Name: ______________________________

Directions for Home Instruction for Students
School 9 - Grade 5 Mathematics
Mrs. Chichester

Day 21
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Ready Practice and Problem Solving Book Lesson 6 pages 47-48 page 361 fluency practice

Day 22
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Ready Practice and Problem Solving Book Lesson 6 pages 49-50 page 362 fluency practice

Day 23
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Ready Practice and Problem Solving Book Lesson 6 pages 51-52 page 363 fluency practice

Day 24
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Whole Number Division Task Problems A & B **This will posted in Google Classroom page 364 fluency practice

Day 25
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Whole Number Division Task Problems C & D **This will posted in Google Classroom
page 365 fluency practice
Day 26
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Ready Practice and Problem Solving Book
Unit 1 Practice Pages 89 -90
Practice Fluency Page 367 problems 1-9...rewrite vertically and line up place value

Day 27
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Unit 1 Practice Pages 89 -90
Practice Fluency Page 367 problems 10-21

Day 28
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Assignment: Ready Practice and Problem Solving Book Unit 1 Practice Pages 91 -92 Performance Task
Practice Fluency Page 368 problems 1-12...rewrite vertically and line up place value

Day 29
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690
Assignment: Unit 1 Practice Pages 91-92
Practice Fluency Page 368 problems 1-9

Day 30
Daily:
Success Maker - Use link on PPS website under Math Department
Imagine Math Facts - Site Code 3412690

Assignment: Ready Practice and Problem Solving Book Unit 1 Practice Pages 93-100
Please write a definition in your own words and give an example for each vocabulary word.
Day 24 and Day 25 Whole Number Division Task

Name __________________________ Date __________________________

Are These All $364 \div 15$?

You have been learning about many situations that can be solved with division. Even though the following problems all use the same numbers, think about whether each describes a different type of division problem. After each problem explain why $364 \div 15$ can or cannot be used to solve the problem.

Problem A

The new playground equipment was delivered to Anywhere Elementary School before the new fence was installed. Thomas Fencing Company arrived the next day with 364ft of fencing the school’s principal wanted an opening in the fence every 25 feet. According to the principal’s estimation the playground area would have about 15 openings. The Thomas Fencing Company workers estimated 20 openings around the playground. Who is correct? How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Problem B

Old Mother Hubbard found an old silver coin in her empty cupboard. She took it to the neighborhood coin collector and received $364 for the coin. With this increase in income, Old Mother Hubbard was able to pay her children for the chores they completed during the month. The 15 children inquired of their mother the amount of money each would receive. She was excited by the children’s inquiry and ran to the cupboard to retrieve beans to represent the money and Ziploc bags. Her kids were told to use the materials to figure out the answer to their own question! What do you think they figured out and why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Problem C The new poetry book by Mel Goldstein is 364 pages packed of humorous poems. Lily Reader set a goal to read the entire book in 25 days. She planned to read 15 pages a day. With this plan, will she reach her goal? How do you know?

Problem D Write 3 of your own problems that can be solved using $252 \div 12$.

1) 

2) 

3)
Mrs. Fodi Grade 5 ELA plans for Days 21-30

Hi boys and girls- I can’t believe we are still out! I miss all of you and I hope everyone and their family is feeling healthy. Keep washing those hands. If you need assistance please email me -
lfodi@paterson.k12.nj.us

With love, Mrs. Fodi

Day 21
1. Do Now - Ready Reading – Conjunctions p. 454-455
2. Ready Reading Lesson 9 – Summarizing p. 148 – 151 & 154 (use the model exemplars)

Day 22
1. Do Now - Ready Reading – Prepositional Phrases p. 456-457
2. Ready Reading Lesson 9 – Summarizing p. 152-153; 155 & 156-161 (use the model exemplars)

Day 23
1. Do Now - Ready Reading – Interjections p. 458-459
2. Ready Reading Lesson 10 - Using Details to Support Inferences p. 162-169 (use the model exemplars)

Day 24
1. Do Now - Ready Reading – Verb Tenses p. 462-463
2. Ready Reading Lesson 10 - Using Details to Support Inferences p. 170-175 (use the model exemplars)

Day 25
1. Do Now - Ready Reading – Using Context Clues p. 482-483
2. Ready Reading Lesson 11 Unfamiliar Words p. 188-195 (use the model exemplars)

Day 26
1. Do Now - Ready Reading – Using a Glossary p. 486-487
2. Ready Reading Lesson 11 Unfamiliar Words p. 196-201 (use the model exemplars)

Day 27
1. Do Now - Ready Reading – Figurative Language p. 488-489

Day 28
1. Do Now - Ready Reading – Idioms p. 490-491
2. Ready Reading Lesson 12 Comparing Text Structures: Chronology – Problem/Solution p. 211-217 (use the model exemplars)
Day 29
1. Do Now - Ready Reading -- Synonyms/Antonyms p. 492-493
2. Ready Reading Lesson 13 Comparing Text Structures: Cause & Effect and Compare & Contrast p. 218-225 (use the model exemplars)

Day 30
1. Do Now - Ready Reading -- Homographs p. 495
2. Ready Reading Lesson 13 Comparing Text Structures: Cause & Effect and Compare & Contrast p. 226-233 (use the model exemplars)
Think What have you learned so far about summarizing? Use the summary organizer below to record the key details that each box asks for.

"The Legend of Hua Mulan"

Characters and Settings
- Hua Mulan, a young woman
- Mulan’s father
- Soldiers
- A village, long ago
- Battlefields

Main Problem
Mulan is the only one in her family able to go to war, but girls cannot join the army.

Events
- Mulan feels it is her duty to fight.
- She dresses as a man so she can join the army.
- She proves herself in battle.
- The soldiers bring her home.

Conclusion
Mulan reveals that she is a woman, and the soldiers cheer, accepting her.

Talk Share your summary organizer with a partner.
- What did you write in the “Characters and Settings” box? How do you know those are key details?
- What details did you write in the “Events” and “Conclusion” boxes? Did you and your partner write the same ones?
- How can the organizer help you write a summary of the story?

Academic Talk
Use this word and phrase to talk about the text.
- key detail  - summarize
What details should you include in a summary of this story?

**Explore**

**Think**

1. Complete the summary organizer with key details from the text.

---

"The Adventures of Montgomery May"

**Characters and Settings**
- Montgomery May, a world traveler
- Cecil Saunders, his rival
- A town square in a seaport village

**Main Problem**
Cecil challenges Montgomery to demonstrate his jumping ability.

**Events**
- Montgomery brags about his ability to jump.
- Cecil challenges him to jump.
- Montgomery says he will jump to an island at 7 A.M.

**Conclusion**
Montgomery sails away at 6 A.M., avoiding the need to prove his boast.

---

**Talk**

Imagine you witnessed the events of this story and want to tell a friend what happened. What details would be most important for your friend to know? What details could be left out? If necessary, add or delete details from your organizer.

**Write**

3. Short Response: Write a summary of the story. Use key details from the text in your summary. Use the space provided on page 154 to write your answer.

**HINT** After writing, imagine you've never read the story. Then read your summary. Does it give only the details needed to understand the story?
The Adventures of Montgomery May

Write Use the space below to write your answer to the question on Page 151.

Short Response: Write a summary of the story. Use key details from the text in your summary.

SAMPLE RESPONSE: Montgomery May returns to his village from years at sea. He has
jumped from Rhodes to Turkey. His rival, Cecil, asks him to prove he can jump that far.
Montgomery says he will jump to an island the next day, at 7 a.m. He gets there,
and then sails off at 6 a.m., avoiding having to actually make the jump.

Check Your Writing
Did you read the directions?

Text
Based on what Sir Gawain says and does, what inferences can you make about him?

Think

1. Complete this organizer with quotes and details from the text and what you already know. Such evidence will help you support your inferences.

<table>
<thead>
<tr>
<th>What's in the Text (Evidence)</th>
<th>What I Know (Connect to My Experience)</th>
<th>My Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sir Gawain offered to take his king’s place.”</td>
<td>People who try to protect others are noble.</td>
<td>Sir Gawain is a noble, trustworthy, and brave person.</td>
</tr>
<tr>
<td>“Surely my king is now safe.”</td>
<td>People who keep their promises are trustworthy.</td>
<td></td>
</tr>
<tr>
<td>He is happy to protect his king and his honor.</td>
<td>People who do what they must when afraid are brave.</td>
<td></td>
</tr>
<tr>
<td>Even when afraid, he keeps his promises.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk

2. Discuss what Sir Gawain is like. Why do you think he offers to take King Arthur’s place? What does Gawain think will happen when he meets the Green Knight again? Add or change quotes or details in your organizer as necessary.

Write

3. Short Response. What inferences can you make about the kind of person Sir Gawain is? Support your answer with quotes and details from the story and your organizer. Use the space provided on page 168 to write your answer.
Sir Gawain and the Green Knight

Short Response: What inferences can you make about the kind of person Sir Gawain is? Support your answer with quotes and details from the story and your organizer.

Sample response: It appears that Sir Gawain is a noble, trustworthy, and brave person.

When King Arthur tried to volunteer for the Green Knight’s challenge, Gawain “offered to take his king’s place.” When Gawain kept his promise to the Green Knight, he proved himself trustworthy. And although he was scared, as shown by the fact that he “flinched,” he bravely chose to keep his promise. Gawain is a noble, trustworthy, and brave person.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
**Think:** Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find context clues that tell you about the word's meaning, and write them in the "Clues" column.

<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Context</th>
<th>Possible Meaning</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter</td>
<td>&quot;... build a new shelter to protect our pets?&quot;</td>
<td>a place that gives protection</td>
<td>&quot;outgrown our space,&quot; &quot;protect our pets&quot;</td>
</tr>
<tr>
<td>Donation</td>
<td>&quot;Please make a donation...&quot;</td>
<td>something you give to help</td>
<td>&quot;Even a small amount of money will help.&quot;</td>
</tr>
<tr>
<td>Benevolence</td>
<td>&quot;... each act of benevolence counts!&quot;</td>
<td>generosity</td>
<td>&quot;generosity in giving,&quot; &quot;thank you for your kindness.&quot;</td>
</tr>
</tbody>
</table>

**Talk:** Share your chart with a partner.
- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?

**Academic Talk:**
Use this word and these phrases to talk about the text.
- academic vocabulary
- subject area
- topic
- context clues
**What context clues can help you understand unfamiliar words and phrases in the text?**

**Think**

1. Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

<table>
<thead>
<tr>
<th>Unfamiliar Word or Phrase</th>
<th>Context</th>
<th>Possible Meaning</th>
<th>Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer into the past (paragraph 1)</td>
<td>&quot;... we need to peer into the past...&quot;</td>
<td>look at what happened before</td>
<td>&quot;all the way back to England in the Middle Ages.&quot;</td>
</tr>
<tr>
<td>Inventive potters (paragraphs 3)</td>
<td>&quot;... some inventive potters began making pygg banks...&quot;</td>
<td>creative workers who made pots</td>
<td>&quot;began making pygg banks in the form of a pig with a slot,&quot; &quot;pleasing to look at&quot;</td>
</tr>
<tr>
<td>Contemporary (paragraph 4)</td>
<td>&quot;... most contemporary piggy banks...&quot;</td>
<td>modern, or happening now</td>
<td>&quot;Today's piggy banks&quot;</td>
</tr>
<tr>
<td>Achieved (paragraph 4)</td>
<td>&quot;... every time you retrieved your money...&quot;</td>
<td>took out</td>
<td>&quot;taking out money&quot;</td>
</tr>
</tbody>
</table>

**Talk**

2. Use context clues to determine why clay was an "ideal substance" for making certain objects.

**Write**

3. **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.
Write Use the space below to write your answer to the question on page 191.

Here, Pyggy Pyggy

Short Response Define the phrase ideal substance. Support your definition with context clues from the passage.

Sample response: An "ideal substance" is a material that is perfect for a particular purpose. For example, in the Middle Ages, clay was an "ideal substance" for making dishes, pots, and bowls because it was "cheaper than metal and easier to shape than wood." In other words, clay was an "ideal substance" because it was the best material available for a specific purpose.
**Think** What do you know about text structures? Use the chart below to help you compare and contrast the text structures and purposes of the passages.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author’s Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to tell about the shuttle <em>Discovery</em> over time</td>
<td>chronological</td>
<td>“made its first flight in 1984”&lt;br&gt;“In 1990”&lt;br&gt;“In 2011, after 30 missions”&lt;br&gt;“Discovery then became”</td>
</tr>
<tr>
<td>2</td>
<td>to explain how astronauts solve the problem of not having a sink</td>
<td>problem-solution</td>
<td>“The challenge, however,”&lt;br&gt;“Their solution?”</td>
</tr>
</tbody>
</table>

**Talk** Share your chart with a partner.
- Which text structure did the author of Passage 1 use?
- Which text structure did the author of Passage 2 use?
- For each passage, how did the text structure help you understand the author’s purpose?

**Academic Talk**
Use these phrases to talk about the text.
- text structure
- chronological text structure
- problem-solution text structure
**Think**  What do you know about text structures? Use the chart below to help you compare and contrast the text structures and purposes of the passages.

<table>
<thead>
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<tr>
<td>1</td>
<td>to tell about the shuttle Discovery over time</td>
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<td>&quot;made its first flight in 1984&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;in 1990&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;In 2011, after 30 missions&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Discovery then became&quot;</td>
</tr>
<tr>
<td>2</td>
<td>to explain how astronauts solve the problem of not having a sink</td>
<td>problem-solution</td>
<td>&quot;The challenge, however,&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&quot;Their solution!&quot;</td>
</tr>
</tbody>
</table>

**Talk**  Share your chart with a partner.
- Which text structure did the author of Passage 1 use?
- Which text structure did the author of Passage 2 use?
- For each passage, how did the text structure help you understand the author’s purpose?

**Academic Talk:**
Use these phrases to talk about the text.
- text structure
- chronological text structure
- problem-solution text structure
Complete the chart below. Identify each passage's purpose and text structure. Identify the evidence of that structure in the passage.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author's Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
</tr>
</thead>
</table>
| "The First Victory of the Space Race" | to tell about the events in the history of the space race | chronological    | • "It began in 1954"  
• "It would launch satellites by 1958"  
• "On October 4, 1957" |
| "The Hazards of Space Junk"     | to tell how scientists are dealing with the problem of space junk                | problem-solution | • "space junk is a problem for"  
• "You might think that small objects wouldn't be a challenge"  
• "One way to protect"  
• "But the best solution is" |

Talk

Share your charts. Look at the evidence you each found of the text structures. How does each text structure support the author's purpose? If your partner has any good evidence that you do not, add it to your chart.

Write

Short Response Explain how the text structure of each passage supports each author's purpose for writing. Use evidence to support your

**HINT:** Refer to each passage by name so it's clear which one you're writing about.
The First Victory of the Space Race

The Hazards of Space Junk

Short Response: Explain how the text structure of each passage supports each author's purpose for writing. Use evidence to support your response.

Sample response: In "The First Victory of the Space Race," the author describes events within a chronological structure. She uses words such as "time," "when," and "first." She also includes dates such as "1954," "July 1955," and "1958." This structure supports the author's purpose, which is to tell about the events of the space race in the order they happened. The author of "The Hazards of Space Junk" organizes his information differently. He uses a problem-solution structure. He first describes the problem that space junk poses to spaceships. After doing so, he describes possible solutions using words such as "problem," "challenge," "one way," and "solution." This text structure supports the author's purpose of wanting to inform the reader of a problem and present possible solutions.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Think: What have you learned about text structures? Use the chart below to help you compare and contrast the purposes and text structures of the passages. Include evidence of the structure of each passage.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Author's Purpose</th>
<th>Text Structure</th>
<th>Evidence of Structure</th>
</tr>
</thead>
</table>
| 2       | to tell how octopuses and squids defend themselves | cause-effect | "Because the ink is thick and dark"
|         |                  |                | "As a result, octopuses and squids have time to escape."
| 2       | to describe how octopuses and squids are alike and different | compare-contrast | "Both have blue blood, hard beaks, and eight arms lined with suckers."
|         |                  |                | "In contrast, squids live in the open ocean and eat fish and shrimp."

Talk: Share your chart with a partner.
- Which text structure did the author of Passage 1 use?
- Which text structure did the author of Passage 2 use?
- How did each text structure support the author's purpose for writing the passage?

Academic Talk:
Use these words and phrases to talk about the text.
- text structure
- compare-contrast text structure
- cause-effect text structure
Short Response  Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response.

Sample Response: In "Why Are the Oceans Salty?" the author uses a cause-effect structure to explain why the oceans are salty. She uses words and phrases such as "why," "explanations," and "as a result." She also poses questions and answers them. In "Oceans and Seas," the author uses a compare-contrast structure to make clear the similarities and differences between the oceans and seas. He uses words and phrases such as "but," "different," "opposite," and "in contrast" to compare oceans to seas. He also compares the different types of seas by using the words and phrases "some," "other," "a few," and "two things in common."

Check Your Writing
☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Directions for Home Instruction for Students - School 9 – Grade 5 Social Studies and Science Team

Mrs. LoBue / Bilingual-ESL-Ms. Balboa, Mrs. Obeidallah/ Resource –Ms. Chapman
mlobue@paterson.k12.nj.us-
ybalboa@paterson.k12.nj.us,nobeidallah@paterson.k12.nj.us,jchapman@paterson.k12.nj.us

**Good Morning boys and girls! Bilingual/ESL and Resource students only:** Please follow the same plans below. However, only do the odd numbers for days 21-24, 26-28, and days- 25, 29, and 30-do the entire assignments. **Try your best! If you have any questions, please email us.**

Thank you, stay safe, healthy, love you all! Ms. Balboa, Mrs. Obeidallah, and Ms. Chapman.

Day 21 – Social Studies

  Studies Weekly #17
  • Using the information on European and Asian immigration to the United States complete the “Is That a Fact?” worksheet

Day 22 – Science

  Studies Weekly # 1 Life Science
  • Read worksheet, (Day 22), and complete Art/Writing Connection section in your notebook

Day 23 – Social Studies

  Studies Weekly #17
  • Complete questions 1-10 handout, (Day 23) (the assessment will be available online if you prefer)

Day 24 – Science

  Studies Weekly #1 Life Science
  • Complete questions 1-10 handout, (Day 24) (the assessment will be available online if you prefer)

Day 25 – Social Studies

  Studies Weekly #23
  • Complete map handout, (Day 25), on the Transcontinental Railroad (use p. 3 of the SW to help you)

Day 26 – Science

  Studies Weekly #2 Cells and Microbes
  • Complete handout, (Day 26): How Many Cells?

Day 27 – Social Studies

  Studies Weekly #23
  • Complete questions 1-10 handout, (Day 27) (the assessment will be available online if you prefer)

Day 28 – Science

  Studies Weekly #2 Cells and Microbes
  • Complete questions 1-10 handout, (Day 28) (the assessment will be available online if you prefer)

Day 29 – Social Studies

  • Complete the Let’s Write activity on the bottom of p.4 of Studies Weekly #17
Day 30 – Science

- Using SW # 1 and 2 create and complete a Venn Diagram on Carl Linnaeus and Louis Pasteur
Day 21 – Social Studies
   Studies Weekly #17
   • Using the information on European and Asian immigration to the United States complete the “Is That a Fact?” worksheet

Day 22 – Science
   Studies Weekly #1 Life Science
   • Read worksheet, (Day 22), and complete Art/Writing Connection section in your notebook

Day 23 – Social Studies
   Studies Weekly #17
   • Complete questions 1-10 handout, (Day 23) (the assessment will be available online if you prefer)

Day 24 – Science
   Studies Weekly #1 Life Science
   • Complete questions 1-10 handout, (Day 24) (the assessment will be available online if you prefer)

Day 25 – Social Studies
   Studies Weekly #23
   • Complete map handout, (Day 25), on the Transcontinental Railroad (use p. 3 of the SW to help you)

Day 26 – Science
   Studies Weekly #2 Cells and Microbes
   • Complete handout, (Day 26): How Many Cells?

Day 27 – Social Studies
   Studies Weekly #23
   • Complete questions 1-10 handout, (Day 27) (the assessment will be available online if you prefer)

Day 28 – Science
   Studies Weekly #2 Cells and Microbes
   • Complete questions 1-10 handout, (Day 28) (the assessment will be available online if you prefer)

Day 29 – Social Studies
   • Complete the Let’s Write activity on the bottom of p.4 of Studies Weekly #17

Day 30 – Science
   • Using SW # 1 and 2 create and complete a Venn Diagram on Carl Linnaeus and Louis Pasteur
**Is That a Fact?**

In this week’s issue, you learned about European and Asian immigration to the United States in the 19th century. In the activity below you will read statements from the issue. Decide whether the statement is a fact or opinion. Check the correct box. Facts are statements that can be proved. If you think the statement is a fact, find information from the article to support your idea. Write that information on the line.

<table>
<thead>
<tr>
<th>Statement and Proof</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Irish immigrants came to America for the chance at a better life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. German immigrants to America lived near one another.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Chinese immigrants should not have taken American mining jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Irish immigrants worked in many different industries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The German immigrants liked living in the United States better than living in Germany.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>6. The Chinese immigrants were successful miners.</td>
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<td>Proof:</td>
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Cousins?

Many of you have cousins with whom you share relatives and traits. So do some animals in the animal kingdom. How can you tell these cousins apart? Here are some tips:

1. Crocodiles and Alligators – Crocodiles have long noses that are almost pointed at the end. Alligators have rounded snouts that are very wide.

2. Toads and frogs – Frogs have smooth skin and toads have “warts” on their skin.

3. Turtles and Tortoises – Tortoises only live on land, but you’ll find turtles both in water and on land.

4. African elephants and Asian elephants – Asian elephants are smaller and have smaller ears as well. Asian elephants are also easier to tame.

Art/Writing Connection

What color are frogs? You may be tempted to just blurt out the answer, “Green!” And you’d be right—sort of. Most frogs are green or brown, but some are red, orange, blue and black! There are even frogs that can change their color.

In spite of their name, White Tree Frogs are usually a green color, but when they move from the sun to a shady spot, they will turn light brown. The Colorado River Toad is a purple fluorescent color and the Blue Spotted Frog is, as you might have guessed, blue. The colors help protect the frogs and toads from predators, because many brightly colored animals are poisonous. Predators are more likely to eat a plain green or brown frog than one that is blue or purple.

Make up an animal of your own that is an unusual color. Maybe it’s a rare species of glow-in-the-dark green dog or an incredible species of bird you discovered that is transparent! Draw a picture of the animal and don’t forget to give it a name.

Next, write a description of your animal like one you might see in an encyclopedia. Write about how your animal would find food and survive in its environment. Tell how your animal’s color and other features help it survive. Be creative, and soon your class will have a really amazing imaginary zoo!

I Didn’t Know That!

How can you tell if a turtle is male or female? Turn the turtle over and look at the shape of the under shell. If the under shell, or plastron, is convex (curves outward), the turtle is a female. If the shell is concave (curves inward), the turtle is a male. Cool, huh? If you have a pet turtle at home or in your classroom, check it out. See if you can find several turtles to compare.

Standards Covered: RI.5.1, RI.5.2, RI.5.4, W.5.2, W.5.5
Directions: Use the article “Westward Ho!” and your knowledge of social studies to answer the following two questions.

1. After reading the article, you can conclude that the most likely reason treaties were broken was

- white settlers wanted land more than they wanted to keep peace
- American Indians did not want to move west to California
- settlers wanted to have a good relationship with the American Indians
- the treaties were probably against the law

2. What does the article say was one result of moving American Indian tribes to reservations?

- Many America Indians became sick and died.
- Many Americans Indians decided to join other tribes.
- Many Americans Indians decided to go west themselves.
- Many Americans Indians found jobs working for the railroads on their land.

Directions: Use the article “New People Come to a New Country” and your knowledge of social studies to answer the following six questions.

3. What was the most likely reason most people chose to immigrate to the United States in the 1800s?

- They wanted to take a vacation on a ship.
- They had been asked to leave their country.
- They wanted the chance to earn money to support their families.
- They knew the U.S. government would support them.

4. Which statement about U.S. immigrants in the 1800s is best supported by information from this article?

- All immigrants in the United States came from China.
- All Irish immigrants came to the new country with no money at all.
- Most German immigrants came to the United States prepared to start their new lives.
- Chinese immigrants didn’t work on farms in the United States.
5. Which of the following best completes the diagram above?
   ◆ They were poor.
   ◆ They wanted to work in factories.
   ◆ They could not read.
   ◆ They didn’t want to apply for jobs.

6. What would be the best title for the organizer shown above?
   ◆ Reasons German Immigrants Fit Into American Society
   ◆ Reasons Irish Immigrants Were Not Hired by Factories
   ◆ Reasons Chinese Immigrants Were Treated Poorly
   ◆ Reasons Immigrants Came to the United States

7. The most likely reason a person from Germany might have come to America to start a new life in the 19th century is ________.
   ◆ He/she wanted the chance to work in a U.S. factory.
   ◆ He/she wanted to farm land better than what was available in Germany.
   ◆ He/she wanted the chance to meet other immigrants.
   ◆ He/she wanted the chance to live without fear or violence.

8. What is the most likely reason the Chinese Exclusion Act was passed?
   ◆ Some Americans did not want the Chinese immigrants here because they looked different and did not understand the American culture.
   ◆ Americans did not like the Chinese stores and restaurants opened by the immigrants.
   ◆ Americans did not want anyone else to immigrate to the United States.
   ◆ Americans wanted the chance to build their own railroads.
Directions: Use the article “Liberty Enlightening the World” and your knowledge of social studies to answer the following question.

9. Which of these statements best explains the main idea of the information in the article?
   ① Frederic-Auguste Bartholdi built a large statue.
   ② The Statue of Liberty was a gift given to the U.S. by France to honor democracy.
   ③ Lady Liberty is another name that has been given by immigrants to the Statue of Liberty.
   ④ The French people had to ship the large statue across the Atlantic Ocean to the United States in crates.

Directions: Use the article “I Pledge Allegiance …” and your knowledge of social studies to answer the following question.

10. Why would the Pledge of Allegiance be important to U.S. citizens?
    ⑤ The pledge is an excellent reminder of the rights and responsibilities of all citizens.
    ⑥ The pledge is important because everyone should practice memorizing information.
    ⑦ The pledge is important because the U.S. is the only country that has a flag.
    ⑧ The pledge is a good way to honor Columbus and his voyage in 1492.
For the following questions use this week’s Studies Weekly magazine because you must cite one source of your answer. Please list the article title and the page number.

1. How did Frederick J. Vine help out Alfred Wegener?

2. What do plants do that other living organisms cannot?

3. How are viruses and archaea different?
   - one is a plant and the other is an animal
   - archaea has one cell and viruses have no cells at all
   - only their names are different
   - one has just one cell and the other is multi-cellular

4. What is a taxon?
   - a vehicle for organisms
   - a group of animals
   - a group of similar things with similar characteristics
   - all of the above

5. Non-vascular plants ______.
   - never have roots
   - never have leaves
   - never have flowers
   - have only one flower

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6. Symbiosis ______.
   ○ is a process where one organism helps another organism survive
   ○ works well for parasites
   ○ is a process where plants get energy from the sun
   ○ makes one person sick and heals the other

7. Chromista ______.
   ○ send their energy out in pulses like a heartbeat
   ○ are found only in the Mediterranean Ocean
   ○ can be found in the desert
   ○ are found in very watery environments

8. The oldest fossils on Earth ______.
   ○ are multi-celled
   ○ are bacteria
   ○ are about a million years old
   ○ are over ten million years old

9. Consider the chart of living organism traits. How many squares would we need to add if we wanted to collect data on two more organisms.
   ○ 12 more squares
   ○ 4 more squares
   ○ 2 more squares
   ○ 8 more squares

<table>
<thead>
<tr>
<th>Organism</th>
<th>Makes/Obtains Food</th>
<th>Moves</th>
<th>Vertebrate/Invertebrate</th>
<th>Fur</th>
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</thead>
<tbody>
<tr>
<td>Elephant</td>
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<tr>
<td>Moss</td>
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<td>Fungi</td>
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<tr>
<td>Flower</td>
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<td>Person</td>
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<tr>
<td>Venus Flytrap</td>
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<tr>
<td>Bacteria</td>
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<tr>
<td>Earthworm</td>
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</tbody>
</table>

10. Examine the illustration of the Pangea and continental drift. Which two continents can be clearly visualized in the boxed image?
   ○ North America and Africa
   ○ Antarctica and Alaska
   ○ South America and Africa
   ○ Africa and Australia
Read the text describing the route of the first transcontinental railroad. Using your knowledge of United States geography along with additional resources, draw the route taken by the first transcontinental railroad. Be sure to include a title and a map key. Label the important cities and major mountain ranges along the route. Use a symbol of your choice to mark where the two railroad companies met to place the final piece of track.

The Transcontinental Railroad Route

After much debate, people decided that the railroad route would follow the established Oregon, Mormon and California trails. The line began in Omaha, Nebraska, and followed the Platte River. It crossed over the Rocky Mountains at South Pass in Wyoming, and it then went through northern Utah and Nevada. From there the train crossed the Sierra Mountains to Sacramento, California. Workers laid more tracks to connect Denver, Colorado, and Salt Lake City, Utah, along with other cities not on the direct route. The Union Pacific Railroad built the line westward, and the Central Pacific Railroad built eastward. After six years, the two lines connected at Promontory Summit, Utah. A total of 1,777 miles of track was laid across the country.
How Many Cells?

Which organisms are single-celled and which are multi-celled? Use what you know and what you learned in Science Studies Weekly and see how many you can figure out. You may need to look in science books or online to help you. On the line next to the name of the organism write SC for single-celled or MC for multi-celled.

1. archaea __________
2. snail __________
3. paramecium __________
4. amoeba __________
5. night crawler __________
6. volvox __________
7. rotifers __________
8. plankton __________
9. humans __________
10. arachnids __________

Just for Fun

Viruses and bacteria have names like pseudomonas aeruginosa and cryptosporidium that may sound strange to most people. Just for fun, see if you can match the clinical name listed below with its better-known common name.

<table>
<thead>
<tr>
<th>Clinical Name</th>
<th>Common Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. streptococcal infection</td>
<td>A. infection in the lining of the small intestine</td>
</tr>
<tr>
<td>2. sinusitis</td>
<td>B. middle ear infection</td>
</tr>
<tr>
<td>3. salmonella enterocolitis</td>
<td>C. inflammation of the tear-producing gland</td>
</tr>
<tr>
<td>4. dacryoadenitis</td>
<td>D. sinus infection</td>
</tr>
<tr>
<td>5. acute otitis media</td>
<td>E. strep throat</td>
</tr>
</tbody>
</table>

Standards Covered: RI.5.1, RI.5.2, RI.5.4, W.5.2, W.5.5
Use the story “A New Era for a Reborn Nation” and your knowledge of social studies to answer the following two questions.

1. According to the story, what was the most likely reason Northern troops were finally removed from the South?

- It was Samuel B. Tilden’s wish when he did not become the new president.
- It had been a part of the original Reconstruction plan developed by Republicans and Democrats.
- It was a requirement set forth by the Electoral College.
- It was part of the compromise that gave Rutherford B. Hayes the presidency of the United States.

2. What was one result of the end of Reconstruction in the South?

- People from the North could not make their homes in the South.
- All industry in the North was moved to the South.
- Life was slower in the South than ever before.
- African Americans had trouble entering into political service.

Use the article “Industry, Communication and Transportation Take Nation into a New Century” and your knowledge of social studies to answer the following six questions.

3. What was most likely a result of a high demand for goods following Reconstruction?

- Manufacturing industries found ways to meet the demand using machinery instead of manpower alone.
- The supply was met by bankers and investors.
- Factories paid their workers better wages to produce the goods quickly.
- Other industrial nations helped produce enough goods to meet the demand in the United States.

4. Which statement about the growth of industry in the United States after the Civil War is NOT supported by information in this issue?

- The Industrial Revolution began immediately after the Civil War ended.
- Cities grew quickly because more people moved there to work in factories.
- Businesses relied on bankers and investors to provide money so they could expand and improve.
- Industrial managers sometimes disagreed with factory workers about wages and work conditions.
5. Which of the following is the best title for the organizer above?

① Important Men of the Civil War Era
② Important Inventions of the 19th Century
③ Important Men of the American West
④ Important Ideas that Changed Industry

6. What idea would best complete the main-idea-detail map above?

① Chinese immigrants were not paid a fair wage.
② The population of the West increased.
③ The railroads met in Utah.
④ Historians believe railroads are the most important invention.

7. What is the most likely reason the railroad tracks followed established trails?

① It was the only route the Irish immigrants would agree to work on.
② Goods could never be shipped on any other route.
③ The routes were known to be well suited to travel at various times of the year.
④ It was the only land American Indians agreed to give to the United States.

8. What is the most likely reason railroads are considered one of the most important inventions ever?

① Railroads opened up an entire region to be settled and made shipping goods across the country possible.
② Railroads were built by Irish and Chinese immigrants, and the work was perfectly completed.
③ Railroads did not connect all cities in the United States.
④ The building of the railroads was the first time immigrants were paid to work in the United States.
9. Which of these is the best summary of the information in the article?

- American Indians depended upon the buffalo for food, clothing and supplies.
- The transcontinental railroad disrupted the lives of American Indians along its path causing problems between the American Indians and settlers.
- Goods and services were shipped to American Indians on transcontinental railroads, but the American Indians did not want the shipments.
- American Indians and western settlers did not get along with one another, so the American Indians decided to move to reservations.

10. Why were Carnegie and Ford important in U.S. business in the late 19th century?

- They were both in charge of the Centennial Exposition of 1876.
- They had both been born in foreign countries and were the first successful immigrants to the United States.
- They were both interested in making cars using new technology.
- They were businessmen and inventors whose ideas improved the United States.
For the following questions use this week's Studies Weekly magazine because you must cite one source of your answer. Please list the article title and the page number.

1. What is Dr. Venter’s specialty? What did he set out to accomplish?

   

   

   

   

   

2. Is a virus a living organism?

   

   

   

   

   

3. Francisco Redi proved:
   - that red meat is better than white meat
   - that life tiny living things don't just appear out of nowhere
   - that maggots are part of red meat
   - that maggots appear naturally in chicken

4. We can avoid the harmful effects of germs by:
   - washing our hands
   - keeping foods refrigerated
   - cooking foods well
   - all of the above

5. The nucleus of a cell _______.
   - is the shape of a honeycomb
   - is matter that has no purpose in life
   - is used to create atomic weapons
   - is where the cell’s programming is found
6. Chloroplasts
   - are harmful viruses that attack plants
   - were discovered by Aristotle
   - are organelles in a plant cell that help it harness the energy from the sun to make food
   - found in salt water swimming pools

7. The cells in heart tissue:
   - are different than liver tissue cells
   - are the same as liver tissue cells
   - are the same shape and size as those found in bleeding heart flowers
   - are the same as skin cells

8. Louis Pasteur proved that spontaneous generation:
   - was a false idea
   - was true, and that Francesco Redi was wrong
   - was true if life forms were refrigerated
   - none of the above

9. Consider the illustrations of plant and animal cells. What do they have in common?
   - they have nothing in common
   - they are identical
   - they both have nucleiuses that contain DNA or instructions
   - they both have mini-cells inside of the bigger cell

10. Look closely at the plant cell. What are the green organelles that the arrow is pointing to called?
    - cytoplasm
    - chloroplasts
    - canis major
    - cell walls