

# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 11



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

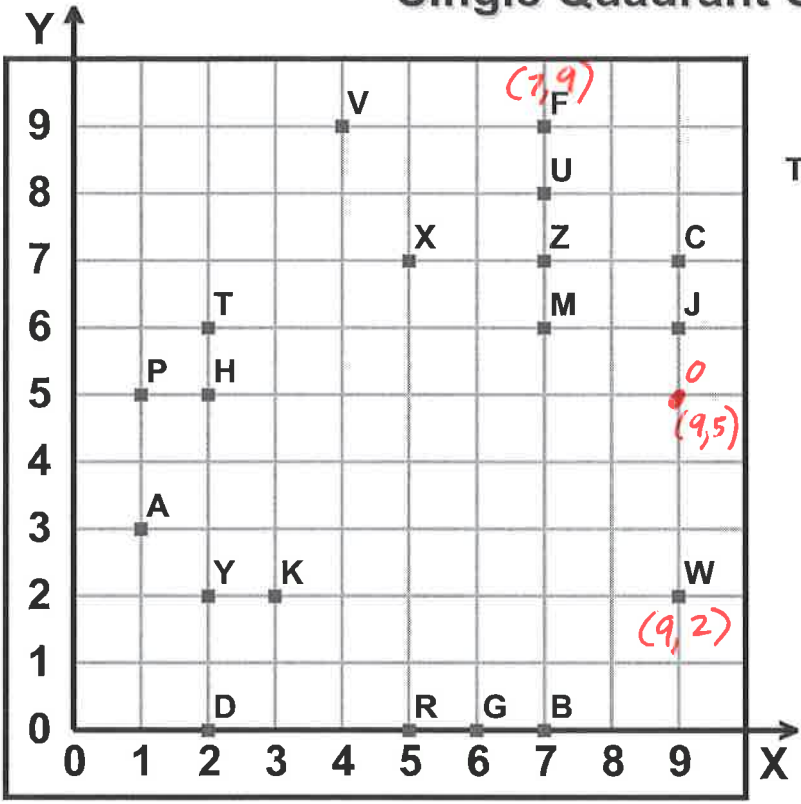
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Teacher : \_\_\_\_\_

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

NTI Day II 5th

### Single Quadrant Ordered Pairs



Tell what point is located at each ordered pair.

- 1)  $(x,y)$  W
- 2)  $(1,5)$  \_\_\_\_\_
- 3)  $(4,9)$  \_\_\_\_\_
- 4)  $(7,7)$  \_\_\_\_\_
- 5)  $(7,0)$  \_\_\_\_\_
- 6)  $(2,2)$  \_\_\_\_\_
- 7)  $(3,2)$  \_\_\_\_\_
- 8)  $(9,6)$  \_\_\_\_\_
- 9)  $(7,8)$  \_\_\_\_\_
- 10)  $(5,0)$  \_\_\_\_\_

Write the ordered pair for each given point.

- 11) F (7,9)
- 12) C \_\_\_\_\_
- 13) A \_\_\_\_\_
- 14) D \_\_\_\_\_
- 15) M \_\_\_\_\_
- 16) G \_\_\_\_\_
- 17) X \_\_\_\_\_
- 18) T \_\_\_\_\_
- 19) H \_\_\_\_\_

Plot the following points on the coordinate grid.

- 20) O  $(9,5)$
- 21) E  $(5,9)$
- 22) S  $(3,8)$
- 23) L  $(3,4)$
- 24) N  $(9,8)$
- 25) Q  $(4,4)$





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

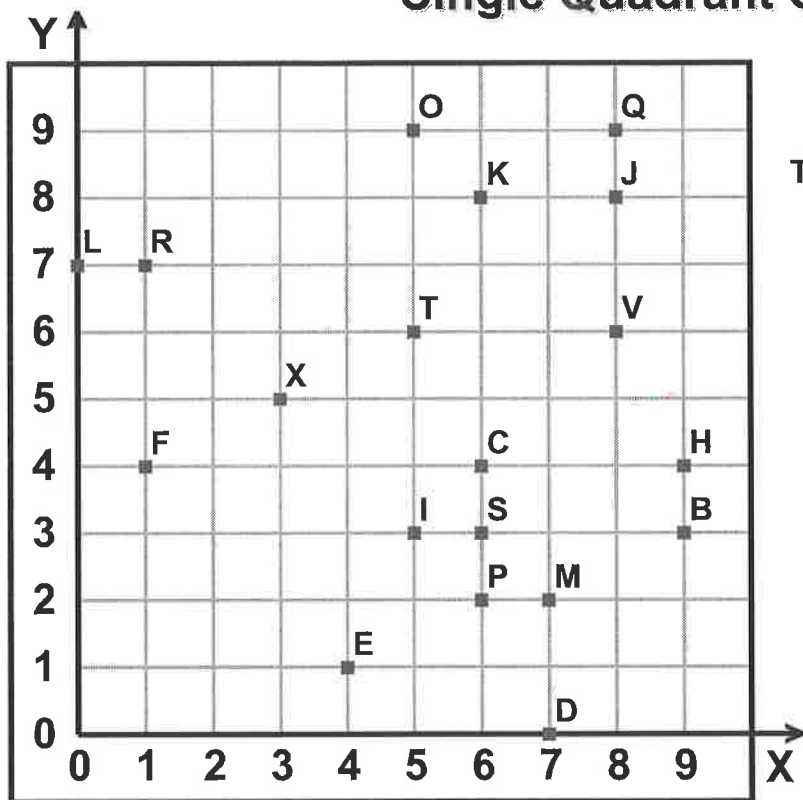
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Date : \_\_\_\_\_

NTI Day 11 5<sup>th</sup>

### Single Quadrant Ordered Pairs



Tell what point is located at each ordered pair.

(x,y)

- 1) (6,4) \_\_\_\_\_
- 2) (5,3) \_\_\_\_\_
- 3) (0,7) \_\_\_\_\_
- 4) (5,6) \_\_\_\_\_
- 5) (6,8) \_\_\_\_\_
- 6) (3,5) \_\_\_\_\_
- 7) (9,4) \_\_\_\_\_
- 8) (1,4) \_\_\_\_\_
- 9) (8,9) \_\_\_\_\_
- 10) (5,9) \_\_\_\_\_

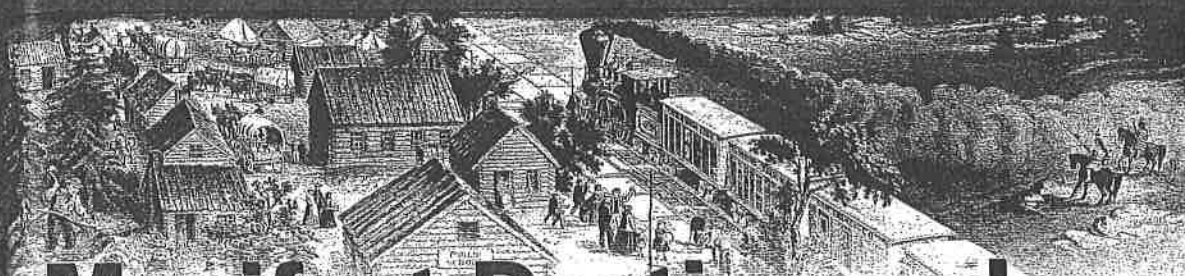
Write the ordered pair for each given point.

- 11) J \_\_\_\_\_
- 12) P \_\_\_\_\_
- 13) V \_\_\_\_\_
- 14) R \_\_\_\_\_
- 15) D \_\_\_\_\_
- 16) E \_\_\_\_\_
- 17) M \_\_\_\_\_
- 18) S \_\_\_\_\_
- 19) B \_\_\_\_\_

Plot the following points on the coordinate grid.

- 20) W (2,1)
- 21) N (2,7)
- 22) Y (0,5)
- 23) A (9,7)
- 24) G (2,6)
- 25) Z (5,5)





# Manifest Destiny and Settling the West

## 16.1 Introduction

In Chapter 15, you learned how the Bill of Rights was added to the Constitution to protect the rights and freedoms of Americans. At that time, the United States stretched from the Atlantic Ocean to the Mississippi River. In this chapter, you will read about how the United States spread across North America by taking control of **territories**, or large regions of land.

In the 1800s, the lands west of the Mississippi River were claimed by several other nations. Many Americans wanted to move into these lands. Some believed that it was natural and right for the United States to take over these territories. They said that expanding westward was America's **Manifest Destiny**, or obvious fate.

American leaders used a variety of methods to **annex**, or add, territory to the United States. Sometimes they bought territory. Sometimes they made agreements with leaders of other countries. Once, the United States added territory after fighting a war.

Many Americans thought that expanding the United States was good for the country. But as you will see, it definitely was not good for everyone.

Look at the map to the right. The map shows the various territories that were added to the United States between 1783 and 1853. As you read through this chapter, look back at this map. How did the United States gain control of each territory? What happened to the people who already lived there?



## 16.2 United States in 1783



After the Revolutionary War ended in 1783, the United States gained control from Britain of most of the territory from the Atlantic Ocean to the Mississippi River. More and more white settlers began moving west into lands where only Native Americans had been living. Some wanted to go farther, across the Mississippi River.

Several nations claimed territories that Americans wanted for themselves. In the Southeast, Florida was controlled by Spain. France claimed much of the land west of the Mississippi River. Farther west, first Spain and then México controlled

huge territories, including the places we know today as Texas, the Southwest, and California. Britain claimed large areas in the Northwest, including the present-day states of Oregon and Washington. Russia also claimed a part of the Northwest.

Americans wanted these lands for many reasons. The number of Americans was growing, partly because people from other countries were moving to the United States. People wanted more room, especially for farming. They wanted more opportunities to work and to build homes. Businesses wanted resources, like wood and minerals, as well as new places to sell goods. Political

leaders wanted the United States to be strong and safe from attacks by other countries.

Americans were proud of their new country. Many of them believed that it was only natural and right to spread their religion, government, and way of life all the way to the Pacific Ocean. In 1845, a newspaper writer called this idea America's *Manifest Destiny*.



This painting shows Manifest Destiny represented as an angel floating westward. She is bringing the telegraph, railroads, farmers, and settlers with her. The Native Americans appear to be running away.

Read the following sections, then answer the questions below.

**\*16.1 and 16.2**

-What does the term Manifest Destiny mean?

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-Who owned the territories that Americans wanted? Where? (There are 6)

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Why did Americans want these lands?

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Directions: please circle the answer in each passage

NTI Day 11 5th

### Practice Passage 1

**Question:** Which details show that the author is intimidated by Sam? Mark the answers in your passage. (at least three answers)

I was nine years old. On Saturday my older cousins were getting teams together to play baseball. I wanted to play and begged my cousin Sam, who seemed to be in charge, to let me play in the outfield. He agreed to let me play in left field, but told me that the first time I missed an easy catch I would be out of the game. As luck would have it, the first three batters got on base with hits to the infield, and Sam came to bat. He had a reputation as a homerun hitter and some people even thought he might play pro ball some day. He looked out into left field at me and smiled. Then he settled in. You could almost see the words, "GRAND SLAM" flashing across his face in neon lights. The first pitch sailed in, right over the plate, and he got all of it. Here the ball came in my direction, and I could tell it was going to fall behind me. I raced backward, screaming, "I got it! I got it!" To my surprise, and probably everyone else's, I got my glove up in time. The ball slammed into my glove at a weird angle, and I felt my finger pop, but I had the ball. I was still in the game!

### Practice Passage 2

**Question:** What are five steps for catching a lizard?

If you follow my directions, you will know how to catch a lizard any old time. My steps always work! First, find a big towel. Then get a plastic container and punch holes in the lid. Next, go find a lizard. Lizards like to hang out on concrete. My older brother Jeremy says to pretend to be looking at something else, so the lizard won't run away. Fourth, swing the towel and smack the lizard. You have to be FAST! You won't hurt him, but you will stun him so he won't race away. Finally, put the lizard in your container. Don't forget to put the lid on! Congratulations! You've caught your first lizard.

### **Practice Passage 3**

**Question: Explain why dogs bark.**

Most dogs bark when they see other dogs or animals. Some dogs will bark at anything that moves. The bark may be happy or unfriendly. Sometimes the bark is a warning. Few dogs can resist barking at cats. Dogs often bark at unfamiliar people, and some dogs even bark to say hello to people they know. Dogs may bark when they're hungry, and some house dogs bark when they want to go out. All in all, dogs bark to communicate.

### **Practice Passage 4**

**Question: Why should people support the local fire department?**

A local volunteer fire department is made up of volunteers, people who are not paid. In small departments, all of the firemen are on call, all the time. In one sense, they are working for you, and they deserve your support. The money you give helps keep equipment running, and it pays for the fuel and water to make runs. When you donate, you are keeping yourself and others safer. You may be saving lives. Another reason to give is that having a fire department near your home lowers your insurance rates. You will save money if you give money. The last reason for giving to your local fire department is you know where your money is going and how it will be spent. Sometimes people give to charitable groups and later find out their money was not used in good ways.

### **Practice Passage 5**

**Question: Why is the writer uncomfortable?**

My brother and I had climbed the mountain because we heard what we thought was a puppy crying. My brother had gone on toward my uncle's house, and I had climbed in the direction I thought was Grandpa's. The woods were still now, and daylight was fading. As the wind picked up, I had felt a few sprinkles of rain. I could hear thunder in the distance. I was not where I wanted to be in a thunderstorm. I knew that coyotes lived in these woods, so in the twilight I imagined every tiny point of light to be coyote eyes. I had climbed all the way to the top of this part of the mountain, but I couldn't see Grandpa's house. I wasn't sure which way to go.





Name \_\_\_\_\_

Day 1

Weekly Question

Do we really drink the same water that dinosaurs did?

Earth is often called the Blue Planet. That's because almost three fourths of Earth's surface is covered by water. Most of that water is salt water found in the world's oceans. Salt water contains dissolved minerals and is not drinkable. Less than 3% of all the water on Earth is fresh water, the kind we drink.

Although you might think that most of the fresh water on Earth is found in lakes and rivers, in fact, only a small fraction can be found in these places. Most of the fresh water is frozen in polar ice caps and glaciers. The rest exists in the atmosphere as gas or clouds, or is located underground. Even though water is found in different places and in different forms, all of the water on Earth is constantly interacting. Water travels from oceans to air to land and back to sea in a continuous process called the **water cycle**.

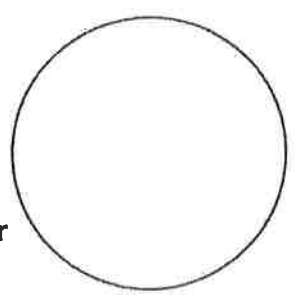
Vocabulary

water cycle

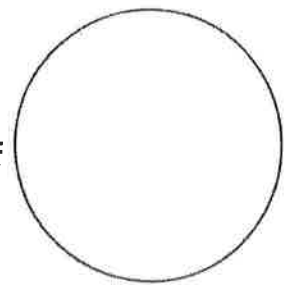
WAH-ter SY-kul  
the continuous movement of water on, above, and below Earth's surface

A. Fill in the two circles below to create pie charts, one showing the percentage of water on Earth, and one showing the percentages of salt water and fresh water.

Percentage of Earth's surface covered by water



Percentage of salt water vs. fresh water



B. Write true or false.

1. Fresh water can occur as a gas, liquid, or solid.
2. A small fraction of fresh water is frozen in polar ice caps.
3. Water from the ocean can end up in the air or on land.
4. Three quarters of Earth's water is salt water.

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C. If all of Earth's water was represented by 100 milliliters, how many milliliters of fresh water would there be?



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 12


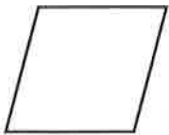
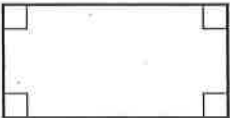





# Quadrilaterals



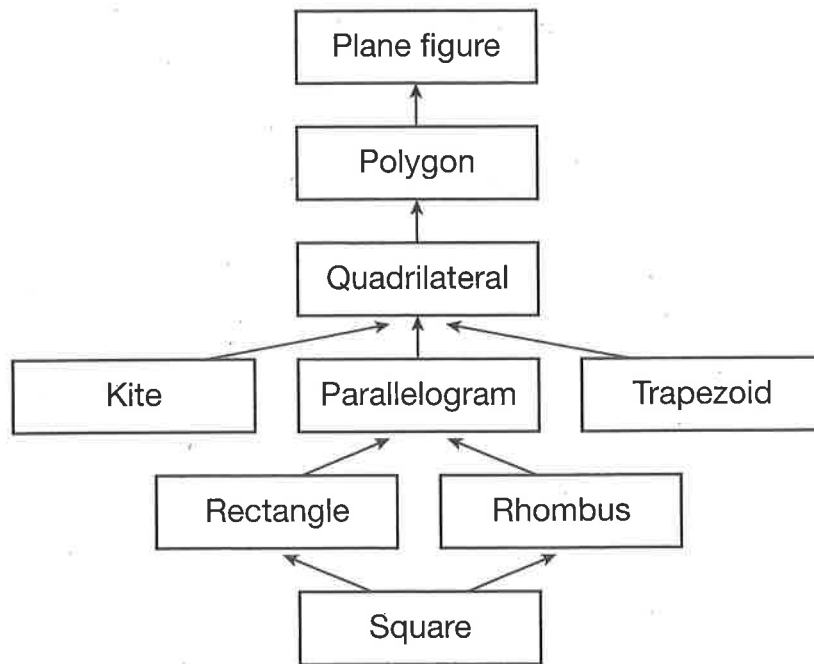
## Getting the Idea

A **quadrilateral** is a plane figure with 4 sides and 4 angles. There are many different kinds of quadrilaterals, some of which are shown in the chart below. You can classify and sort quadrilaterals into different groups.

Quadrilateral	Figure	Properties
parallelogram		A parallelogram is a quadrilateral in which both pairs of opposite sides are parallel. Opposite sides of a parallelogram have the same length, and opposite angles have the same measure.
rhombus		A rhombus is a parallelogram with four sides that have the same length.
rectangle		A rectangle is a parallelogram with four right angles.
square		A square is a rectangle with four sides that have the same length.
trapezoid		A trapezoid is a quadrilateral with exactly one pair of parallel sides.
kite		A kite is a quadrilateral with two different pairs of connected sides that have the same length.



Some quadrilaterals can be named in different ways.



### Example 1

Identify all names for this figure.



**Strategy** Use the properties to identify the figure.

**Step 1**

Identify if the figure is a plane figure.

The figure is a two-dimensional figure, so it is a plane figure.

**Step 2**

Identify if the figure is a polygon.

It is a closed figure with straight sides, so it is a polygon.

**Step 3**

Identify the number of sides.

There are 4 sides, so it is a quadrilateral.

**Step 4**

Identify any pairs of opposite sides that are parallel.

Both pairs of opposite sides are parallel, so it is a parallelogram.





**Step 5**

Identify any sides that have the same length.

All of the sides have the same length, so it is a rhombus or a square.

**Step 6**

Identify any right angles.

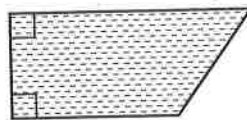
All of the angles are right angles, so it is a rectangle or a square.

**Solution**

The figure can be identified as a plane figure, a polygon, a quadrilateral, a parallelogram, a rhombus, a rectangle, and a square.

## Example 2

Renee designed a quadrilateral deck to be built behind her house. She drew a sketch of the deck, which is shown below.



What is the best name for the shape of the deck?

**Strategy**

Identify the properties of the quadrilateral.

**Step 1**

Identify any pairs of opposite sides that are parallel.

Exactly one pair of opposite sides is parallel.

**Step 2**

Identify any sides that have the same length.

None of the sides have the same length.

**Step 3**

Identify any right angles.

There are two right angles.

**Step 4**

Analyze the properties.

There are two right angles, but four right angles are needed for a quadrilateral to be a square or rectangle. Since there is exactly one pair of opposite sides that are parallel, the quadrilateral is a trapezoid.

**Solution**

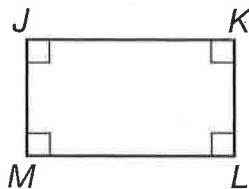
The best name for the shape of the deck is trapezoid.





### Coached Example

What are two ways you can classify quadrilateral  $JKLM$ ?



Determine if quadrilateral  $JKLM$  is a trapezoid or a parallelogram.

A trapezoid has exactly one pair of Parallel sides.

A parallelogram has both pairs of opposite sides parallel.

$\overline{JK}$  is parallel to  $\overline{ML}$ .

$\overline{JM}$  is parallel to  $\overline{KL}$ .

Is quadrilateral  $JKLM$  a trapezoid or a parallelogram? Parallelogram

Determine if quadrilateral  $JKLM$  is a rectangle, rhombus, and/or square.

Which quadrilaterals have 4 right angles? Rectangle and Square

Does quadrilateral  $JKLM$  have 4 right angles? Yes

Which quadrilaterals have 4 equal sides? Square

Does quadrilateral  $JKLM$  have 4 equal sides? No

The quadrilateral that has 4 right angles, but does not have 4 equal sides, is a Rectangle.

Quadrilateral  $JKLM$  can be classified as a Parallelogram and as a rectangle.

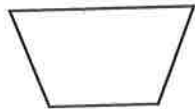




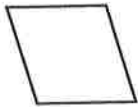
## Lesson Practice

Choose the correct answer.

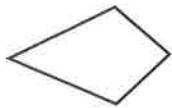
Use the following figures for questions 1 and 2.



Quadrilateral *W*



Quadrilateral *X*



Quadrilateral *Y*



Quadrilateral *Z*

- Which quadrilateral is a kite?
  - quadrilateral *W*
  - quadrilateral *X*
  - quadrilateral *Y*
  - quadrilateral *Z*
- Which quadrilateral has only one pair of parallel sides?
  - quadrilateral *W*
  - quadrilateral *X*
  - quadrilateral *Y*
  - quadrilateral *Z*
- Which sentence is true?
  - All rhombi are squares.
  - All rectangles are squares.
  - All rectangles are rhombi.
  - All squares are rectangles.
- Which of the following is a rectangle and has 4 sides of equal length?
  - square
  - trapezoid
  - parallelogram
  - rhombus
- Which quadrilateral can have exactly 2 right angles?
  - square
  - rectangle
  - trapezoid
  - rhombus
- Which of the following is **not** a parallelogram?
  - rhombus
  - kite
  - rectangle
  - square

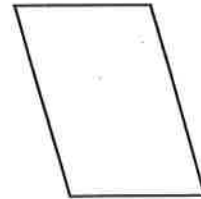


7. Which is the best name for the quadrilateral?



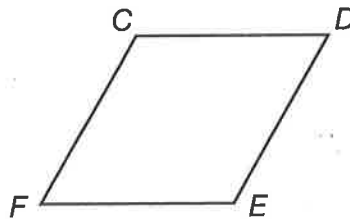
- A. square
- B. rectangle
- C. parallelogram
- D. rhombus

8. Which is the best name for the quadrilateral?



- A. kite
- B. trapezoid
- C. rhombus
- D. parallelogram

9. Look at figure  $CDEF$ .



- A. Identify all names for figure  $CDEF$ .

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- B. Explain why a square can be identified as a rhombus.

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### 16.3 Louisiana Purchase (1803)

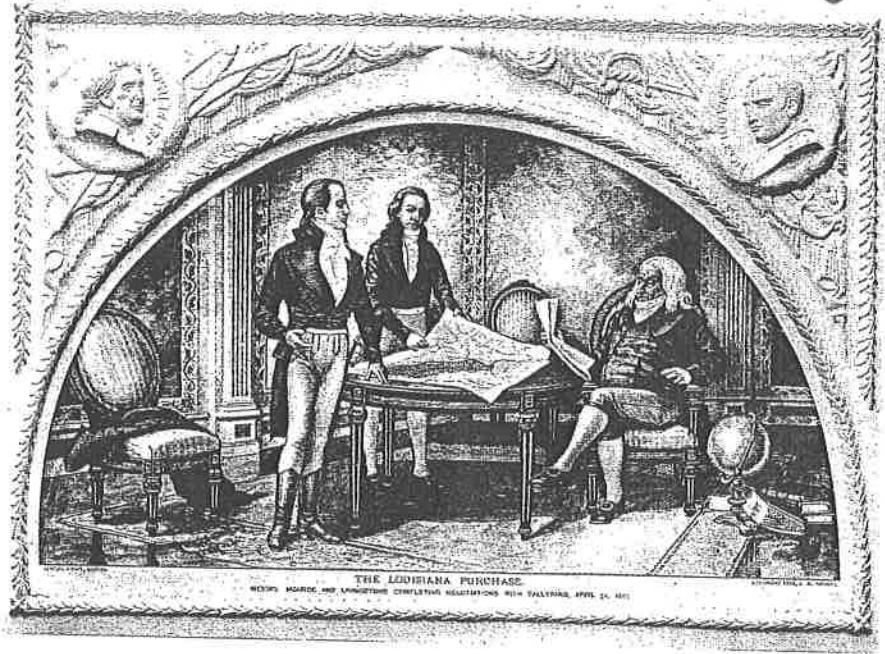
The first huge addition to the United States was the Louisiana Purchase of 1803. In a single agreement with France, the United States purchased (bought) most of the land from the Mississippi River to the Rocky Mountains.

The Louisiana Purchase came about because Americans wanted to be able to ship goods down the Mississippi River to the port city of New Orleans. From there, goods could be sent by ship to states on the Atlantic Coast. Moving goods in this way was easier and cheaper than shipping them over the Appalachian Mountains.

New Orleans, though, was controlled by France. To make sure that Americans could move goods freely through the city, President Thomas Jefferson offered to buy New Orleans for up to 7.5 million dollars.

At this time, France had its own problems, including worries over a possible war with England. The French wanted money for their army, and they were ready to give up their claims in North America. They surprised President Jefferson by agreeing to sell all of the Louisiana Territory for 12 million dollars. This purchase was a great bargain that doubled the size of the United States overnight.

But the Louisiana Purchase was not good for everyone, especially Native Americans. For years, white settlers had wanted to push Native Americans westward. Now there was a place to put them. In the 1830s, several tribes were forced to move out of their homelands in the South to what is now Oklahoma. Thousands of Choctaws, Creeks, Chickasaws, and Cherokees were forced off their land and onto **reservations** in Oklahoma. Many starved, froze to death, or died from diseases during these terrible journeys.



Diplomats from the United States (standing on the left) present a French leader (seated on the right) with a map and description of the Louisiana Purchase in 1803.



**reservation:** an area of land set aside by the United States government for Native Americans to live on

Social Studies 5<sup>th</sup>  
Manifest Destiny: Louisiana Purchase

Read the following section, then answer the questions below. Be sure to answer completely.

**16.3 Louisiana Purchase (1803)**

What land did this consists of? \_\_\_\_\_

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Who owned it?

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How was this territory acquired? (Give plenty of details)

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What happened to the Native Americans who lived there?

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Write any facts that you found interesting in this section.

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## Trash Talker

NTI Day 12  
5th

After ramming his flat-bottomed aluminum boat onto the bank of an island in the Mississippi River, Chad Pregracke leaps ashore and disappears among logjams and high weeds, happily absorbed in his favorite outdoor pastime: collecting trash. “As a national treasure, the Mississippi River is probably more famous than the Statue of Liberty,” he says. “We wouldn’t tolerate all this garbage in Yellowstone Park or on the Mall in Washington, D.C., so why should we put up with it here?”

For Pregracke, nothing beats heaping his boat with river junk and hauling the whole filthy mess back to one of the three 135-foot-long barges he uses as sorting depots. He lugs soggy couches, cracked toilets, sinks, furnaces, microwaves, motorcycles, and lawn mowers.

One large corporation gave Pregracke \$25,000 to help expand his Mississippi River Beautification and Restoration Project. That was in 1999. By now the irrepressible river rat and his ragtag crew have removed and recycled more than 800 tons of debris from the banks of the Mississippi and several tributaries between St. Louis, Missouri, and Minneapolis, Minnesota. They’ve also galvanized a couple of dozen towns in Iowa, Illinois, and Missouri to undertake annual cleanups of their own. Because of Pregracke, groups that don’t usually collaborate, such as the U.S. Army Corps of Engineers and environmentalists, now often find themselves working shoulder to shoulder. “We all have our own agendas, but Chad brings people together,” says Christine Favilla, a project manager with the Sierra Club in Illinois.

Pregracke grew up beside the Mississippi. He loved it, except for one thing: too many people treated the river and the shoreline like a dump. During summers off from high school and community college, he worked as a commercial shell diver and photographed some of the Mississippi’s worst eyesores. Brushed off by local and state

officials when he tried to show them his pictures of the trash, he grabbed a phone book one day, called a large company, and asked for the top guy.” He eventually talked the company into giving him an \$8,400 start-up grant. Using an old haul boat and a salvaged pickup truck, he took more than 20 tons from the Mississippi that first year.

Today, his annual operating budget has mushroomed to more than \$400,000. His motley fleet consists of a refurbished 20-year-old tugboat, five hauling craft, and a houseboat that doubles as a dormitory and office, as well as those three big barges. Pregracke and his crew start working in mid-February and don’t quit until ice forces them off the water in December. In 2002, assisted by thousands of volunteers, they got rid of more than 270 tons of trash.

Those who work for Pregracke make \$1,500 to \$1,800 a month. The boss pays himself the princely sum of \$35,000 a year. They all live aboard the houseboat. Pregracke rouses his colleagues early each morning and pushes them hard until dark.

The passion that led Pregracke to clean up the Mississippi now leaves him little time to enjoy it. Not to worry, he says. “I really love my job.”

1. Which of the following best describes the author's attitude toward the work Pregracke is doing?
  - A. He's doubtful whether projects such as Pregracke's have benefitted the Mississippi River.
  - B. He's curious about the ways Pregracke's approach can be carried out in other parts of the country.
  - C. He's impressed by Pregracke's efforts to clean up the Mississippi River.
  - D. He envies Pregracke for having a job that is helping the environment.
  
2. According to the passage, how did Pregracke first attempt to bring attention to the trash in the Mississippi River?
  - F. He called the "top guy" at a large company and asked for help.
  - G. He tried to show photographs of the trash to local and state officials.
  - H. He tried to persuade people from different organizations to clean up the trash together.
  - J. He contacted a journalist to publish an article about the pollution problem.
  
3. The passage offers several reasons why Pregracke hauled approximately 20 tons of trash his first year compared to the 270 tons he hauled in 2002. Which of the following is NOT one of those reasons?
  - A. He had a smaller operating budget.
  - B. He had less equipment.
  - C. He was busy taking college classes.
  - D. He had yet to gain help from his volunteers.
  
4. The passage describes Pregracke as all of the following EXCEPT a
  - F. river rat.
  - G. boss.
  - H. boat operator.
  - J. park ranger
  
5. What is the main purpose of the third paragraph?
  - A. To show that Pregracke has convinced a variety of people to help clean up the Mississippi River
  - B. To persuade corporations to fund river cleanup projects in other regions
  - C. To list the types of financial support Pregracke has received for this project
  - D. To encourage communities to reduce the trash thrown in their local waterways
  
6. The passage implies that Pregracke's concerns about the trash around the Mississippi River first developed when Pregracke was
  - F. studying the river in college.
  - G. diving for shells in the river.
  - H. taking a high school field trip to the river.
  - J. growing up near the river.
  
7. In the first paragraph, Pregracke most strongly suggests that the Mississippi River should be:
  - A. supplied with more trash bins.
  - B. treated as a precious natural resource.
  - C. advertised as a monumental tourist attraction.
  - D. lined with recreational parks and gardens.
  
8. The passage does NOT mention Pregracke collecting which of the following types of trash from the Mississippi River?
  - F. sewing machines
  - G. lawn mowers
  - H. microwaves
  - J. toilets

9. According to the passage, which of the following was the first to help Pregracke clean up the Mississippi River?
- A. a large company that gave him an \$8,400 grant
  - B. a large corporation that gave him \$25,000
  - C. An environmentalist he met at the community college he attended
  - D. An environmental agency he worked for as a shell diver
10. According to the passage, Pregracke and his crew don't work year round because they:
- F. need to rest.
  - G. run out of trash to pick up.
  - H. have to repair the boats.
  - J. stop when winter interferes

Name \_\_\_\_\_

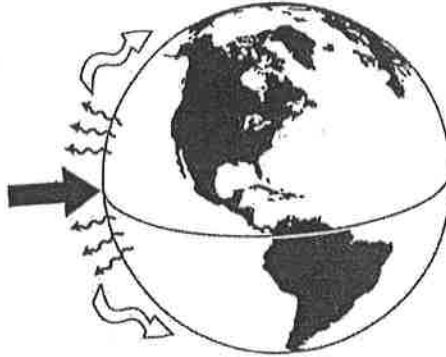
**Day  
2**

**Weekly Question**

**Do we really drink the same water that dinosaurs did?**

The movement of water between the ocean, air, and land is powered by the sun. Energy from the sun heats liquid water and causes it to **evaporate**, or change into an invisible gas called **water vapor**. Water vapor enters the atmosphere, where it mixes with other gases. We describe the amount of water vapor in the air in terms of **humidity**. When there is more moisture in the air, the humidity is higher.

Most of the evaporation on Earth is from oceans close to the equator, where heating by the sun is greatest. Warm, humid air from the equator then moves long distances, traveling by wind and weather to anywhere in the world.



Daily Science

**Big  
Idea 3**

**WEEK 1**

**Vocabulary**

**evaporate**

ih-VAP-ur-AYT  
to change from a liquid into a gas

**humidity**

hew-MID-ih-tee  
the amount of moisture in the air

**water vapor**

WAH-ter VAY-per  
the gaseous form of water

**A.** Number the steps below in the correct order to show how water evaporates in the water cycle.

- \_\_\_ Wind transports water vapor to other parts of the world.
- \_\_\_ Water evaporates and turns into water vapor.
- \_\_\_ Sun heats the water.
- \_\_\_ Water vapor mixes with other gases to become part of the atmosphere.

**B.** Use the vocabulary words to complete the sentences.

1. Heating by the sun causes water to \_\_\_\_\_.
2. The more \_\_\_\_\_ in the air, the higher the \_\_\_\_\_.





# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 13



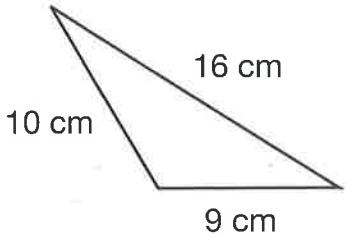
# Triangles



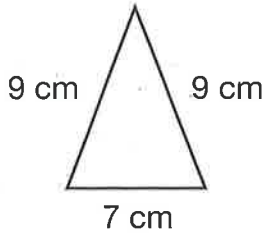
## Getting the Idea

You can classify and sort triangles into different groups.

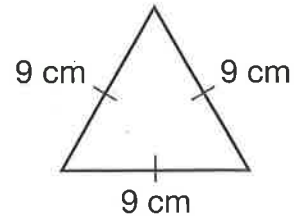
You can classify a triangle by the number of equal sides.



**scalene triangle**  
No sides are equal.

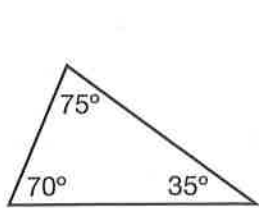


**isosceles triangle**  
At least 2 sides are equal.

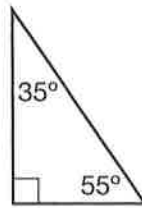


**equilateral triangle**  
All sides are equal.

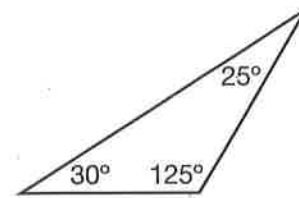
You can classify a triangle by the measure of its greatest angle.



**acute triangle**  
All angles are acute.



**right triangle**  
One angle is a right angle.



**obtuse triangle**  
One angle is an obtuse angle.

### Example 1

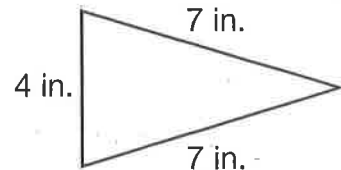
Classify this triangle by the number of equal sides.

**Strategy** Identify the lengths of the sides.

There are two equal sides.

An isosceles triangle has at least two equal sides.

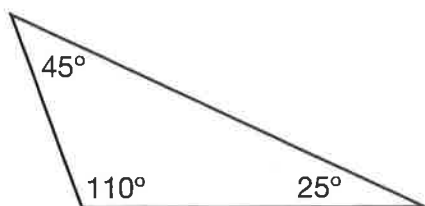
**Solution** The triangle is an isosceles triangle.





## Example 2

Classify this triangle by the measures of its angles.



**Strategy** Identify the greatest angle measure.

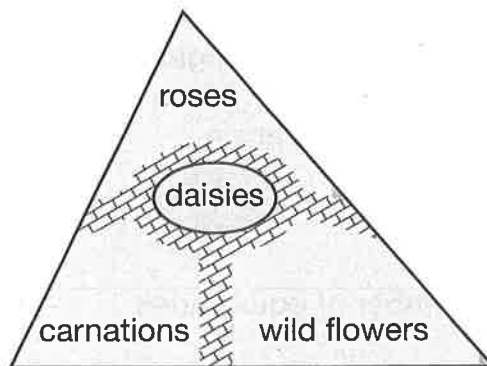
**Step 1** List the measures of the angles.  
 $25^\circ, 45^\circ, 110^\circ$

**Step 2** Classify the measure of the greatest angle.  
The greatest angle measure is  $110^\circ$ .  
The greatest angle is an obtuse angle.

**Solution** The triangle is an obtuse triangle.

## Example 3

Ellie designed a triangular flower garden. A diagram of her garden is shown below.



Classify the triangle Ellie used to design her flower garden by the number of equal sides and by the measure of its angles.

**Strategy** Compare the angles to a right angle, then compare the side lengths.

**Step 1** Decide if any of the angles are right angles.  
None of the angles are right angles.



Step 2

Compare each angle measure to a right, or  $90^\circ$ , angle.  
Each of the angles measures less than  $90^\circ$ .

Step 3

Classify each of the angles.  
Each angle is an acute angle.

Step 4

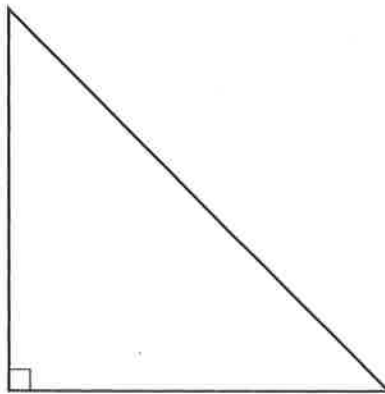
Compare the side lengths.  
Each side is a different length.  
The triangle is scalene.

**Solution** Ellie used an acute, scalene triangle to design her flower garden.



### Coached Example

Classify the triangle by its number of equal sides and by the measures of its angles.



Classify the triangle by its sides.

Measure the lengths of the sides to the nearest centimeter.

The lengths of the sides are 5 cm, 5 cm, and 7 cm.

A(n) isosceles triangle has 2 equal sides.

Classify the triangle by the measure of its greatest angle.

The triangle has a(n) right angle, so the triangle is a right triangle.

The triangle is a(n) right, isosceles triangle.



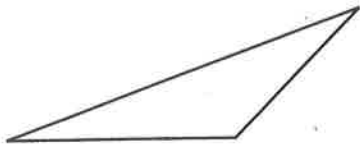




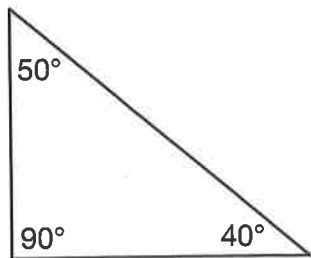
## Lesson Practice

Choose the correct answer.

1. Which best describes this triangle?

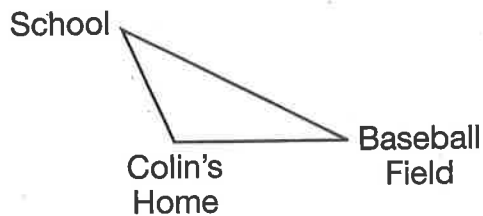


- A. acute
  - B. obtuse
  - C. right
  - D. equilateral
2. How can you classify this triangle?



- A. isosceles, right
  - B. isosceles, obtuse
  - C. scalene, acute
  - D. scalene, right
3. What is the least number of acute angles a triangle can have?
- A. 0
  - B. 1
  - C. 2
  - D. 3

4. Colin must go from his home to school, then to the baseball field, and then back home. The path he will travel today is shown below.



Which best describes the triangle formed by Colin's path?

- A. scalene, obtuse
  - B. scalene, right
  - C. isosceles, acute
  - D. isosceles, right
5. Which triangle is a regular polygon?
- A. isosceles, right triangle
  - B. scalene, obtuse triangle
  - C. isosceles, acute triangle
  - D. equilateral triangle
6. Which type of triangle has one obtuse and two acute angles?
- A. right
  - B. acute
  - C. obtuse
  - D. equilateral



7. How can you classify this triangle?

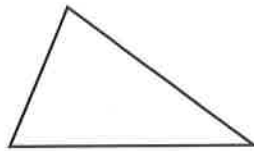


- A. scalene, acute
- B. scalene, right
- C. isosceles, acute
- D. isosceles, obtuse

8. What is the maximum number of right angles a triangle can have?

- A. 0
- B. 1
- C. 2
- D. 3

9. Look at the triangle shown below.



A. Classify the triangle as scalene, isosceles, or equilateral. Explain your answer.

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B. Classify the triangle as acute, right, or obtuse. Explain your answer.

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NTI  
Page 13  
54



## 16.5 Florida Acquisition (1819)

In the early 1800s, most of the land we know today as Florida was controlled by Spain. Americans in the Southeast wanted the United States to take over Florida. Slave owners in Georgia were angry because slaves sometimes ran away to Florida. Often, the runaway slaves hid with a tribe of Native Americans, the Seminoles. Some even became members of the tribe.

White landowners in Georgia were also upset because Seminoles sometimes raided (attacked) their settlements and then escaped back into Florida. The Seminoles made these raids because they were afraid that the white settlers would eventually attack them.

In 1817, General Andrew Jackson and his army marched into Florida. He put an end to the Seminole raids. Then he did even more. He blew up a fort that was controlled by runaway slaves. He captured two Spanish forts, including one at Pensacola, the capital of Spanish Florida. President James Monroe said he did not fully support General Jackson's attacks. But he was eager to acquire Florida, so he didn't stop Jackson.

Spain realized that it could not keep the United States from taking over the territory. In 1819, Spain agreed to give Florida to the United States. In return, the United States agreed to pay 5 million dollars to the Georgian settlers. The settlers wanted money from Spain to pay for lost slaves and damaged property.

Within 10 years, many white Americans had moved to Florida. The government ordered the Seminoles to leave, but many refused. They fought one more war against the United States before most of them were either killed or forced to leave their homeland and settle in the West.

This painting shows Seminoles from Florida attacking a settlement in Georgia. General Andrew Jackson used these raids as an excuse to attack Florida.



## 16.4 Lewis and Clark Expedition (1804 to 1806)

**expedition:** A trip by a group of people to explore unknown places. The group itself is also called an *expedition*.

Shortly before the Louisiana Purchase, President Jefferson sent two former soldiers to lead an **expedition** to explore the huge territory. Jefferson asked the two men, Meriwether Lewis and William Clark, to map the Louisiana Territory and describe its soil, plants, animals, and Native American tribes. He also wanted to learn about locations for trading posts and settlements and perhaps even find the Northwest Passage.

On May 14, 1804, Lewis and Clark started up the Missouri River from St. Louis with more than 40 other men. One of them was Clark's slave, a man named York. York would become the first African American to cross North America.

The expedition traveled up the Missouri in search of another river that would take them west to the Pacific Ocean. Instead, they discovered high, cold plateaus. They spent the winter with a group of Native Americans, the Mandans, in what is now North Dakota.

One of the Native Americans they met was a young Shoshone woman named Sacagawea. In the summer, she guided the expedition over the high, steep Rocky Mountains. After crossing dry, barren land, Lewis and Clark finally found the Salmon, Snake, and Columbia Rivers. The expedition traveled down the rivers and reached the Pacific Ocean in November 1805.

On their way back from the Pacific, Lewis and Clark discovered two new routes across the Rocky Mountains. In 1806, they returned to Missouri as heroes. Now that the Louisiana Territory was better known, settlers could move even farther west.

This painting shows the key members of Lewis and Clark's expedition at Three Forks, Montana. The young woman is Sacagawea. To her right is Meriwether Lewis. To his right is William Clark. The African American carrying a rifle is York, Clark's slave.



Read the following two sections and answer the questions below. Be sure to answer the questions completely.

**16.4 Lewis and Clark Expedition (1804)**

What was the purpose of Lewis and Clark's expedition?

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List 5 places that Lewis and Clark traveled.

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What was Sacagawea's role in the expedition?

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**16.5 Florida Acquisition (1819)**

Who owned Florida? \_\_\_\_\_

Why did Americans in the southeast want the U.S. to take over Florida?

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How was this territory acquired? \_\_\_\_\_

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What happened to the Seminoles who lived there? \_\_\_\_\_

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7. Read the following dictionary entry.

**bank** (n.) 1. a place that lends and receives money; 2. rise of land along a creek or river; (v.) 1. to cover a fire so it will burn slowly; 2. to rely on something or someone

"I'm **banking** on you," Ben's boss told him. "I know that you'll come up with a solution to this problem."

7. \_\_\_\_ Which meaning of "bank" is used in the sentence?
- A. a place that lends and receives money
  - B. rise of land along a creek or river
  - C. to cover a fire so it will burn slowly
  - D. to rely on something or someone

8. Reading the following dictionary entry.

**blow** (v.) 1. to send air out of the mouth; 2. to give sound to something; 3. to burst by an explosion; 4. to brag

The girl began to **blow** her trumpet as the crowd walked into the arena.

8. \_\_\_\_ Which meaning of "blow" is used in the sentence?
- A. to send air out of the mouth
  - B. to give sound to something
  - C. to burst by an explosion
  - D. to brag
  - E. to lose one's temper

9. Read the following dictionary entry.

**break** (v.) 1. to stop working; 2. to get lucky; 3. to analyze a situation; 4. to enter with force

The burglars circled the store and looked for a good place to **break** in.

9. \_\_\_\_ Which meaning of "break" is used in the sentence?
- A. to stop working
  - B. to get lucky
  - C. to analyze a situation
  - D. to enter with force

10. Read the following dictionary entry.

**cast** (v.) 1. to throw with force; 2. to deposit or say or put down; (n.) 1. list of characters in a play; (adj.) 1. something thrown away

The council members **cast** their votes for a balanced budget.

10. \_\_\_\_ Which meaning of “cast” is used in the sentence?
- A. to throw with force
  - B. to deposit or put down
  - C. list of characters in a play
  - D. something thrown away

11. Read the following dictionary meaning.

**around** (prep.) 1. moving in a circle; 2. moving in every direction; (adj.) 1. nearby; (adv.) 1. about

“We plan to leave **around** 1 p.m.,” the manager told his employees.

11. \_\_\_\_ Which meaning of “around” is used in the sentence?
- A. moving in a circle
  - B. moving in every direction
  - C. nearby
  - D. about

12. Read the following dictionary entry.

**bar** (n.) 1. a long narrow piece of wood; 2. an oblong piece; 3. where lawyers sit in court; 4. a place where drinks are served. (v.) 1. to close or keep out

After the horses have gotten out is a little late to **bar** the barn door.

12. \_\_\_\_ Which meaning of “bar” is used in the sentence?
- \_\_\_\_\_ 2) bar
- A. long, narrow piece of wood
  - B. an oblong piece
  - C. where lawyers sit
  - D. a counter for serving drinks
  - E. to close or keep out

13. Read the following dictionary entry.

**boat** (n.) 1. small open vehicle; 2. in the same situation; (v.) 1. to travel by water; 2. to change how things are working

When the organization began asking for donations, they found that many of the citizens were in the same **boat**: No one had extra cash.

13. \_\_\_\_ Which meaning of “boat” is used in the sentence?
- A. small open vehicle
  - B. to travel by water
  - C. in the same situation
  - D. to change how things are working

14. Read the following dictionary entry.

**by** (prep.) 1. Near; 2. Through; (adv.) 1. Not later than; 2. Using a number in math

When we travel to Bensonville, we will go **by** Trenton, which is within two miles of town.

14. \_\_\_\_ Which meaning of “by” is used in the sentence?

- \_\_\_\_\_ 4) by  
A. near  
B. not later than  
C. through  
D. using a number in math

15. Read the following dictionary entry.

**catch** (v.) 1. to grab and hold something; 2. to trap something; 3. to get to in time; 4. to become infected with

If you leave now, you should be able to **catch** the late bus.

15. \_\_\_\_ Which meaning of “catch” is used in the sentence?

- A. to grab and hold something  
B. to trap something  
C. to get to in time  
D. to become infected with

16. Read the following dictionary entry.

**away** (adv.) 1. go from a place; 2. in another place; 3. to the side; 4. from one’s possession (give away)

When his mother confronted him about the missing cake, Ben turned **away** and wouldn’t meet her eyes.

16. \_\_\_\_ Which meaning of “away” is used in this sentence?

- A. go from a place  
B. in another place  
C. to the side  
D. from one’s possession (give away)

17. Reading the following dictionary entry.

**base** (n.) 1. the part something rests on; 2. most important element; 3. part of a word to which affixes are attached; 4. any of four markers in baseball; 5. a source of supply

The **base** in the word “acceptance” is “accept.”

17. \_\_\_\_ Which meaning of “base” is used in this sentence?

- A. the part something rests on
- B. most important element
- C. part of a word to which affixes are attached
- D. any of four markers in baseball
- E. a source of supply

18. Read the following dictionary entry.

**break** (v.) to smash into pieces; 2. to tame; 3. to violate a law; 4. to surpass or go beyond a record

One law that many drivers routinely **break** is that of stopping at stop signs.

18. \_\_\_\_ Which meaning of “break” is used in this sentence?

- A. to smash into pieces
- B. to tame
- C. to violate a law
- D. to surpass

19. Read the following dictionary entry.

**carry** (v.) 1. To carry a distance; 2. To take from one place to another; 3. To lead or take charge; 4. To postpone

We’re not going to be able to reach a decision, so we’ll need to **carry** the issue over to our next meeting.

19. \_\_\_\_ Which meaning of “carry” is used in this sentence?

- A. to cover a distance
- B. to take from one place to another
- C. to lead or take charge
- D. to postpone

20. Read the following dictionary entry.

**change** (v.) 1. to put or take a thing in place of something; 2. to make different; 3. to put on other clothes; (n.) money returned

When Miranda came home, the first thing she did was to **change** out of her uniform.

20. \_\_\_\_ Which meaning of “change” is used in this sentence?

- A. to put or take a thing in place of something
- B. to make different
- C. to put on other clothes
- D. money returned

Name \_\_\_\_\_

Day 3

Weekly Question

Do we really drink the same water that dinosaurs did?

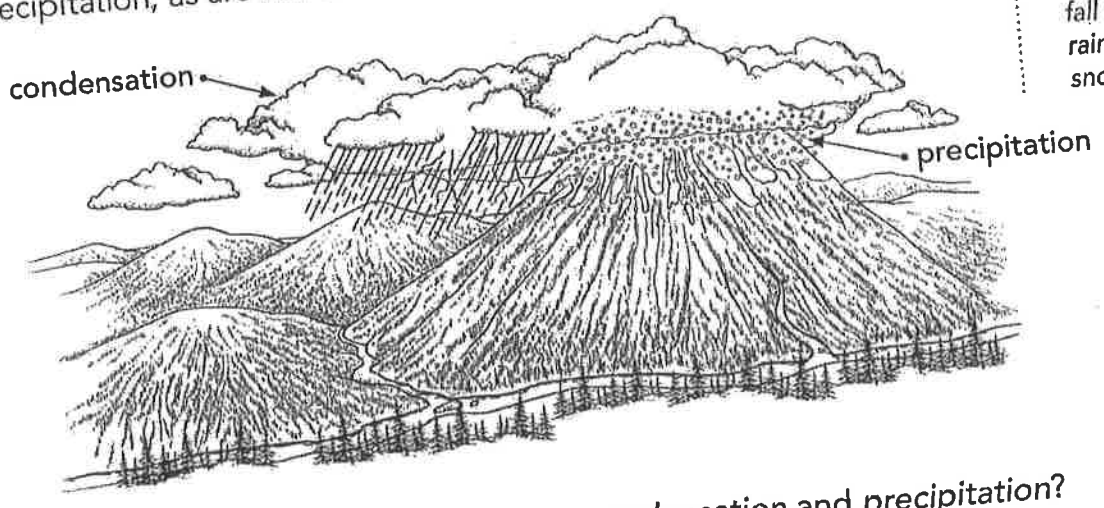
When water vapor is transported to cooler regions—either away from the tropics or higher up into the atmosphere—it cools. As water vapor cools, it gives up its heat energy and changes back into a liquid. We call this process **condensation**. In the atmosphere, condensation takes the form of tiny droplets of water. We see condensation as clouds in the sky or fog near the ground.

When water droplets get so big that air currents can no longer support them, they fall to Earth's surface as rain. This rainfall is called **precipitation**. If the air is cold enough, condensation of water vapor results in freezing, and snowflakes form. Snow is another form of precipitation, as are hail and sleet.

Vocabulary

**condensation**  
KON-den-SAY-shun  
the change from a gas into a liquid

**precipitation**  
prih-SIP-ih-TAY-shun  
water droplets that fall to the ground as rain, hail, sleet, or snow



A. What is the difference between condensation and precipitation? Use both words in your answer.

\_\_\_\_\_

\_\_\_\_\_

B. Which one of these scenarios is not an example of condensation?

- frost on the window
- fog forming in a valley at night
- dew on the grass in the morning
- boiling water



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 14





# Volumes of Rectangular Prisms

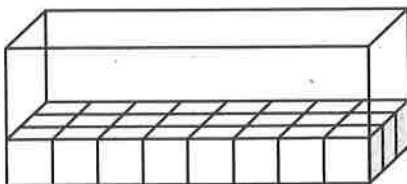


## Getting the Idea

To find the **volume** of a **rectangular prism** or a **cube**, you can count the number of cubic units that would fit inside the figure. You can also multiply the area of the base by the height of the prism. Remember, the total number of cubic units that cover the base of the prism is the area of the base.

### Example 1

The rectangular prism below has a height of 4 inches.



What is the volume of the rectangular prism in cubic inches?

**Strategy** Use cubes to find the area of the base. Then multiply the area by the height of the prism.

#### Step 1

Find the area of the base of the prism.

There are 3 rows and 8 columns of 1-inch cubes.

Multiply:  $3 \times 8 = 24$

There are 24 1-inch cubes in the bottom layer.

So the area of the base of the prism is 24 square inches.

#### Step 2

Multiply the area of the base by the height of the prism.

The area of the base is 24 square inches.

The height of the prism is 4 inches.

$24 \times 4 = 96$

The volume is 96 cubic inches.

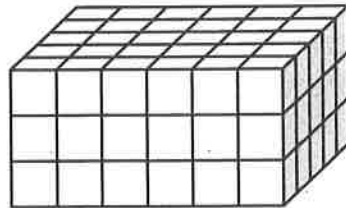
**Solution** The volume of the rectangular prism is 96 cubic inches.



The formula for the volume of a rectangular prism is  $V = l \times w \times h$ , where  $V$  is volume,  $l$  is the length,  $w$  is width, and  $h$  is the height of the prism.

## Example 2

This rectangular prism is made up of 1-centimeter cubes.



What is the volume of the rectangular prism?

**Strategy** Use the formula for the volume of a rectangular prism.

**Step 1** Write the formula for volume.

$$V = l \times w \times h$$

**Step 2** Substitute the values into the formula.

The length is 6 centimeters.

The width is 5 centimeters.

The height is 3 centimeters.

$$V = 6 \times 5 \times 3$$

**Step 3** Multiply.

$$V = 6 \text{ cm} \times 5 \text{ cm} \times 3 \text{ cm}$$

$$V = 30 \text{ cm}^2 \times 3 \text{ cm}$$

$$V = 90 \text{ cm}^3$$

**Solution** The volume of the box is 90 cubic centimeters.

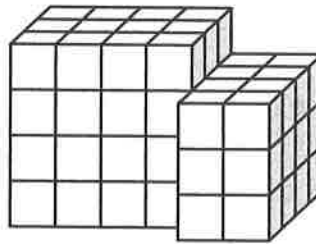
**Note:** You could also use the formula  $V = B \times h$ , where  $V$  is volume,  $B$  is the area of the base, and  $h$  is the height of the prism to find the volume of a rectangular prism.



To find the total volume of a solid figure that is not a rectangular prism, you can break the figure into rectangular prisms.

### Example 3

This figure is made up of 1-inch cubes.



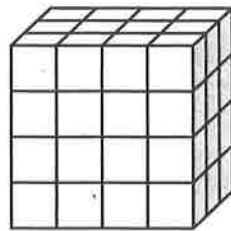
What is the volume of the figure?

**Strategy** Separate the figure into rectangular prisms and find the volume of each part.

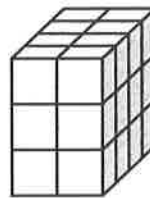
**Step 1**

Separate the figure into two rectangular prisms.

Label the rectangular prisms as Prism A and Prism B.



Prism A



Prism B

**Step 2**

Find the volume of Prism A.

$$V = l \times w \times h = 4 \times 3 \times 4 = 48 \text{ cubic inches}$$

**Step 3**

Find the volume of Prism B.

$$V = 2 \times 4 \times 3 = 24 \text{ cubic inches}$$

**Step 4**

Add the volumes of the two prisms.

$$48 \text{ cubic inches} + 24 \text{ cubic inches} = 72 \text{ cubic inches}$$

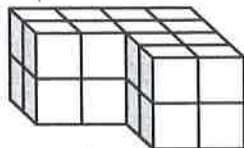
**Solution** The volume of the figure is 72 cubic inches.





## Coached Example

This figure is made up of 1-foot cubes.



**What is the volume of the figure?**

Separate the figure into 2 rectangular prisms, one on the left and one on the right.

Use the formula for finding the volume of a rectangular prism.

$$V = \text{length} \times \text{width} \times \text{height}$$

Start with the prism on the left.

The length is 2 feet. The width is 2 feet.

The height is 2 feet.

Substitute the values into the formula.

$$V = \underline{2} \times \underline{2} \times \underline{2} = \underline{8} \text{ cubic feet}$$

The volume of the prism on the left is 8 cubic feet.

Next find the volume of the prism on the right.

The length is 2 feet. The width is 4 feet.

The height is 2 feet.

Substitute the values into the formula.

$$V = \underline{2} \times \underline{4} \times \underline{2} = \underline{16} \text{ cubic feet}$$

The volume of the prism on the right is 16 cubic feet.

Add to find the total volume.

$$\underline{8} \text{ cubic feet} + \underline{16} \text{ cubic feet} = \underline{24} \text{ cubic feet}$$

The volume of the figure is 24 cubic feet.



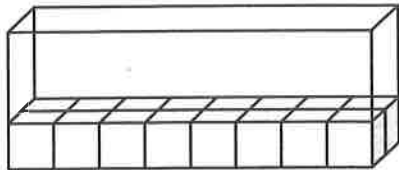




## Lesson Practice

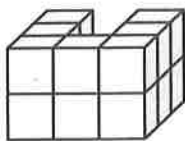
Choose the correct answer.

1. Claudia packed the bottom layer of this box with 1-inch cubes. The height of the box is 3 inches.



What is the volume of the box?

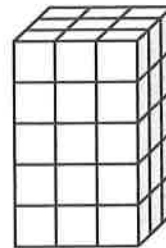
- A. 8 cubic inches
  - B. 16 cubic inches
  - C. 24 cubic inches
  - D. 48 cubic inches
2. This figure is made up of 1-inch cubes.



What is the volume of the figure?

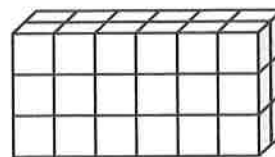
- A. 12 cubic inches
- B. 14 cubic inches
- C. 16 cubic inches
- D. 18 cubic inches

3. This figure is made up of 1-inch cubes.



What is the volume of the rectangular prism?

- A. 45 cubic inches
  - B. 25 cubic inches
  - C. 15 cubic inches
  - D. 11 cubic inches
4. This figure is made up of 1-centimeter cubes.

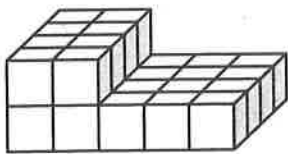


What is the volume of the rectangular prism?

- A. 42 cubic centimeters
- B. 36 cubic centimeters
- C. 18 cubic centimeters
- D. 11 cubic centimeters



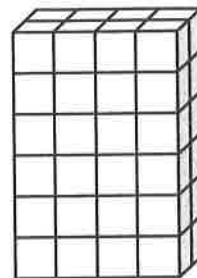
5. This figure is made up of 1-inch cubes.



What is the volume of the figure?

- A. 12 cubic inches
- B. 16 cubic inches
- C. 28 cubic inches
- D. 35 cubic inches

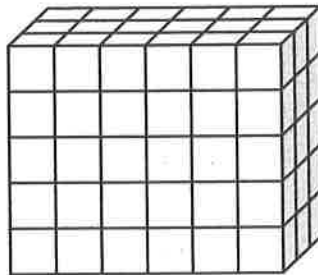
6. This figure is made up of 1-centimeter cubes.



What is the volume of the rectangular prism?

- A. 8 cubic centimeters
- B. 12 cubic centimeters
- C. 24 cubic centimeters
- D. 48 cubic centimeters

7. This rectangular prism is made up of 1-inch cubes.



- A. What is the volume of the prism?

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- B. Explain two different ways of finding the volume of the rectangular prism.

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## 16.6 Texas Annexation (1845)

In the early 1800s, Spain controlled Mexico and most of what is now the southwestern and western parts of the United States. In the 1820s, Mexico gained its independence from Spain and took control of this territory. Part of it was the region known as Texas.

Most of the people in Texas were Native Americans, such as Apaches and Comanches. The Mexican government wanted more settlers in Texas who would raise crops and animals, pay taxes, and spread the Catholic religion. Mexican officials told Americans that they could have free land if they settled in Texas. The settlers had to promise to obey Mexican laws and to accept the Catholic religion.

By 1830, more than 20,000 white Americans had settled in Texas. By this time, there were far more Americans than Mexicans living there. Soon tensions grew between the settlers and the Mexican government. Although Mexico had outlawed slavery, most of the Americans owned slaves. Even when Mexico allowed some slaves to be brought into Texas, the slave owners worried that some day Mexico might free them. Most of the American settlers wanted Texas to become part of the United States. Many of them didn't even bother to learn Spanish.

In 1833, a number of settlers asked Mexico to let Texas have its own government. Stephen Austin, who had been a loyal Mexican citizen, delivered their message to the government. Angrily, the Mexican government refused.

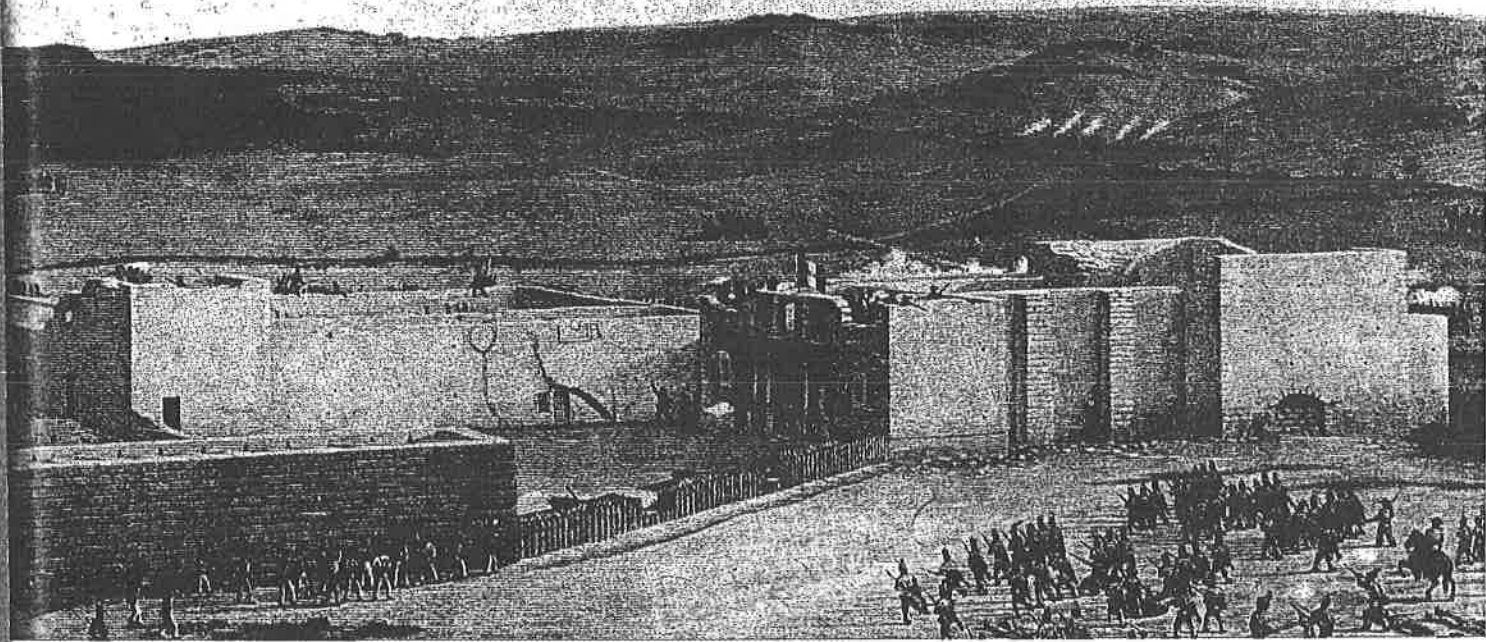
By 1835, fighting had broken out between groups of Texans and Mexican soldiers. In 1836, Texans declared independence. In response, the president of Mexico, Antonio López de Santa Anna, led an army into Texas to punish the American settlers for breaking their agreement with Mexico.

When Santa Anna's army reached the town of San Antonio, fewer than 200 Texans and other Americans stood in the way. They had chosen to defend an abandoned mission called the *Alamo*. Santa Anna demanded that they surrender. They answered bravely, "Victory or death!"

For more than 10 days, the tiny group of **defenders** fought off Santa Anna's army. Finally, the Mexicans were able to climb the walls and take over the *Alamo*. Nearly all the defenders were killed, including Jim Bowie and Davy Crockett, two famous American pioneers.

**defenders:** people who protect or defend against outside attack

NTI Day 14  
5th



Six weeks later, in April 1836, General Sam Houston led more than 700 Texans in a surprise attack against Santa Anna's army at San Jacinto. The Texans charged the army, shouting, "Remember the Alamo!" They won the battle and captured Santa Anna. They let him go when he promised to give Texas its independence.

Texans promptly approved a new constitution and chose Sam Houston as their president. For nine years, Texas ruled itself. Its flag showed one white star on a red, white, and blue background. People called Texas the *Lone Star Republic*. Some Mexicans moved away to Catholic, Spanish-speaking Mexico. Others stayed, marrying and doing business with American Texans and working in the government. However, in time, most Mexicans lost their lands and government positions.

Many Texans still wanted the United States to annex Texas. In 1845, their wish was granted. Congress admitted Texas as the 28th state.

In 1836, Texans declared their independence from Mexico. As a result, the Mexican army attacked a group of Texans at the Alamo. The Texans were totally defeated. In this painting, you can see the Mexican flag flying over the defeated Alamo.

### 16.6 Texas Annexation (1845)

Who owned the Texas territory? \_\_\_\_\_  
\_\_\_\_\_

What was the deal that was made between Mexico and the U.S. that brought Americans to Texas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why did Texans want their independence from Mexico?  
\_\_\_\_\_  
\_\_\_\_\_

Why were Mexicans and Texans fighting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the "Alamo"? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How was this territory acquired? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How long was Texas a Lone Star State? What does this mean?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What happened to the Mexicans who lived here?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- financial
- economy

# WHAT WAS THE GREAT DEPRESSION?

by Fran Severs

1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could “buy now, pay later.” They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.



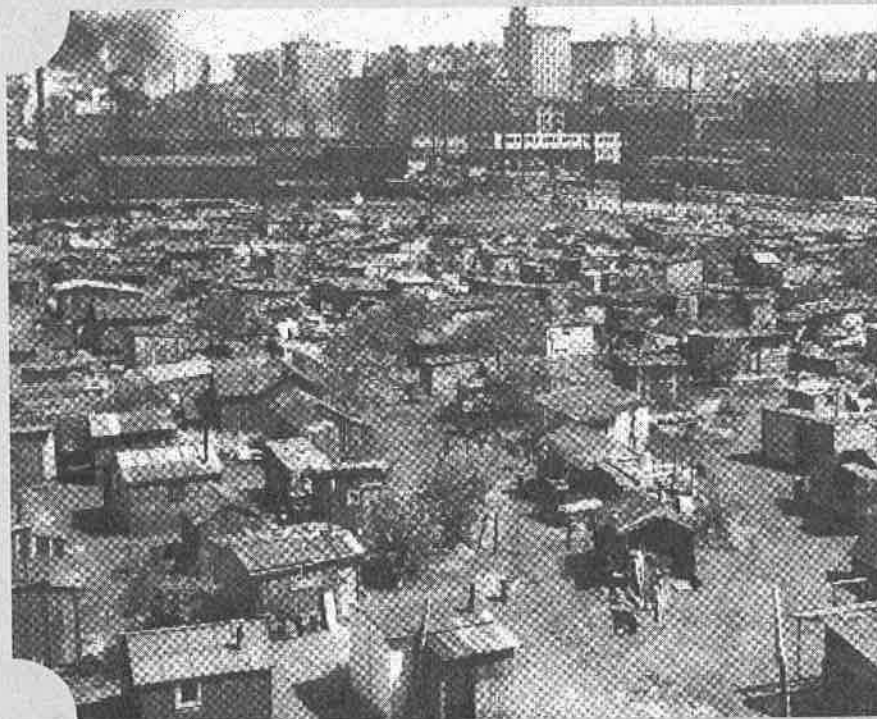
During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

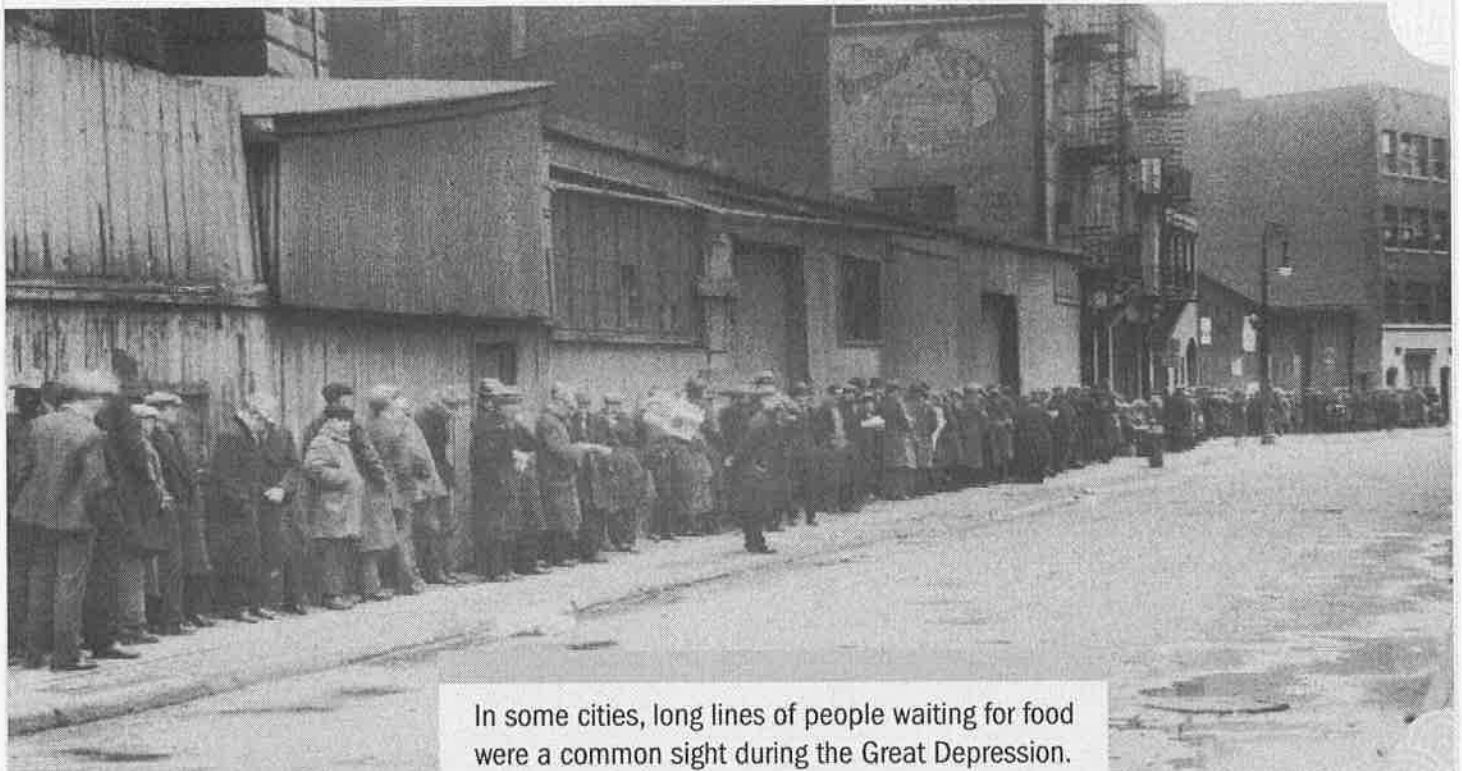
4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.








In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.



 Use what you learned from reading the article to answer the following questions.

- 1 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with merchandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- A goods
- B large items
- C shares of stock
- D jobs

**Part B**

Which detail from paragraph 1 **best** supports the answer to Part A?

- A "... that no one bought ..."
- B "... even more products ..."
- C "... factory production slowed ..."
- D "... lost their jobs ..."

- 2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.





- 3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

- A a period of great difficulty
- B a time when farmers couldn't grow crops
- C a time when jobs paid low wages
- D a period of mild sadness

**Part B**

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- A "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)
- B "From June through September 1929, the prices of stocks soared." (paragraph 2)
- C "About two million homeless men, women, and children drifted around the country." (paragraph 5)
- D "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

- 4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand?

- A "forceful statement"
- B "wish"
- C "strong need"
- D "question"





## Write

- 5 Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

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## Learning Target

**In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.**

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Name \_\_\_\_\_

Weekly Question

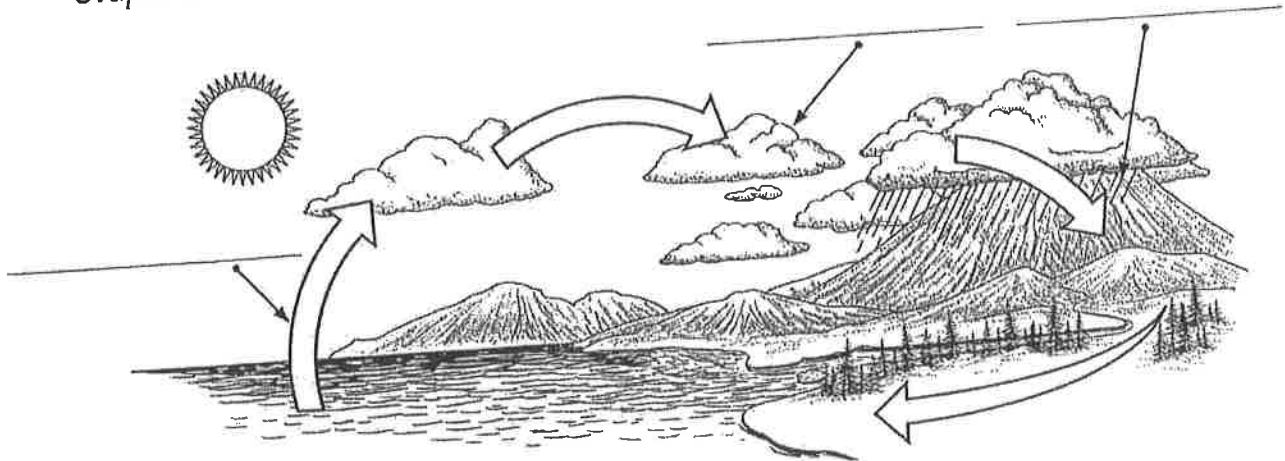
Day 4

Do we really drink the same water that dinosaurs did?

Once water returns to Earth's surface as precipitation, some of it soaks into the ground, and the rest may collect in streams, rivers, lakes, and seas. Water runs downhill, and ultimately much of the water that falls as precipitation returns to the ocean. From there, the water is evaporated, and the water cycle starts again. However, if precipitation falls as snow in a cold place, it may remain frozen there until temperatures change and the snow or ice melts.

The processes of evaporation, condensation, and precipitation have recycled the water on our planet for billions of years. In fact, every living thing is composed of water, and is thus a part of the water cycle, too. That means that not only do we drink the same water that dinosaurs drank, we also might be made up of the same water they were!

A. Label the stages of the water cycle in the diagram below, using the words evaporation, condensation, and precipitation.



B. When seawater evaporates, the salt is left behind. You might think this would make the remaining water saltier. But in fact, overall, the ocean is not getting saltier. Why do you think that is?

\_\_\_\_\_

\_\_\_\_\_



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 15





NTI Day 15 5th  
Read the problem below. Then explore different ways to convert measurement units.

How many meters are in 3.5 kilometers?

**Model It** You can use a table to help understand the problem.

The table below shows the relationship between meters and kilometers.

<b>kilometers</b>	1	2	3	4	5	6
<b>meters</b>	1,000	2,000	3,000	4,000	5,000	6,000

**Solve It** Use the information from the table to understand how to solve the problem.

The pattern in the table shows that the number of meters is always 1,000 times the number of kilometers.

<b>kilometers</b>	1	2	3	3.5	4	5	6
<b>meters</b>	1,000	2,000	3,000		4,000	5,000	6,000

To find the number of meters in 3.5 kilometers, multiply 3.5 by 1,000.



**Connect It** Now you will solve the problem from the previous page using unit conversions.

2 Which is the smaller unit, meters or kilometers? \_\_\_\_\_  
How do you know? \_\_\_\_\_

3 What operation do you use to convert from a larger measurement unit to a smaller measurement unit? \_\_\_\_\_

4 3.5 kilometers = \_\_\_\_\_ meters  
Write your answer in the table on the previous page.

5 Use what you learned about the relationship between meters and kilometers to complete the table below.

<b>kilometers</b>	0.8	1	1.85	2	2.03	3
<b>meters</b>		1,000		2,000		3,000

6 How many meters are in  $k$  kilometers? \_\_\_\_\_

7 There are 3 feet in 1 yard. Explain how you decide whether to multiply or divide by 3 if you need to convert yards to feet. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Try It** Use what you just learned about converting measurement units to solve these problems. Show your work on a separate sheet of paper.

8 There are 16 ounces in 1 pound. How many ounces are in  $10\frac{1}{2}$  pounds? \_\_\_\_\_

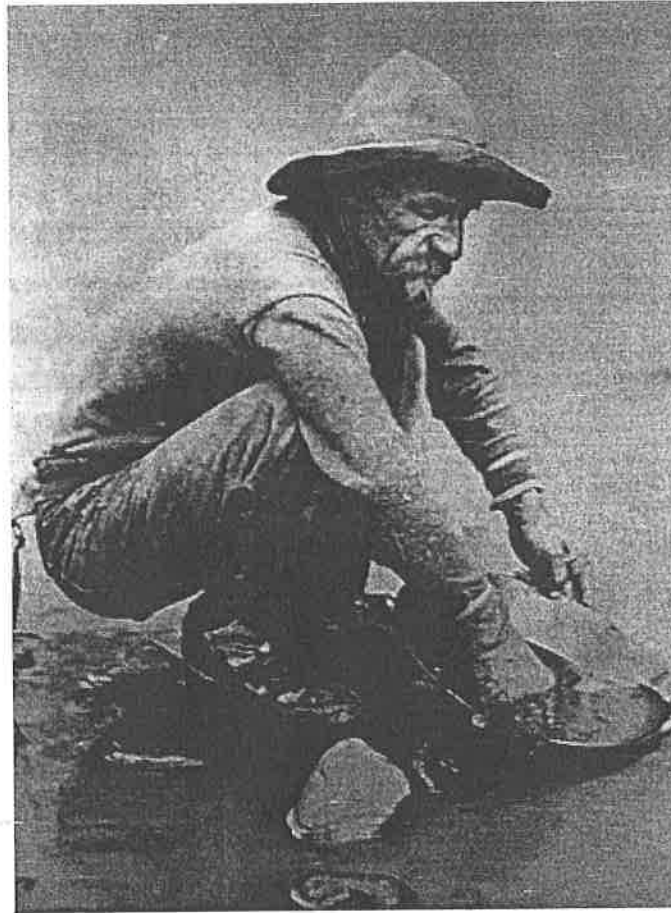
9 There are 10 millimeters in 1 centimeter. How many millimeters are in 9.25 centimeters? \_\_\_\_\_



NTI Day 15 5th

# Westward Expansion - The California Gold Rush

by ReadWorks



*panning for gold*

The year was 1848. John A. Sutter was building a new sawmill in Coloma, near Sacramento, California. The area was mostly wilderness. He never expected the treasure that the unexplored land held. In January 1848, the chief builder of the sawmill found Sutter one rainy afternoon. The chief made him lock all of the doors to his office. Then, in a secret voice, the chief told Sutter about a discovery that would change the entire West Coast of the United States. He had discovered gold in the stream near the sawmill.

Sutter asked all of his workers to keep the news a secret for just 6 weeks. But it was hopeless. The news spread like wildfire. Everyone wanted some gold. The American West was advertised all over as a land full of promise and wealth. Soon accounts of gold were greatly exaggerated. In early 1849 the editor of the *New York Tribune* wrote: "Fortune lies upon the surface of the earth as plentiful as the mud in our streets." People had gold fever.

Tens of thousands of men traveled to the West Coast to seek their fortune. These men were nicknamed "forty-niners." Have you heard the song "Oh My Darling, Clementine"? That folk song is about the miners who came west. High in his hopes, one man called California "a land of glittering dreams."

N 77 Days 5 7

However, life was not always rosy for the miners. Their day-to-day life was very difficult. Most miners never found the slightest trace of gold, much less enough to strike it rich. Still, the vast California countryside contained endless possibility. This sense of possibility was the allure of the American West.

One of the greatest fortunes made from the gold rush had nothing to do with gold. In the spirit of invention, Sam Brannan came up with a scheme. He had found out about the gold from a reliable source. But at first the tale seemed too tall to believe. Brannan changed all of this. He ran through the streets of San Francisco yelling and carrying a bottle of gold dust.

Why did he want everyone to know about the gold? Well, Brannan never even planned to search for gold. He had no interest in digging or panning for specks of yellow. Instead, he planned to make even more money. Brannan knew that the flocks of miners would need tools. He started a business selling them shovels. Brannan sold shovels to thousands and thousands of fortune-seekers. He made more money than all of them.

By the end of 1849, most of the gold was gone. Still people kept digging. The population of California grew steadily. At one point, on average, 30 homes a day were built in San Francisco! Soon the huge population increase of the West Coast would lead to the United States' decision to build a continental railroad.

Excerpt from "Oh My Darling, Clementine"

*In a cavern, in a canyon*

*Excavating for a mine*

*Dwelt a miner forty-niner*

*And his daughter Clementine*

*Oh my darling, oh my darling*

*Oh my darling, Clementine*

*You are lost and gone forever*

*Dreadful sorry, Clementine*

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

NTI Day 15 5th

1. In the passage, it says that the chief builder spoke in a "secret voice". The chief probably spoke

- A. very loudly.
- B. carelessly.
- C. so everyone could hear.
- D. softly.

2. According to the passage, what was the "allure of the west"?

- A. It was the sense of possibility.
- B. It was the fact that you could find gold lying on the ground.
- C. It was the beautiful Pacific Ocean.
- D. It was the friendly pioneers.

3. During the California Gold Rush,

- A. millions of people struck it rich.
- B. only a few people found even a trace of gold.
- C. many people discovered silver.
- D. many people discovered oil.

4. The huge population explosion led to

- A. the need for a transportation system from the East to the West.
- B. people following the Oregon Trail from West to East.
- C. taxes being raised.
- D. men striking it rich from gold.

5. What does the author mean when he writes, "The news spread like **wildfire**."

- A. The news was dangerous.
- B. People could follow the news to an important location.
- C. The news spread quickly.
- D. Someone needed to stop the news quickly.

6. What was Sam Brannan's scheme?

7. In the passage the author writes, "... life was not always rosy for the miners. Their day-to-day life was very difficult." In what ways do you think the life a miner would have been difficult?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

John Sutter asked all of his workers to keep the news of the discovery of gold a secret for just 6 weeks, \_\_\_\_\_ it was hopeless, the news spread like wildfire.

- A. finally
- B. but
- C. especially
- D. instead



# Lesson 11

## Unfamiliar Words



### Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

- **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

**Read the poster below. Underline any words you might not know.**

## The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!





► **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.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

► **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**



# Here, Pyggy Pyggy

by Gail Hutter

1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.

2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."

3 So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.

4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.



## Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.



## Explore

### What context clues can help you understand unfamiliar words and phrases in the text?



Look for context clues in the same sentence or nearby sentences.

#### 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.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

#### 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.

**HINT** First, define *ideal substance*. Then explain how clay fit that definition.









Name \_\_\_\_\_

Daily Science

**Big Idea 3**



**WEEK 1**

**Day 5**

**Weekly Question**

**Do we really drink the same water that dinosaurs did?**

A. Use the words in the box to complete the paragraph.

evaporate	condensation	water cycle
water vapor	precipitation	humidity

All of the water on Earth is constantly recycled in a process called the \_\_\_\_\_. First, the sun heats the water and causes it to \_\_\_\_\_. This changes the water from a liquid into gas, or \_\_\_\_\_, which mixes with other gases in the atmosphere. You can measure the amount of moisture in the atmosphere as \_\_\_\_\_. As the vapor moves to cooler areas, it cools and changes back into liquid in a process called \_\_\_\_\_. When the water droplets get too big, they fall to the ground as \_\_\_\_\_.

B. If a dinosaur once lived in Mexico, and you now live in Arkansas, could you still be drinking the same water as the dinosaur did? Explain why or why not.

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# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 16



## Writing a Decimal in Standard Form

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

What decimal represents each number?

1 one and six tenths

\_\_\_\_\_

2 eight and eleven hundredths

\_\_\_\_\_

3  $6 \times 1 + 5 \times \frac{1}{10}$ 

\_\_\_\_\_

4 thirteen and thirteen thousandths

\_\_\_\_\_

5  $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$ 

\_\_\_\_\_

6  $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$ 

\_\_\_\_\_

7 five hundred twelve thousandths

\_\_\_\_\_

8  $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$ 

\_\_\_\_\_

9  $2 \times 1 + 4 \times \frac{1}{100}$ 

\_\_\_\_\_

10 forty-two and forty-one hundredths

\_\_\_\_\_

11  $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$ 

\_\_\_\_\_

12 twelve and sixty-eight thousandths

\_\_\_\_\_

13  $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$ 

\_\_\_\_\_

14 nine hundred fifty-six and four hundred twenty-seven thousandths

\_\_\_\_\_

15 How was writing decimals for numbers in word form different from numbers in expanded form?





# Civil Rights on a City Bus

by ReadWorks

NTI Day 14  
5th



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also

became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

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

NTI Day 16  
5<sup>th</sup>

1. Why was Rosa Parks ordered to give up her seat on the bus?

- A. because the driver disliked her
- B. because she wasn't allowed to sit
- C. so that a black man could sit
- D. so that a white man could sit

2. The cause of Rosa Parks' arrest was her refusal to give up her bus seat. What was a direct effect of her arrest?

- A. blacks in Montgomery boycotted the public bus system
- B. Dr. Martin Luther King, Jr. became a civil rights leader
- C. the U.S. Supreme Court ruled segregation unconstitutional
- D. Rosa Parks showed Americans that segregation was wrong

3. Rosa Parks refused to give up her bus seat because she was tired of accepting unjust treatment. What evidence from the passage supports this conclusion?

- A. "Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won."
- B. "Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights."
- C. "The Monday after Rosa's arrest, most black commuters walked to where they needed to go-some more than 20 miles."
- D. "'People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.'"

4. How can Rosa Parks best be described?

- A. tired
- B. brave
- C. smart
- D. sad

5. What is this passage mostly about?

- A. how Rosa Parks helped start the civil rights movement
- B. the unjust segregation laws called the "Jim Crow laws"
- C. the life and work of Dr. Martin Luther King, Jr.
- D. Rosa Parks' autobiography, *Rosa Parks: My Story*

6. Read the following sentences: "The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus to let the white man sit. In an act of **defiance** that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot."

As used in this sentence, what does "**defiance**" mean?

- A. act of stopping something from happening
- B. permission to do something
- C. refusal to obey someone or something
- D. act of accepting the authority of someone

7. Choose the answer that best completes the sentence below.

The bus driver ordered Rosa Parks to give up her seat, \_\_\_\_\_ she refused to move.

- A. so
- B. but
- C. after
- D. like

8. What were the laws of segregation meant to do?

9. What were the effects of the Montgomery Bus Boycott?

10. How did Rosa Parks become "a hero and an inspiration to people all over the nation who were looking for racial equality"?

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- assured
- complained

# Anna's MONSTERS

by Justin Nuñez



1 I'm scared of the darkness, I don't care who knows it,  
I don't like the darkness at all.

I sleep with the lights on—two lights in my room,  
And a much brighter light in the hall.

5 I'm frightened of monsters that might come and get me,  
Whenever I climb into bed.

My mother says, "Anna, you're just being silly,  
The monsters are all in your head!"

But I don't think that's true, because of what happened

10 Last night, the first day of the week.

I put on my nightgown, got under the covers—  
Rolled over, and heard a strange squeak.

It wasn't a mouse, and it wasn't a rabbit,  
It wasn't a dog or a cat.

15 So I screamed out in terror. My mother came running!  
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,  
I was almost too frightened to talk.

I *knew* it was monsters, some big hungry monsters,

20 It was all I could do not to squawk!

"I *don't* like the darkness," I said to my mother,  
"I don't like the dark and the night.

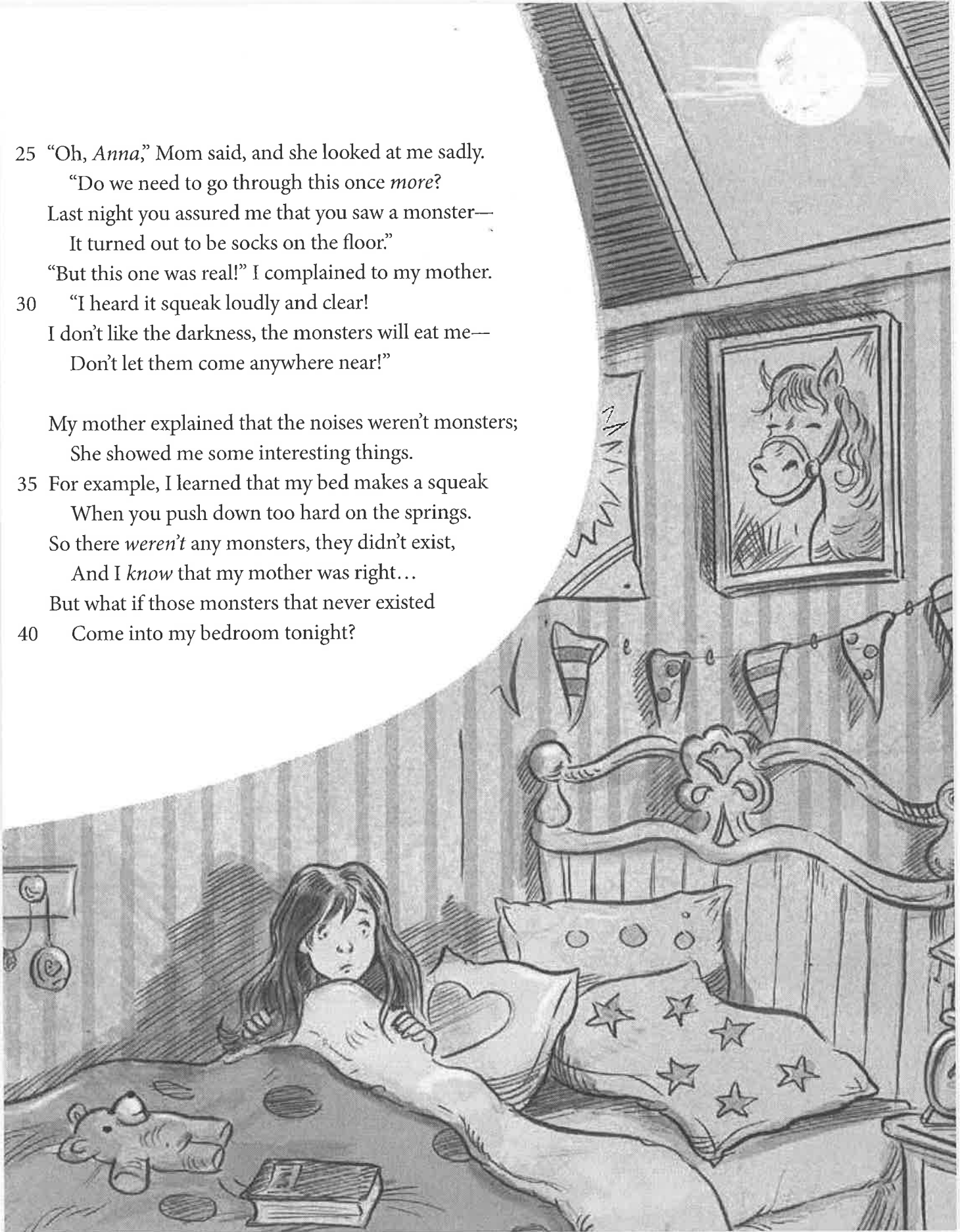
Can't I get up and sit with you out on the couch,  
In a room that's all cheery and bright?"





25 “Oh, *Anna*,” Mom said, and she looked at me sadly.  
“Do we need to go through this once *more*?  
Last night you assured me that you saw a monster—  
It turned out to be socks on the floor.”  
“But this one was real!” I complained to my mother.  
30 “I heard it squeak loudly and clear!  
I don’t like the darkness, the monsters will eat me—  
Don’t let them come anywhere near!”

My mother explained that the noises weren’t monsters;  
She showed me some interesting things.  
35 For example, I learned that my bed makes a squeak  
When you push down too hard on the springs.  
So there *weren’t* any monsters, they didn’t exist,  
And I *know* that my mother was right...  
But what if those monsters that never existed  
40 Come into my bedroom tonight?







► **Think** Use what you learned from reading the poem to answer the following questions.

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

**Part A**

Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

- A easy to see
- B ready to attack you
- C only imagined
- D giving you a headache

**Part B**

Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

- A "I'm scared of the darkness, . . ."
- B "I sleep with the lights on, . . ."
- C "Whenever I climb into bed."
- D "Anna, you're just being silly, . . ."

2 Which statement **best** summarizes the speaker's message about fears?

- A For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- B Many people are much too fearful, and some are even afraid of their own surroundings.
- C It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- D It is easy to get over a fear once someone shows you that your fear is based on something that is not real.



- 3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

How are the events in stanzas two and three important to the poem's theme?

- A These events show Anna doesn't like the dark of night because that is when she sees the monsters.
- B These events show Anna remembers it was last night that she heard a squeak.
- C These events show Anna's mother comes running in fear when Anna screams.
- D These events show Anna believes that monsters make the noises that scare her in the dark.

**Part B**

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "... because of what happened. . . ." (stanza two)
- B "... I screamed out in terror." (stanza two)
- C "... 'Whatever,' she asked me, 'was that?'" (stanza two)
- D "I *knew* it was monsters, . . ." (stanza three)
- E "It was all I could do. . . ." (stanza three)
- F "... a room that's all cheery and bright?" (stanza three)

- 4 Which line from the poem **best** summarizes a theme of the poem?

- A "The monsters are all in your head!" (line 8)
- B "Rolled over, and heard a strange squeak." (line 12)
- C "So I screamed out in terror. My mother came running!" (line 15)
- D "I *don't* like the darkness,' I said to my mother," (line 21)



5th - 1 Day 16

Name \_\_\_\_\_

Daily Science

**Big Idea 2**

**WEEK 4**

**Day 1**

**Weekly Question**

**How can so many different plants live in the rainforest?**

When you think of a **rainforest**, you might imagine tangles of tall trees and exotic plants showered in rain. This rain is, in fact, what gives rainforests their name. An average rainforest can receive more than 100 inches of rain in a year. By comparison, a desert gets 10 or fewer inches of rain annually.

The majority of the world's rainforests are near the equator, so they are always warm and humid. Being near the equator also means that they get about 12 hours of sunlight every day of the year. These tropical conditions of regular sun and rain are ideal for plant growth.

Plants of the rainforest ecosystem, like all plants, are **producers**. They make their own food through the process of photosynthesis. With so much sun and rain available, hundreds of thousands of plant species are able to thrive in the rainforest.

**Vocabulary**

**producer**

pro-DOO-sur  
an organism that makes its own food

**rainforest**

RANE-for-ist  
a forest with at least 80 inches of rainfall every year



The dark areas on the map show where the world's rainforests are.

**A. List three physical characteristics of a tropical rainforest.**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**B. Which of these inhabitants of the rainforest is not a producer?**

Fill in the correct bubble.

- (A) fern
- (B) banana tree
- (C) monkey
- (D) passionflower



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 17





## Comparing Decimals

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

Write the symbol  $<$ ,  $=$ , or  $>$  in each comparison statement.

1  $0.02 > 0.002$

2  $0.05 \underline{\hspace{1cm}} 0.5$

3  $0.74 \underline{\hspace{1cm}} 0.84$

4  $0.74 \underline{\hspace{1cm}} 0.084$

5  $1.2 \underline{\hspace{1cm}} 1.25$

6  $5.130 \underline{\hspace{1cm}} 5.13$

7  $3.201 \underline{\hspace{1cm}} 3.099$

8  $0.159 \underline{\hspace{1cm}} 1.590$

9  $8.269 \underline{\hspace{1cm}} 8.268$

10  $4.60 \underline{\hspace{1cm}} 4.060$

11  $302.026 \underline{\hspace{1cm}} 300.226$

12  $0.237 \underline{\hspace{1cm}} 0.223$

13  $3.033 \underline{\hspace{1cm}} 3.303$

14  $9.074 \underline{\hspace{1cm}} 9.47$

15  $6.129 \underline{\hspace{1cm}} 6.19$

16  $567.45 \underline{\hspace{1cm}} 564.75$

17  $78.967 \underline{\hspace{1cm}} 78.957$

18  $5.346 \underline{\hspace{1cm}} 5.4$

19  $12.112 \underline{\hspace{1cm}} 12.121$

20  $26.2 \underline{\hspace{1cm}} 26.200$

21  $100.32 \underline{\hspace{1cm}} 100.232$

22 What strategies did you use to solve the problems? Explain.

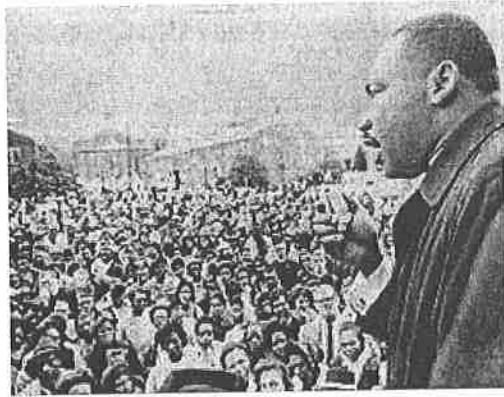


NTI Day 17  
5th

## Honoring King

### Americans pay tribute to a leader's legacy.

For many Americans, Martin Luther King Jr. Day isn't just a "day off" from school or work. They will make it a "day on" and participate in community service projects in honor of Martin Luther King Jr. Day.



Library of Congress

*The Rev. Dr. Martin Luther King addresses a group of followers.*

## A Great Leader

King (1929-1968) was a famous **civil rights** leader. When King was growing up, the South was **segregated**, or separated by race. Black people did not have the same rights as white people. Under the law, they were not allowed to attend the same schools as white people and had to sit in the back seats of buses. Black people also had to use separate restrooms and drinking fountains.

When King was older, he worked to change those unjust laws. During the 1950s and 1960s, he gave speeches and organized peaceful marches and protests. Beginning in 1955, King led the famous Montgomery bus boycott. For 381 days, African Americans **boycotted**, or refused to use, public buses in the Alabama city. A year later, the U.S. Supreme Court ruled that segregation on buses was illegal.

King gained national attention from the boycott and, in 1963, delivered his famous "I Have a Dream" speech. He told a crowd of more than 200,000 people in Washington, D.C., that his dream was for all people to be treated fairly and equally under the law. As a result of his work,

civil rights laws were passed. Those laws protect the rights of all Americans.

## A Day of Service

Many people celebrate King's **legacy** on Martin Luther King Jr. Day with parades and other events. The legacy of a leader is something he or she has accomplished that would benefit future generations. For King, that meant making the world a better place. Thousands more honor King by cleaning parks, volunteering at homeless shelters, and participating in other community service projects.

"Everybody can be great because everybody can serve," King once said. By taking part in community service projects, Americans are able to keep this leader's dream alive.

## A Civil Rights Hero: Martin Luther King Jr.

### **January 15, 1929:**

Born in Atlanta, Georgia

### **August 28, 1963:**

Delivers his "I Have a Dream" speech in Washington, D.C.

### **December 10, 1964:**

Becomes the youngest person to receive the Nobel Peace Prize

### **April 4, 1968:**

Is assassinated in Memphis, Tennessee

### **January 20, 1986:**

Martin Luther King Jr. Day first Observed as a national holiday

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

NTI Day 117  
5th

1. What did Martin Luther King Jr. do to change the unjust laws of segregation?

- A. He volunteered at homeless shelters and participated in other community service projects.
- B. He ran for Senate in order to pass legislation that would change the segregation laws.
- C. He became a Supreme Court justice and ruled that segregation on buses was illegal.
- D. He gave speeches, organized peaceful marches, and led the Montgomery bus boycott.

2. What dream did Martin Luther King Jr. describe during his famous "I Have a Dream" speech?

- A. His dream was for all people to be treated fairly and equally under the law.
- B. His dream was to have more peaceful marches and protests against segregation.
- C. His dream was that the South would be more like the North.
- D. His dream was for the Montgomery bus boycott to result in the end of segregation on buses.

3. What conclusion can one come to about Martin Luther King Jr. based on the passage?

- A. He thought equality under the law would be very hard to achieve in the South.
- B. He inspired people to be violent if they needed to draw attention to problems of segregation.
- C. He used peaceful means to achieve widespread change for Americans.
- D. He felt marches, protests and boycotts were not effective ways to bring about change.

4. Read the following sentence:

"The legacy of a leader is something he or she has accomplished that would benefit future generations."

What does the word **generations** mean?

- A. groups of people who belong to the same race
- B. groups of people of a similar age
- C. groups of people who are part of the same economic class
- D. groups of people who belong to the same profession

5. What is this passage mainly about?

- A. the life of Martin Luther King Jr. and how he was treated and how he is remembered today
- B. the civil rights work of Martin Luther King Jr. and how it should be celebrated
- C. the hardships faced by African Americans in the segregated South
- D. the Montgomery bus boycott and other famous civil rights events

6. Describe what life was like in the South when Martin Luther King Jr. was growing up.

7. Why is participation in community service projects an appropriate way to honor the legacy of Martin Luther King Jr.?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

\_\_\_\_\_ the South was segregated, black people did not have the same rights as white people.

- A. Even though
- B. Although
- C. However
- D. Because

# NIGHT WALK

by Amy Saito

1 The sky above, the streets below,  
The stars reflecting off the snow—  
A lovely night for us to go  
Out for a walk, the puppy thinks.

5 The moon's a brilliant shade of gold,  
And though she's just a few months old,  
The puppy knows the night is cold—  
She leans into the wind and blinks.

What's that thing moving in the tree?

10 The puppy dashes up to see.  
It's vanished! What a mystery!  
She sits beneath the tree to bark.

Her master guides her through the night  
First turning left, then turning right

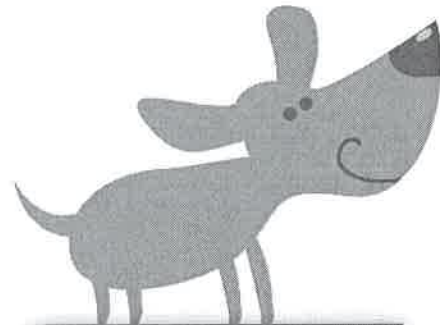
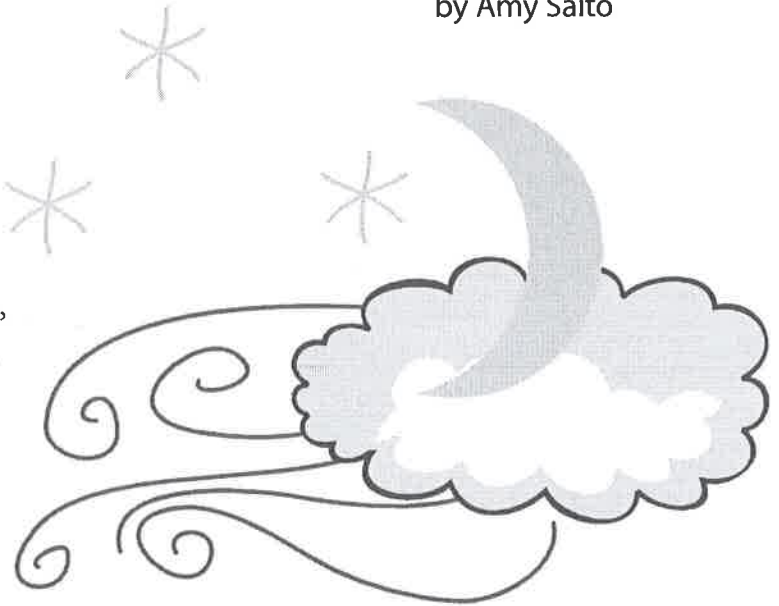
15 The dark is deep, there is no light  
She yanks her leash: is this the park?

The night's a lovely time to roam  
But now it's time for heading home.  
She's only little, after all,

20 Can't run all night when she's so small.

Someday she'll grow a little more  
And when she's three, or maybe four  
She'll run all night, and she'll be tough—  
Tonight, though, she's gone far enough.

25 Her master strokes her furry head,  
And yawning, she goes off to bed.  
But as she sleeps, the moonlight beams  
Will dart and dance inside her dreams.



## Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.







**Think** Use what you learned from reading the poem to answer the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

**Part A**

How are the events in stanzas three and four important to the theme of the poem?

- A The events show it is a good night for a walk.
- B The events show that puppy is young and active.
- C The events show the speaker is the puppy's master.
- D The events show that the night is dark and dangerous.

**Part B**

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "What's that thing moving in the tree?" (stanza three)
- B "The puppy dashes up to see." (stanza three)
- C "... sits beneath the tree. ... " (stanza three)
- D "Her master guides her. ... " (stanza four)
- E "... there is no light ... " (stanza four)
- F "She yanks her leash: ... " (stanza four)

A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

**Talk**

- 2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.

 **Write**

- 3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.

**HINT** Think about the speaker's reflections on how the puppy will change over time.



# NIGHT WALK

2 Use the chart below to organize your ideas.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?



**Write** Use the space below to write your answer to the question on page 139.

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

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Name \_\_\_\_\_

**Day 2**

**Weekly Question**

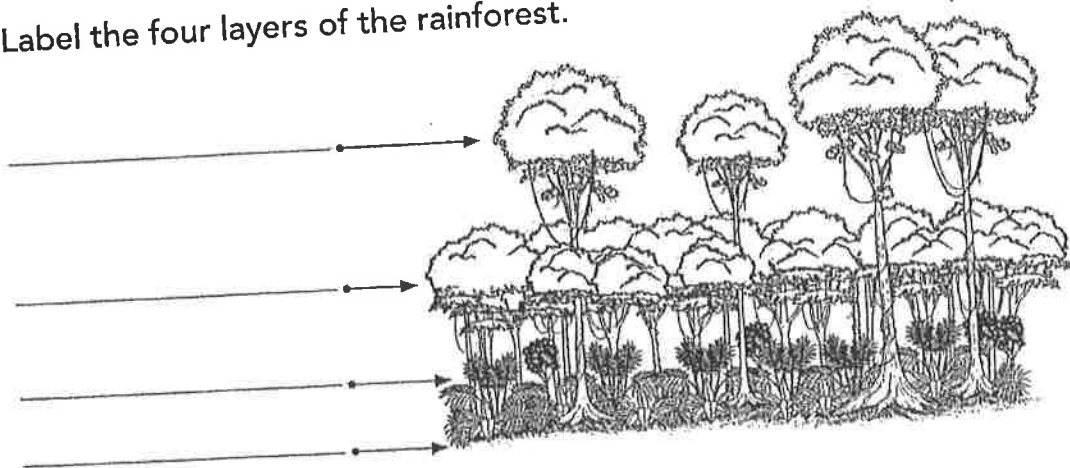
**How can so many different plants live in the rainforest?**

Although water is readily available in a rainforest, sunlight is harder to find. Plants must compete for sunlight, literally climbing over one another to reach it. Plants that grow the tallest reach the most light, while those that are on the ground receive very little.

The rainforest is divided into four layers of plants that have adapted to different levels of sunlight. At the top, rising more than 200 feet into the air, are the scattered giant trees that make up the forest **overstory**. While the overstory gets direct sun, its trees can also be subjected to hot, drying wind. The next layer is the forest **canopy**. The canopy is a dense ceiling of closely-spaced trees and plants. This layer traps humidity, and it also captures most of the sunlight.

Only 5% of sunlight reaches the third layer, which is called the **understory**. The understory includes shorter trees and shrubs with large leaves that help catch the available light. Below the understory is the forest floor. You would need a flashlight to explore this layer! Yet there are still a few plants that are able to grow here.

**A. Label the four layers of the rainforest.**



**B. Based on the information in the passage, which layer do you think has the largest amount of trees and plants? Explain your answer.**

\_\_\_\_\_  
\_\_\_\_\_

Daily Science

**Big Idea 2**

**WEEK 4**

**Vocabulary**

**canopy**

KAN-uh-pee  
dense upper layer of rainforest foliage

**overstory**

OH-ver-STOR-ee  
tallest layer of rainforest trees

**understory**

UN-der-STOR-ee  
layer of rainforest plants that grow beneath the canopy



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 18





**Multiplying Unit Fractions to Find Area**

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

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1 length:  $\frac{1}{2}$  unit

width:  $\frac{1}{8}$  unit

$\frac{1}{2} \times \frac{1}{8} = \frac{\boxed{1}}{\boxed{16}}$  square unit

2 length:  $\frac{1}{3}$  unit

width:  $\frac{1}{4}$  unit

$\frac{1}{3} \times \frac{1}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  square unit

3 length:  $\frac{1}{2}$  unit

width:  $\frac{1}{3}$  unit

$\frac{1}{2} \times \frac{1}{3} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  square unit

4 length:  $\frac{1}{2}$  unit

width:  $\frac{1}{5}$  unit

$\frac{1}{2} \times \frac{1}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  square unit

5 length:  $\frac{1}{4}$  unit

width:  $\frac{1}{4}$  unit

$\frac{1}{4} \times \frac{1}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

6 length:  $\frac{1}{3}$  unit

width:  $\frac{1}{8}$  unit

$\frac{1}{3} \times \frac{1}{8} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

7 length:  $\frac{1}{2}$  unit

width:  $\frac{1}{7}$  unit

$\frac{1}{2} \times \frac{1}{7} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$

8 length:  $\frac{1}{3}$  unit

width:  $\frac{1}{10}$  unit

$\frac{1}{3} \times \frac{1}{10} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  square unit

9 length:  $\frac{1}{5}$  unit

width:  $\frac{1}{6}$  unit

$\frac{1}{6} \times \frac{1}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  square unit

10 Write missing digits in the boxes to make two different multiplication problems that are both true.

$\frac{1}{\boxed{\phantom{00}}} \times \frac{1}{4} = \frac{1}{\boxed{\phantom{00}}}$

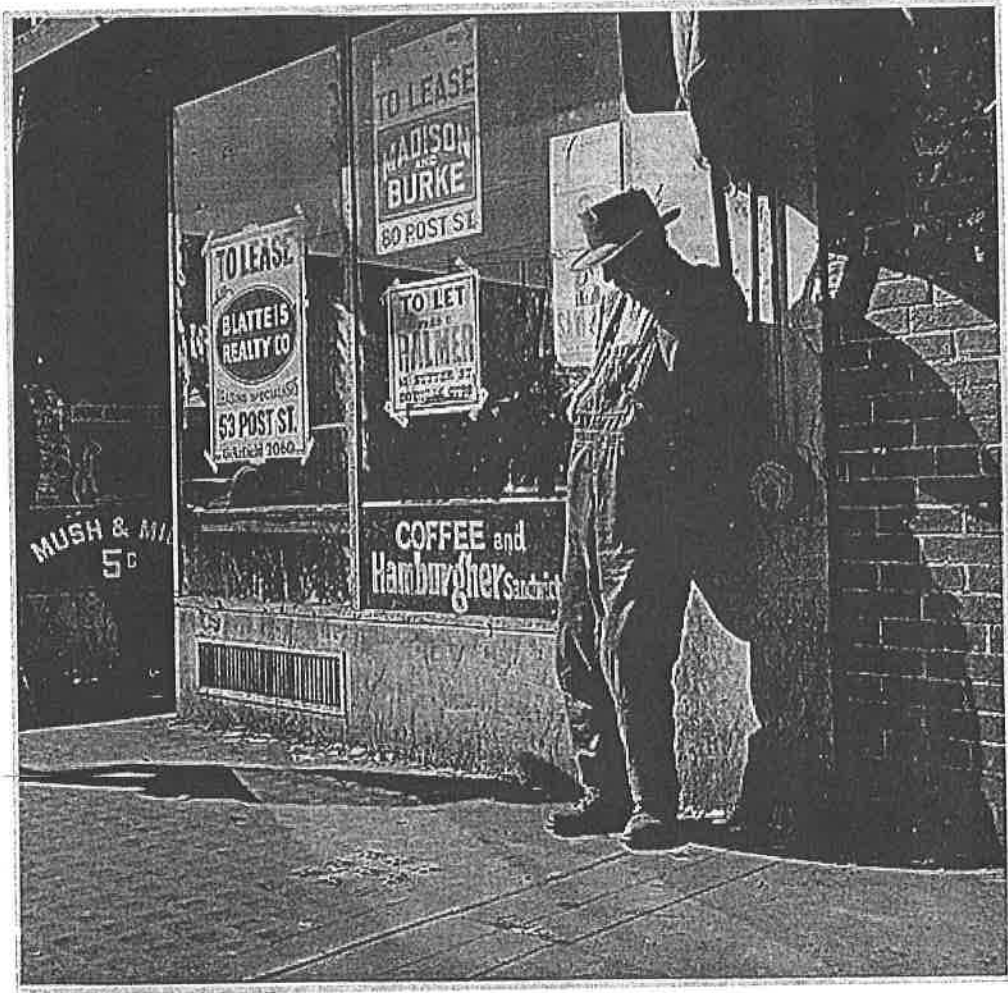
$\frac{1}{\boxed{\phantom{00}}} \times \frac{1}{4} = \frac{1}{\boxed{\phantom{00}}}$



NTI Day 18 5th

# World War I & The Great Depression - The Great Depression

by ReadWorks



Dorothea Lange

*man in front of vacant store during the Great Depression*

After World War I, in the 1920s, the United States economy was booming. The nickname for the 1920s is the "Roaring Twenties" because wealth seemed to be everywhere. The wealth was really just an illusion.

## Black Tuesday

On October 29, 1929, the United States stock market crashed. The prices of companies on the stock market had skyrocketed to unrealistic amounts. Companies just weren't worth that much. When people wanted to get their money out of the stock market, the companies had

nothing to give them. Money no longer had the same value. People that had once been working class citizens were now poor. Soon, many people lost their jobs. The day became known as Black Tuesday. It was the first day of the Great Depression.

## Scarcity

To most Americans, the Great Depression was a time of scarcity. All of a sudden, the economic boom of the 1920s ended. In 1929, all of this wealth collapsed and people had trouble finding work and even finding food. Banks had to close because they just did not have enough money to give people. When banks closed, several people lost their entire life savings. By 1932, one out of every four Americans was unemployed. By 1933, the money value of the New York Stock Exchange was only one fifth of what it had been in 1929. The United States did not fully recover from the Great Depression until the beginning of World War II.

## Franklin D. Roosevelt

In 1932, Franklin D. Roosevelt ran against Herbert Hoover, the president of the United States. Franklin remained determined, realistic, and optimistic. In his campaign speeches around the country, he promised to use all of the government's power to draw the country out of the depression. Roosevelt received 22,800,000 votes to Hoover's 15,700,000.

Roosevelt promised to put people back to work. People wanted jobs and he promised to supply them. His plan was called the New Deal. He was going to use the government's money to make jobs for people. For example, he hired photographers to capture images of people around the country in their daily life. First of all, their photographs would become part of a national archive, or library, of photographs. Secondly, the photographers now had a job and an income. The government would pay the photographers and then they would spend their money. They could buy food and clothing. Money would keep changing hands. If the photographers bought something at a store, then the storekeeper would now have some money to spend. Roosevelt hoped to spark the economy by giving people money to spend. He started many new government programs to put people back in jobs and to give them a way to provide food, housing, and clothing for themselves and their families.

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

NTI Day 18  
5th

1. The Great Depression started when
  - A. Roosevelt won the election over Hoover.
  - B. World War I ended.
  - C. World War II began.
  - D. the stock market crashed.
  
2. Why does the author describe the government hiring photographers?
  - A. as an example of the booming economy of the 1920s
  - B. as an example of a New Deal program
  - C. as an example of why banks ran out of money.
  - D. as an example of spending that caused the depression
  
3. Based on the passage, the biggest issue for voters in 1932 was probably
  - A. how each candidate would try to avoid World War II.
  - B. whether Hoover had the experience necessary to be president.
  - C. the candidates' plans for ending the Great Depression.
  - D. whether or not to continue the New Deal programs.
  
4. Read the following sentences: "The prices of companies on the stock market had **skyrocketed** to unrealistic amounts. Companies just weren't worth that much."

The word **skyrocketed** means

  - A. traveled internationally
  - B. crashed on the ground
  - C. suddenly increased a lot
  - D. moved in a straight line
  
5. This passage is mostly about
  - A. the causes, effects, and solutions of the Great Depression.
  - B. how people lived during the economic boom of the 1920s.
  - C. the lessons we can learn from the stock market crash.
  - D. how the stock market works in the United States of America.

6. Identify three ways that life was difficult during the Great Depression.

7. Based on the passage, explain why unemployed people not having money to spend would affect other people who were employed.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Great Depression was difficult, \_\_\_\_\_ for people who were already poor.

- A. especially
- B. only
- C. somewhat
- D. while

# From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



In China, knife money was used from 600 to 200 B.C.E.



This is one of the earliest American silver dollars ever minted.

## Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.







Use what you learned from reading the text to answer the following questions.



A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

- 1 This question has two parts. Answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word currency as it is used in paragraph 4?

- A goods used in trade
- B an idea accepted by many people
- C something that is up-to-date
- D the money used in a country

**Part B**

Which phrase from the passage helps the reader understand the meaning of currency?

- A “based on the dollar”
- B “produced by hand”
- C “lost its value”
- D “a new design”

- 2 Underline the word in the paragraph below that means “traded or exchanged one thing for another.”

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

**Talk**

- 3 Discuss the meaning of minted as it is used in paragraph 4 of the text.



**Write**

- 4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.

**HINT** Use quotes from the passage to show what words or phrases help you define *minted*.







Name \_\_\_\_\_

Day 4

### Weekly Question

## How can so many different plants live in the rainforest?

Daily Science

**Big Idea 2**



**WEEK 4**

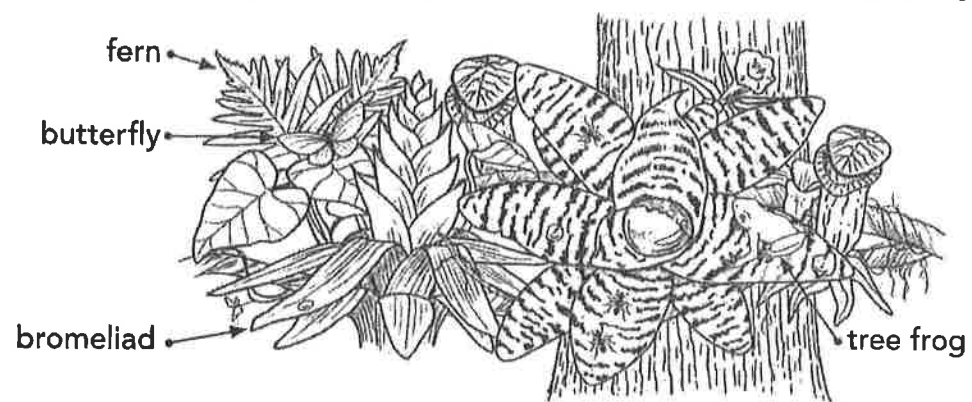
The rainforest is home not only to many thousands of plant species but also to an abundance of animal life, including monkeys, snakes, lizards, birds, and insects. In the rainforest ecosystem, these animals act as consumers, feeding on plants and other animals. But the animals also help the plants survive. They pollinate flowers, help scatter seeds, and provide nutrients to plants when the animals die or produce waste.

Probably no other environment on Earth houses the richness and **diversity** of life as the rainforest does. According to some estimates, the rainforest is home to about 50% of all living things on Earth! Yet we are only beginning to explore this amazingly complex ecosystem. In fact, some scientists believe that there could be millions of species in the rainforest that we have yet to discover.

### Vocabulary

**diversity**  
dy-VER-sih-tee  
variety

A. Write a caption to go with the picture below. Use the word *diversity*.




---



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B. List three ways that the animals of the rainforest help plants survive.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 19





**Multiplying with the Standard Algorithm**

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 
$$\begin{array}{r} 580 \\ \times 30 \\ \hline \end{array}$$

2 
$$\begin{array}{r} 3,104 \\ \times 18 \\ \hline 24832 \\ + 31040 \\ \hline 55,872 \end{array}$$

3 
$$\begin{array}{r} 1,482 \\ \times 38 \\ \hline \end{array}$$

4 
$$\begin{array}{r} 1,085 \\ \times 17 \\ \hline \end{array}$$

5 
$$\begin{array}{r} 1,236 \\ \times 55 \\ \hline \end{array}$$

6 
$$\begin{array}{r} 1,625 \\ \times 18 \\ \hline \end{array}$$

7 
$$\begin{array}{r} 2,105 \\ \times 13 \\ \hline \end{array}$$

8 
$$\begin{array}{r} 1,788 \\ \times 15 \\ \hline \end{array}$$

9 
$$\begin{array}{r} 2,500 \\ \times 19 \\ \hline \end{array}$$

10 
$$\begin{array}{r} 648 \\ \times 32 \\ \hline \end{array}$$

11 
$$\begin{array}{r} 2,409 \\ \times 23 \\ \hline \end{array}$$

12 
$$\begin{array}{r} 306 \\ \times 62 \\ \hline \end{array}$$

13 
$$\begin{array}{r} 2,417 \\ \times 24 \\ \hline \end{array}$$

14 
$$\begin{array}{r} 650 \\ \times 35 \\ \hline \end{array}$$

15 
$$\begin{array}{r} 962 \\ \times 44 \\ \hline \end{array}$$

**Answers**

- |        |        |        |        |                   |
|--------|--------|--------|--------|-------------------|
| 20,736 | 17,400 | 27,365 | 47,500 | <del>55,872</del> |
| 18,972 | 18,445 | 26,820 | 67,980 | 56,316            |
| 22,750 | 29,250 | 55,407 | 42,328 | 58,008            |



NTI Day 19 5th

# The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.



*The Constitution of the United States*

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted to do*.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments

have been added to the Constitution, and three of them have to do with who has the right to vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

NTI Day 19  
5th

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

1. According to the text, what does the federal government of the United States share with the 50 state governments?

- A. power
- B. money
- C. voting rights
- D. companies

2. What does the text list and describe?

- A. powers the president has
- B. what the Constitution say about voting rights
- C. the Bill of Rights of the Constitution
- D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

- A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.
- B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.
- C. Some states required voters be able to read and write to prevent former African American slaves from voting.
- D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitution give voting rights when it was first written?

- A. white men and women who were at least 21 years old
- B. black men who were at least 21 years old
- C. Native American males who were at least 21 years old
- D. white men who were at least 21 years old

5. What is the main idea of the text?

- A. The federal government of the United States has certain powers, and the 50 states have certain powers.
- B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.
- C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.
- D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

- A. to lead or manage
- B. to carry electricity
- C. to stop or prevent
- D. to make popular

7. Choose the answer that best completes the sentence below.


The Constitution

The United States Constitution tells the 50 states what they *must do*, and also what they *are not permitted* to do. \_\_\_\_\_, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

- A. However
- B. In conclusion
- C. On the other hand
- D. For example

## Lesson 15

## Using Context Clues

 **Introduction** You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
<b>Definition</b>	<u>Superfoods</u> , or natural foods that may prevent disease, have become popular.
<b>Cause/Effect</b>	Some superfoods, such as blueberries and red beans, contain <u>antioxidants</u> . These can help remove harmful substances from the human body.
<b>Comparison</b>	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health <u>problems</u> .	A <u>problem</u> has a cause. Therefore, the source of a problem is its cause.	the cause of something
The <u>website</u> MyPlate.gov is a source for <u>facts</u> about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

 **Guided Practice**

**Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.**

**HINT** The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.







## Independent Practice

**For numbers 1 and 2, read the paragraph. Then answer the questions.**

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

- 1** What does the word marine mean in this paragraph?
  - A** very nutritious
  - B** dark blue in color
  - C** having to do with the ocean
  - D** member of the armed forces
  
- 2** Which two words from the paragraph help you understand the meaning of marine?
  - A** "China" and "Japan"
  - B** "coastal" and "seaweed"
  - C** "centuries" and "people"
  - D** "superfood" and "studies"

**For numbers 3 and 4, read the paragraph. Then answer the questions.**

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

- 3** What does the word detoxify mean in this paragraph?
  - A** to move in a wide circle
  - B** to chew food slowly
  - C** to make a difficult decision
  - D** to remove bad effects
  
- 4** Which two words from the paragraph help you understand the meaning of detoxify?
  - A** "crisp" and "crunchy"
  - B** "prevent" and "cancer"
  - C** "veggies" and "substances"
  - D** "calories" and "vitamins"



Name \_\_\_\_\_

Daily Science

**Big Idea 2**



WEEK 4

**Day 3**

**Weekly Question**

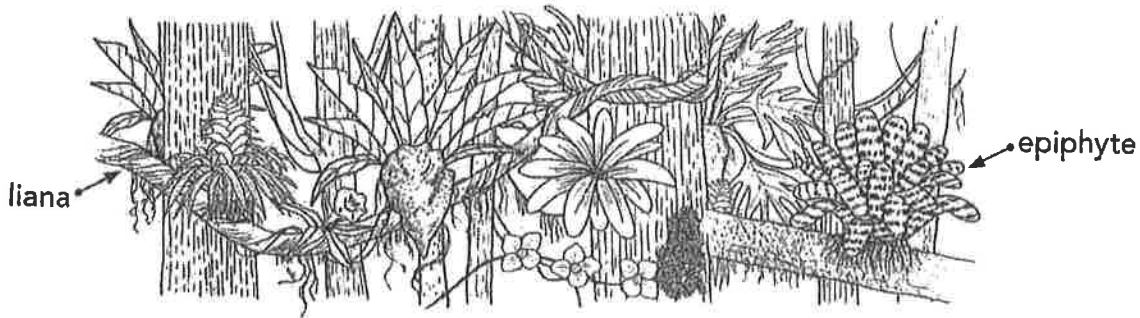
**How can so many different plants live in the rainforest?**

The heart of the rainforest community lies far above the ground, in the canopy. This is where the greatest concentration of plant life is, because of the many plants that have evolved adaptations in order to grow closer to the sunlight.

Some plants, called **epiphytes**, grow on the trunks and branches of trees in the canopy. These rootless plants include species of ferns, mosses, and orchids. Instead of reaching down into the soil for nutrients, most epiphytes rely on dead organic matter that falls from above. Other plants called *lianas* (lee-AH-nuhs) have roots on the forest floor. These woody vines grow up the sides of trees in order to reach the sun.

**Vocabulary**

**epiphyte**  
EH-pih-fite  
a plant that grows above the ground, supported by another plant



**A. Write true or false.**

1. Orchids get most of their nutrients from the soil. \_\_\_\_\_
2. Epiphytes are a type of woody vine. \_\_\_\_\_
3. The canopy of the rainforest contains more plants than the understory does. \_\_\_\_\_
4. Lianas grow up the sides of trees to get sunlight. \_\_\_\_\_

**B. Describe two ways that plants in the canopy find nutrients.**

1. \_\_\_\_\_
2. \_\_\_\_\_



# LEWIS COUNTY SCHOOLS

5<sup>th</sup> Grade

DAY 20

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**Multiplying with Decimals Greater Than 1**

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

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $0.3 \times 1.2$

\_\_\_\_\_

2  $1.2 \times 0.4$

\_\_\_\_\_

3  $1.2 \times 1.1$

1.32

$$\begin{array}{r} 1.2 \\ \times 1.1 \\ \hline 12 \\ 120 \\ \hline 1.32 \end{array}$$

4  $0.3 \times 12.1$

\_\_\_\_\_

5  $4.4 \times 1.1$

\_\_\_\_\_

6  $0.02 \times 1.8$

\_\_\_\_\_

7  $7.1 \times 5.1$

\_\_\_\_\_

8  $6.6 \times 0.02$

\_\_\_\_\_

9  $2.4 \times 4.8$

\_\_\_\_\_

10  $9.2 \times 5.24$

\_\_\_\_\_

11  $1.2 \times 1.24$

\_\_\_\_\_

12  $8.4 \times 6.2$

\_\_\_\_\_

13  $4.2 \times 3.21$

\_\_\_\_\_

14  $4.25 \times 8.5$

\_\_\_\_\_

15  $1.9 \times 2.78$

\_\_\_\_\_

**Answers**

0.132

~~1.32~~

13.482

1.488

48.208

4.84

0.48

52.08

11.52

5.282

36.125

0.036

0.36

3.63

36.21





NTI Day 20 5th

# Slavery, Civil War & Reconstruction - The Underground Railroad

by ReadWorks



*"The Underground Railroad" by Charles T. Webber, 1893*

The Underground Railroad was not a railroad. It wasn't underground either. But it did help show thousands of black men and women the way from the slavery of the south to freedom in the north.

Before the Civil War, it was illegal to help slaves escape because slaves were considered property. However, many people thought slavery was morally wrong. They were willing to put themselves at risk to help slaves escape. The Underground Railroad was the system of men and women who hid slaves in their homes and on their farms as they made their journey to freedom. The stops along the way were called "stations," just like the stations on a railroad train. Each house told the fugitives where they would find the next friendly house. The railroad was so secret that each station along the way knew only about the house before it and the house after it. That way no one could tell on the entire system and find out the whole route of the Underground Railroad.

Slaves often traveled only by night to avoid capture. Before they reached their first house, the North Star was their only guide to freedom. The stars of the northern night sky look like they

move around the North Star. By following the North Star, slaves could be sure that they were traveling north.

The people who helped slaves escape were called conductors. Harriet Tubman is one of the most famous conductors. After she escaped herself, she risked her life again and again to help hundreds of other men and women escape. Harriet Tubman refused to let slaves turn back once they were in her group on the Underground Railroad. White men might capture anyone who left. Then the whole group would be in danger. She would never allow this to happen. Legend says she would pull out a gun and tell the nervous person, "You'll be free or die a slave." No one ever disobeyed her, and they all reached freedom.

She was selfless her whole life. During the Civil War she worked as a nurse and a spy for the Union army. She would tell Northern generals where the Southern troops were. The gravestone of this truly remarkable woman reads: "Servant of God, well done."

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

NTI Day 20  
5th

1. Harriet Tubman can be described as
  - A. courageous and lazy
  - B. mean and brave
  - C. courageous and hard-working
  - D. diligent and lazy
2. Which of the following is *not* an example of how the Underground Railroad was secretive?
  - A. Fugitives traveled by night.
  - B. Runaway slaves were hidden in homes.
  - C. Each station only knew the station before and after it.
  - D. Harriet Tubman let scared slaves return to their owners.
3. It can be said that Harriet Tubman "never lost a passenger." What does this mean?
  - A. She never got lost.
  - B. She collected money from everyone who traveled with her.
  - C. She guided all of the slaves following her to freedom.
  - D. None of her slaves ever got lost in the dark.
4. Why was it illegal to help runaway slaves?
  - A. Runaway slaves were dangerous people.
  - B. At that time, slaves were considered property.
  - C. The masters decided it was illegal.
  - D. The North felt that it should be.
5. The passage "The Underground Railroad" is mostly about
  - A. how railroads helped the Union defeat the Confederacy.
  - B. a famous machine built by Harriet Tubman.
  - C. a system that helped slaves escape to the North.
  - D. laws about helping slaves escape to the North.
6. Name two ways that Harriet Tubman risked her life to help others.

7. Why were conductors important to helping slaves reach the North?

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

Many people, \_\_\_\_\_ Harriet Tubman, worked hard to help slaves make it to the North.

- A. in spite of
- B. as a result of
- C. instead
- D. including

## Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

### Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, Climbing Mount Whitney. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

**Go On**



Now that you're in shape and used to the height, rest. The day before your climb, take it *easy*. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

---

**23** Read this sentence from the essay.

I read all about it in a library book, *Climbing Mount Whitney*.

What is the correct way to write the title of the book?

- A 'Climbing Mount Whitney'
- B "*Climbing Mount Whitney*"
- C *Climbing Mount Whitney*
- D "Climbing Mount Whitney"





**24** Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

- A** Yes—you can also do it
- B** Yes, you can also do it,
- C** Yes you can also do it
- D** Yes! you can also do it,

**25** Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

---

---

---

**26** Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

- A** reached
- B** had been reaching
- C** have reached
- D** will have reached

**Go On**



Name \_\_\_\_\_

Daily Science

**Big Idea 2**



**WEEK 4**

**Day 5**

**Weekly Question**

**How can so many different plants live in the rainforest?**

A. Use the words in the box to complete the paragraph.

epiphytes    producers    understory    canopy  
 rainforest    diversity    overstory

With so much sunlight and rain, the \_\_\_\_\_ ecosystem supports a wide \_\_\_\_\_ of life. Plants play the role of \_\_\_\_\_ within the rainforest. Since it is too hot and dry in the \_\_\_\_\_, and too dark in the \_\_\_\_\_, most of the rainforest plant species live in the \_\_\_\_\_. Here, plants called \_\_\_\_\_ reach sunlight by growing on the branches and trunks of trees.

B. Use the picture of the rainforest to answer the questions.

1. In which layer do the decomposers live?

\_\_\_\_\_

2. In which layer are most of the epiphytes?

\_\_\_\_\_

3. Which layer gets the most direct sunlight?

\_\_\_\_\_

