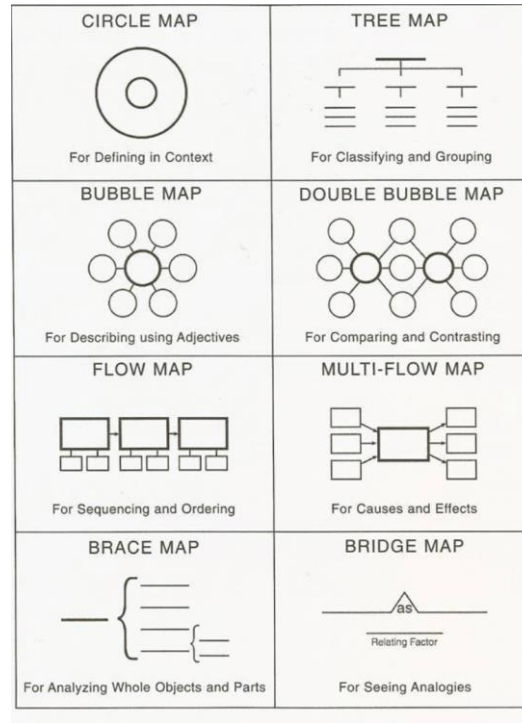


5th Grade
Week 7: May 11-15
ELA

Parent/Student Directions - Instrucciones para padres / estudiantes

Reading/Writing: May 11th – May 15th 2020

- This week you will continue Checking Your Understanding/Revising and Editing of Unit 5 and **Use Writing Options** to write a response to a text.
- Use the information about **Thinking Maps** to help you with your planning and purpose for writing.



- Esta semana continuará Verificando su comprensión / Revisión y edición de la Unidad 5 y Utilizará las Opciones de escritura para escribir una respuesta a un texto.
- Use la información sobre Thinking Maps para ayudarlo con su planificación y propósito para escribir.

Monday:

- Today you will be Reading and Analyzing Text/Revising and Editing from Unit 5.
- Read and answer questions to the following story: **A Dolphin** on pages 188-190.

Lunes:

- Hoy leerá y analizará texto / revisará y editará desde la Unidad 5.
- Lea y responda preguntas a la siguiente historia: **Un delfín** en las páginas 188-190.

Tuesday:

- Continue Reading and Analyzing Text/Writing Options from Unit 5.
- Read the following passage: **Thelma B. Still** on pages 191--192.
- Then read the writing prompt, plan your writing, and write your response on pages 193-195.
- Remember, your response should be written in complete sentences and address the prompts. **Include text evidence to support your response.**

Martes:

- Continuar leyendo y analizando opciones de texto / escritura de la Unidad 5.
- Lea el siguiente pasaje: **Thelma B. Todavía** en las páginas 191-192.
- Luego lea el mensaje de escritura, planifique su escritura y escriba su respuesta en las páginas 193-195.
- Recuerde, su respuesta debe escribirse en oraciones completas y abordar las indicaciones. **Incluya evidencia de texto para respaldar su respuesta.**

Wednesday:

- Continue Reading Complex Text from Unit 5.
- Read and answer questions to the following passage: **School Days of an Indian Girl** on pages 197-198.
- Then read and answer questions to the poem: **I am Part of the Dragon** on page 199-200.

Miércoles:

- Continuar leyendo el texto complejo de la Unidad 5.
- Lea y responda las preguntas al siguiente pasaje: **Días escolares de una niña india** en las páginas 197-198.
- Luego lea y responda las preguntas del poema: **Soy parte del dragón** en la página 199-200.

Thursday:

- This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. You can ask me questions through Class Dojo, email, text message, or phone call. Use the rest of your day to “**sharpen the saw!**”

Jueves:

- Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder. Puede hacerme preguntas a través de Class Dojo, correo electrónico, mensaje de texto o llamada telefónica. Use el resto de su día para “**afilarse la sierra**”.

Friday:

- Today you are going to learn and test your knowledge of **Antonyms, Homographs, and Synonyms** which you have practiced throughout the Galileo dialog! Answer the Galileo questions. You can use any information and resources in your packet to help you. Take your time! You’ve got this!

Viernes:

- ¡Hoy aprenderá y probará su conocimiento de **antónimos, homógrafos y sinónimos** que ha practicado durante el diálogo de Galileo! Responde las preguntas de Galileo. Puede usar cualquier información y recursos en su paquete para ayudarlo. ¡Tome su tiempo! ¡Tienes esto!

Name _____ Date _____

Revising and Editing

Read the introduction and the passage “A Dolphin” before answering Numbers 20 through 25.

Maria wrote this passage about a boy who sees a dolphin for the first time. Read her passage and think about the changes she should make.

A Dolphin

(1) “Dolphins are very super cool creatures,” Tom told his little sister, Christina. (2) “I’d love to see one.”

(3) The children stood next to their parents on the beach. (4) They looked out at the Atlantic Ocean, which seemed to stretch on forever. (5) The sun felt warm on their faces.

(6) Gentle waves splashed on the beach, making the sand feel squishy under their toes. (7) First, Christina giggled and bent down to touch the sand with her fingers. (8) After, Dad held her and helped her swim in the shallow water. (9) Meanwhile, Tom pretended to be a dolphin, he popped up and down in the water. (10) He swam in circles around his parents.

(11) Tom stopped swimming for a few moments. (12) “Did you know that dolphins are mammals?” Tom asked. (13) “They can swim underwater.” (14) “They have to come up for air just like me.” (15) Tom knew a lot about dolphins because he had a book about them at home.

(16) Just then anything in the ocean caught Tom’s eye. (17) He could see a small fishing boat. (18) He could see a shape moving quickly in front of it. (19) Then it hit him. (20) He was seeing a bottlenose dolphin for the first time in his life!

(21) He pointed the dolphin out to his family, and they all watched it swim around the boat and they wished it would jump. (22) They were fascinated by

Name _____ Date _____

how playful the dolphin seemed. (23) Before long, the dolphin jumped high into the air and then disappeared back into the ocean. (24) Tom could not wait to tell his friends about what he had seen.

Now answer Numbers 20 through 25 on your Answer Sheet. Base your answers on the changes Maria should make.

- 20 What changes should be made in sentence 1?
- F. change *Dolphins* to **Dolphin's**
 - G. change *very super cool* to **amazing**
 - H. change *creatures* to **creaters**
 - I. delete the quotation marks
- 21 What change should be made in sentence 8?
- A. change *After* to **Then**
 - B. change *Dad* to **dad**
 - C. change *in* to **with**
 - D. change *shallow* to **not too deeply**
- 22 What change should be made in sentence 9?
- F. change *Meanwhile* to **So**
 - G. change *pretended* to **pretending**
 - H. insert **and** after *dolphin,*
 - I. insert a comma after *up*

Name _____ Date _____

- 23 What is the best way to combine sentences 13 and 14?
- A. "They can swim underwater, come up for air, just like me."
 - B. "They can swim underwater, have to come up for air just like me."
 - C. "They can swim underwater, but they have to come up for air just like me."
 - D. "They can swim underwater so have to come up for air just like me they do."
- 24 What change should be made in sentence 16?
- F. change *anything* to *something*
 - G. insert a comma after *ocean*
 - H. change *caught* to *catched*
 - I. change *Tom's* to *Toms*
- 25 What is the best way to revise sentences 17 and 18?
- A. He could see a small fishing boat and a shape moving quickly in front of it.
 - B. He could see a small fishing boat in front of it a small shape moving quickly.
 - C. He could see, a small fishing boat, and a shape, moving quickly in front of it.
 - D. He could see a small fishing boat, and could see a shape moving quickly in front of it.



Name _____ Date _____

Writing Opinions

Read the passage “Thelma B. Still: A Tall Tale” before responding to the prompt.

Thelma B. Still A Tall Tale

Thelma B. Still was the loudest woman on the East Coast. Her voice was so loud that you could hear it from as far away as California. When she woke up each day and said “Good morning,” the sky filled with thousands of birds trying to fly away from what they thought was a terrible thunderstorm.

Everyone liked Thelma. They all knew she didn’t mean any harm, but they couldn’t talk to her without their ears hurting. Folks had to talk to her while standing about 500 feet away from her so their eardrums wouldn’t explode.

Sometimes, though, Thelma’s loudness was helpful. Parents needed her help if their children didn’t come when called in for supper. All it took was one bellow from Thelma—a long, drawn-out “John!” or “Anne!” or “Matthew!” There would soon be an answering call of “Coming, Mom!” or “Coming, Dad!”

Unfortunately, there were more than a few Johns, Annes, and Matthews in the county. It often got pretty confusing with all those kids showing up at their front doors looking for supper.

Things might have gone on like this for some time if it hadn’t been for Pearl Macpherson’s troublesome cat. Her cat solved the biggest noise problem east of the Mississippi River. Here is how it happened.

The cat’s name was Whiskers. It was not a very original name for a cat, but it was the only name to which he would answer. He had been missing for a week. Pearl called and called his name, but there was no answer and no cat. If he didn’t answer soon, she was going to get another cat.

Finally, someone suggested having Thelma call for the cat since he was sure to hear her, wherever he was. So Pearl went to Thelma’s house to ask for her help. Thelma agreed. After Pearl was a safe distance away, Thelma stepped off her front porch and said “Whiskers!” three times.

The two women heard something high up in the trees. It sounded like a scream in pain, but it was definitely a cat making the sound. Whiskers was stuck at the top of a tree and had most likely been chased up there by a wild animal.

“Oh,” said Pearl, “I forgot to tell you that Whiskers is afraid of loud noises. You’ve probably scared him even more than he was before.”

Name _____ Date _____

Writing Opinions

Thelma, who loved animals, was upset by Pearl's remark. She ran into the house to find something to wipe away her tears. The only thing she could find was a thick scarf that her mother had made for her. She came out holding the scarf to her face and muttering, "Oh, Whiskers, I didn't mean to scare you!"

It was amazing. Thelma wasn't loud anymore. Why, you could hardly hear her with the scarf held up to her face. Whiskers came right down from that tree.

Since then, whenever Thelma talks to someone, she holds the scarf to her face. That's why we call that scarf a "muffler." When Thelma has to call the kids or the cows or the cats to come home, she drops the muffler and just hollers. In fact, if you listen really hard around noon each day, you'll hear her announcing lunchtime. She's been announcing lunch at the wool factory ever since their noon whistle broke.

Name _____ Date _____

Now respond to the prompt. Base your response on the passage “Thelma B. Still: A Tall Tale.”

Movies are sometimes based on existing literature.

Think about whether or not this passage would make a good movie.

Now write a response that tells why you think this passage would or would not make a good movie.

Planning Page

Use this space to make your notes before you begin writing. The writing on this page will NOT be scored.

Name _____ Date _____

**Begin writing your response here. The writing on this page and the next page
WILL be scored.**

Name _____ Date _____



Name _____ Date _____

Reading Complex Text

Reading Complex Text

Read the passage “School Days of an Indian Girl: The Cutting of My Long Hair” and the poem “I Am a Part of the Dragon.” As you read, stop and answer each question. Use evidence from the passage and the poem to support your answers.

School Days of an Indian Girl: The Cutting of My Long Hair

from *American Indian Stories* by Zitkala-Sa

Zitkala-Sa, or Gertrude Bonnin, was born in 1876. She grew up on a Sioux reservation in South Dakota. At age eight, as part of a U.S. government policy designed to “Americanize” American Indian children, she was sent east to a boarding school.

The first day in the land of apples was a bitter-cold one; for the snow still covered the ground, and the trees were bare. A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears. The annoying clatter of shoes on bare floors gave us no peace. The constant clash of harsh noises, with an undercurrent of many voices murmuring an unknown tongue, made a bedlam within which I was securely tied. And though my spirit tore itself in struggling for its lost freedom, all was useless.

A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders. While we marched in, the boys entered at an opposite door. I watched for the three young braves who came in our party. I spied them in the rear ranks, looking as uncomfortable as I felt. A small bell was tapped, and each of the pupils drew a chair from under the table. Supposing this act meant they were to be seated, I pulled out mine and at once slipped into it from one side. But when I turned my head, I saw that I was the only one seated, and all the rest at our table remained standing. Just as I began to rise, looking shyly around to see how chairs were to be used, a second bell was sounded. All were seated at last, and I had to crawl back into my chair again. I heard a man’s voice at one end of the hall, and I looked around to see him. But all the others hung their heads over their plates. As I glanced at the long chain of tables, I caught the eyes of a paleface woman upon me. Immediately I dropped my eyes, wondering why I was so keenly watched by the strange woman. The man ceased his mutterings, and then a third bell was tapped. Every one picked up his knife and fork and began eating. I began crying instead, for by this time I was afraid to venture anything more.

But this eating by formula was not the hardest trial in that first day. Late in the morning, my friend Judéwin gave me a terrible warning. Judéwin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!

Name _____ Date _____

Reading Complex Text

We discussed our fate some moments, and when Judéwin said, “We have to submit, because they are strong,” I rebelled.

“No, I will not submit! I will struggle first!” I answered.

1 How is Zitkala-Sa’s response to having her hair cut different from Judéwin’s response?

I watched my chance, and when no one noticed, I disappeared. I crept up the stairs as quietly as I could in my squeaking shoes—my moccasins had been exchanged for shoes. Along the hall I passed, without knowing whither I was going. Turning aside to an open door, I found a large room with three white beds in it. The windows were covered with dark green curtains, which made the room very dim. Thankful that no one was there, I directed my steps toward the corner farthest from the door. On my hands and knees I crawled under the bed, and cuddled myself in the dark corner.

From my hiding place I peered out, shuddering with fear whenever I heard footsteps nearby. Though in the hall loud voices were calling my name, and I knew that even Judéwin was searching for me, I did not open my mouth to answer. Then the steps were quickened and the voices became excited. The sounds came nearer and nearer. Women and girls entered the room. I held my breath and watched them open closet doors and peep behind large trunks. Someone threw up the curtains, and the room was filled with sudden light. What caused them to stoop and look under the bed I do not know. I remember being dragged out, though I resisted by kicking and scratching wildly. In spite of myself, I was carried downstairs and tied fast in a chair.

I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. Since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward’s! In my anguish I moaned for my mother, but no one came to comfort me.

2 From Zitkala-Sa’s point of view, what did the cutting of her braids signify?

Name _____ Date _____

Reading Complex Text

I Am a Part of the Dragon

I am a girl of the Great Dragon.
He is not a monster.
He is my brother, my uncle, my grandmother.
He is good luck, prosperity, and love.
Each Chinese New Year,
on the fifteenth day of the first month,
I put on my red and gold costume
and take my place
at the tail of the dragon.
I dance in perfect time
behind the great, scaled body
as it makes its way through
the lantern-lit streets of Chinatown.
While I am not yet strong enough
to work the gigantic head of the great creature,
I know that I am still important.
We must all work together to make him dance.
As his head dips low and lifts back up,
I must follow right behind.
As he sweeps his great head
from left to right, I too, follow,
sweeping my tail from left to right.
I can see my mother and my father beaming
from the sidewalk as we pass.
I am a part of this great ceremony
doing my part
to bring good things to my family this year.
I am a part of the dragon.

3 What overall effect does the arrangement of lines in the poem create?

Name _____ Date _____

Reading Complex Text

① What is a similar theme between the passage and the poem? What evidence supports this?



Antonyms, Homographs, and Synonyms

Slide 1

What You Will Learn

In this dialog, you will learn about antonyms, homographs, and synonyms.

Slide 2

Antonyms

Antonyms are two words that have opposite meanings.

Helpful hint to remember the definition:

Anti- means opposite.



small



slow



rainy



big



fast



sunny

Read the sentence.

I felt secure within the locked house.

Which word is an antonym for "secure" as it is used in the sentence?

- A) protected
- B) bolt
- C) unsafe
- D) anchored

Read the sentence.

She skied down the hill with ease.

Which word is an antonym for "ease" as it is used in the sentence?

- A) simplicity
- B) pain
- C) comfort
- D) effort

Slide 5

Homographs

Homographs are two words that are spelled the same but sound different and have different meanings.

Helpful hint to remember the definition:

Homographs look the same.



Read the sentence.

Will you please record the results of your experiment in your notebook?

Which sentence contains a homograph for the word "record"?

- A) The notebook that I used to record the information is missing.
- B) Please remember to write down everything you learned.
- C) I tried to copy down everything my grandmother said.
- D) My grandmother has an old record player she likes to play music on.

Read the sentence.

Samantha asked her grandmother to repair the tear in her favorite dress.

Which sentence contains a homograph for the word "tear"?

- A) The dress got torn when Samantha was climbing a tree.
- B) Luckily, she ripped it only a little, so it could be fixed easily.
- C) Samantha had a tear in her eye when she showed her grandmother the dress.
- D) The last thing she wanted to do was to tear the dress her grandmother had made.

Synonyms

Synonyms are two words that have almost the same meanings.

Helpful hint to remember the definition:

Synonyms mean the *same*.



big, large



fast, quick



sunny, light

Slide 9

Read the sentence.

Jerry's family seldom ate pizza for dinner, so when they did, it was a real treat!

Which word is a synonym for "seldom" as it is used in the sentence?

- A) sometimes
- B) often
- C) always
- D) rarely

Read the sentence.

It was time to leave, so we had to say farewell.

Which word is a synonym for "farewell" as it is used in the sentence?

- A) hello
- B) goodbye
- C) thanks
- D) welcome

Slide 11






What You Learned

You learned about antonyms, homographs, and synonyms.

Antonyms are two words that have opposite meanings.

Homographs are two words that look the same but are pronounced differently and have different meanings.

Synonyms are two words that have same meaning.

<i>Antonyms</i>	<i>Homographs</i>	<i>Synonyms</i>
 <p>slow</p>  <p>fast</p>	 <p>You must bow to the king.</p>  <p>She put a bow on the present.</p>	 <p>big, large</p>

Antonyms, Homographs, and Synonyms Test

1) Read the sentence.

Did you get a special permit from the city to build this porch?

Which sentence contains a homograph for the word "permit"?

- A) Will you permit me to help you with the paperwork?
 - B) Can the city mail the permit to my house?
 - C) Without permission from the city, you may not start construction.
 - D) There are only certain types of porches the city will allow.
-

2) Read the sentence.

Everyone was present in class today.

Which word is a synonym for "present" as it is used in the sentence?

- A) a gift
- B) here
- C) to describe
- D) to introduce

3) Read the sentence.

The children were dazzled by the beautiful fireworks display.

Which word is a synonym for "dazzled" as it is used in the sentence?

- A) clear-headed
- B) amazed
- C) confused
- D) embarrassed

At-Home Challenge

Language Arts:

Label all of the pieces in this sentence. Make sure to identify nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections, subject, predicate, etc.

A grey cat wandered quickly through the neighborhood and searched for a nice place to nap.



Math: Can you solve these math equations?

Using your math reasoning skills, determine the value of each picture and rewrite each equation with numbers instead of pictures. . When you complete the problems below, be creative and create your own picture problem! Don't forget about order of operations!

$$\#1 \text{ } \begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array} + \begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array} + \begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array} = 27 \quad \#2 \text{ } \begin{array}{c} \text{sun} \\ \text{sun} \\ \text{sun} \end{array} - 8 = 12$$

$$\#3 \text{ } \begin{array}{c} \text{sun} \\ \text{sun} \\ \text{sun} \end{array} \times (\begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array} + \begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array}) = \underline{\hspace{2cm}} \quad \#4 \text{ } \begin{array}{c} \text{cat} \\ \text{cat} \\ \text{cat} \end{array} + 8 \times 7 = \underline{\hspace{2cm}}$$

Science/STEM: Shadows and the SUN!

Today you will need to spend some time outside observing the sun! If it's not a sunny day, save this project for a day when the sun is shining BRIGHT!

Observe: Before answering the questions below, observe the sun and your shadow. What do you notice? What are you surprised by? What questions do you have about shadows and the sun?

- 1) Walk outside first thing this morning. Where is your shadow? (Record time and shadow location each time you go outside. It is important that you are standing in the same direction and facing the same way each time you observe.) Walk outside around lunch time. Where is your shadow? Go outside one more time around dinner. Record your shadow once more.

Questions:

- 1) How does your shadow move throughout the day? Why is this?
- 2) Can you move your body so that you have a very LONG shadow? A very short shadow? Explain how you did this.





Physical Activity Scavenger Hunt

Locate one item for each number below. Write each item that you find on the given blank line(s) and then complete each physical activity with an adult's approval!

- 1) Something I can lift 10 times: _____
- 2) Something that I can jump over: _____
- 3) Something that I can crawl through: _____
- 4) Something that I can raise high 10 times: _____
- 5) Something that I can carry for 1 minute: _____
- 6) Somewhere that I can run for 2 minutes: _____
- 7) Something that I can bend over and touch: _____
- 8) Something that I can climb: _____
- 9) Something that I can balance on: _____
- 10) Something that I can throw far 10 times: _____

When you are finished, select and complete one extension idea on the back of this paper.

Extension Ideas

Colorfully illustrate one of your answers.

Write a paragraph that explains one of your answers.

Write/draw a comic strip that is based on one of your answers.

Write a humorous poem about one of your answers.

Make a list of adjectives that describe one of your answers.

Write a clue about one of your answers for someone to solve.