

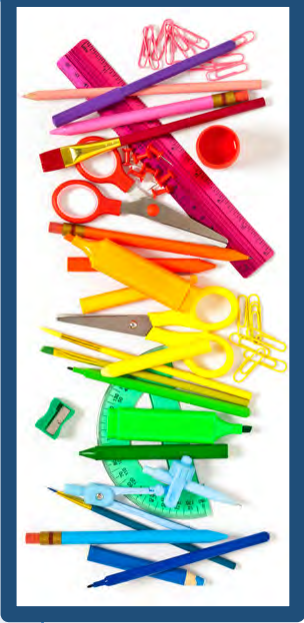
5th Grade Week 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Learning Warm-Up and Independent Reading -Review a book from Scholastic Home (see login information under Online Learning) -Complete learning pathway through Imagine Learning Literacy(Access through CIEver, found on CMISD website student page)	Learning Warm-Up and Independent Reading -Independently Read, <i>Atalanta and the Calydonian Boar: A Greek Myth Retold</i> -Complete learning pathway through Imagine Learning Literacy	Learning Warm-Up and Independent Reading -Complete, The Story Map from <i>Atalanta and the Calydonian Boar: A Greek Myth Retold</i> - Complete learning pathway through Imagine Learning Literacy	Learning Warm-Up and Independent Reading - Complete, Comprehension Questions from <i>Atalanta and the Calydonian Boar: A Greek Myth Retold</i> -Complete learning pathway through Imagine Learning Literacy	Learning Warm-Up and Independent Reading -Review a book from Scholastic Home. -Complete learning pathway through Imagine Learning Literacy
8:30	Language -Daily Language Practice Journal	Language -Daily Language Practice Journal	Language -Daily Language Practice Journal	Language -Daily Language Practice Journal	Language -Daily Language Practice Journal
9:00	Reading -Independently Read, <u>The Last Kids on Earth</u> . Read chapter 3-7 this week. -Reading Comprehension Journal	Reading -Independently Read, <u>The Last Kids on Earth</u> . -Reading Comprehension Journal	Reading -Independently Read, <u>The Last Kids on Earth</u> . -Reading Comprehension Journal	Reading -Independently Read, <u>The Last Kids on Earth</u> . -Reading Comprehension Journal	Reading -Independently Read, <u>The Last Kids on Earth</u> . -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Writing -Writing Journal The greatest healing therapy is friendship and love. (Hubert H. Humphrey) It would seem that Jack has only one friend left – Quint. ~ How would you describe friendship?	Writing -Writing Journal Beginning, Middle, End Activity	Writing -Writing Journal Do you think Jack and Quint did the smart thing by splitting up instead of staying together? Why or why not?	Writing -Writing Journal Most people would describe Quint as being task-oriented. What do you think it means to be task-oriented? When might this be a good thing?	Writing -Writing Journal -Complete , Vocabulary Crossword Puzzle (see vocabulary crossword) -Write a summary of chapters 1 -4 using vocabulary words from the crossword puzzle.
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	Math Khan Academy Video: “Interpreting Plotted Points” Activity: Use Ordered Pairs to Represent Problems (19.3 Additional Practice)	Math Activities: Generate and Identify Numerical Patterns (19.4 Reteach) Generate and Identify Numerical Patterns (19.4 Additional Practice)	Math Khan Academy Videos: “Graphing Patterns on Coordinate Plane” and “Interpreting Patterns on Coordinate Plane” Activities: Identify and Graph Relationships and Patterns (19.5 Reteach) Identify and Graph Relationships and Patterns (19.5 Additional Practice)	Math Khan Academy Videos: “Interpreting Relationships in Ordered Pairs” and “Graphing Sequence Relationships” Activity: Identify and Graph Relationships and Patterns (19.5 More Practice/ Homework)	Math Activity: Represent Problems by Graphing Points in the First Quadrant
12:30	Art Continue Make Your Own Comic Book	Music Read Musical Theater Info Sheet	Art Complete Comic Book	Music Leonard Bernstein	Art Continue Photo Journal
1:30	Social Studies -Read “Natural Resources”	Social Studies -Read “Utilizing Natural and Human Resources” and the remaining pages of 2-3	Social Studies -Complete Activity: How Do I Read Charts	Social Studies -Complete, Let’s Write	Social Studies -Complete, Think & Review
2:00	Science Daily Journal Page	Science Daily Journal Page	Science Daily Journal Page	Science Daily Journal Page	Science Daily Journal Page
2:30	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option

Family and Student Supports:

Student Learning Kits	
Please review family letters for these content area assignments: <ul style="list-style-type: none"> Literacy Math Science Social Studies Art Music 	<u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book
	<u>Math:</u> Daily Math Practice Journal
	<u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal
	<u>Science:</u> Daily Science Activity & Journal
	<u>Art:</u> watercolor paint, paper



Additional Student Supports:

Individual Supports	Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning:

Resource	Access Information
Imagine Learning – Literacy Online learning for literacy – 30 minutes daily (may replace portion of Reading block)	Accessible through Clever (Found on CMSD website student page)
Imagine Learning – Math Online learning for math – 30 minutes daily (may replace Math block)	Accessible through Clever (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	Accessible through Clever (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos – Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
Go Noodle https://family.gonoodle.com/	Go for a Run or Walk (with an adult)
The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/	Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/
Mind Yeti https://www.mindyeti.com	Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/
Calm (app available also) https://www.calm.com/schools	Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/

5th Grade



Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you!



Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

Name: _____

Atalanta and the Calydonian Boar

A Greek myth retold by Ann Pedtke
Illustrated by Hollie Hibbert

Lexile®: 830L, 1093 words



As Atalanta approached the white-walled city of Calydon, she missed the wooded hills of her small town. But Calydon had sent out a call for a great hunter, and Atalanta doubted that the arrogant heroes and princes who always responded to national cries for help would be up to the task. Atalanta had grown up in the forest with a bow and arrow, and she knew what it took to be a great huntress.

The fields outside the city were empty. Ripened grain rotted on the stalk; grapes grew soft on the vine; even the olives withered on the trees. If the people did not soon gather their crops, the entire year's harvest would be lost.

Atalanta knew why the people of Calydon did not dare to venture outside the city walls. Last year, the Calydonians had reaped such a bountiful harvest that King Oeneus held an elaborate thanksgiving celebration. Many gods were honored, but Artemis, the goddess of the hunt, was forgotten.

The neglected goddess was furious. "We shall see how their fields prosper when they are destroyed by a creature that only a glorious hunter can defeat!"

The following year, just as the harvest was ready to be gathered, Artemis sent a monstrous boar to terrorize the kingdom of Calydon. The creature's hide was so tough that no hunter's spear had been able to pierce it. The boar trampled crops and destroyed vineyards.

The terrified people retreated into the city, looking on helplessly as their crops withered in the fields.

Atalanta doubted some of the incredible stories she had heard about the boar, but when the call came for great heroes to come to the city's aid, she set off for Calydon.

When Atalanta reached the city, a wide assortment of heroes were already polishing their spears outside the gates.

Name: _____

“What are you doing here, girl?” a tall warrior demanded.

“I am here to hunt the Calydonian Boar,” Atalanta informed him. “And after my arrow brings the creature down, I will take his tusks home with me as a trophy.”

There was laughter from the heroes, and the tall man abruptly threw down his spear and stepped closer to her. “This is serious business,” he growled. “Some of us have battled monsters that you can’t even imagine. We’re not going to have some girl tagging along on this hunt.”

“If you do win the tusks,” came a calmer voice from behind the group, “how are you going to carry them home on those slender shoulders?”

The crowd parted and a young man sitting against the stone wall stood up to face Atalanta.

Atalanta glared. “I grew up fighting off bears and wolves to protect our flocks. I could certainly carry the tusks after I had killed the boar.”

“Prince Meleager, she’s just a girl,” the tall warrior said. “Send her away so we can—.”

“Don’t tell me you’re afraid to match your spear against this pretty girl’s arrows, Telamon?” The man’s grin broke into a full, mocking smile.

“So this was Calydon’s prince,” Atalanta thought. “He’s just like the rest of them.”

“Who’s afraid to let this girl join the hunt?” Prince Meleager asked. “Anyone? No? All right, then.” He turned back to Atalanta. “It’s settled.”

On the morning of the hunt, Atalanta greased her bowstring while the other heroes argued over who was heroic enough to kill the boar.

Why did other girls want husbands, if they were all show-offs like these? Much better to be a huntress and fend for oneself. The hunting party set off.

Telamon, walking in front with Meleager, soon came across the boar’s tracks. Atalanta bent to spread her hand over one of the muddy prints and was amazed by the size.

“Are you sure you don’t want to go back?” Meleager came up beside her. “You’ve shown your honor in standing up to Telamon, but there’s no need for

Name: _____

you to go any farther. You've seen the prints now—you know that there's some truth to all the stories. You can't kill this thing. It's best to leave it to us."

Atalanta shook her head. "If I'm so helpless, why don't you just—"

Suddenly, the forest was split with an enormous crash as the boar came charging toward them. Meleager and Atalanta dodged to each side as the creature hurtled between them.

The boar was as large as a horse, with tusks like spears. Atalanta could feel its hot breath as it rushed by.

"He's mine!" shouted one hero. "I've got a clear shot!" shouted another. But their spears collided in midair, and the boar charged on. The beast tore through the trees. Atalanta collected her wits and readied an arrow, waiting for the perfect shot. Patience and care would conquer this fearsome beast, not brute strength.

Hero after hero launched their spear at the boar, but they just bounced off its hide without slowing the creature's pace.

As Telamon ran after the boar, an exposed root sent him sprawling on the ground, his spear rolling away under the brush. The boar turned back to charge the fallen man.

Atalanta saw her shot. The arrow was already nocked in her bow. She drew the string back and let it fly. The arrow stuck just beneath a bristly ear.

The boar staggered. Meleager rushed to the boar, plunged his spear between the boar's shoulders, and it was over.

The men cheered for Meleager, remarking how fitting it was that Calydon's own prince defeated the boar.

Atalanta stood forgotten at the edge of the group. She had been the one to halt the boar, to save Telamon's life. She knew that Telamon would never acknowledge the debt, nor would the other men recognize her share of the glory. But it didn't matter.

She had been patient enough to await her chance and had saved the kingdom of Calydon from starvation. She had proven herself a great huntress.

Name: _____

“Wait!” Meleager called out. “It was Atalanta’s arrow that made the boar stumble so that I could cast my spear. Atalanta will share the glory of this victory!”

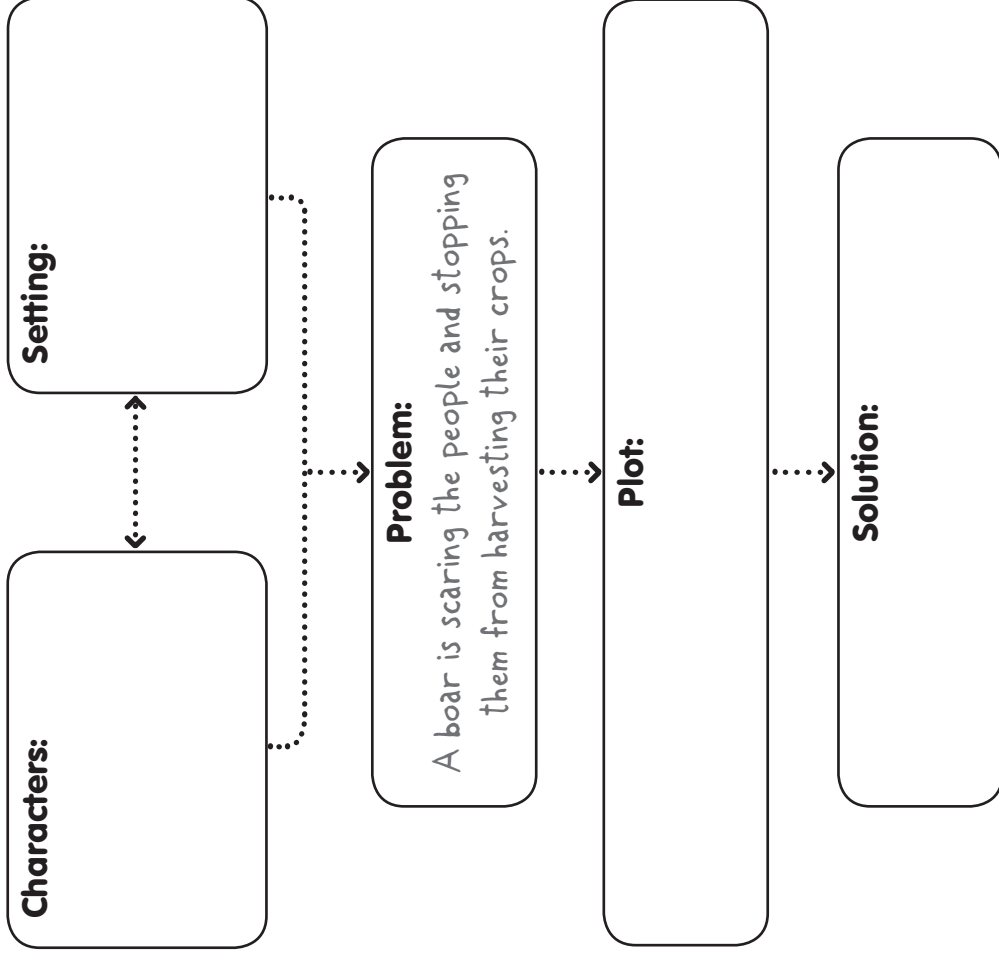
Meleager faced the circle of heroes. “You have all done spectacular deeds, but today the prize goes to one who knows that spectacular deeds sometimes require coolheaded patience.” He turned back to Atalanta and gestured at the boar’s gleaming tusks. “They’re yours,” he said. “Perhaps,” he added, “you could also share in our celebrations?”

Atalanta thought. A cool-headed huntress always weighed her options carefully, rather than coming to hasty conclusions. Maybe even an arrogant prince could be worth getting to know a little better. Atalanta would stay in Calydon for a while and see.


Atalanta and the Calydonian Boar:
 a Greek Myth Retold

Story Map:

*** Directions:** Fill in the empty boxes, and then write a summary of the story.



My Summary of the Story



Name: _____

Atalanta and the Calydonian Boar: a Greek Myth Retold

Comprehension Questions

Glossary Words	arrogant, boar, collide, debt, defeat, elaborate, fend for oneself, hide, neglected, reap, tag along, tusk, wit, wither
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Question Type	Question
Cause/Effect	<p>What caused Calydon's boar problem?</p> <p>a. The crops were withering, and this attracted the angry wild pig.</p> <p>b. The goddess Artemis had been forgotten and had sent the boar in revenge.</p> <p>c. Prince Meleager liked to hunt for boar too much and now needed heroes' help.</p>
Inferential	<p>What can you infer about Atalanta's hunting style that made her more successful in killing the boar?</p> <p>a. She was patient and thought carefully about what she was doing.</p> <p>b. She secretly possessed the strength of two men.</p> <p>c. She was small and quick, and the boar couldn't catch her.</p>
Literal	<p>What was Atalanta's attitude at the end of the hunt?</p> <p>a. She was frustrated that she would not get credit for her part, but she was proud of what she had done.</p> <p>b. She was happy that Meleager got credit for killing the boar and felt he deserved it.</p> <p>c. She was sorry Telamon had gotten away from the boar because he had been so rude.</p>

Across			Down		
3. An undead one. 8. Jack's surname. 9. Quint ____. 11. A popular newspaper name. 12. So-so. 13. A homophone of <i>some</i> . 14. Grade. 16. The number of years since birth. 18. Brother. 20. Weight. 21. A snake-like fish. 23. A famous admiral of the early 1800s. 25. Master of Arts degree. 26. International Radio Network. 28. Rot. 29. Impending. 31. Mass confusion. 33. Without parents. 35. A fancy vase. 36. To make a boo-boo. 38. Homophone of <i>sew</i> . 39. Farm structures. 42. Flyer. 45. Truth. 46. A baby's thanks. 47. Adult male people. 48. An unfortunate or unhappy person. 49. Vine - _____. 50. Roman Catholic.			1. Jack's name for the monster. 2. What a bell will do. 3. The opposite of zig. 4. A city in Michigan. 5. Edible taproots. 6. Dad or Pennsylvania. 7. Primitive. 8. Dirk ____. 9. Animal; creature. 10. Permissible. 15. Oscillate. 16. Ancient. 17. Get rid of. 18. Carried aloft by the breeze. 19. Registered Nurse. 22. Meet. 24. Cries. 25. Mother. 27. <i>Don</i> without the <i>dee</i> . 30. Spanish bull. 32. Cure. 34. Popular word with Santa. 36. <i>Beach</i> without the <i>bee</i> . 37. Right. 39. Rhymes with <i>cane</i> . 40. The edge. 41. Synchronization. 43. A large tank or tub. 44. A cheer. 45. A large truck.		
IMMINENT	ENCOUNTER	WRETCH	BEAST	AVERAGE	CHAOS
EACH	GAZETTE	TORO	ZAG	THINGIES	KOSHER
ONAWAY	MA	SUM	BANE	RAH	ELIMINATE
RIG	BEETS	SULLIVAN	SWAY	NELSON	HEAL
BLARG	SYNC	REALITY	ON	RIM	WEEPS
SO	DECAY	BORNE	RING	RN	URN
BRO	ANTIQUE	RC	IRN	SAVAGE	MEN
BARNS	PRIMAL	ZOMBIE	ASSESS	AGE	ERR
AVIATOR	RT	VAT	HO	PA	TA
WT	BAKER	MAMA	ORPHAN	EEL	



A Picture's Worth a Thousand Words Use the three boxes to describe and illustrate the beginning, middle and conclusion of one of chapter 6.

Illustrate	Describe
Beginning	Beginning
Middle	Middle
End	End

Name _____

Use Ordered Pairs to Represent Problems

Use the graph for 1–3.

- 1** What could the graph represent?

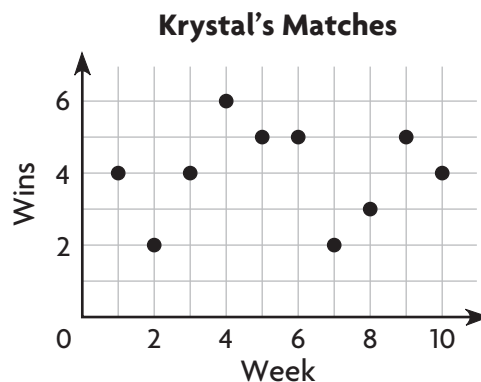
- 2** What are the coordinates for the points that represent the weeks in which Krystal won 5 matches?

- 3** In which weeks did Krystal win fewer than 4 matches?

- 4** Three vertices of a rectangle are (2, 9), (2, 2), and (7, 2).

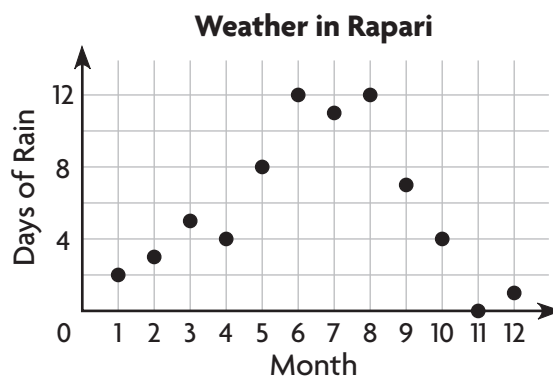
- What are the coordinates of the fourth vertex?

- What is the perimeter of the rectangle?



The coordinate grid shows the number of days it rained each month for a calendar year in Rapari.

- 5** What does the point (7, 11) represent?



Generate and Identify Numerical Patterns

Rudy's parsley plants grow $\frac{1}{3}$ inch each week. His sunflower plants grow 2 inches each week.

Find the heights of the two types of plants for the first six weeks. Then write the heights as ordered pairs and describe any relationship you see.

- A.** Find the plant heights.

Parsley: Every week adds $\frac{1}{3}$ inch: $\frac{1}{3}, \frac{2}{3}, \underline{1, \frac{4}{3}, \frac{5}{3}, 2}$

Sunflowers: Every week adds 2 inches: 2, 4, 6, 8, 10, 12

- B.** Write the ordered pairs.

$(\frac{1}{3}, 2), (\frac{2}{3}, 4), (1, 6), (\frac{4}{3}, 8), (\frac{5}{3}, 10), (2, 12)$

- C.** Look for a relationship between the parsley and sunflower heights.

Each sunflower height is 6 times the parsley height.

Nala and Skye are writing number patterns. Nala starts with 5 and uses the rule "Subtract 2, then multiply by 2." Skye starts with 10 and uses the rule "Multiply by 2, then subtract 9."

- 1** Write the first six numbers in Nala's pattern.

5, 6, 8, _____, _____, _____

- 2** Write the first six numbers in Skye's pattern.

10, 11, _____, _____, _____, _____

- 3** Write the first six ordered pairs with the x-coordinate representing the numbers in Nala's pattern and the y-coordinate representing the numbers in Skye's pattern.

- 4** What is the relationship between the numbers in the patterns?

Name _____

Generate and Identify Numerical Patterns

Use the following information for 1 and 2.

In their first week at work, Pilar and Rob were each given 12 files to examine. In each of the following weeks, Pilar was given three more files and Rob was given two more files to examine.

- 1** Complete the table to show the number of files Pilar and Rob worked on.

	Week 1	Week 2	Week 3	Week 4	Week 5
Pilar	12				
Rob	12				

- 2** Compare the number of files Pilar and Rob examine each week. Does there appear to be a relationship in the weekly numbers? If so, what is the relationship?

- 3** Vic and Malina are writing number patterns using the rule “Multiply by 3, then subtract 2.” Vic starts with 2 and Malina starts with 4. Malina’s starting number is twice Vic’s starting number and they use the same rule. So, Malina tells Vic that her pattern will show numbers exactly twice the numbers in Vic’s pattern. Is Malina correct? Explain your answer.

Name _____

Identify and Graph Relationships and Patterns

Von usually works four hours each week at a soup kitchen. If a new volunteer joins, Von does the training. That adds two hours to his week for each new volunteer. So, Von knows that the rule “Add 1 volunteer” results in the rule “Add 2 hours” to his week.

Write the first five ordered pairs that relate the number of new volunteers and Von’s hours. Then graph the ordered pairs on a coordinate grid.

A. Write the ordered pairs.

With no new volunteers, Von works 4 hours:

→ (0, 4)

With 1 new volunteer, Von works $4 + 2 = 6$ hours:

→ (1, 6)

With 2 new volunteers, Von works $6 + 2 = 8$ hours:

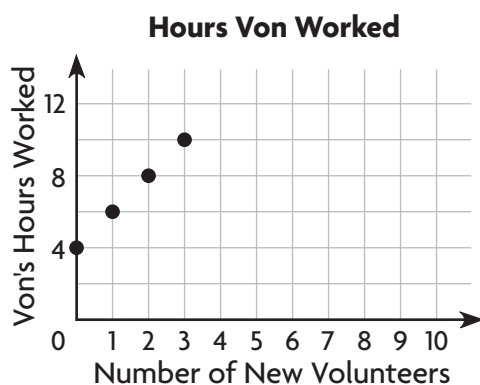
→ (2, 8)

With 3 new volunteers, Von works $8 + 2 = 10$ hours:

→ (3, 10)

Each new volunteer adds 2 hours.

B. Graph the ordered pairs.



Use the information about Von for 1 and 2.

1 How many hours would Von work if there were five new volunteers?

2 How many hours would Von work if there were seven new volunteers?

Name _____

Identify and Graph Relationships and Patterns

- 1** For each cup of rice that you make, you boil 2 cups of water.

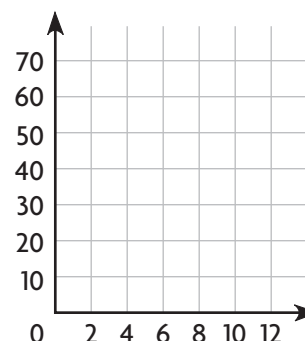
Cups of Rice	1	2	3	4
Cups of Water				

- Complete the table.
- In a graph of this table of values, what would you label the x-axis and what would you label the y-axis?

- How much water do you boil to make 6 cups of rice?

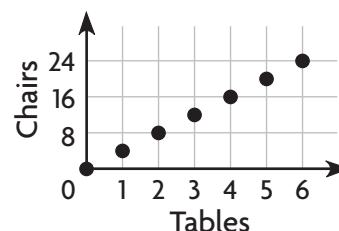
- 2** An airplane is traveling at a speed of 450 miles per hour. The table shows the miles traveled by the airplane in 2, 4, 6 and 8 minutes.

Minutes	2	4	6	8
Miles Traveled	15	30	45	60



- Graph the ordered pairs represented in the table. Label the axes.
- How far would the airplane travel in 12 minutes?
- How many minutes would it take the airplane to travel 150 miles?

- 3** The graph shows the relationship between the number of tables and the number of chairs required for the tables. If a group uses 100 chairs, how many tables does the group use?





Name _____

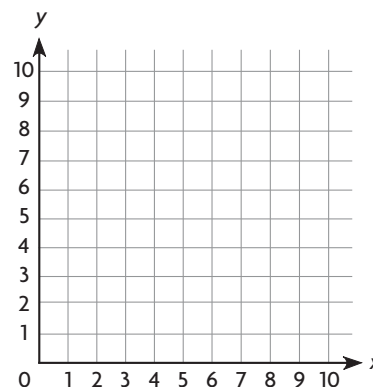
Identify and Graph Relationships and Patterns

- 1** **MP Use Tools** Deanna makes lemonade for her friends. The recipe is to add 3 cups of water for every 1 cup of lemonade mix.

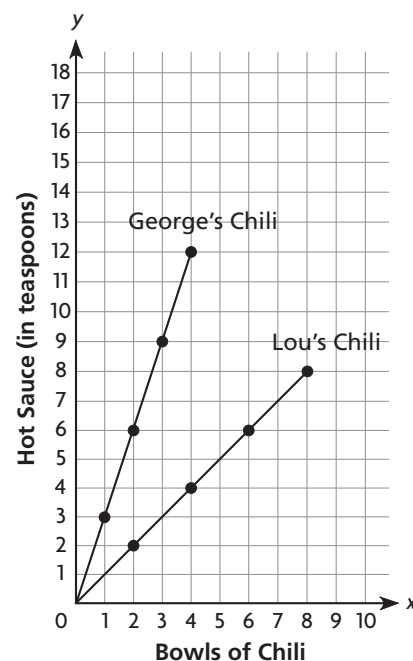
- Complete the table. Write the ordered pairs.

Lemonade Mix (in cups)	1		
Water (in cups)			

- Graph the ordered pairs.
Label the axes.
- How many cups of water does Deanna need to add if she uses 8 cups of lemonade mix?



- 2** **MP Critique Reasoning** Elsa says that George's chili is hotter than Lou's chili because the graph shows that the amount of hot sauce in George's chili is always 3 times as much as the amount of hot sauce in Lou's chili. Does Elsa's claim make sense? Explain.



Test Prep

- 3 The table shows the number of muffins made using different amounts of flour. How many muffins can be made using 5 cups of flour?

Flour (in cups)	1	2	3
Number of muffins	12	24	36

- (A) 38
(B) 48
(C) 60
(D) 72
- 4 Xavier follows the rule "Add 2" to the side length of a square and learns this results in the rule "Add 8" to the square's perimeter. Write four ordered pairs relating the side length and the corresponding perimeter.
-

- 5 The table shows the relationship between the number of hours Jamie works and the amount of money he earns. Select all the amounts that Jamie could earn working different whole numbers of hours.

Time Worked (in hours)	0	1	2
Earnings (in dollars)	0	7	14

- (A) \$15
(B) \$21
(C) \$42
(D) \$50
(E) \$63

Spiral Review

- 6 Multiply.

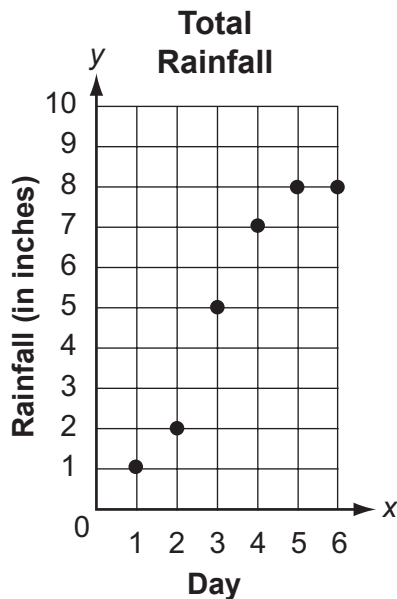
$$\begin{array}{r} 6.3 \\ \times 1.3 \\ \hline \end{array}$$

- 7 Divide.

$$728 \div 19 \quad \underline{\hspace{2cm}}$$

Name _____

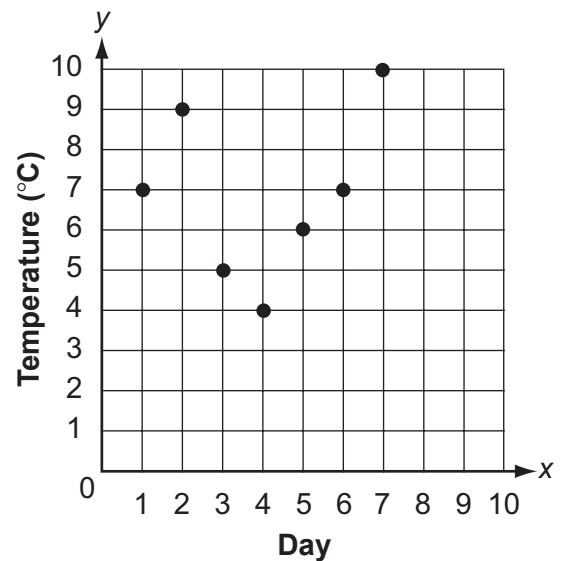
- 1** For 6 days in a row, Alyssa recorded the total amount of rain collected in a rain gauge in her yard. The graph below shows her data.



Between which two days did the amount of rain collected increase the LEAST?

- Ⓐ day 1 and day 2
Ⓑ day 2 and day 3
Ⓒ day 4 and day 5
Ⓓ day 5 and day 6

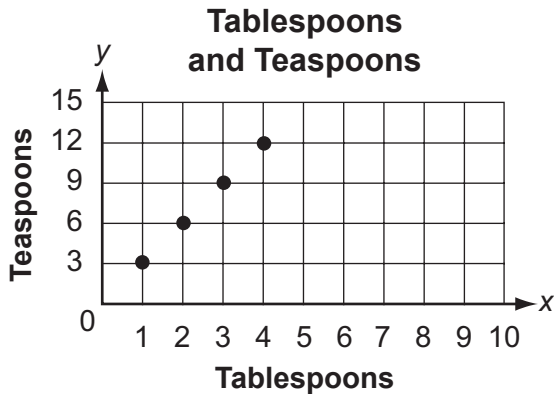
- 2** Janet recorded the temperature for 7 days and used this data to make a graph.



Place an X in the table to show if each statement is true or false.

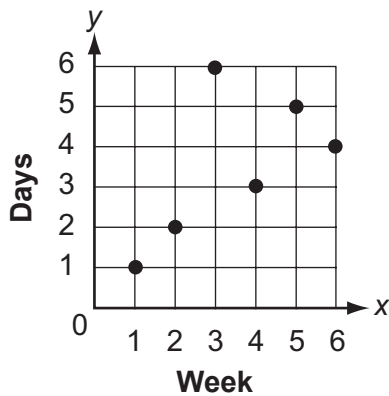
	True	False
Day 1 was the coldest day.		
Day 7 was the warmest day.		
The temperature was the same on Day 1 and Day 6.		
Day 5 was 4°C colder than Day 2.		

- 3** The graph shows the relationship between tablespoons and teaspoons.



How many tablespoons are equal to 3 teaspoons?

- Ⓐ 1 tablespoon
Ⓑ 3 tablespoons
Ⓒ 6 tablespoons
Ⓓ 9 tablespoons
- 4** Michelle recorded the number of days she went to the gym each week and used the data to make a graph.



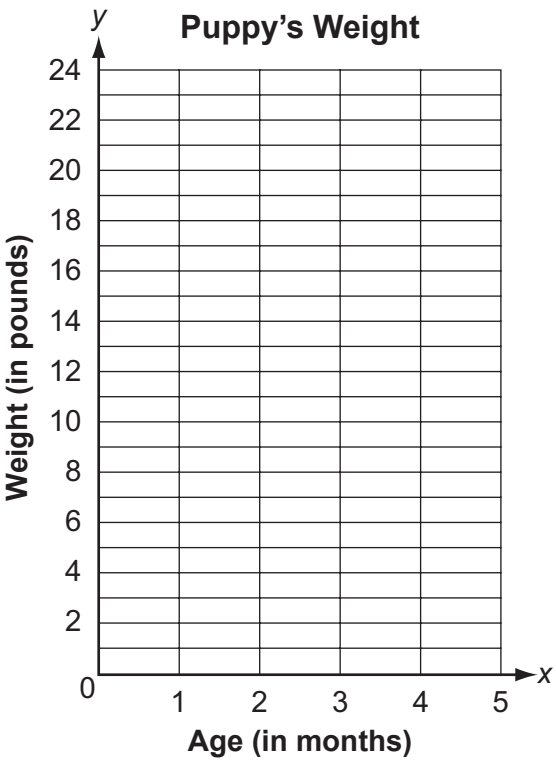
How many days did Michelle go to the gym in the first 3 weeks?

- Ⓐ 6 Ⓒ 9
Ⓑ 8 Ⓓ 12

- 5** The table shows how much a puppy weighs from the age of 1 month old to the age of 3 months old.

	Puppy's Weight		
Age (in months)	1	2	3
Weight (in pounds)	12	18	23

Plot the points from the table.



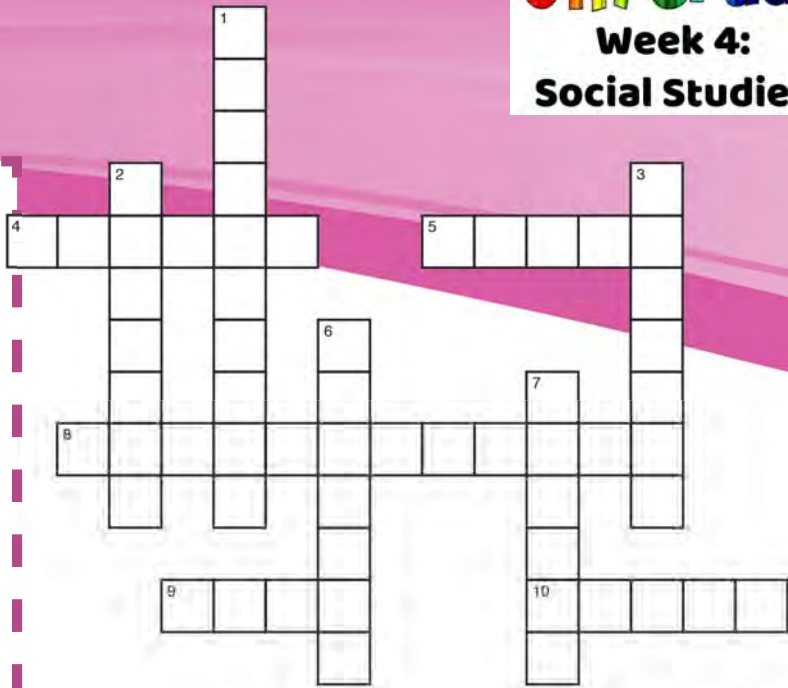
Name _____

ACROSS

4. place in Quebec where immigrants arrived: _____ Isle
5. group of workers who get together to improve working conditions: labor _____
8. This occurs when large numbers of people move to cities.
9. invented the first lockstitch sewing machine: Elias _____
10. place in New York where immigrants arrived: _____ Island

DOWN

1. era that changed the way people produced goods: _____ Revolution
2. first president of American Federation of Labor: Samuel _____
3. country where the Industrial Revolution began
6. patented the cotton gin: Eli
7. built the first sewing machine for home use: Isaac Merritt _____



How Do I Use a Graph?

Graphs show numbers and then tell what those numbers mean.

Types of Graphs

Bar Graph – Bar graphs use bars of different lengths to give information. The bars can run from left to right across the graph or from the bottom up. You can use a bar graph to show how the numbers compare. Look at the bar graph about the U.S. population growth.

Pictograph – Pictographs are like bar graphs except they use pictures or symbols instead of bars. This pictograph shows different countries and how much ice cream they eat.

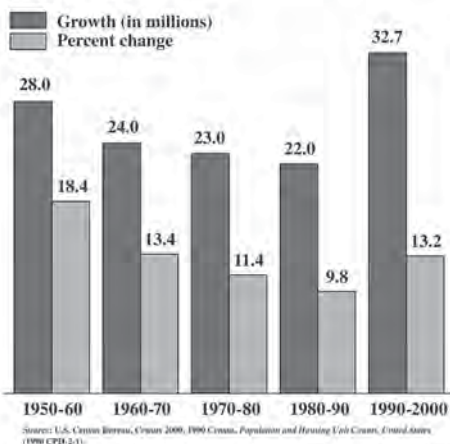
Pie Graph – Pie graphs use a circle to show 100 percent of something. The circle is divided into sections, or slices, of the pie. Each slice gives different information. Of the population in 2003, what percentage lived in China?

Line Graph – Line graphs show how information changes over time. One line shows units of time. Another line shows the information being measured. Inside the graph you'll see points that meet. You can use a line graph to see if the information is going up or down. This line graph shows the number of hurricanes since 1970. Have hurricanes increased or decreased?

Collect data from your class (age, height, number of boys and girls, etc.) and make a graph to reflect what you find. Share your graphs with your classmates.

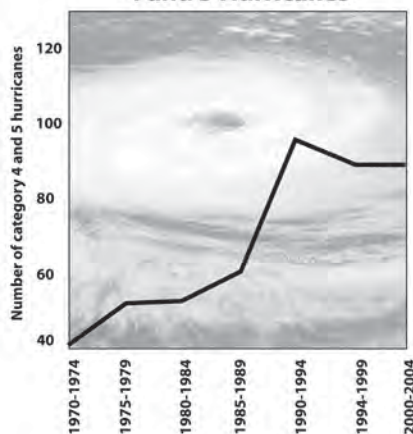
Bar Graph

U.S. Population Growth: 1950-60 to 1990-2000



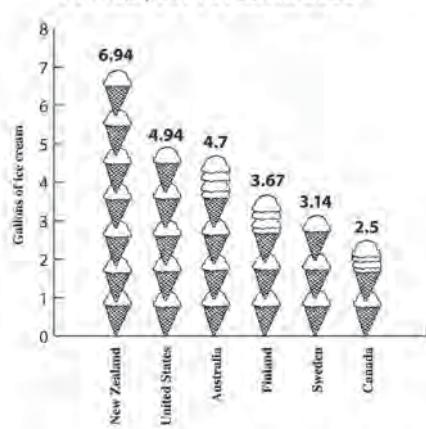
Line Graph

Number of Category 4 and 5 Hurricanes



Pictograph

Gallons of Ice Cream Consumed Per Year, Per Person in 2002



Pie Graph

Population, 2003



1. What is significant about the Industrial Revolution?
2. Why is the cotton gin considered to be one of the greatest inventions of the century?
3. What was a disadvantage of the Industrial Revolution?
4. How is the foreign exchange market useful?

Think & Review

Use any color to highlight three relative adverbs (where, when, why) in this week's magazine. Underline the clause that contains the relative adverb and circle the noun that the clause modifies.

Language Arts Connection

Many people have studied industrialization. One question they ask is, "Was the Industrial Revolution really a good thing?" Many positive things came from the Industrial Revolution (like mass production, lower prices, important inventions, etc.), but there were many negative things too (pollution, low pay, poor working conditions, etc.). What do you think?

Let's Write



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.



See Primary-Source
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REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

GRADE
5

Natural Resources

A resource is the wealth of a country or the way a country produces wealth. There are many things that may be considered resources that are valuable to a country. Wood, oil, coal, natural gas, crops, livestock and even people can be resources. Resources that are found in the natural environment are called natural resources, while people are called human resources. When the term human resource is used, it refers to people in a community and what they are able to do that contributes to the wealth of the community.

The resources of our planet are plentiful, but they must be managed wisely to benefit the most people. Resource management requires the people in a community to plan how to use a resource, when to use it and how much of it to use. There are many reasons why this is important. One reason is that some resources are non-renewable resources. This simply means that they are resources that cannot be replaced. Things like oil and coal, for example, are very important resources that are not replaceable after they have been used up. When all of the oil in the world is used up, what will we use? Think of all the things and activities that depend on oil for fuel such as cars, factories, lawn mowers, some generators, etc. It is only through careful management that countries can extend the time that these resources will be available.

Not all resources are non-renewable, however. There are also renewable resources which can be replenished. Can you think of natural resources that can be renewed? Trees are a renewable resource. Compared to oil, trees can be replaced quickly. Most companies who harvest trees plant new trees after they cut down the full-grown trees; but even then, it still takes 50 to 200 years to replace a full-grown tree. The way trees are harvested can cause problems, too. Many years ago, lumberjacks would cut down all of the trees in a large area. This is called clear-cutting. When this was done, there was no vegetation left, so when it rained all the topsoil washed away, often downhill into rivers. This polluted the river and often left the area barren, without the soil for more trees to take root. Clear-cutting also impacted the natural habitat of the wildlife. Today, loggers go through an area and harvest only the most mature or the dead trees and leave the younger ones to keep growing for later use. This way the homes of the wildlife are preserved as well.

While some resources are called renewable, without wise resource management, they can be used up. People in many world communities are using trees faster than new ones can grow. In many cases, the trees are not being harvested for wood products, but are harvested to clear the land for other purposes. Slash-and-burn farming is a kind of farming that is very common among the people in Latin America. This method is when people cut down all the trees and burn all the plants in one area to clear the ground for farmland. It often damages the soil, and eventually these new farms are only used for a short time before the soil is depleted and the farmers must move on. Sadly, when the farmer vacates the farmland, nothing else can grow there either, including our renewable resource—the trees. This surely isn't wise resource management!

Sometimes, a country needs more of a natural resource than it has. For example, the United States uses more oil than it produces every year. In order to meet the need for oil, the United States must buy oil from other countries like Mexico and Saudi Arabia. In such a case, it may be that the country spends a great deal of its wealth buying natural resources from other countries, and the trade and economy are easily unbalanced. Human resources must be managed as well. Education plays a big part in managing human resources. As people are educated, they are better prepared to contribute to their families and communities. Learning about resource management now will help you to become a responsible resident of our planet!

Trees are a renewable resource because we can grow new ones. Oil is a non-renewable resource. It comes from decayed plants and animals from millions of years ago and is found deep in the earth. Wise resource management is crucial for the benefit of future generations.



Utilizing Natural and Human Resources

What a Mess!

One very important reason people need to manage resources is because of pollution. Some resources and the products of those resources, especially those that are used for fuel, cause pollution when they are used. Pollution is when people put things into the environment that don't belong there. Pollution can affect all living things. Mexico City has one of the largest populations in the world. There are a lot of cars there. When cars burn gasoline, they cause pollution. The pollution is so bad in Mexico City that sometimes people must stay in their houses all day and can't go outside because the pollution can make them ill.

Occasionally, pollution is a result of an accident. Have you ever seen an oil spill? Oil is often moved from one country to another in huge tankers. Sometimes these tankers crash and large amounts of oil spill into the ocean. It is truly a disaster! Oil is poisonous to the things that live in the ocean, and until it is cleaned up, many animals die.

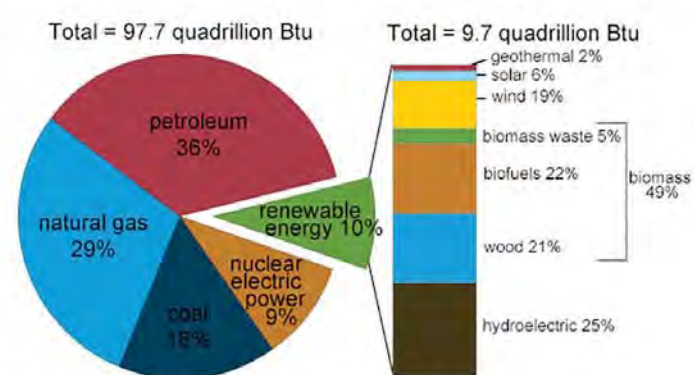


MEXICO CITY PHOTO COURTESY OF ENEAS DE TROYA • BIRD PHOTO COURTESY OF MARINE PHOTOBANK

Energy in the United States

For more than 100 years, petroleum, natural gas and coal have been the main energy sources in the U.S. But recently there have been changes in the way people use energy and where we get it. In 2015, natural gas production reached its all-time highest production and increased 5 percent from the previous year. There was also an increase in energy production from renewable sources due to record highs in solar and wind energy production. The future of renewable energy sources is predicted to climb as many people are adopting green energy technologies. The U.S. Energy Information Administration projects renewable energy will be the fastest growing power source as it can be easily replenished and is available all over the world. The data in this circle graph shows the U.S. energy consumption by energy source in 2015. Renewable energy which includes hydro, wind, solar, geothermal and sources from plants and other living things made up 10 percent of the energy consumed in the United States.

U.S. energy consumption by energy source, 2015



John Muir

Biography

Born in Scotland in 1838, John Muir grew up in Wisconsin and moved to California in 1849. Muir was surprised and fascinated by the wild beauty of the California landscape. He was even more surprised that so many of the natural wonders of the area were being destroyed. Seeing the numbers of large sequoia and redwood trees being cut down, Muir decided to work to preserve California's beauty for those who would come later.

Muir persuaded Congress to pass a bill creating Yosemite National Park in 1890. Muir also started the Sierra Club, a group that shared his goal of preserving the forests and other natural wonders of the Sierra Nevada. The Sierra Club is now a national organization that works to preserve nature throughout the entire United States.

Muir believed that everything in nature was connected and that we must preserve the land in order to be at peace. His efforts have helped to keep America's natural wonders around for us to enjoy today.

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Teaching is a service-related job. What other jobs are service related? Does education play a role in the development of human resources?

Developing Our Human Resources

Each day, millions of Americans leave their homes and go to work. Yes, the United States is rich in human resources. Human resources are the workers with specific skills and the ideas they contribute.

The types of jobs people have often depends on the kinds of natural resources in the environment. For example, if a community is near a coastline, many jobs in the community may be related to the fishing industry.

Most of the jobs in the United States are service jobs. These include healthcare workers, police, teachers and lawyers. Don't

forget the secretaries, cooks and firefighters! If we include those who work for stores, banks and insurance companies, then more than three-fourths of all workers in the United States hold service jobs.

No matter what type of job a person holds, getting an education is important. An education can not only improve your chances of getting a job you love, but it can help you to have a higher salary as well. Going to college or a specialized program to learn job-related skills is not just a good idea, in today's economy it's necessary!

Why do you think a good education is important when it comes to our country's human resources? Is that true in all countries?



More than three-fourths of all workers in the United States hold service jobs.

Computers of the Future

Entering the Communication Age

Many years ago, people like Thomas Edison, Eli Whitney, Alexander Graham Bell and hundreds of others invented machines that changed the world. Inventions such as the light bulb, the cotton gin and the telephone brought this country into the Machine Age, a time period when machines began making life easier than ever before. When computers were invented and became inexpensive enough that most people could afford to own one, the world entered the Information Age. Computers made it possible for people to get, organize, share and use information in ways they never thought possible. With the invention of the Internet, email, cell phones and wireless computers, many believe that we are now entering the Communication Age, a time when computers make it possible for us to communicate instantly with people all over the world. But what will computers be like in the future?

New Computers Must Be Easy to Use

In the future, look for computers to become even easier to use. Even though they may be able to do amazing and complicated things, computers must be easy for people to use or people won't buy them. Computer designers and programmers will develop computers that can be used by anyone with very little training.

More Information Will Be Available on the Internet

On the Internet, you're sure to find information on nearly any topic your teacher assigns, but you may not find enough to write a really good report on every subject. The information on the Internet is growing every day and before long, you will be able to go online and find nearly all the information available at the best and most complete libraries.

Invisible Machines Await Your Command

Someday, you may see the computer disappear altogether and in its place, a voice-activated command center will tell hidden machines what tasks you would like them to perform. Instead of sitting at a keyboard and typing instructions or commands, you will simply code your voice to the computer and tell it what to do. The hidden computer will follow your instructions silently and quickly. If you need to write a report for school, just tell the computer what to write, along with how you want the finished report to look, and the printed copy will drop out of the slot, ready to be given to your teacher.

BFF

There once were two friends named Emily and Ashley who did almost everything together. They had a lot in common and agreed on most things. However, there was one thing that Emily's and Ashley's parents didn't agree about—using the computer. Emily had her own computer in her bedroom. She was allowed to email her friends and use the Internet whenever she wanted. Her parents trusted her to make the right decisions and be responsible when using her computer.

Ashley's parents arranged things differently. They had a family computer in the living room. Whenever Ashley or her brother wanted to use the Internet, their parents closely monitored what they did.

CONTINUED ON PAGE 4

Deepwater Horizon

Oil is a big business around the world today. We use oil and gas for cars, boats, lawn mowers and planes. Florida started producing oil in the 1940s. Florida's first oil well was drilled in Sunniland in Collier County. It was owned by the Humble Oil Company. Humble grew into Exxon, a worldwide corporation.

Oil drilling can be dangerous, too. In April 2010, disaster struck in the Gulf of Mexico. The British Petroleum (BP) company's Deepwater Horizon oil rig exploded, killing 11 people and sending millions of gallons of oil into the water. Thousands of turtles, birds and fish were killed or got sick. Oil washed up on Gulf Coast beaches from Louisiana to Florida. The spill caused big losses in the tourism, shrimping and fishing industries of all the Gulf States. The BP oil company agreed to pay billions of dollars to help fix this huge mess. More than 30,000 people helped in the cleanup effort. No one knows what the long-range effects on the ecosystem will be.



The Ohio Forest Products Industry

Economics

The forest products industry is an important part of Ohio's economy. The state is home to about 8 million acres of forest. That's a lot of land! The forest products industry contributes over \$20 billion per year to the state's economy and employs over 118,000 people. Over \$3 billion per year comes from timber harvesting, sawmills and veneer mills, where raw wood is turned into lumber. The rest of the forest products industry comes from exports and making furniture, containers and paper out of wood. Think of how much work went into making the paper you use every day. The state harvests over 700 million board feet (a board foot is 1 foot long, 1 foot wide and 1 inch thick) of timber every year, but grows more than twice that much as a replacement. After all, it's very important to manage our natural resources with care!



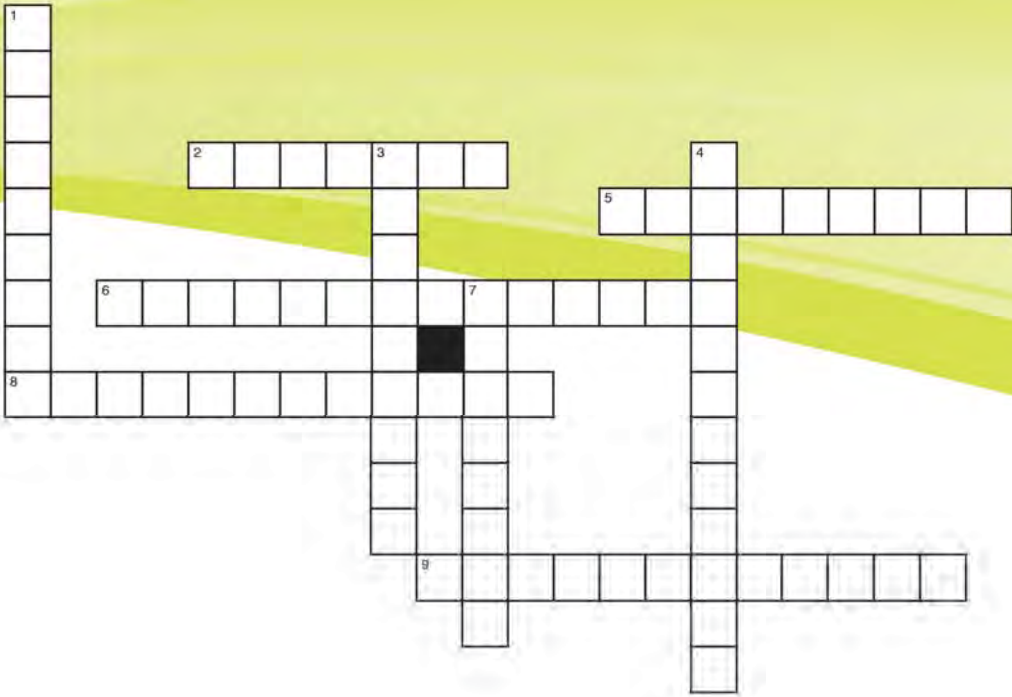
Name _____

ACROSS

- 2. resources found in the environment, such as coal, wood and oil
- 5. things in the environment that don't belong
- 6. people in the community who contribute to the wealth of the community
- 8. resources that can't be replenished
- 9. a way to harvest trees that leaves no vegetation in a large area

DOWN

- 1. _____ can increase your chances of getting a job and your salary.
- 3. resources that can be replenished
- 4. type of farming in which trees and plants are burned to clear the ground
- 7. a large accident that can affect plants and animals in an ocean ecosystem



How Do I Read Charts?



By learning to read charts, you can quickly compare information. Charts are very organized because they are used to compare data. They would be harder to understand if it was all jumbled together. That's why charts use lists or boxes placed into categories. They appear at the top and down the left-hand side of every chart. You can easily see what information is being compared. You can also spot the differences and similarities. Using charts can help you understand information faster. Try It!

Study the chart below, then answer the questions that follow.

Animal	Habitat	Diet
Jaguar	All over Central and South America	Large mammals, fish
Anaconda	South American rainforests	Large mammals
Macaw	Central and South America	Fruit, nuts, insects
Sloth	Central and South American rainforests	Leaves, fruit, shoots
Green Iguana	Mexico, Central and South America	Leaves, fruit, flowers
Capybara	All over South America	Water plants, fruit, grasses
Poison Dart Frog	Central and South American rainforests	Insects

- What categories are covered in this chart? _____
- Which animals are found all over South America? _____
- Which animals mainly eat plants? _____
- Where would you find an anaconda? _____
- Which animals live in the rainforest? _____

- 1. What makes an oil spill such a terrible disaster?
- 2. What are some ways that a good education can improve your life?
- 3. Why was John Muir so interested in preserving nature?
- 4. How can trees be harvested and kept as a renewable resource?
- 5. Why is clear-cutting bad for the environment?



With the help of your teacher, find more information about slash-and-burn farming. Write three paragraphs explaining where slash-and-burn farming takes place, who is doing this type of farming and why you think they farm this way. Be sure to edit your writing for correct spelling, grammar and punctuation.



If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

Computers of the Future

CONTINUED FROM PAGE 3

Ashley was not allowed to have an email account. Her parents were worried that Ashley would give out her personal information to strangers.

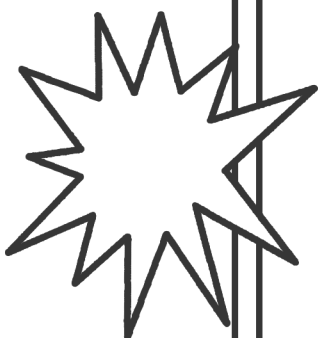
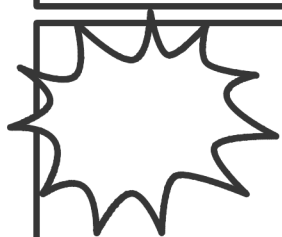
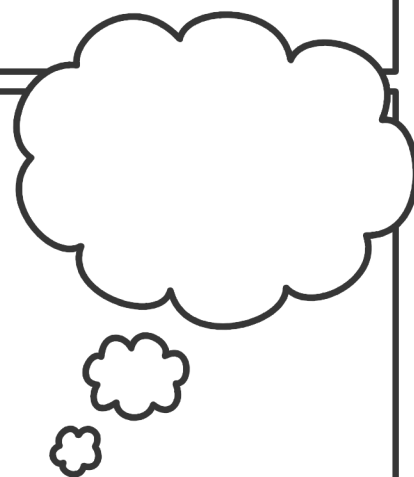
Whenever Ashley went to Emily's house, her mom reminded Emily's parents that she was not allowed to use Emily's computer without parent supervision. That always embarrassed Ashley, and she was angry that her parents didn't trust her to use the computer responsibly.

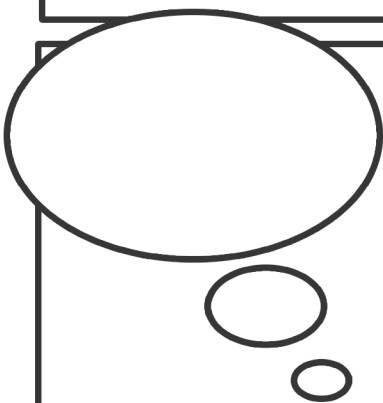
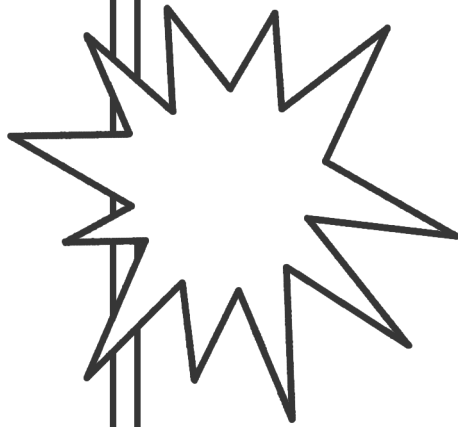
See how these two sets of parents have different opinions? Why do you think Ashley's parents were so careful about letting their kids

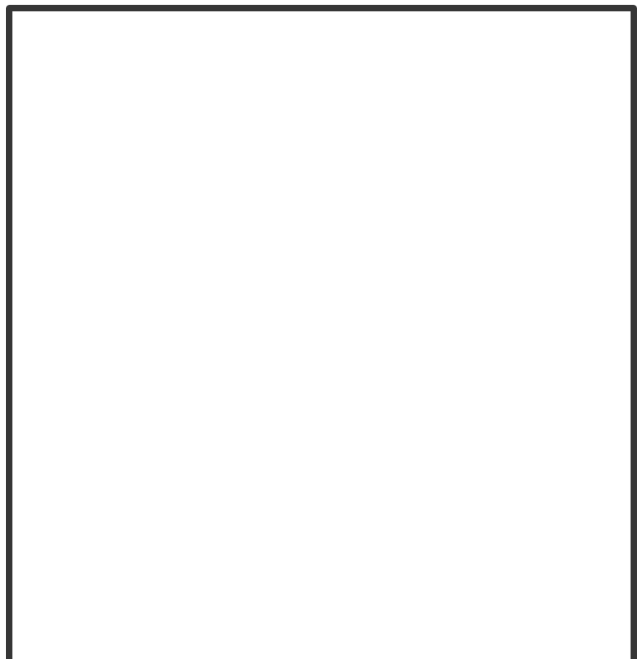
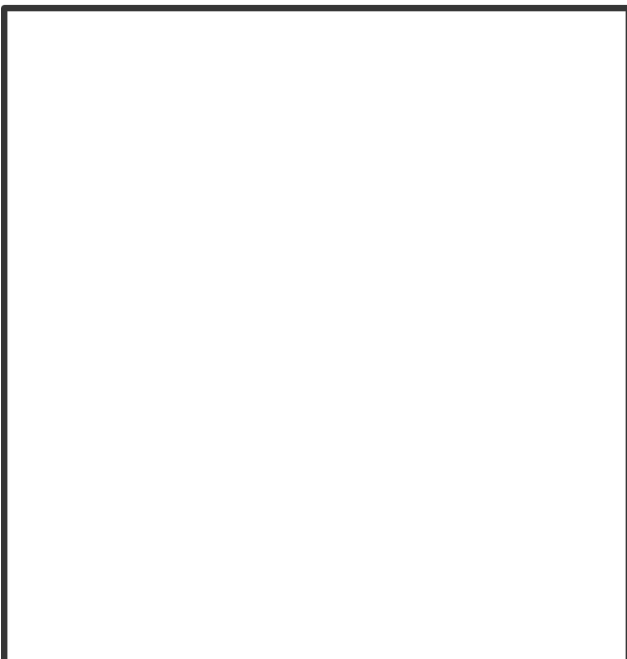
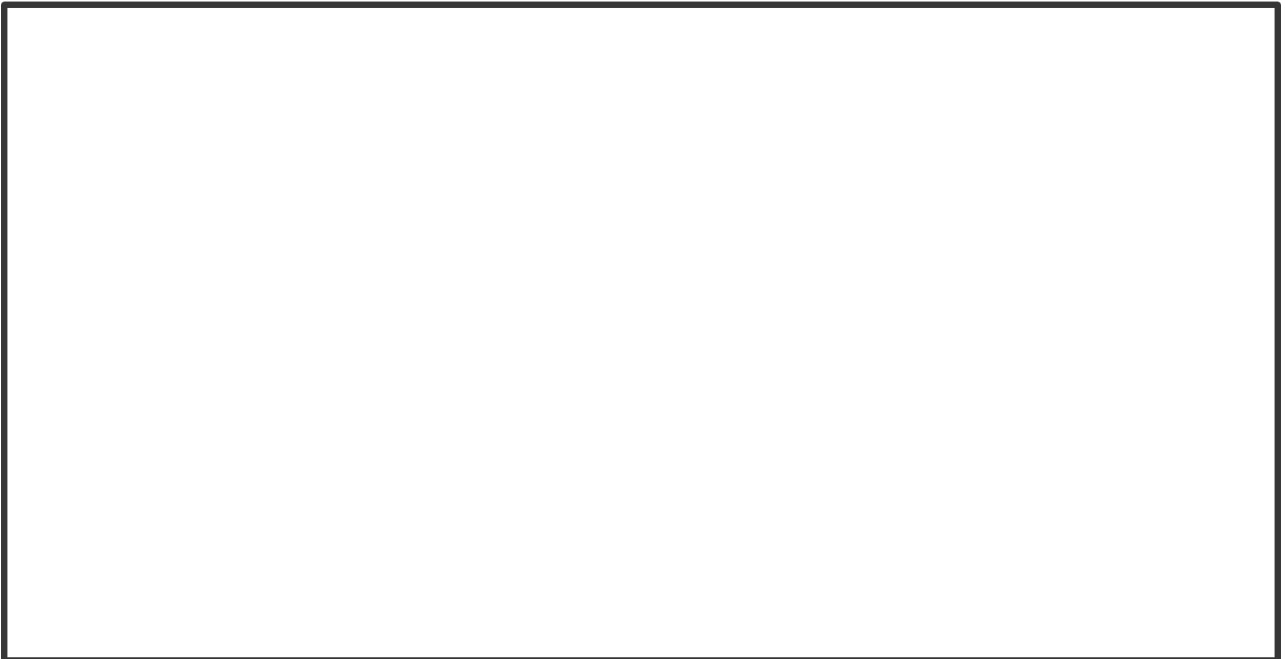
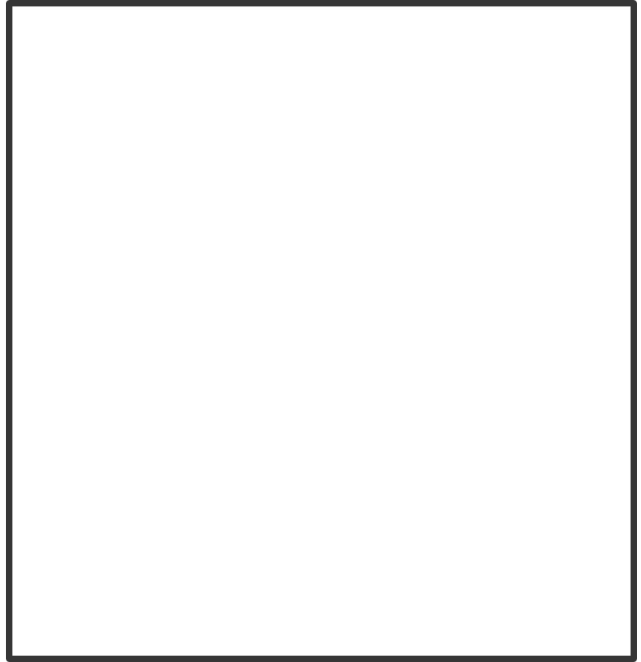
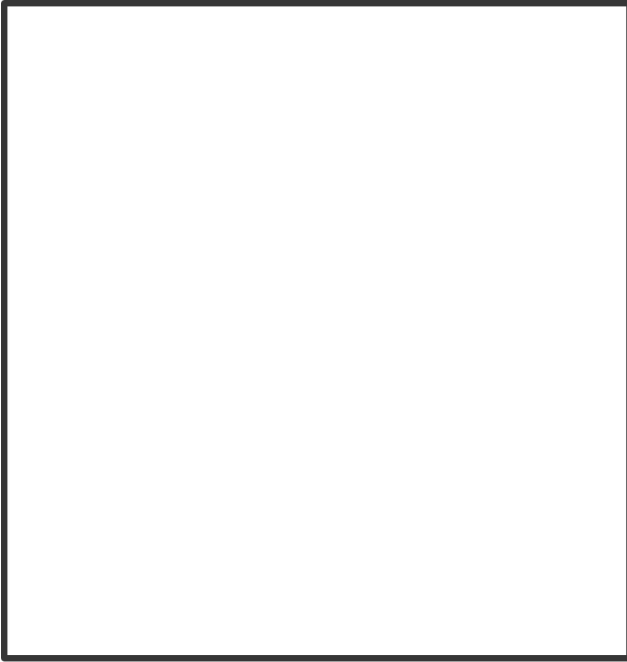
use the Internet? Have you ever heard stories about kids making poor decisions online? Which parents do you think are right? Discuss these questions with a partner. First, identify the facts from the story. Second, examine the pros and cons of both sides. Third, make a decision about the issue.

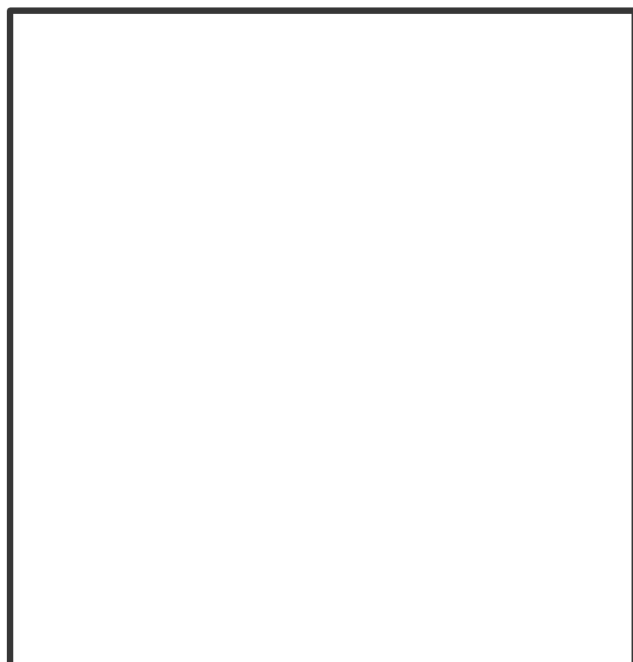
The Future is in Your Hands

Before you know it, you will be finished with school and ready to start a career. You, and others like you, will be the ones who decide the future of computers and other great inventions. What would you like the computers of the future to do? How would you like them to look? Where would you want to install them? How will you help people stay safe? The future is in your hands.









Brief History of American Musical Theater

The modern American musical is usually associated with the “triple threat”, singing, dancing and acting. It is also the culmination of costume and set design utilizing resources and technology. The line that connects operas to musicals is a complicated one, influenced by shifting cultural tastes, commercial enterprise and a wide ocean.

In 1728, the British dramatist, John Gay’s *The Beggar’s Opera* opened in London. This ballad opera used popular tunes with rewritten lyrics and spoken dialogue to satirize the serious nature of Italian opera. This genre of “anti-opera” was a huge success and many British ballads were taken across the pond and performed in the American colonies. After the revolution, American theaters became the home of the burlesque show, witty parodies of famous plays. They included dancing girls, popular songs, witty comedy and sometimes lewd subject matter. *The Black Crook*, which opened in New York in 1866, became the culmination of this new American musical theater genre. It is considered to be the first “book” musical written by Americans.

But this new genre owed a great deal to European influences. The form of the American musical borrows heavily from the opera buffas of Offenbach and the operettas of Johan Strauss II. The content comes from the minstrel shows, vaudeville, burlesque and other popular entertainments of the late 19th century. But the look and production value come directly from the work of Gilbert and Sullivan.

The Pirates of Penzance premiered in New York in 1879. This comic opera set a new standard with American audiences with its witty lyrics and dialogue, sophisticated musical structure and its impeccable production value. American dramatist and composers were inspired to imitate and make this genre their own. In the early 1900s, George M. Cohan and Victor Herbert began to give the “Broadway Musical” a distinctly American sound and Ziegfeld’s “Follies” introduced a new sense of pageantry and performance.

5th Grade

Week 4: Music

In the 1920s, the American musical began to travel back across the pond to entertain British audiences. By the next decade, during the Great Depression, the musical grew in popularity; with the premiere of Cole Porter's *Anything Goes*, Rodgers and Hart's *On Your Toes*, and Ira and George Gershwin's *Of Thee I Sing*. These productions saw the birth of many popular songs that found their way onto the radio and into the American consciousness.

But the musical truly came into its own in 1943 when Rogers and Hammerstein opened *Oklahoma*. This work is now a touchstone for story, character development and production. Since then the musical has evolved with the shifting tastes of audiences, embracing new musical genres and offering spectacle that is rarely seen on the opera stage. By the end of the 20th century, with the sophisticated music and storytelling of Leonard Bernstein and Stephen Sondheim, it's hard to truly define where musical ends and opera begins.

LEONARD BERNSTEIN



Leonard Bernstein was born in Massachusetts in 1918. He studied piano as a child and developed a lifelong love for it, going on to major in Music at Harvard. After completing college, he moved to New York City and took jobs transcribing music and writing arrangements for publishers, and worked his way up to becoming an assistant conductor at the New York Philharmonic Orchestra. One night in 1943, he was rushed in to conduct the New York Philharmonic after their usual conductor fell ill. The night's concert was nationally broadcast, and Bernstein became an overnight sensation in the world of orchestral music. He then began guest conducting with several orchestras, and composed symphonies and ballets. One of his ballets was adapted into a musical called *On the Town*, which was later made into a successful MGM movie musical. He also hosted a television show that taught music to children, which made him a well-known name in American homes in the late 1950s. In 1959, he collaborated with writers Arthur Laurents and Stephen Sondheim and choreographer Jerome Robbins to compose the score to *West Side Story*, now one of the most famous American musicals and his most famous work. He continued conducting and composing for the rest of his life.

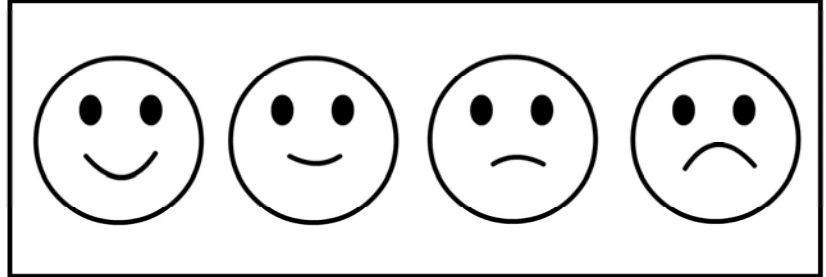
Bernstein's music was famous for combining several different styles of music, including elements of jazz, Jewish folk music, and the works of composers from the 18th and 19th centuries, to create his own signature sound. Search the internet for a recording or video of *West Side Story*, or check out the film version or cast recording from your local library, and listen to some of the music. Do you hear any of his regular influences, or do you hear something completely different? List the different elements you hear in the song in the space below.



Name: _____

Feelings Check-In

How am I feeling?



My Favorite New Activity

Inside:

Outside:

I Really Miss

1.

2.

3.

Things I'm looking forward to:

1.

2.

3.

Today I will do this because it brings me joy: