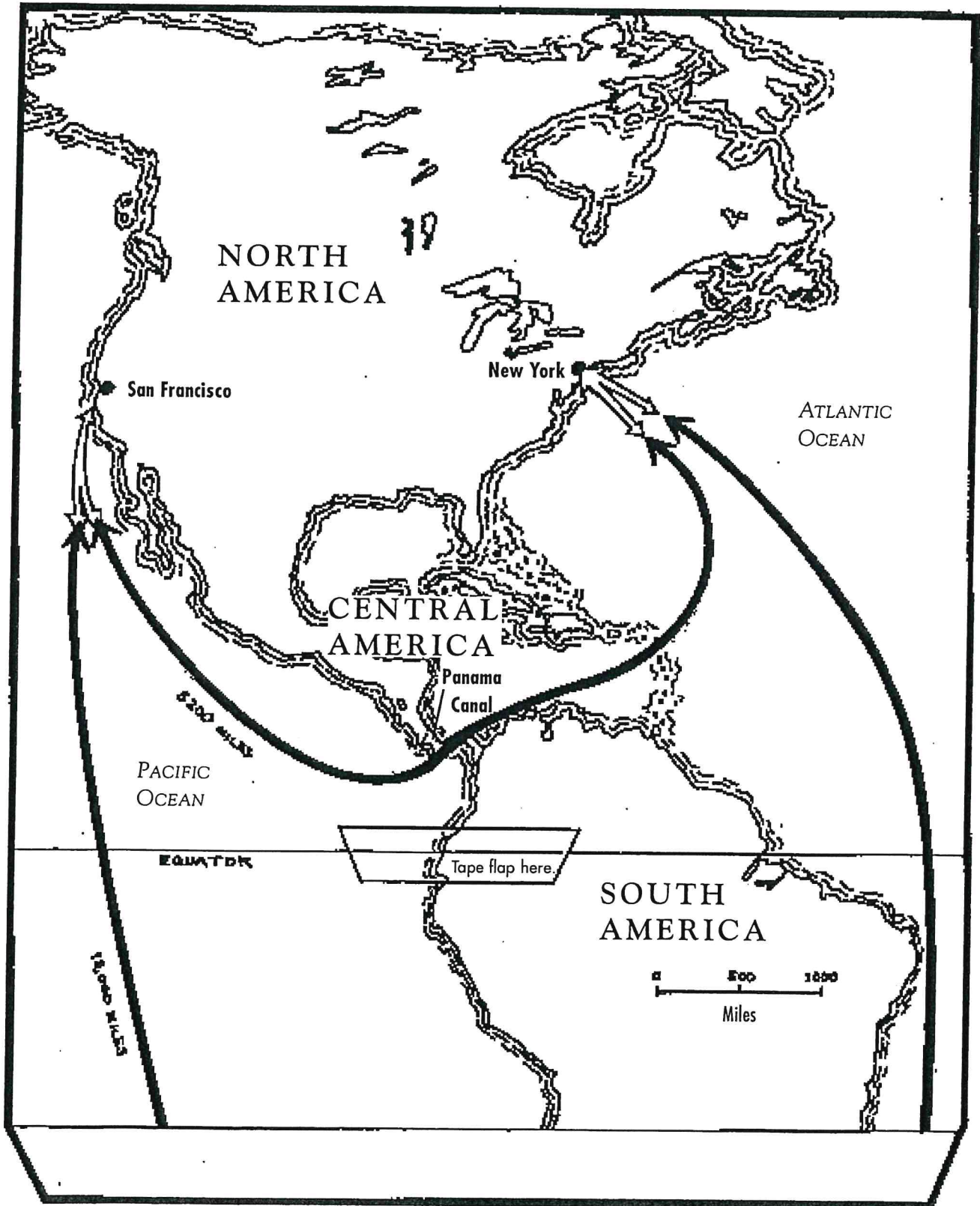
More Map Work

Challenge students to learn more about the Panama Canal by researching subjects such as the following:

- French attempts to build a canal

- Drs. Ross, Gorgas, and Reed and their fight against malaria and yellow fever

- gold and silver workers on the Panama Canal and a typical work day

- President Theodore Roosevelt's visit to Panama

- physical and human-made features of Panama and the Panama Canal, including the Pedro Miguel and Miraflores Locks, Gatun Lake, Miraflores Lake, the Gaillard Cut, and the mountains
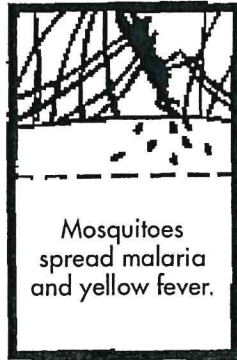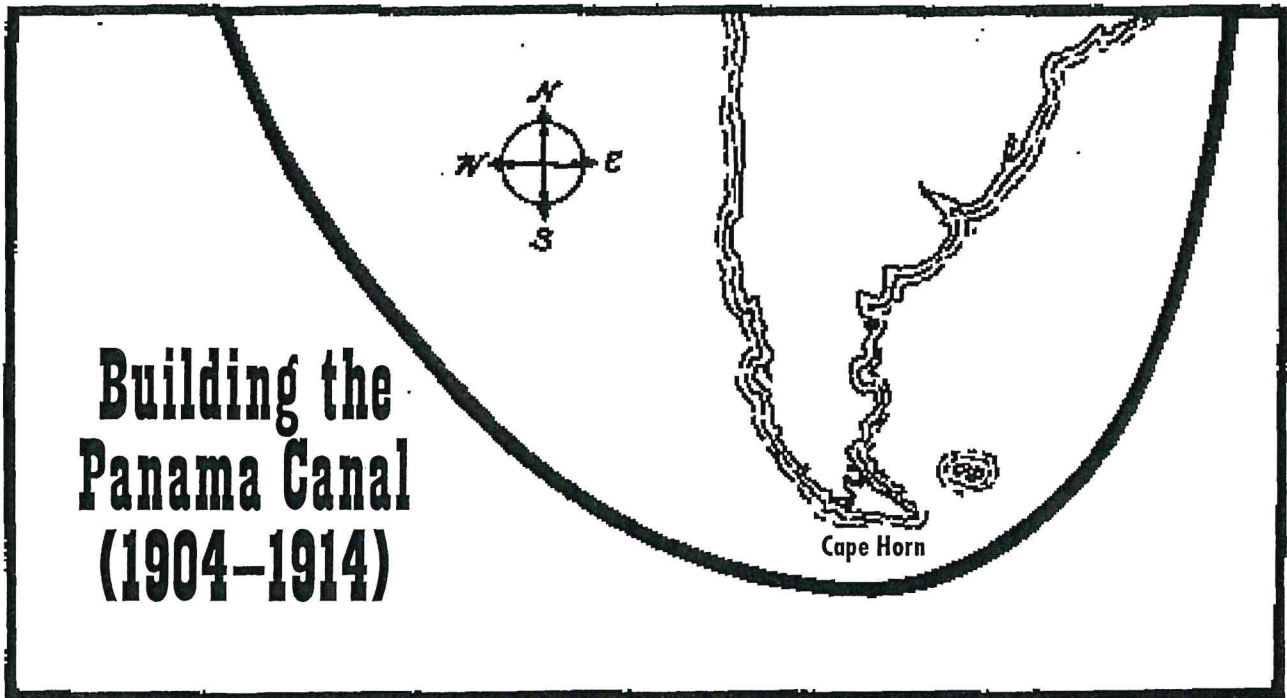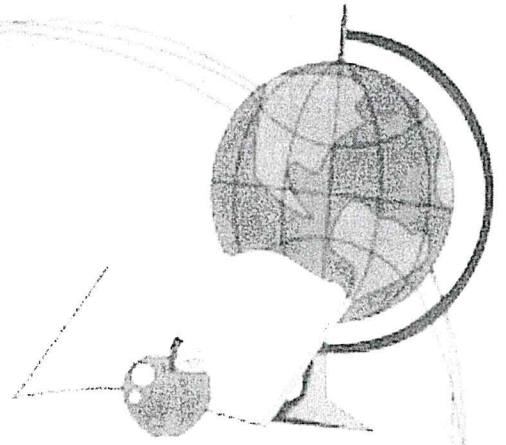
Day 16 Warren

NORTH
AMERICA

• San Francisco

New York ●

ATLANTIC
OCEAN

CENTRAL
AMERICA

Panama
Canal

PACIFIC
OCEAN

EQUATOR

Tape flap here.

SOUTH
AMERICA

0   500   1000
Miles

100

Day 14 Warren

Building the Panama Canal (1904–1914)

N

Cape Horn

ship ship

ship ship

Many ships rounding Cape Horn sank in storms.

Quinine, from the chinchona tree, is used to treat malaria.

Flag of Panama

Mosquitoes spread malaria and yellow fever.

COLOMBIA
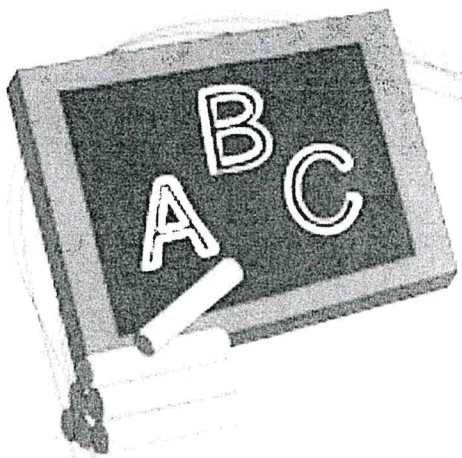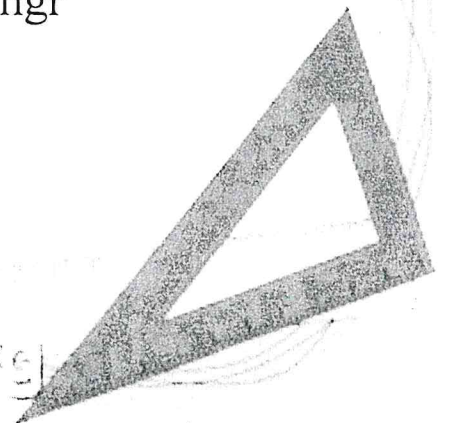
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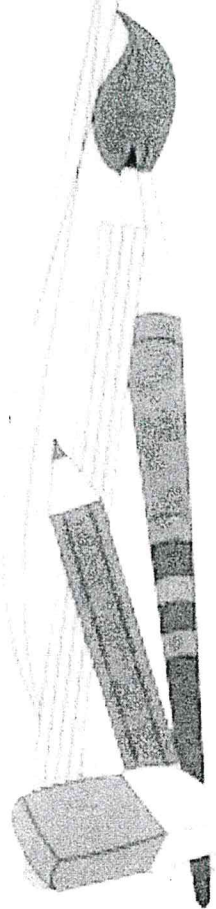
5th Grade
N.T.I. Day 17

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 7 Test

Day 17

1 A farmer hauled in 120 bales of hay. Each of his cows ate $\frac{1}{2}$ of a bale. How many cows did the farmer feed?

A $120 \div \frac{1}{2} = \frac{240}{2} = 120$

B $120 \div \frac{1}{2} = \frac{240}{1} = 240$

C $120 \div \frac{1}{2} = \frac{120}{2} = 60$

D $120 \div \frac{1}{2} = \frac{120}{1} = 120$

(DOK 2)

2 Martin makes sandwiches for his family. He has 32 ounces of sandwich meat. If he makes 12 sandwiches, how many ounces of meat did Martin put in each sandwich?

A $2\frac{1}{2}$

B $2\frac{2}{3}$

C $2\frac{1}{3}$

D $2\frac{1}{18}$

(DOK 2)

3 Divide: $\frac{3}{4} \div 6$

A $\frac{1}{8}$

B $4\frac{1}{2}$

C $\frac{1}{4}$

D $\frac{1}{2}$

(DOK 2)

4 Which fraction is the reciprocal of $\frac{5}{11}$?

A 5

B 11

C $\frac{5}{11}$

D $\frac{11}{5}$

(DOK 1)

5 Divide: $7 \div \frac{1}{2}$

A $\frac{1}{14}$

B $\frac{7}{2}$

C 14

D $\frac{2}{7}$

(DOK 2)

120

Writing Basics → Using Figurative Language

Day 17

Level: Elementary School,

Mrs. Voges / ELA

When writers use literal language, every word follows its dictionary meaning. When writers use figurative language, they play with the meaning of the words, suggesting a picture or an idea. For example, "Her hair was a ribbon of silk on her shoulder" might literally mean her hair was smooth and shiny.

Read the examples of figurative language below. Then, read the choices below the underlined words. Circle the words that correctly replace the figurative words.

1. The tulip bulbs were <u>sleeping,</u> tucked under their <u>big, white comforter</u> .

        sleeping → (blooming   OR   dormant)

        big, white comforter → (layer of snow   OR   the earth)

2. <u>The camera loves her</u>.

        (She loves to take pictures.   OR   She looks great in pictures.)

3. She thought the homework assignment was <u>a piece of cake.</u>

        (easy   OR   difficult)

4. She thought the girl was her friend, but today she was <u>cold as ice.</u>

        (very unfriendly   OR   feeling chilled)

5. My car is <u>cranky</u> on cold mornings and doesn't want to start.
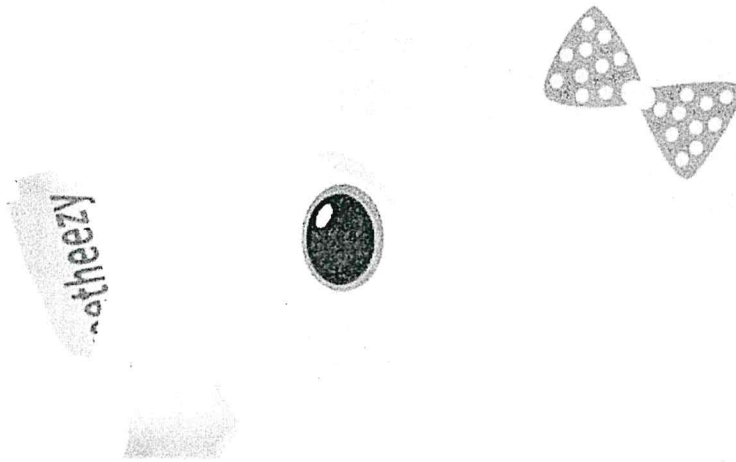
        (new   OR   unreliable)

6. They flew <u>faster than the wind.</u>

        (quite fast   OR   very fast)

Gilly Day 17

Asthma and Allergies and their Environmental Triggers

This text is from the National Institute of Environment Health Sciences site.

...atheezy

Asthma and allergy attacks have increased in the United States despite the fact that our outdoor air quality has improved. Some researchers think these problems have increased because kids are spending too much time indoors.

When outdoors, we are exposed to pollens and dust, and other irritants. But when indoors, we are also exposed to "allergens." Allergens are proteins that originate from cockroaches, mold, pets, and dust mites (tiny bug-like creatures that live in dust). Allergens cause allergies.....and most people know that allergies can make you sniffle, sneeze, have runny and itchy eyes, and other cold-like symptoms. But allergens can also trigger asthma attacks, which are more serious. Asthma symptoms include wheezing (a high-pitched whistling sound heard when exhaling); coughing spells unrelated to a cold; shortness of breath, especially during exercise;

and tightness in the chest. Allergic asthma affects about 3 million children (8 to 12 percent of all children) and 7 million adults in the United States each year!

What Can You Do?

Reduce the allergens from YOUR environment! Most children with asthma are allergic to something, and so staying away from the "allergen" should help control the asthma. If you have asthma or allergies, stay away from animals, remove the teddy bears, rugs, curtains and lamp shades in rooms that you stay in a lot, like the bedroom. Plastic mattress and pillow covers, exterminators for pesky bugs, and the elimination of dust-traps like curtains and rugs in your bedroom may help you breathe easier. Or if it's trees and pollen that get to you, air conditioning and air filters should help.

And Research Helps Too!

Children whose parents or brothers and sisters have asthma are more likely to develop it themselves. But even though our "genes" do play some part in whether or not we'll have asthma, researchers hope to make the most progress in fighting the disease by looking at the environmental aspect of asthma. The hope is that if kids encounter fewer allergens early in life, they'll be less likely to develop allergic responses. Asthma research is performed at the NIEHS and at the National Institute of Allergy and Infectious Diseases.

NIEHS and the National Institute of Allergy and Infectious Disease are also working together on an effort to help asthma sufferers. The project is called TEAM, which stands for Targeting the Environment and Asthma Management.

Name: _____ Date: _____

1. According to the text, what has increased in the United States?

    A. pollen, dust, and other irritants

    B. proteins that originate from cockroaches, mold, pets, and dust mites

    C. asthma and allergy attacks

    D. the amount of time kids spend outdoors

2. What does the text describe?

    A. ways people can help control their asthma

    B. the proteins that originate in cockroaches and dust mites

    C. how plants create pollen

    D. reasons why kids are spending more time indoors

3. Read the following sentences from the text.

"But when indoors, we are also exposed to 'allergens.' Allergens are proteins that originate from cockroaches, mold, pets, and dust mites (tiny bug-like creatures that live in dust). Allergens cause allergies.....and most people know that allergies can make you sniffle, sneeze, have runny and itchy eyes, and other cold-like symptoms."
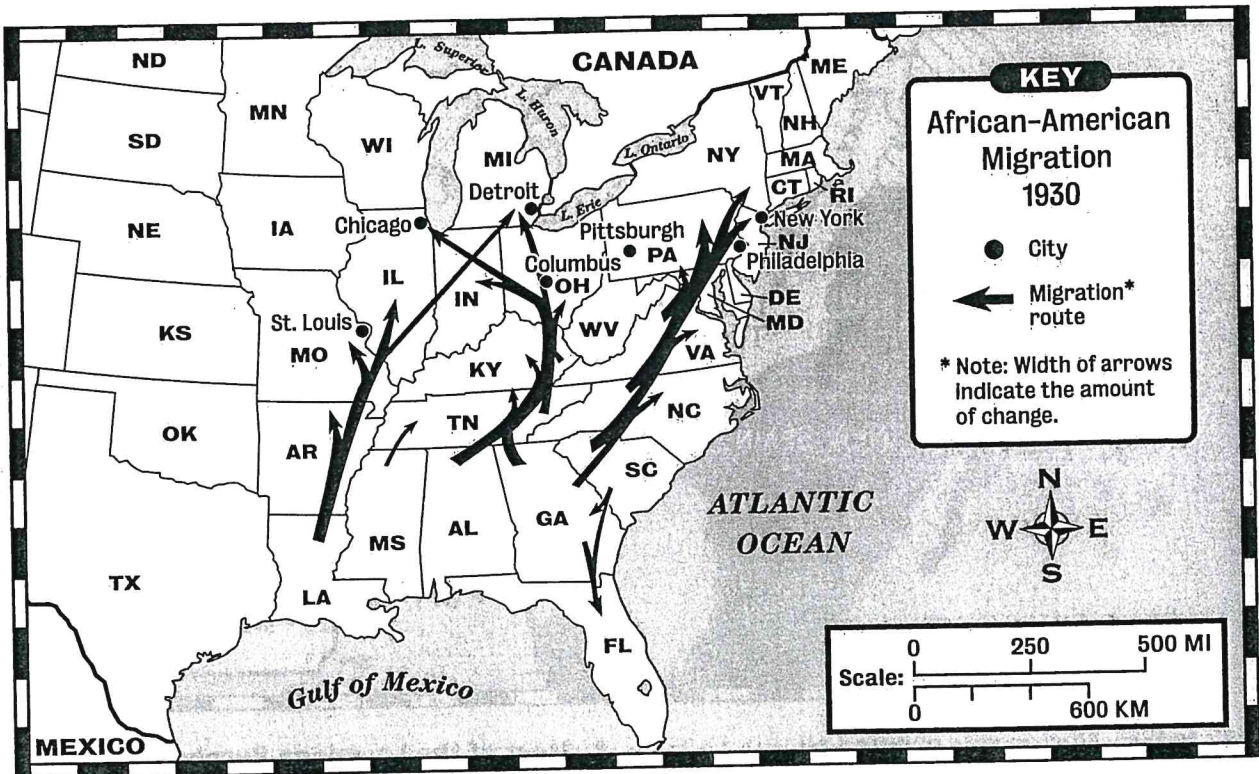
What conclusion does this information support?

    A. Our homes can affect our health.

    B. Irritants from outdoors are more dangerous than allergens in our homes.

    C. The amount of allergens in the average home has decreased.

    D. Spending more time indoors than outdoors is healthier for kids.

4. Why might have asthma and allergy attacks increased in the United States?

    A. People are spending too much time indoors where they become exposed to allergens that trigger asthma and allergy attacks.

    B. The amount of allergens thattrigger asthma and allergy attacks has increased in homes over the years.

    C. People are spending too much time outdoors where they become exposed to allergens that trigger asthma and allergy attacks.

    D. Asthma and allergy attacks are contagious so people spread them to each other as they spend more time together.

The Great Migration

From about 1865 to 1970, millions of African-Americans moved from rural communities in the South to more urban communities, primarily in the North, in search of better opportunities. This historic movement of people is known as The Great Migration. The map below shows some migration routes taken in 1930. Use the map to answer the true-or-false questions that follow.


KEY

African-American Migration 1930

● City

← Migration* route

* Note: Width of arrows indicate the amount of change.

T   F   1. According to the map, the predominant direction in which The Great Migration took place was from south to north.

T   F   2. According to the map, more African-Americans moved to Florida during The Great Migration than to Pennsylvania.

T   F   3. Relatively few African-Americans moved from Mississippi to Tennessee in 1930.

T   F   4. According to the map, people who lived in Louisiana migrated only to Illinois.

T   F   5. In 1930, relatively large numbers of people from Louisiana migrated to Illinois.

Day 17 Warren

North America in 1805

In the early 1800s, the U.S. government bought a large area of land in North America from France. The famous sale, known as the Louisiana Purchase, extended U.S. territory from the Mississippi River to the Rocky Mountains. The map shows what the U.S. and part of North America looked like in 1805. It also shows which European countries claimed lands that are part of the U.S. today.
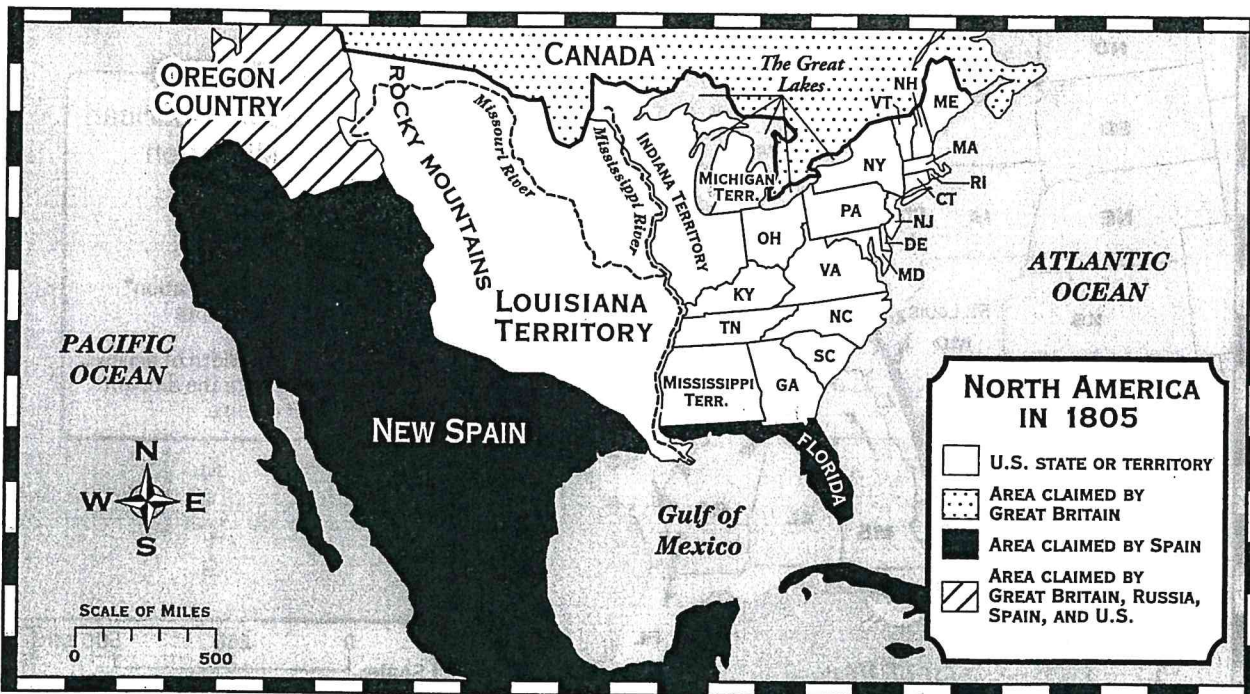
1. In 1805, Florida was claimed by ___ .
   Ⓐ Spain
   Ⓑ the United States
   Ⓒ Russia
   Ⓓ Great Britain

2. In 1805, Canada was ___ .
   Ⓐ a part of New Spain
   Ⓑ a U.S. state or territory
   Ⓒ claimed by Russia
   Ⓓ claimed by Great Britain

3. Which of the following was not a state in 1805?
   Ⓐ New York
   Ⓑ Indiana
   Ⓒ Georgia
   Ⓓ Ohio

4. Most of the Louisiana Purchase includes land located ___ .
   Ⓐ along the coast of the Pacific Ocean
   Ⓑ along the coast of the Atlantic Ocean
   Ⓒ between the Rocky Mountains and the Mississippi River
   Ⓓ in Mississippi Territory

5. In 1805, Great Britain had claims in which areas of land?
   Ⓐ Canada
   Ⓑ Oregon Country
   Ⓒ both a and b
   Ⓓ Indiana Territory

6. Which natural land feature marks the eastern boundary of Oregon Country?
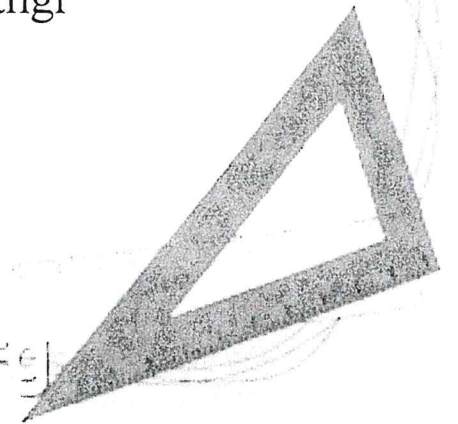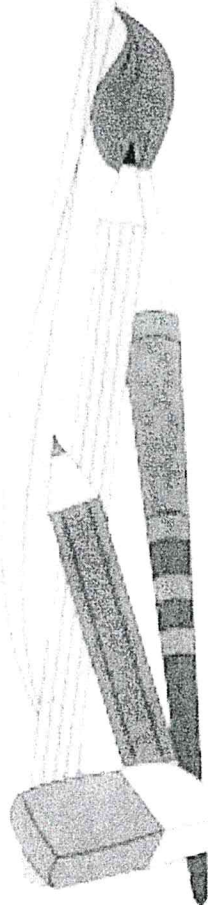
_____
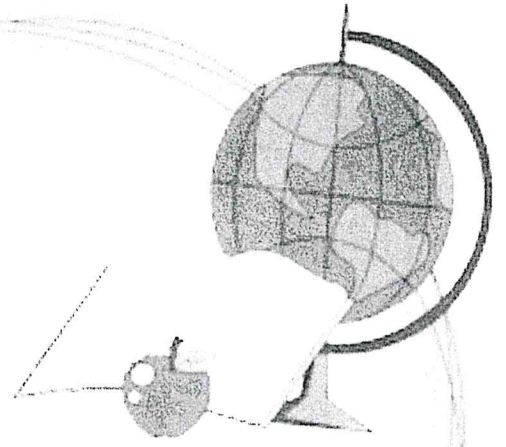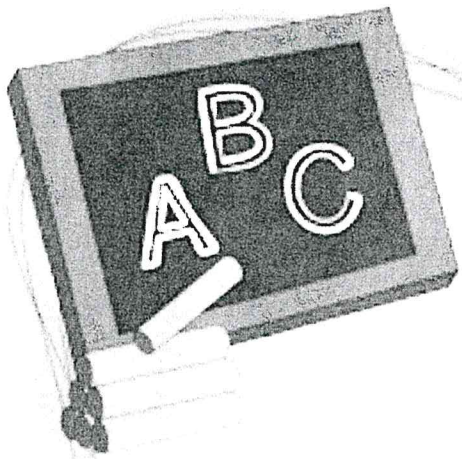
5th Grade N.T.I. Day 18

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 8 Test

Day 18

1 How many yards are there in one mile?

A 1,760
B 5,280
C 1,670
D 5,820

(DOK 2)

2 Which metric measurement would you use to measure the mass of a vitamin?

A millimeter
B milligram
C kilometer
D vitimeter

(DOK 1)

3 Estimating the amount of ice tea needed for a party, Clare's mom figured 16 ounces per person. There are 18 people coming to the party. How many gallon(s) of ice tea will Clare's mom make?

A $3\frac{3}{4}$ gallons

B 4 gallons

C $4\frac{1}{4}$ gallons

D $2\frac{1}{4}$ gallons

(DOK 2)

4 What is the equivalent of 1 kilometer?

A $1,000$ meters
B 100 meters
C 100 centimeters
D $100,000$ hectometers

(DOK 1)

5 Mrs. Daniels bought 18 yards of fabric to make new curtains. How many feet is 18 yards?

A 6 feet
B 36 feet
C 54 feet
D 12 feet

(DOK 2)

6 How many cups are there in $\frac{1}{2}$ gallon of apple juice?

A 16 cups
B 12 cups
C 8 cups
D 20 cups

(DOK 2)

7 Enrique is measuring drops of sweetener for his lemonade. What unit of measurement are used with drops of sweetener?

A liters
B milliliters
C cups
D pints

(DOK 1)

8 Alma's grandmother canned 8 quarts of tomatoes. What is the equivalent in pints?

A 2 pint
B 4 pints
C 12 pints
D 16 pints

(DOK 2)

9 Cindy just ran $3,000$ meters. What is the equivalent in kilometers?

A 3 kilometers
B $\frac{1}{2}$ kilometer
C 30 kilometers
D 300 kilometers

(DOK 1)

10 Kenny is 2 yards and 3 inches tall. How tall is Kenny in feet?

A $4\frac{1}{2}$

B $5\frac{1}{4}$

C $6\frac{1}{4}$

D 7

(DOK 2)

Watch Your Body Language

by Mario Ehlers

People don't always tell you what they're thinking, but body language often tells us quite a lot. For example, if a person were to drum her fingers, she is probably impatient. If a person shreds a paper cup while he is talking, he might be nervous. Even a person's eyes can give you information about what's going on in his or her mind. Be observant and you might find out a lot about your classmates!

bored   nervous   angry

It's in the Eyes

Body language isn't just how we stand, sit, or move our bodies. You can find out so much information from facial expressions—especially the eyes. If someone blinks a lot, he might be very nervous. If someone's eyes dart to their right, it's possible that they're lying. Such eye-catching movements can tell you a lot about what someone might be thinking or feeling at a given moment.

guessing   remembering truth   lying

Close Reader Hab

When you reread these sources, **underline** the main idea of each one. Then **circle** an idea that appears in *both* sources.

How does reading two sources give you a deeper understanding of body language than if you had read just one source?

Think

> Look for similar information in both sources. This is a clue the information is important.

1 Complete the chart below with information from each source.

"Watch Your Body Language"	"It's in the Eyes"
Drumming fingers could show impatience.	

Talk

2 What important ideas are found in "Watch Your Body Language" and "It's in the Eyes"? If necessary, revise your charts to add more information.

> HINT Always study pictures and captions. They can provide as much useful information as the text itself.

Write

3 **Short Response** The topic of each source is body language. But what specific idea appears in **both** sources? Use details from both sources to support your response. Use the space provided on page 328 to write your answer.

Teaching Writing→ Students and Creative Writing

Level: Elementary School   Mrs. Voges/ ELA

Day 18

Have you ever been asked to write but found you were stuck; you simply couldn't think of anything to write about? Even authors get stuck sometimes. The trick is to know how to get "unstuck." Here are some strategies to try when you feel stuck.

Read each strategy for getting unstuck below. Chose one to try as you begin to write a new story.

1. **Put your brain in gear.** Sometimes your brain needs a little time to get into writing mode and once it's there, writing becomes much easier. Set a timer for 15 minutes and just write. What you write doesn't matter: Write a list of what you want to do when you get home, write about the noises you hear, write whatever comes to mind. When that timer goes off, you just might find that you've discovered something really interesting to write about by getting your brain into writing mode.

2. **Use a picture.** A picture can help transport you to another place or make you wonder or imagine. Look through art books, magazines, or your own photos. Choose a picture and look really closely at the details. Is there a story there? Where is it? Who is in it? What might they be doing? Where are they going? Use your ideas to write a story.

3. **Use a story prompt.** Story prompts can help you get started on a story. They are usually just one sentence, a hook or a teaser for a story. Sometimes having the first line of the story is enough to get your imagination going. Use one of the examples below to start your story.

> The smell wafting down the road was delicious, like spices and flowers all mixed together, and she just had to follow it and see what it was.

> He wanted to run away, but it was like one of those dreams he sometimes had where his feet were glued to the ground. He just couldn't move.

> If I had known how that day would end, I wouldn't have gone to Alex's house at all.

Mapmaking

1. Follow the instructions on page 5 for making the map, the moving pieces, and other pieces. Guide students in writing the two-letter abbreviation for each state.

2. Cut out the piece of Dr. King addressing the March on Washington. Then cut open the heavy black lines around Dr. King and the Washington Monument.

3. Fold up the monument along the dashed lines. Fold down the dashed lines around Dr. King and above the monument. Fold under TAPE A and TAPE B along the dashed lines, as shown.
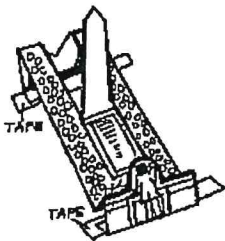
4. Tape the piece on the map where indicated.

5. Tape the other pieces to the map as follows:

   • Malcolm X in the upper right-hand corner

   • Dr. King over TN

   • Rosa Parks over AL

   • dog and fire hose pieces over MS and GA

   • We Shall Overcome button above map title

102

On the Road for Civil Rights

Map in Motion

Insert the freedom riders' bus piece at Washington, D.C., and move it toward Birmingham, Alabama.

Map Points

While slavery was abolished during the Civil War, hatred and prejudice were not. Instead of ensuring that African Americans were treated as equals, federal, state, and local governments from Reconstruction to the 1950s devised ways of denying them the freedoms guaranteed by the Constitution. Racial stereotypes abounded as did Jim Crow laws aimed at keeping whites and blacks separated. The Supreme Court decision in the 1896 *Plessy v. Ferguson* case allowed the segregation of the colored races as long as they were accorded separate but equal facilities. Even in northern cities where whites prided themselves on having abolished slavery, African Americans could find places to live only in all-black neighborhoods.

After World War II, the plight of African Americans denied equal rights and opportunities became more difficult to ignore. In 1954, the Supreme Court declared segregation unconstitutional in the case of African-American children who were denied admission to all-white schools in Topeka, Kansas. A year later, Rosa Parks was arrested in Montgomery, Alabama, for refusing to give up her seat on a bus to a white man.

While most states complied with the 1954 Supreme Court decision, some resisted. In 1957, President Dwight D. Eisenhower had to send in federal troops in Arkansas to integrate an all-white high school. Despite a series of showdowns, nonviolent protests led by Dr. Martin Luther King, Jr., and other activists, and staged sit-ins at segregated lunch counters and bus terminals, Congress failed to pass civil-rights legislation, including laws that guarantee

the rights of African Americans to vote.

In the early 1960s, buses carrying *freedom riders* took to the road. They transported activists to segregated cities and towns such as Birmingham, Alabama. The activists' aim was to focus media coverage on the civil-rights issue and force President John F. Kennedy to protect their right to protest against the way African Americans were treated. Some buses were bombed. On others, riders were pulled off and beaten by mobs of angry whites. Still other protesters were knocked down by water from fire hoses or attacked by police dogs. Newspapers nationwide expressed outrage, and the president sent hundreds of U.S. Marshals to protect the freedom riders.

President Kennedy and his administration began to take a more active role in civil rights. In 1963, he pressured Congress to pass a comprehensive civil-rights bill. More than 250,000 people marched on Washington, D.C., gathering between the Lincoln and Washington Monuments to hear speaker after speaker demand the bill's passage. Dr. King delivered his "I Have a Dream" speech, a defining moment in American history.

In July 1964, President Lyndon B. Johnson signed the Civil Rights Act of 1964, prohibiting discrimination based on race, religion, gender, or national origin. The fight for civil rights was far from over. In 1965, civil-rights activist Malcolm X was assassinated in New York City. Three years later, Dr. King was slain in Memphis, Tennessee.
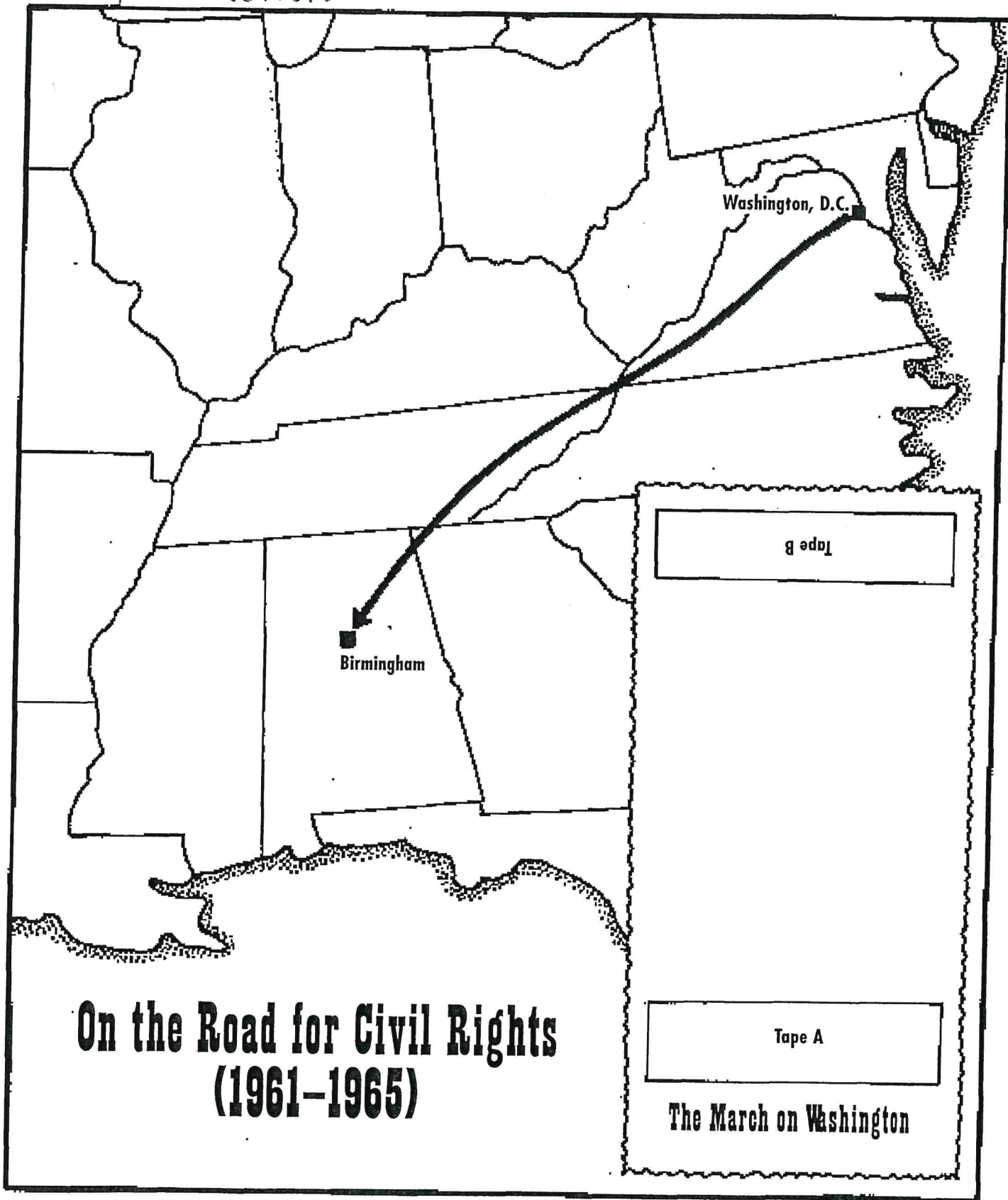
More Map Work

Challenge students to research efforts to register African Americans to vote in Mississippi in 1964 and in Selma, Alabama, in 1964 and 1965. Have them map the 1965 march from Selma to Montgomery, Alabama's state capital. Also, ask students to create a time line showing important events in the civil-rights movement.
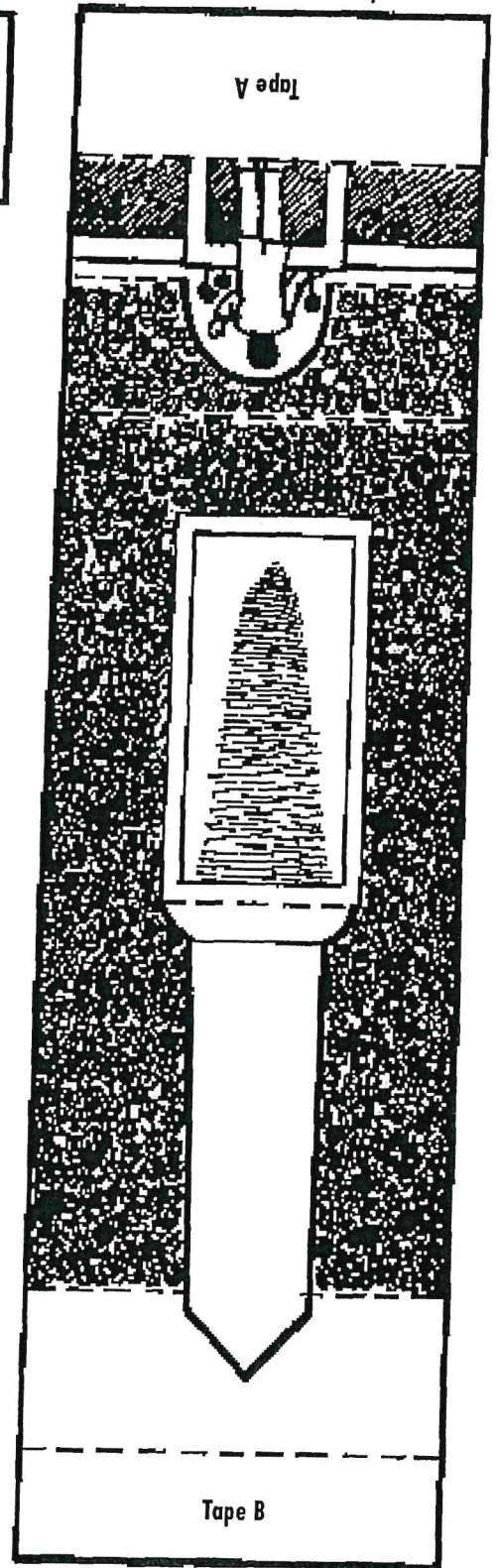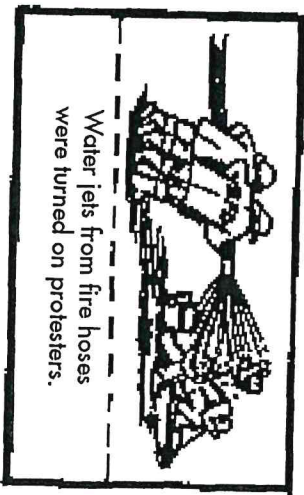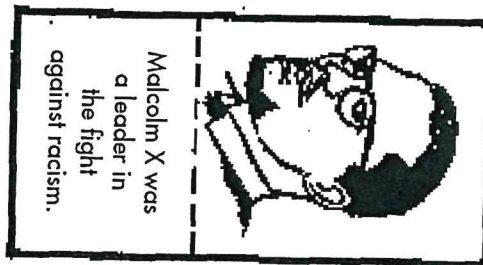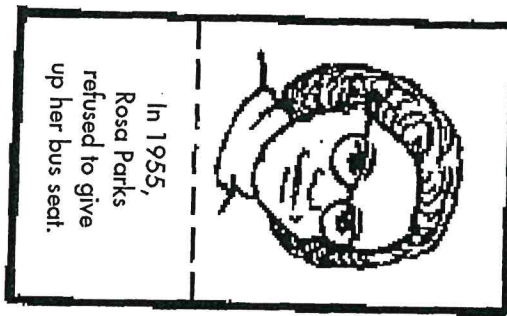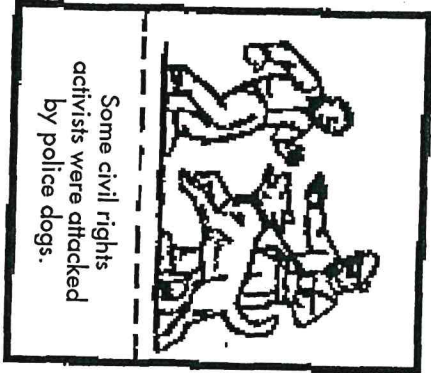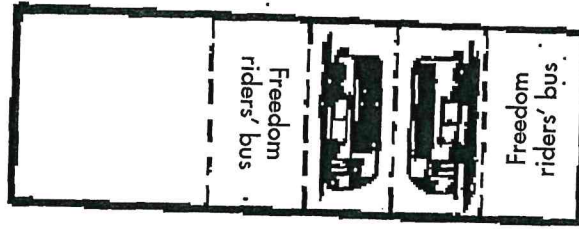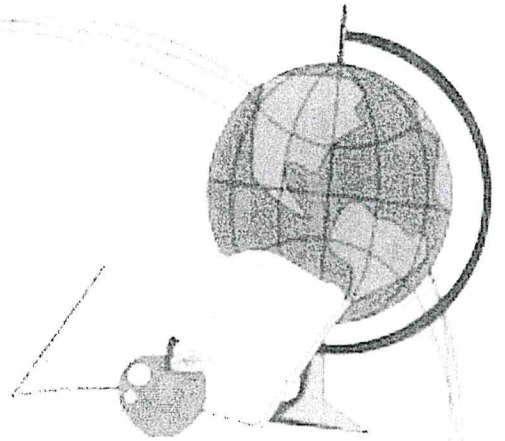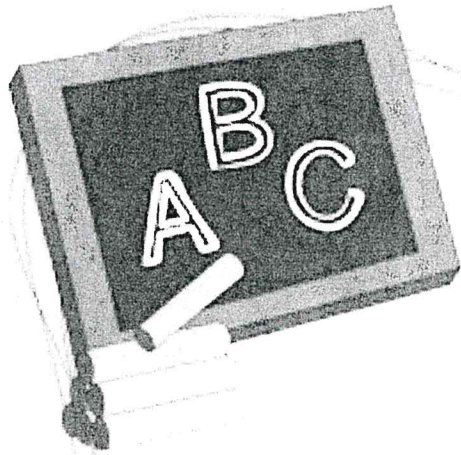
Teaching With the Map

1. **What does the map show?** *(It shows the route taken by freedom riders on a bus from Washington, D.C., to Birmingham, Alabama.)*

2. **How were African Americans treated during the first half of the 20th century?** *(They were denied equal rights and opportunities. In most cities and towns, they were made to live segregated from whites.)*

3. **What historical decision did the Supreme Court make in 1954?** *(It declared that segregation is unconstitutional.)*

4. **Why did freedom riders take to the road in the 1960s?** *(They wanted to turn national attention to the issue of civil rights and force President Kennedy to protect their rights to protest.)*

5. **What happened to freedom riders in places such as Birmingham, Alabama?** *(Some were beaten, attacked by dogs, and knocked down by water jets.)*

6. **What was the March on Washington?** *(In 1963, more than 250,000 people marched on Washington, D.C., in support of civil-rights legislation.)*

Day 18 Warren

Washington, D.C.

Tape B

Birmingham

On the Road for Civil Rights (1961–1965)

Tape A

The March on Washington

Day 18 Warren

Freedom riders' bus

Freedom riders' bus

Tape A

Some civil rights activists were attacked by police dogs.

WE SHALL OVERCOME

In 1955, Rosa Parks refused to give up her bus seat.

Water jets from fire hoses were turned on protesters.

Malcolm X was a leader in the fight against racism.

Dr. King preached peaceful resistance as a way to end racial injustice.

Tape B

5th Grade
N.T.I. Day 19

Please feel free to contact us between the hours of
9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
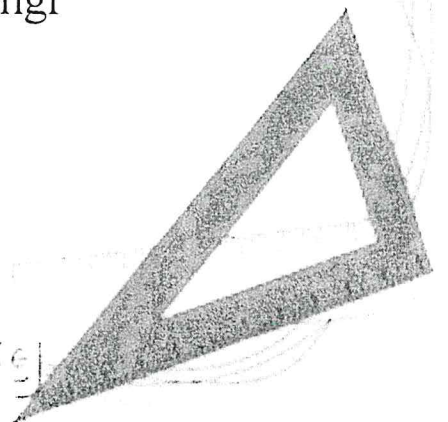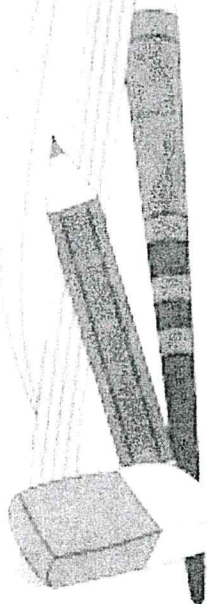shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
lauren.gilly@mboro.kyschools.us

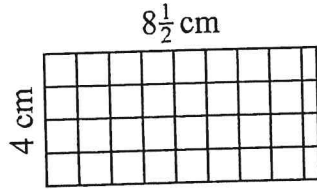**5th Grade Remind**
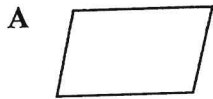Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 9 Test   Day 19

1 Find the area of the figure below.

$8\frac{1}{2}$ cm

4 cm

A   32 square cm

B   34 square cm

C   36 square cm

D $34\frac{1}{2}$ square cm

(DOK 2)

2 Which quadrilateral appears to have all perpendicular lines?

A

B

C

D

(DOK 2)

3 Which shape has 6 sides and 6 angles?

A   trapezoid

B   hexagon

C   pentagon

D   octagon

(DOK 1)

4 What is the area of the figure below?

$5\frac{1}{2}$ in

$7\frac{1}{4}$ in
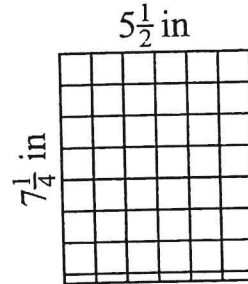
A $38\frac{3}{4}$ square in

B $38\frac{7}{8}$ square in

C $39\frac{7}{8}$ square in

D $35\frac{7}{8}$ square in

(DOK 2)

5 Which 2 shapes have a total of 13 angles?

A   rectangle and pentagon

B   heptagon and square

C   hexagon and pentagon

D   pentagon and octagon

(DOK 2)

6 What is the area of a 9 inch square?

A   81 square inches

B   18 square inches

C   9 square inches

D   36 square inches

(DOK 2)

> Read

The Power of Codes

by Alan Kim

1   Secret codes and power go hand-in-hand. Why is this so? Because a code lets one group of people communicate information in a way that keeps it secret from other groups. The group that knows the code has an advantage over the group that doesn't.

2   Take the example of Julius Caesar, an emperor of ancient Rome who conquered much of Europe and northern Africa. Caesar used letters to communicate his military plans to faraway generals. But what if an opposing army obtained copies of his letters? His plans might be foiled. So Caesar developed a code that only he and trusted members of his army understood. If an enemy intercepted Caesar's letters, they would not understand them or be able to prepare for his plans. The code gave Caesar an advantage over his opponents, letting him keep and increase his power.

3   Not all codes were as successful as Caesar's, however. In the 1500s, when Elizabeth I was Queen of England, her half-sister Mary plotted to overthrow her. Mary communicated with her allies through coded messages. However, Mary's code was easy to crack, so her plan was discovered. If Mary had used a better code, she might have risen to power as the Queen of England.

4   Codes remain important in modern times. During World War II (1939– 1945), German submarines communicated in code so complicated that it was nearly unbreakable. But a brilliant Englishman named Alan Turing cracked the German code. Now that the English knew when and where a British ship would be targeted, they could fight back. When the Germans' code was broken, they lost a powerful advantage.

5   Secret codes aren't just about power, of course. It's fun to develop a code to communicate secrets. But when rulers and armies use codes, they're not doing so for fun. For them, it's serious business.

Close Reader Habits

When you reread the article, **underline** examples that show how secret codes are related both to keeping *and* to losing power.

plore

What reasons and evidence does the author use to support his idea about codes?

The author has an idea about the relationship between codes and power. He has to support this idea.

Think

1 The author states, "Secret codes and power go hand-in-hand." Complete the chart to explain why the author thinks this and describe three pieces of evidence supporting his thinking.

What Does the Author Think?	Why Does He Think This?	What Evidence Supports His Thinking?
"Secret codes and power go hand-in-hand."		

Talk

2 How does the author support his idea about secret codes? If necessary, revise the second and third columns of your chart.

Write

3 **Short Response** The author states that a group with a secret code has an advantage over groups that do not. Explain how the author supports this idea. Use details from the passage in your response. Use the space provided on page 342 to write your answer.
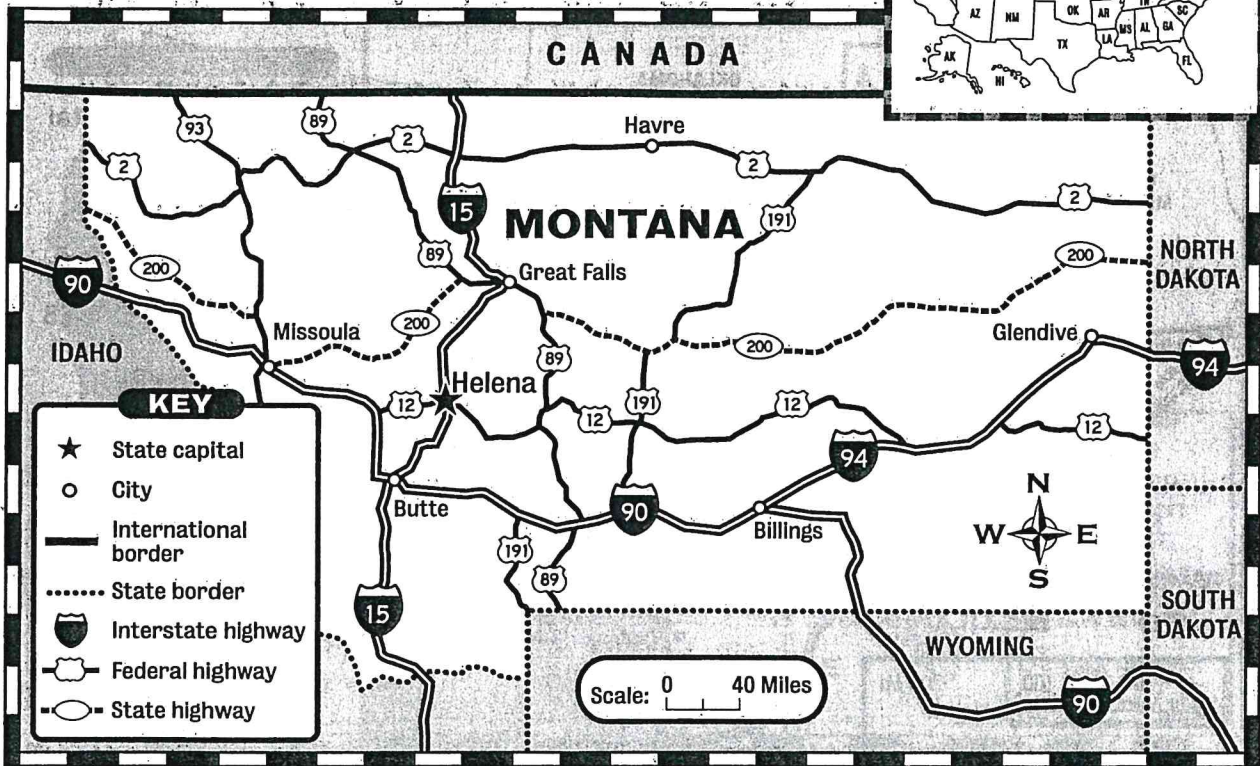
HINT Use phrases such as "one example" and "a second example" to organize your response.

Name _____

Road Map

Road maps help you choose which roads to take, give you directions to follow, and tell you how far to drive. Use the key, compass, and scale to answer questions about this map of Montana.
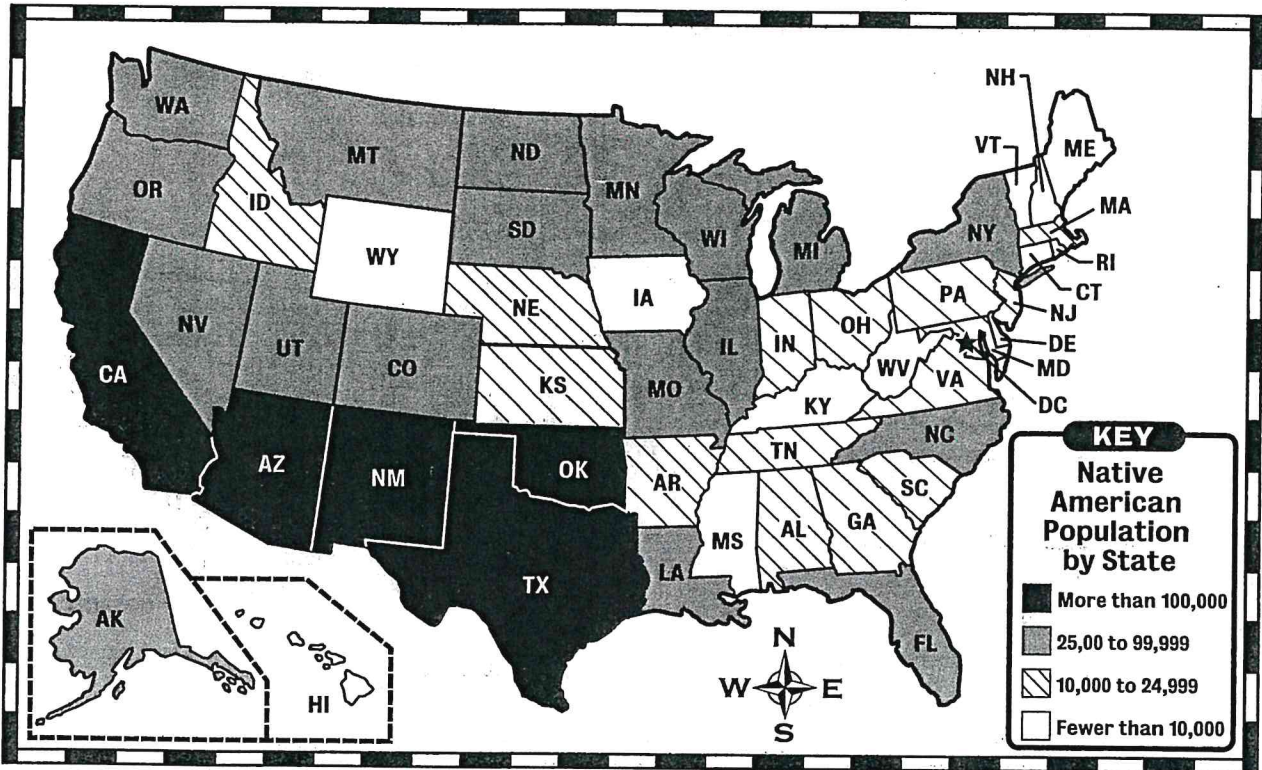

KEY
★ State capital
○ City
— International border
······ State border
Interstate highway
Federal highway
State highway

Scale: 0 — 40 Miles

1. **What is the capital of Montana?**
   Ⓐ Billings   Ⓒ Havre
   Ⓑ Helena   Ⓓ Butte

2. **Which state borders Montana to the west?**
   Ⓐ Idaho   Ⓒ North Dakota
   Ⓑ Wyoming   Ⓓ South Dakota

3. **Which federal highway could you take from Havre to get to North Dakota?**
   Ⓐ Federal Highway 2
   Ⓑ Federal Highway 12
   Ⓒ Federal Highway 89
   Ⓓ Federal Highway 93

4. **Which interstate highways would you take from Butte to get to Glendive?**
   Ⓐ Interstates 90 and 94
   Ⓑ Interstates 15 and 90
   Ⓒ Interstates 94 and 15
   Ⓓ only Interstate 94

5. **What route would you take to get from Missoula to Helena?**
   Ⓐ Interstate 90 to Federal Highway 93
   Ⓑ State Highway 200 to Federal Highway 89
   Ⓒ Interstate 90 to Federal Highway 12
   Ⓓ Interstate 15

6. **Using the scale as a guide, estimate how far Butte is from Billings.** _____

Name _____

Population Map

Native Americans have lived in what is now the United States for thousands of years. This location map shows the number of Native Americans in each state, according to the U.S. Census Bureau. Read the map and answer the questions.

KEY

Native American Population by State

- More than 100,000
- 25,00 to 99,999
- 10,000 to 24,999
- Fewer than 10,000

1. The Native American population of Iowa is ___ that of Wisconsin.
   - Ⓐ about the same as
   - Ⓑ larger than
   - Ⓒ smaller than
   - Ⓓ exactly the same as

2. ___ Native Americans live in the state of Oklahoma.
   - Ⓐ Fewer than 10,000
   - Ⓑ About 27,000
   - Ⓒ Fewer than 50,000
   - Ⓓ More than 100,000

3. About how many Native Americans live in the state of Connecticut?
   - Ⓐ fewer than 10,000
   - Ⓒ about 30,000
   - Ⓑ more than 99,000
   - Ⓓ more than 2 million

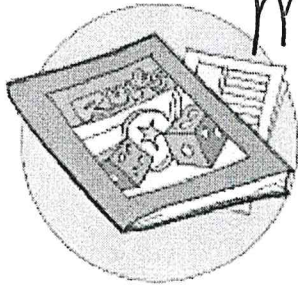4. How many states have a Native American population of about 25,000 to 99,999?
   - Ⓐ 5
   - Ⓑ 13
   - Ⓒ 18
   - Ⓓ 20

5. Which of the Western states below has the largest Native American population?
   - Ⓐ Alaska
   - Ⓒ Oregon
   - Ⓑ California
   - Ⓓ Washington
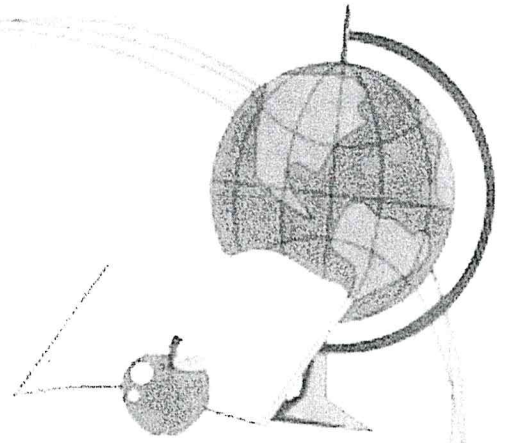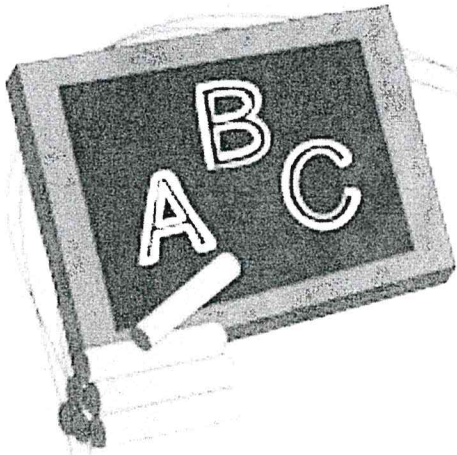
Mrs. Voges   Name: _____

RULES OF THE GAME

Explain the rules of a game. It can be any kind of game, such as a sport, a card game or a board game. Explain it so that someone who has never played it will understand it. Be sure and include what kind of equipment is needed. There is also a space for you to add pictures.

_____

_____

_____

_____

_____

_____

_____

_____

_____

5th Grade N.T.I. Day 20

Please feel free to contact us between the hours of 9:00AM-4:00PM.

jenna.voges@mboro.kyschools.us
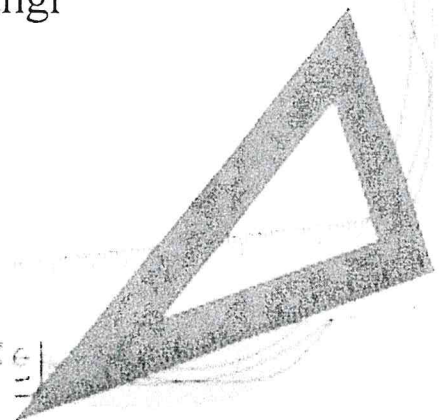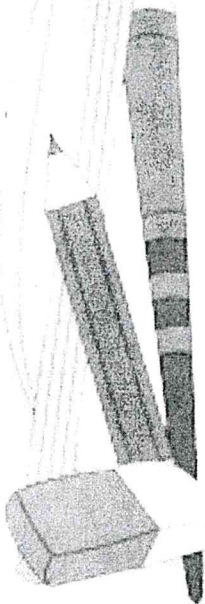shannon.walker-warren@mboro.kyschools.us
travis.butler@mboro.kyschools.us
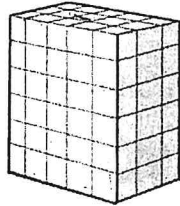lauren.gilly@mboro.kyschools.us

5th Grade Remind
Send a text to: 81010
Test this message: @mms5thgr

Butler

Chapter 10 Test

Chapter 10 Test

Day 20

1 Find the volume of the figure below.
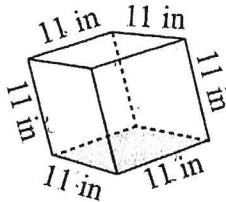
$V = lwh$

A 15 cubic units

B 18 cubic units

C 88 cubic units

D 90 cubic units

(DOK 2)

2 Find the volume of the cube below.

11 in   11 in

$V = s \times s \times s$

11 in   11 in

11 in   11 in

A 121 cubic inches

B 1,331 cubic inches

C 111 cubic inches

D 1,221 cubic inches

(DOK 2)

3 Find the volume of the cube below.

6 cm   6 cm   6 cm

$V = s \times s \times s$

6 cm   6 cm

6 cm
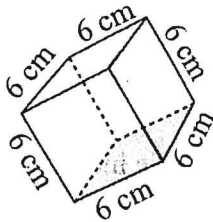
A 36 cubic centimeters

B 66 cubic centimeters

C 246 cubic centimeters

D 216 cubic centimeters

(DOK 2)

4 Find the volume of the rectangular prism below.

$V = lwh$

6 cm   2 cm

9 cm   9 cm

2 cm   6 cm

A 108 cubic centimeters

B 98 cubic centimeters

C 76 cubic centimeters

D 116 cubic centimeters

(DOK 2)

5 Find the volume of the rectangular prism below.

$V = lwh$

3 in   8 in

7 in

8 in   7 in

3 in

A 116 cubic inches

B 148 cubic inches

C 168 cubic inches

D 174 cubic inches

(DOK 2)

Gilly Day 20

Read

BELL AND THE TELEPHONE
by Melanie Cartwright

1 On March 10, 1876, Alexander Graham Bell's hard work paid off. Thomas Watson, friend and fellow inventor, heard Bell speaking clearly from the receiving end of the very first working telephone.
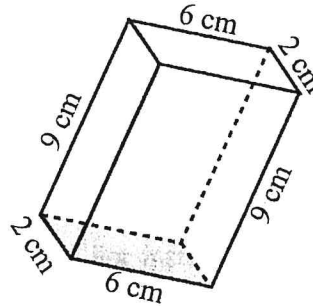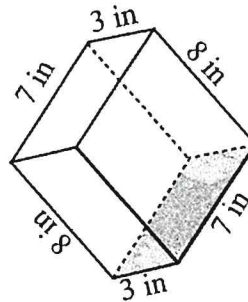
2 Bell was an inventor through and through. He had a deep fascination with sound and wanted to invent a way to transmit it over long distances. He started small. He developed techniques and devices to communicate with his mother and other members of the deaf community. He performed sound experiments with whatever he could, from tuning forks to the family dog!

3 Eventually Bell figured out that electricity would be the key to transmitting sound but didn't know enough about it. That didn't stop him. In 1875, when he met Watson, a skilled electrical engineer, Bell asked for his help. That year Bell wrote his first patent for technology to transmit voices over a wire line. One year later, he introduced the telephone to the United States. He patented his "electronic speech machine" in 1876.

Did **Gray** or **Bell** Invent the Telephone?
by Tom Xiao

1 Elisha Gray was a gifted electrical engineer. He was one of the most important inventors of his time. In 1876, he was ready to patent an amazing device. He had invented one of the very first telephones, yet Gray is unknown to most people today. Why?

2 The telegraph, invented in the 1870s, allowed written messages to be transmitted along a wire. It was popular, but many people wanted more. Inventors raced to develop a way to transmit a person's voice along a wire. By 1876, Elisha Gray had found a way. But on the very same day the patent office in Washington received word of his invention, they received a patent application for the same technology from someone else. That person's name was Alexander Graham Bell.

3 Bell was awarded the first U.S. patent for the telephone later that year. While the patent office said they had received Bell's application first, the true inventor of the telephone has been debated since.

Close Reader Habit

When you reread the passages, **underline** details about both inventors, such as who they were, the main thing they did, and why they did it.

Sources for Writing and Speaking

Explore **How does integrating information from both passages help you understand Alexander Graham Bell's and Elisha Gray's work?**

Figure out the topic of the texts. What does each text add to your knowledge of it?

Think

1 Complete the chart below by using information from both passages.

Questions	Answers	
	"Bell and the Telephone"	"Did Gray or Bell Invent the Telephone?"
Who were Bell and Gray?		
What work did they do?		
Why did they do it?		

Talk

2 Compare the details you used to fill out the charts. Do the details you chose truly answer those questions? Are there more details you should add? Revise your chart if you need to.

Write

3 **Short Response** Explain who Bell and Gray were, the main thing each man did, and why they did it. Use details from both passages in your response. Use the space provided on page 358 to write your answer.
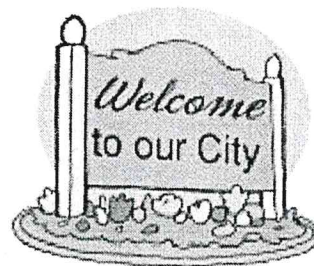
HINT The prompt shows a way to organize your response.

Name: _____

My Hometown

In the space below, write about your hometown. How big is it? What are some interesting facts about it? What is the climate and geography like? There is also a space for you to add pictures.

Welcome to our City

_____

_____

_____

_____

_____

_____

_____

Name _____

Geographic Features

Some maps show the geographic features of a particular place or region. These features can include valleys, mountains, deserts, or rivers. Answer the questions about some of the geographic features shown on the map of California below.

1. The Coast Ranges are which type of geographic feature?
   Ⓐ rivers
   Ⓑ mountains
   Ⓒ deserts
   Ⓓ valleys

2. Which body of water borders California to the west?
   Ⓐ Lake Tahoe
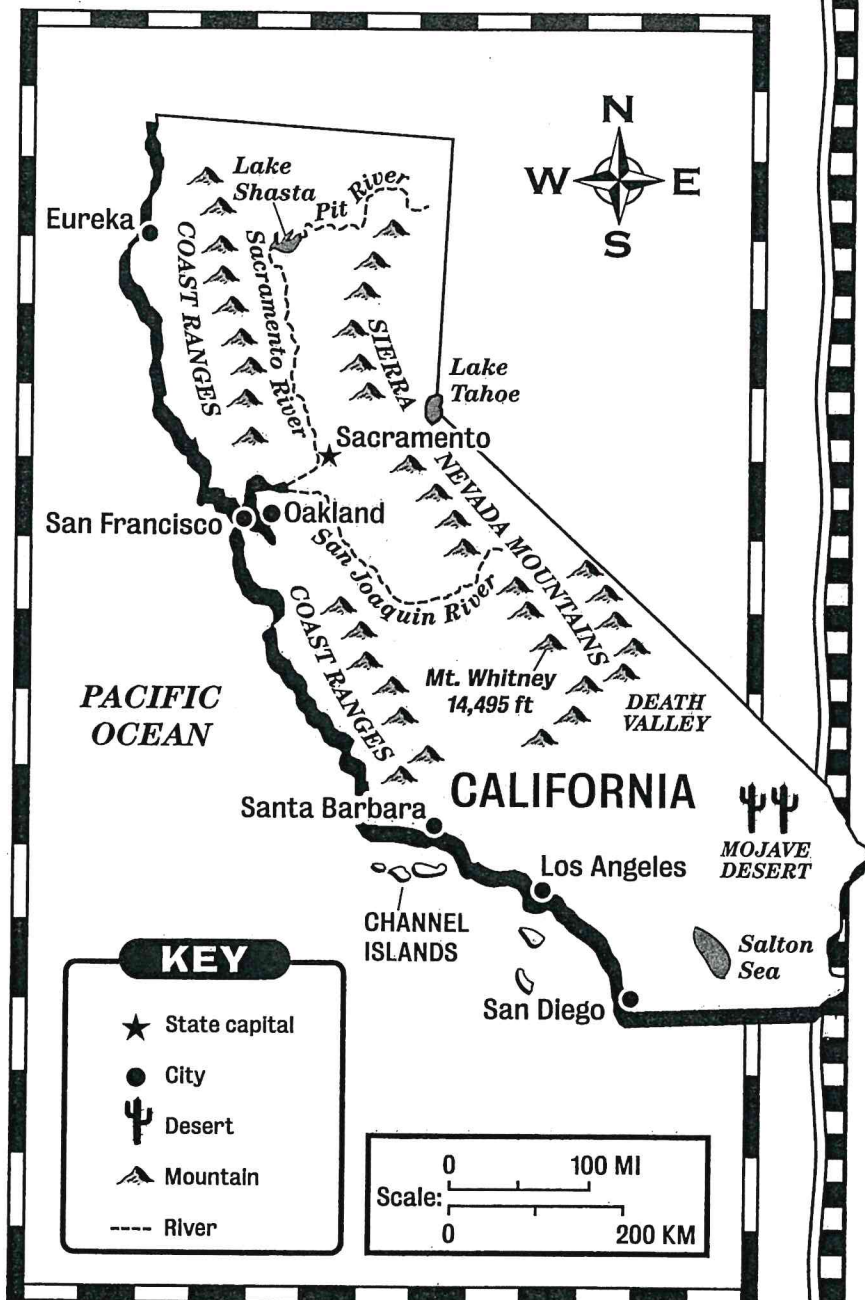   Ⓑ Pacific Ocean
   Ⓒ Salton Sea
   Ⓓ San Joaquin River

3. Death Valley is located ___ .
   Ⓐ north of the Mojave Desert
   Ⓑ west of the Coast Ranges
   Ⓒ north of Eureka
   Ⓓ south of the Salton Sea

4. The capital of California is located between which two geographic features?
   Ⓐ Sacramento River and Sierra Nevada Mountains
   Ⓑ Death Valley and Mojave Desert
   Ⓒ Channel Islands and Salton Sea
   Ⓓ Mt. Whitney and San Joaquin River

5. Mt. Whitney is part of which mountain range?

   _____

Map of California showing:
Lake Shasta, Pit River, Eureka, COAST RANGES, Sacramento River, SIERRA, Lake Tahoe, Sacramento, San Francisco, Oakland, NEVADA MOUNTAINS, San Joaquin River, COAST RANGES, Mt. Whitney 14,495 ft, DEATH VALLEY, PACIFIC OCEAN, CALIFORNIA, Santa Barbara, Los Angeles, MOJAVE DESERT, CHANNEL ISLANDS, Salton Sea, San Diego

KEY
★ State capital
● City
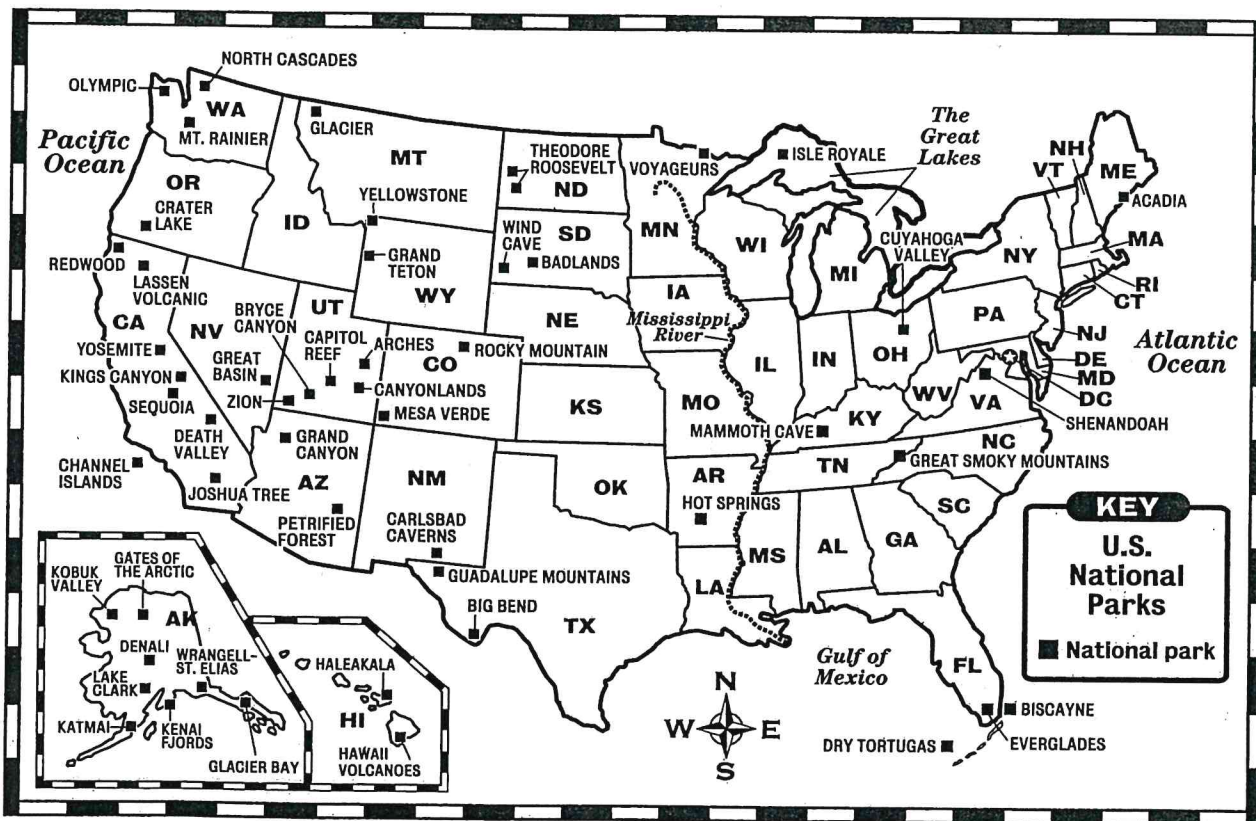Ψ Desert
⛰ Mountain
---- River

Scale:
0 ———— 100 MI
0 ———— 200 KM

Name _____

U.S. National Parks

National parks are wilderness areas protected by the U.S. government. The National Park Service maintains these parks, which contain some of the country's most beautiful landscapes, as well as many species of plants and animals. The map shows most national parks located across the U.S.

1. **Big Bend National Park is located in which state?**
   Ⓐ Florida   Ⓒ North Dakota
   Ⓑ Oregon   Ⓓ Texas

2. **Which state has the most national parks?**
   Ⓐ Georgia   Ⓒ Utah
   Ⓑ Nevada   Ⓓ Alaska

3. **Which of the following national parks is not located in Washington State?**
   Ⓐ Mt. Rainier   Ⓒ Glacier
   Ⓑ Olympic   Ⓓ North Cascades

4. **How many national parks are located in Utah and Arizona?**
   Ⓐ 2   Ⓒ 7
   Ⓑ 5   Ⓓ 10

5. **How many national parks are located east of the Mississippi River?**
   Ⓐ 5   Ⓒ 15
   Ⓑ 10   Ⓓ 20

6. **Which part of the U.S. has more national parks—the East or the West?**

_____

5th Grade Behavioral Contract

Dear Parents/Guardians,

Our year with your 5th grader is slowly coming to an end. The annual trip to Zoo Knoxville and Mr. Gattis will be here before we know it. This trip is a reward to encourage students to put forth good effort in the classroom, have better attendance and have positive behavior. To be eligible, students must be in good standing from March 10 - May 11. Please review the guidelines below with your student.

- They need to have 90% attendance, which means they can miss, at most, 4 days of school between now and the field trip.
- They can't be assigned more than 3 detentions overall between March 10 - May 11.

    SOME reasons that they can get detention:
    - ★ Sleeping in class
    - ★ Misbehaving in the bathroom
    - ★ Misbehaving in the hallway
    - ★ Causing a disturbance in class
    - ★ Talking back to a teacher
    - ★ Not working in class
    - ★ Inappropriate language
    - ★ Getting in their locker without permission
- **They can't be assigned ISS**
- **They can't be suspended**
- Students **CAN'T** slack at the end of the year, especially during state testing. Students will put forth the best effort of their ability on the end of the year state tests. They will use their time wisely, answer all parts of the tests, and not disturb any other students during testing.

Please sign and return the bottom to school on Tuesday, March 10, 2020.

5th Grade Teachers

5th Grade Behavioral Contract

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____