



# Compton USD Learning Packet #4

**Fifth Grade**

Name \_\_\_\_\_



# 5th Grade Learning Packet

## TABLE OF CONTENTS

### Week 5

Day	Lesson	Date Completed
1	Word Study: Prefixes Writing: Determine a Theme from Literary Text- Topic: Camped in the Backyard	
	Complete Lesson 3.5: Decimal Addition	
	Social Studies: Read "Declaration of Independence" and answer the questions.	
2	Vocabulary Read "Forests on Fire"(CATQ) and answer the questions.	
	Complete the lesson, Subtracting Decimals 2	
	Social Studies: Read "Colonial Leaders of the American Revolution" and answer the questions.	
3	Genre/Text Feature, Vocabulary Strategy: Context Clues Writing Traits: Ideas, Write to Sources	
	Complete Lesson 3.6: Decimal Subtraction	
	Social Studies: Read "The Boston Tea Party" and answer the questions.	
4	Grammar: Adjectives	
	Complete Lesson 3.7: Estimate Decimal Sums & Differences	
	Social Studies: Read "Causes of the American Revolution" and answer the questions.	
5	Grammar: Capitalization and Punctuation, Proofread Writing: Determine a Theme from Literary Text- Topic: Footprints	
	Complete Lesson 3.12: Choose a Method	
	Social Studies: Read "The Boston Massacre" and answer the questions.	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Name \_\_\_\_\_

A prefix is a group of letters added to the beginning of a word that changes the word's meaning.

**dis-** means "not," "absence of," or "opposite of"

**in-** means "not" or "opposite of"

**mis-** means "wrong"

**pre-** means "before"

**A. Read the words in the box. Circle the words that have a prefix. The first one has been done for you.**

<u>prewash</u>	misplace	flour	disobey
incorrect	step	preheats	dislike
agree	judge	preview	invisible

**B. Read each sentence. Circle the word with a prefix that correctly completes the sentence. The first one has been done for you.**

- It is \_\_\_\_\_ to copy someone else's answers on school work.  
 a. dishonest                      b. mishonest                      c. prehonest
- He had pain and \_\_\_\_\_ when he broke his leg.  
a. miscomfort                      b. incomfort                      c. discomfort
- The \_\_\_\_\_ lighting made it easier to view the computer screen.  
a. indirect                      b. predirect                      c. misdirect
- The class took a \_\_\_\_\_ on Wednesday before the final test on Friday.  
a. mistest                      b. pretest                      c. intest
- It is easy to \_\_\_\_\_ small items such as keys.  
a. inplace                      b. preplace                      c. misplace

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Name \_\_\_\_\_

A prefix is a group of letters added to the beginning of a word that changes the word's meaning.

**dis-** means "not," "absence of," or "opposite of"

**in-** means "not" or "opposite of"

**mis-** means "wrong"

**pre-** means "before"

**A. Underline the prefix and write the meaning of each word. The first one has been done for you.**

1. dislike **not like** \_\_\_\_\_
2. invisible \_\_\_\_\_
3. preview \_\_\_\_\_
4. disobey \_\_\_\_\_
5. misunderstand \_\_\_\_\_

**B. Add a prefix to each word in bold to make a new word. Then use the new word to complete the sentence. The first one has been done for you.**

6. **test**            The class took a pre**test** \_\_\_\_\_ on Wednesday.
7. **lead**            The guide was careful not to \_\_\_\_\_ the tour group.
8. **agree**           I am afraid we \_\_\_\_\_ about what to do after school.
9. **correct**        I had only one \_\_\_\_\_ answer on the math quiz.
10. **heats**          My mother always \_\_\_\_\_ the oven before we begin baking.



# Assignment

## Determine a Theme from Literary Text- The Mini Six

Topic: Camped in the backyard- The Mini Six

### ***Your Assignment:***

*Read the story below. What is the lesson or moral of the passage?*

*Write one sentence to answer this question.*

### **The Big Night Out**

**By Kiki E.**

A couple of weeks ago I had an unexpected day off from work. I didn't want to do the usual which is rent a movie, so I made a plan. Boy were my kids going to be surprised! After heading out to Ralph's for some supplies, I invited our cousin, Vin, over to get in on the action. Once Vin arrived, I ordered pizza from the local Pizza Hut.

When our bellies were full of tasty pizza, my kids and I camped out in my backyard! Not being one to "rough it," I was a little nervous about my adventure. It took me a while, but I set up my tent all by myself and the kids even set up their tent too! As the daylight faded into darkness, I toasted marshmallows on the crackling fire to turn them into S'mores. They're called S'mores because once you have one, you always want SOME MORE! At the end of the evening, I snuggled in my tent like a bear in its cave, hoping for a long hibernation. That's when I saw the shadow of a wild beast passing by my tent. It had pointy ears and a long tail- oh no! Luckily it was just my cat. Unfortunately, my

hibernation was not what I had hoped for because I was too worried about what might be lurking outside my tent.

Early the next morning the sun woke me up like an alarm clock, so I snuck inside for a much needed cup of coffee. Not wanting to wake my sleeping children, I silently closed the door to my house and began to cook breakfast. Homemade waffles are a favorite around here! I am going to go camping in the real wilderness next time, and hopefully I won't see any mysterious shadows!

## Stem Starters:

*You may want to consider starting your sentence using one of these stems. You do not have to do so, but they are here to help you if you need them.*

The lesson of the story is...

After reading the story, I learned that...

The moral of the story is...

## Your Response:

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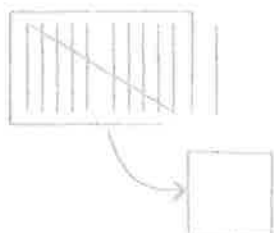
Name \_\_\_\_\_

**Decimal Addition****COMMON CORE STANDARD—5.NBT.7**  
*Perform operations with multi-digit whole numbers and with decimals to hundredths.***Add. Draw a quick picture.**

1.  $0.5 + 0.6 = \underline{1.1}$

2.  $0.15 + 0.36 = \underline{\hspace{2cm}}$

3.  $0.8 + 0.7 = \underline{\hspace{2cm}}$



4.  $0.35 + 0.64 = \underline{\hspace{2cm}}$

5.  $0.54 + 0.12 = \underline{\hspace{2cm}}$

6.  $0.51 + 0.28 = \underline{\hspace{2cm}}$

7.  $3.8 + 1.4 = \underline{\hspace{2cm}}$

8.  $2.71 + 2.15 = \underline{\hspace{2cm}}$

9.  $2.9 + 1.4 = \underline{\hspace{2cm}}$

**Problem Solving**

10. Draco bought 0.6 pound of bananas and 0.9 pound of grapes at the farmers' market. What is the total weight of the fruit?
- \_\_\_\_\_

11. Nancy biked 2.65 miles in the morning and 3.19 miles in the afternoon. What total distance did she bike?
- \_\_\_\_\_

## Lesson Check (5.NBT.7)

1. What is the sum of 2.5 and 1.9?
2. Keisha walked 0.65 hour in the morning and 0.31 hour in the evening. How many hours did she walk altogether?

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## Spiral Review (5.OA.1, 5.NBT.5, 5.NBT.6)

3. Jodi walks 35 minutes a day. If she walks for 240 days, how many minutes altogether does Jodi walk?
4. The Speeders soccer team charged \$12 to wash each car at a fundraiser car wash. The team collected a total of \$672 by the end of the day. How many cars did the team wash?

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5. David records the number of visitors to the snake exhibit each day for 6 days. His data are shown in the table. If admission is \$7 per person, how much money did the snake exhibit make over the 6 days?

Visitors to the Snake Exhibit					
30	25	44	12	25	32

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6. What is the value of the expression?

$$6 + 18 \div 3 \times 4$$

## Declaration of Independence

The American colonies had been in conflict with the British government since 1767 when the Townsend Acts were passed by the British Parliament. These laws not only added new taxes to the colonies they also disbanded the New York legislature until it complied with orders to pay for food, supplies and barracks for British soldiers. This was called a Quartering Act. The Townsend Acts increased tension between the colonists and the British government. These tensions erupted into the Boston Massacre in 1770 and the Boston Tea Party in 1773. Britain passed additional laws in 1774 that were called the Intolerable Acts that were designed to punish the colonies for the Boston Tea Party.



Twelve of the colonies sent a total of 56 delegates to Philadelphia to review the situation with Great Britain in 1774. This group was called the First Continental Congress. They called for a boycott of English goods and petitioned the king to address colonial grievances. The Second Continental Congress met May 1775 again in Philadelphia. By this time the Battles of Lexington and Concord had already taken place in Massachusetts and the Revolutionary War had begun. This group of delegates organized the Continental Army in June 1775 to fight the war for independence. The Second Continental Congress was the government for the colonists during the entire Revolutionary War.

This Congress heard the first petition for independence from Britain read by Richard Henry Lee of Virginia on June 7, 1776 even though many delegates favored remaining as British colonies. The Congress recessed for three weeks. A Committee of Five was appointed to write a draft of a statement of independence from Britain during that time. The five men were: John Adams of Massachusetts, Roger Sherman of Connecticut, Benjamin Franklin of Pennsylvania, Robert R. Livingston of New York, and Thomas Jefferson of Virginia. However, Thomas Jefferson was the primary writer of the document.

The Congress met again on July 1 and adopted the Lee Resolution by a vote of 12 to 1. The Congress reviewed Jefferson's Declaration of Independence, making small changes. The Second Continental Congress adopted the Declaration of Independence on July 4, 1776.

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

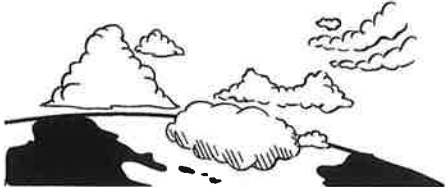
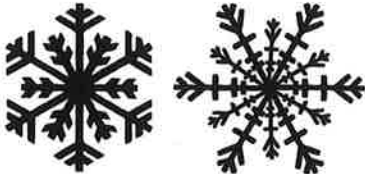




### Multiple Choice Questions

Circle the correct answer.

1. The requirement that colonists pay for the upkeep of British soldiers is called
  - a. Lodging Acts
  - b. Tax Acts
  - c. Quartering Acts
  - d. None of the above
  
2. The Townsend Acts disbanded the legislature of which colony?
  - a. Massachusetts
  - b. Delaware
  - c. Pennsylvania
  - d. New York
  
3. Colonists called the laws passed by Britain to punish the colonies for the Boston Tea Party the
  - a. Townsend Acts
  - b. Intolerable Acts
  - c. Both a. and b. above
  - d. None of the above
  
4. The First and Second Continental Congress met in
  - a. Boston
  - b. Philadelphia
  - c. New York City
  - d. Charleston
  
5. A declaration of independence from Great Britain was to be written by a Committee of
  - a. Three
  - b. Five
  - c. Ten
  - d. Twelve
  
6. The person who wrote the Declaration of Independence was
  - a. Thomas Jefferson
  - b. Benjamin Franklin
  - c. John Adams
  - d. Richard Henry Lee

Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p>atmosphere</p>	<p>Earth's <u>atmosphere</u> has many layers.</p>	
<p>variations</p>	<p>There are <u>variations</u> in patterns found in nature.</p>	
<p>receding</p>	<p>The soil around the tree is <u>receding</u> and exposing the roots.</p>	
<p>noticeably</p>	<p>The water level in the lake is <u>noticeably</u> lower at the end of the summer.</p>	
<p>stability</p>	<p>They used walking sticks for <u>stability</u> while hiking in the hills.</p>	
<p>decays</p>	<p>A leaf that falls to the forest floor <u>decays</u> over time.</p>	

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Name \_\_\_\_\_

atmosphere

variations

receding

noticeably

stability

decays

gradual

impact

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. If an event is *gradual*, it takes place quickly.

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2. *Variations* are the amounts that something changes.

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3. If something has *stability*, it is easily changed or affected.

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4. When flood waters are *receding*, the water is moving toward the shore.

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5. The layer of gases that surrounds Earth is called the *atmosphere*.

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6. If something is *noticeably* better, the improvement is obvious.

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7. Human activities do not have an *impact* on the environment.

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8. When food *decays*, it smells good and we like the taste.

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## Unit 5 Week 3

CCSS Shared Read Genre • Expository Text

# Forests on Fire

**Essential Question**  
**What changes in the environment affect living things?**  
 Read about the effects of forest fires on plants, animals, and people.

338

**1. Claim 1, Target 9: Central Ideas, Standard: RI 5.2**

The following question has **two** parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** tells the author's message in the section "Destructive and Productive" in this passage?

- Ⓐ The author explains that forest fires are not beneficial to the Earth and its species.
- Ⓑ The author explains how forest fires are both destructive and productive.
- Ⓒ The author explains that forest fires do not promote stability.
- Ⓓ The author explains that forest fires are not feared and misunderstood.


**Part B**  
Which detail from the passage **best** supports your answer in part A?

- (A) "A naturally occurring wildfire, sometimes called a forest fire, happens without any human cause."
- (B) "Whether their flames race through a forest, a prairie, or acres of brush, these fires produce necessary changes in their environment."
- (C) "Woodpeckers eat insects in burned-out trees."
- (D) "Predators such as foxes are drawn by small prey."

**2. Claim 1, Target 8: Key Details, Standard: RI 5.1**

Which evidence from the passage **best** supports the conclusion that forest fires are productive? Select **two** answers.

- (A) "Wildfires have happened throughout history, and they help to regenerate Earth and its species."
- (B) "However, unlike rainstorms, wildfires are almost always destructive."
- (C) "When vegetation decays, wildfire clear it away so that new plant life can grow."
- (D) "Sometimes, they take human lives and homes as well."



**A** few years ago, several red squirrels—an endangered species—had a temporary home at the Phoenix Zoo. Rescued from a ravaging wildfire that had already destroyed thousands of acres of land, the squirrels were waiting for the fire to be extinguished before being returned to the wild. Forest fires are part of nature, so it is important for us to understand not only how to fight fires, but also why they occur.

### Destructive and Productive

Like rainstorms, wildfires are a force of nature. However, unlike rainstorms, wildfires are almost always destructive. They consume everything in their way, including plants, trees, and animals. Sometimes, they take human lives and homes as well. Like a big storm, the destructive power of wildfires is terrifying. On the other hand, naturally occurring wildfires are also productive forces. Whether their flames race through a forest, a prairie, or acres of brush, these fires produce necessary changes in their environment. Like rain, they can allow new life to flourish.

### Benefits of Naturally Occurring Wildfires

A naturally occurring wildfire, sometimes called a forest fire, happens without any human cause. Three factors must be present for one to burn. These include fuel, such as dry grasses; oxygen, which is in our **atmosphere**; and a heat source to ignite the fuel. A lightning strike usually sparks a naturally occurring wildfire. The danger of fire is highest during a drought, when an area has experienced little rain.

Wildfires have happened throughout history, and they help to regenerate Earth and its species. When vegetation **decays**, wildfires clear it away so that new plant life can grow.

339





The black spruce tree needs a fire's heat to cause its cones to open and scatter seeds. Eventually, seedlings sprout, and a new forest will grow.



Fire also releases nutrients back into the soil, making it more fertile. And by eliminating leafy canopies of mature trees, fire allows nourishing sunlight to reach a forest floor.

Often, this new plant life will be better adapted to fire than what existed before. Some species will have fire-resistant roots, leaves, or bark. Other species will actually depend on fire to reproduce and thrive.

### Stability and Diversity

Among its benefits, fire promotes **stability**. By eliminating invasive species that can take over an area, fire encourages the healthy growth of a region's own vegetation.

At the same time, fire promotes diversity. It ensures that plant life will exist at different stages of development. For example, a forest recently struck by fire will have new seedlings. Not far away, in a forest struck by fire twenty years earlier, there may be small trees. And nearby, there may be a forest of mature trees, untouched by fire for years.

These **variations** in plant life provide food and habitats for different kinds of insects, birds, and mammals. Woodpeckers eat insects in burned-out trees. Sparrows depend on seeds for food. Predators such as foxes are drawn by small prey. Forests at different stages attract a diversity of animals to a region.

### 3. Claim 1, Target 11: Reasoning and Evidence, Standard: RI 5.8

The following question has **two** parts. First, answer part A. Then, answer part B.

#### Part A

What inference can be made about the build up of decayed vegetation and its effect on the environment?

- Ⓐ The build up of decayed vegetation has no effect on the environment.
- Ⓑ The build up of decayed vegetation has contributed to increased wildfires that are difficult to contain.
- Ⓒ The build up of decayed vegetation has been beneficial to the environment.
- Ⓓ The build up of decayed vegetation has helped plant and animal life prosper.

#### Part B

Which sentence from the passage best supports your answer in part A?

- Ⓐ "Among its benefits, fire promotes stability."
- Ⓑ "Consequently, wildfires became noticeably fiercer."
- Ⓒ "Other species will actually depend on fire to reproduce and thrive."
- Ⓓ "This policy had a negative impact on the environment."



### The Human Factor

Although wildfires have benefits, they also are feared and misunderstood. As a result, our government tried to suppress them completely throughout the 20<sup>th</sup> century. This policy had a negative **impact** on the environment.

The **gradual** buildup of decayed vegetation provided more fuel to feed fires. Consequently, wildfires became **noticeably** fiercer.

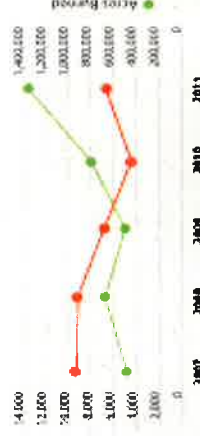
More recently, the government has used two different strategies to manage wildfires. One is to try to limit fires before they burn out of control. The other is to set small

"prescribed" fires to reduce the amount of fuel in the environment. Hopefully, the danger of catastrophic fires is now **receding**.

Unfortunately, human carelessness, such as a campfire left to smolder, also can start a fire. While a natural or prescribed wildfire can be beneficial, this is not true of fires that result from malice or mistakes. These happen at times and places that may cause irreparable damage to plant, animal, and human life. Fires cannot control themselves, so humans will always have to figure out how best to handle them.

Whether wildfires are small or large, firefighters are needed to help contain them.

June U.S. Wildfire Activity (2007–2011)



### Make Connections

Talk about how wildfires change the environment for plants. **ESSENTIAL QUESTION**

Why is it important for you to be careful around a fire of any kind, even in a home? **TEXT TO SELF**

### 4. Claim 1, Target 10: Word Meaning, Standard: RI 5.4

Read the sentence.

The other is to set small "prescribed" fires to reduce the amount of fuel in the environment.

The word prescribed has more than one meaning. What does the word "prescribed" most likely tell the reader about why fires are sometimes prescribed? Choose **two** answers.

- A Fires are authorized by a doctor in writing.
- B Fires are recommended.
- C Fires are beneficial.
- D Fires are specified by law.

**5. Claim 1, Target 12:** Analysis within/across Texts, **Standard:** RI 5.1

Read the sentence.

Forest fires are part of nature, so it is important for us to understand not only how to fight fires, but also why they occur.

What does the information in the last sentence of paragraph one of the passage tell the reader about the author's point of view?

How does the sentence add to the development of the passage?

- (A) It asks the reader if he/she wants to do different things with fire.
- (B) It makes the reader fantasize about fires.
- (C) It connects the reader to the passage and make them think about the important role that fire plays in nature.
- (D) It gives a visual connection to the reader and shows what fire looks like.

**6. Claim 1, Target 13** Text Structures and Features, **Standard:** RI 5.7

What are the **most likely** reasons the author included a line graph in the passage? Select **two** answers.

- Ⓐ It shows the reader wildfire activity from 2007-2011.
- Ⓑ It shows the reader a visual representation of the number of fires and acres burned.
- Ⓒ It shows a graphic display of what people were thinking.
- Ⓓ It shows the reader how many people were affected by the fire.

**7. Claim 1, Target 14:** Language Usage, **Standard:** L 5.5

Read the sentence.

“Although wildfires have benefits, they are also feared and misunderstood.”

How does the word “misunderstood” affect the reader’s understanding of the meaning of the passage?

- Ⓐ It helps the reader to picture people arguing about wildfires.
- Ⓑ It shows the reader that all wildfires are made by humans.

Ⓒ It helps the reader understand that wildfires are beneficial.

Ⓓ It shows the reader that everyone does not understand the benefits of wildfires.

**8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L 5.1**

Choose the sentence with one grammar usage error with frequently confused words.

- Ⓐ Like rainstorms, wildfires are a force of nature.
- Ⓑ Like rain, they can allow new life to flourish.
- Ⓒ More recently, the government has used two different strategies to manage wildfires.
- Ⓓ What changes in the environment affect living things?

**9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L 5.2**

Choose the sentence that is punctuated correctly.

- Ⓐ This policy has a negative impact on the environment?
- Ⓑ Consequently, wildfires became noticeably fiercer!
- Ⓒ "Among its benefits, wildfires promote stability.
- Ⓓ Although wildfires have benefits, they are also feared and misunderstood.

**10. Claim 1, Target 11: Constructed Response Standard: RI 5.8**

Based on the passage, what conclusion can be drawn about the author's thoughts about forest fires? Use key details from the passage to support and explain your answer.

Response:

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## Subtracting Decimals 2

**Part 1 Directions:** For each problem below, complete the following steps.

- Take out Base 10 Blocks to represent the first number.
- Using the Base 10 Blocks, subtract the amount stated in the problem from the amount you have. *Note: You may have to regroup a number to have enough blocks to take what you need!*
- Represent your final answer using the least number of Base 10 Blocks possible.
- Record your final answer.

1)  $0.74 - 0.45 =$  \_\_\_\_\_

7)  $0.80 - 0.46 =$  \_\_\_\_\_

2)  $0.53 - 0.24 =$  \_\_\_\_\_

8)  $0.38 - 0.05 =$  \_\_\_\_\_

3)  $4.77 - 2.14 =$  \_\_\_\_\_

9)  $6.20 - 2.74 =$  \_\_\_\_\_

4)  $1.83 - 1.55 =$  \_\_\_\_\_

10)  $6.73 - 1.98 =$  \_\_\_\_\_

5)  $0.77 - 0.49 =$  \_\_\_\_\_

11)  $4.5 - 4.5 =$  \_\_\_\_\_

6)  $3.58 - 1.75 =$  \_\_\_\_\_

12)  $6.04 - 2.86 =$  \_\_\_\_\_

### Part 2: Recording the Math

Use the Base 10 Blocks to subtract, then record the steps you take OR show the expanded notation using Place Value Cards, and finally represent the process using symbols.

Problem and Answer	Steps I Took	Math in Symbols
13) $0.45 - 0.17 =$  0.28	<ol style="list-style-type: none"> <li>1. I regrouped 1 of the 4 tenths to make 10 hundredths. I now have 3 tenths and 15 hundredths.</li> <li>2. I subtracted 7 hundredths from 15 hundredths to get 8 hundredths.</li> <li>3. I subtracted 1 tenth from 3 tenths to get 2 tenths.</li> </ol>	$\begin{array}{r} \phantom{0.} \overset{3}{\cancel{4}} \overset{15}{\cancel{5}} \\ - 0.17 \\ \hline = 0.28 \end{array}$



<p>14) <math>5.49 - 2.95 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	
<p>15) <math>5 - 2.55 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	
<p>16) <math>1.87 - 1.24 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	
<p>17) <math>3.59 - 0.76 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	
<p>18) <math>2.23 - 0.06 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	
<p>19) <math>6.28 - 2.9 =</math></p> <p>_____</p>	<p>1.   _____</p> <p>2.   _____</p> <p>3.   _____</p> <p>4.   _____</p> <p>5.   _____</p>	







## Colonial Leaders of the American Revolution

Our early American history is filled with great leaders who guided the colonies on their path to independence from Great Britain. The leaders of the American Revolution include people of spirit who were willing to defy the British government, people of conviction who defined principles of democracy for the new nation, and people of courage who led troops into battle. This brief lesson can only mention a few of the early American heroes.

Thomas Paine was the author of a pamphlet titled *Common Sense* in 1776. This pamphlet convinced many ordinary citizens that the colonies should become independent from Great Britain. It sold 100,000 copies and Thomas Paine has the title of Father of the American Revolution. Richard Henry Lee of Virginia was the first to present a petition to the Second Continental Congress in June 1776 advocating that the colonies declare their independence from Great Britain.

The Second Continental Congress appointed a Committee of Five to draft a formal declaration of independence. Respected leaders who were part of the committee were Benjamin Franklin, John Adams and Thomas Jefferson. Benjamin Franklin spent most of Revolutionary War period in Europe gaining support for the independence of the colonies among European powers. John Adams later became the second president of the United States. Thomas Jefferson was the author of the Declaration of Independence and became the third president.

The Second Continental Congress established the Revolutionary Army in 1776 and appointed George Washington to be the commander of the army. Washington was responsible for the tactics of the Revolutionary War and how the military campaigns were conducted. Washington was selected to be the first president when the Constitution formed the United States as a country. Washington is known by the title Father of His Country. James Madison, who later became the fourth president, is known as the Father of the Constitution.

The Revolutionary Army has local heroes who fought in particular areas of the country. These include Ethan Allen from Vermont, Francis Marion the Swamp Fox of South Carolina, and George Rogers Clark who defended Kentucky.

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

### Multiple Choice Questions

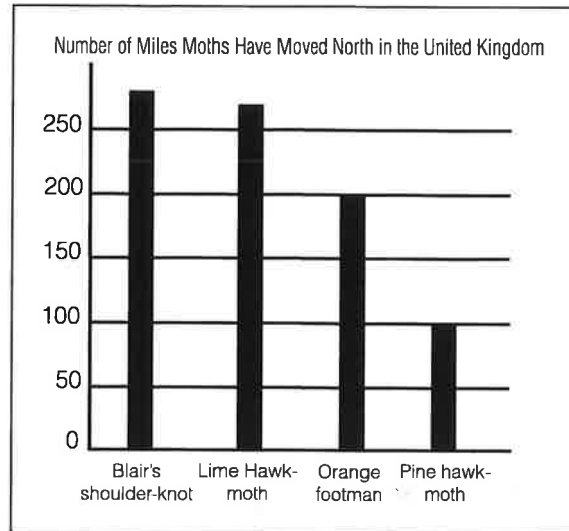
Circle the correct answer.

1. The author of the pro-independence pamphlet *Common Sense* was
  - a. Thomas Jefferson
  - b. Thomas Paine
  - c. John Adams
  - d. Benjamin Franklin
  
2. The author of the Declaration of Independence was
  - a. Thomas Jefferson
  - b. Thomas Paine
  - c. John Adams
  - d. Benjamin Franklin
  
3. The Father of the Constitution was
  - a. Thomas Jefferson
  - b. George Washington
  - c. Benjamin Franklin
  - d. None of the above
  
4. Which of the following leaders eventually became president?
  - a. Benjamin Franklin
  - b. Thomas Jefferson
  - c. Both a. and b. above
  - d. None of the above
  
5. Who is known as the Father of His Country?
  - a. Benjamin Franklin
  - b. Thomas Jefferson
  - c. George Washington
  - d. Ethan Allen
  
6. The military leader called the Swamp Fox was
  - a. Ethan Allen
  - b. Francis Marion
  - c. Thomas Paine
  - d. Richard Henry Lee

Name \_\_\_\_\_

## Moths and Changes in Weather

Scientists study how moths adapt to climate change. Some moths adapt better than others. Some moths need cool weather. They move north when the weather gets warmer. Other moths already live in cool areas. They may not be able to find a cooler place to go. Warm weather affects the food that is available for caterpillars to eat. Some caterpillars adapt to changing temperatures and food supplies. They hatch earlier or later than usual. It is hard to predict how climate change will affect moths over time.



Answer the questions about the text.

1. Expository text gives readers factual information about a topic. How can you tell that this is expository text?

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2. What is the text's heading? Why do you think the author chose it?

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3. What text feature does this text have?

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4. What information does the text feature tell you about the problem described in the text?

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Name \_\_\_\_\_

**Context clues** can help you figure out the meaning of an unfamiliar word. They may be found in the same sentence or in nearby sentences. The underlined context clues in the passage below help indicate that *pesticides* are poisonous chemicals.

As the flooded river washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.

**Read each passage below. Look for context clues that help you figure out the meaning of each word in bold. Write the context clues on the line provided.**

1. The Mississippi River flows from Minnesota to the Gulf of Mexico. Every few years, it floods. In spring 2011, melting snow and falling rain along the upper part of the river caused the lower part of the river to **overrun** its banks.

---

2. Floods cause great damage. They ruin and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into settled areas.

---

3. The Mississippi flood proved most **detrimental** to the fish in the Gulf of Mexico. The Mississippi River is made of fresh water. The Gulf is made of salt water. The extra river water that flowed into the Gulf hurt the native saltwater fish.

---

4. The fish that lived in the Mississippi River faced a different danger: the spread of an **invasive** species called Asian carp. Asian carp were brought to fish farms in the United States in the 1970s. A flood washed some of the carp from the farms into parts of the Mississippi River. In these places, the carp took over, threatening the native fish.

---

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can add details to support the topic.**

### Draft Model

Our region is experiencing a drought. It hasn't rained in a long time. Things aren't growing. Everything is brown.

1. What kinds of details can you add to develop the topic?
2. What facts or concrete details could be added to explain the first sentence?
3. What other details would show how the landscape looks?

**B. Now revise the draft by adding details to support the topic and develop ideas about the drought.**

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Name \_\_\_\_\_

Jane wrote the paragraphs below using text evidence from two different sources to answer the question: *How do global warming and volcanic eruptions affect a region and its living things? Use facts and details from Global Warming and "When Volcanoes Erupt" in your writing.*

Global warming and volcanic eruptions change the climate of a region and affect the lives of animals and plants. According to *Global Warming*, large sheets of Arctic ice have recently begun to break apart due to an increase in average temperatures. Eventually, warmer temperatures will cause the ice to melt completely. Polar bears rely on this ice to get to the seals that they eat. If the ice disappears, then the polar bears will not get the food they need to survive, potentially leading to a decline in the polar bear population.

The debris and harmful gases from volcanic eruptions can destroy plants and harm animals in a region. The climate can change, too. "When Volcanoes Erupt" states that gases absorb heat, making temperatures rise. However, a volcanic cloud can obstruct the sun, resulting in cooler temperatures. Although volcanic eruptions can be destructive, this force of nature can also have positive effects. Eruptions have created mountains, plateaus, and plains, while volcanic ash has created rich soil which promotes the growth of living things.

Global warming and volcanic eruptions have a major effect on environments and living things. That is why it is so important to study these occurrences.

Reread the passage. Follow the directions below.

1. Circle the phrase that Jane uses in the second paragraph that demonstrates cause and effect.
2. Draw a box around two signal words in the second paragraph that demonstrate a compare-and-contrast text structure.
3. Underline the sentence with text evidence that shows the positive effects of volcanic eruptions.
4. Write the descriptive adjective found in the closing sentence.

Name \_\_\_\_\_

**Decimal Subtraction**



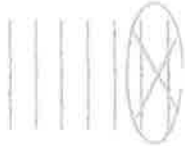
**COMMON CORE STANDARD—5.NBT.7**  
 Perform operations with multi-digit whole numbers and with decimals to hundredths.

**Subtract. Draw a quick picture.**

1.  $0.7 - 0.2 = \underline{0.5}$

2.  $0.45 - 0.24 = \underline{\hspace{2cm}}$

3.  $0.92 - 0.51 = \underline{\hspace{2cm}}$



4.  $0.67 - 0.42 = \underline{\hspace{2cm}}$

5.  $0.9 - 0.2 = \underline{\hspace{2cm}}$

6.  $3.25 - 1.67 = \underline{\hspace{2cm}}$

7.  $4.1 - 2.7 = \underline{\hspace{2cm}}$

8.  $3.12 - 2.52 = \underline{\hspace{2cm}}$

9.  $3.6 - 1.8 = \underline{\hspace{2cm}}$

**Problem Solving**



10. Yelina made a training plan to run 5.6 miles per day. So far, she has run 3.1 miles today. How much farther does she have to run to meet her goal for today?

\_\_\_\_\_

11. Tim cut a 2.3-foot length of pipe from a pipe that was 4.1 feet long. How long is the remaining piece of pipe?

\_\_\_\_\_

## Lesson Check (5.NBT.7)

1. Janice wants to jog 3.25 miles on the treadmill. She has jogged 1.63 miles. How much farther does she have to jog to meet her goal?
2. A new teen magazine has a readership goal of 3.5 million. Its current readership is 2.8 million. How much does its readership need to increase to meet this goal?

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## Spiral Review (5.OA.1, 5.NBT.1, 5.NBT.2, 5.NBT.6)

3. What is the value of the underlined digit in 91,764,350?
4. How many zeros are in the product  $(6 \times 5) \times 10^3$ ?

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5. To evaluate the following expression, what step should you do first?  
$$7 \times (4 + 16) \div 4 - 2$$
6. In the past two weeks, Sue earned \$513 at her part-time job. She worked a total of 54 hours. About how much did Sue earn per hour?

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## The Boston Tea Party

Taxes and other forms of revenue are needed for a government to operate. Money is always needed to build roads, maintain schools, and to finance all the other functions of a legitimate government. Citizens understand the need for fair taxes but they will protest if taxes are unfair, misused or too high. You



might hear your family members or newscasters talk about how complicated taxes are today. Taxes were also complicated in Great Britain and the American colonies in the 1700s, especially taxes on tea.

New taxes on the colonies, including a tax on tea, were part of the Townsend Acts passed by the British Parliament beginning in 1767. The Boston Massacre that occurred in 1770 was a result of these taxes and parts of the Townsend Acts were repealed after it. A Tea Act was passed by Parliament in 1773 changing how taxes on tea were charged. Some of the members of Parliament argued against the colonial taxes on tea, not wanting further trouble after the Boston Massacre. The tax on tea for the colonists was not increased but the Tea Act gave the East India Company support from the British government to sell tea in the colonies over merchants who lived in the colonies.

In this complicated mix of taxes and events, seven shiploads of tea owned by the East India Company were sent to the ports of Boston, New York, Philadelphia and Charleston in the fall of 1773. The ships arriving in New York and Philadelphia were returned to England without unloading their cargo. The tea arriving in Charleston was seized by customs officials. In Boston, the royal governor insisted that the British laws be followed and that the taxes on the tea be paid. Colonial protesters wanted the ships to be returned to England without paying the taxes. On the last day that the loads of tea could remain in port without paying taxes, December 16, 1773, about 5,000 Boston citizens met and passed a resolution urging the ship's captain to sail without paying the tax. When the ships remained in port, that evening a group of men boarded the vessels and dumped the cargo of tea overboard. This act was called the Boston Tea Party.

The Boston Tea Party was a protest not against the tax on tea but against how Great Britain was ruling the colonies without any colonial participation. It was one of the events leading up to the American Revolutionary War.

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

### Multiple Choice Questions

Circle the correct answer.

1. Collecting taxes is
  - a. A legitimate function of government
  - b. Unfair to citizens
  - c. Always resented by citizens
  - d. None of the above
  
2. The first tax on tea in the American colonies was part of the
  - a. Tea Act
  - b. Townsend Acts
  - c. Both a. and b. above
  - d. None of the above
  
3. After the Tea Act was passed, who did the British government support in the sales of tea in the American colonies?
  - a. Colonial tea merchants
  - b. General stores
  - c. Agents of the East India Company
  - d. All of the above
  
4. In the fall of 1773 what happened to the tea shipments in New York and Philadelphia?
  - a. They were thrown into the ocean
  - b. They were burned
  - c. Both a. and b. above
  - d. None of the above
  
5. On the day of the Boston Tea Party a large crowd of Bostonians passed a resolution to
  - a. Burn the ships containing tea
  - b. Throw the tea overboard
  - c. Negotiate with the governor
  - d. Ask the captain to return his tea ships to England
  
6. On the evening of the Boston Tea Party what happened to the tea?
  - a. It was burned
  - b. It was shredded
  - c. It was thrown overboard
  - d. All of the above

Name \_\_\_\_\_

- An **adjective** modifies a noun or a pronoun. Adjectives can tell what kind, how many, or how much. **Proper adjectives** should be capitalized.
- **Demonstrative adjectives** tell which one: *this, that, these, those*.
- The words *the, a, and an* are special adjectives called **articles**. Use *a* and *an* to refer to any one item in a group. Use *the* to refer to a specific item or more than one item.

**Read each sentence. Underline each adjective. Circle any demonstrative adjectives or articles that you find.**

1. Three horses approached the fence.
2. The Arabian horse had a long tail.
3. We held fresh grass up to his wet nose.
4. The white horse gave us a playful wink.
5. Two ranchers filled this large trough with cold water.
6. Those thirsty horses gathered to drink.
7. A warm breeze blew across the rolling prairie.
8. White clouds drifted along in the blue sky.
9. The third day of our vacation was nearing its end.
10. We headed back to the main house for an early dinner.

Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion, size, age,** and **color**.
- **Commas** often separate two or more adjectives that describe the same noun. A comma does not normally follow a number in a description, however.

**Read each sentence. Then include the adjectives in parentheses and rewrite the sentence on the line provided.**

1. A truck drove down the road. (red, big)

---

2. The driver wore a hat. (blue, silly, old)

---

3. He honked his horn. (new, annoying)

---

4. Dogs started barking inside the truck. (wet, three, frightened)

---

5. The puppy had the loudest bark of all. (white, tiny, angry)

---

Name \_\_\_\_\_

**A. Read each sentence. Underline each adjective. Circle the demonstrative adjectives and articles.**

1. We waited in a long line for the first showing of that new movie.
2. Several actors and actresses stopped by to say hello.
3. Someone said that the tall woman in the white coat was the director.
4. She spoke for five minutes in front of the excited audience.
5. My three friends agreed that this suspenseful movie was an amazing experience.

**B. Read each sentence. Correct any errors in capitalization or punctuation and rewrite the sentence on the line provided.**

6. The film was based on this best-selling book, "Chasing the storm."

\_\_\_\_\_

7. Some images came from N.o.a.a., the agency that monitors weather.

\_\_\_\_\_

8. I read a thorough review of the film in the magazine Ticket stubs.

\_\_\_\_\_

9. The article One to watch gave the movie high ratings.

\_\_\_\_\_

10. The school newspaper, Pupil Press, published my review, "A favorable Forecast.

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

## Estimate Decimal Sums and Differences



**COMMON CORE STANDARD—5.NBT.7**  
Perform operations with multi-digit whole numbers and with decimals to hundredths.

Use rounding to estimate.

1. 
$$\begin{array}{r} 5.38 \\ + 6.14 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 2.57 \\ + 0.14 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 9.65 \\ - 3.12 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 7.92 \\ + 5.37 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

Use benchmarks to estimate.

5. 
$$\begin{array}{r} 2.81 \\ + 3.72 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 12.54 \\ + 7.98 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 6.34 \\ + 3.95 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 16.18 \\ - 5.94 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 17.09 \\ + 3.98 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 14.01 \\ - 4.51 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 11.47 \\ + 9.02 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 19.97 \\ - 11.02 \\ \hline \end{array}$$

### Problem Solving



13. Elian bought 1.87 pounds of chicken and 2.46 pounds of turkey at the deli. About how many pounds of meat did he buy?

\_\_\_\_\_

14. Jenna bought a gallon of milk at the store for \$3.58. About how much change did she receive from a \$20 bill?

\_\_\_\_\_





## Causes of the American Revolution

Before the American Revolutionary War the original thirteen states of the United States of America were colonies of Great Britain. Great Britain was a monarchy, that is, it was ruled by a king or queen. Great Britain was also at the head of an empire called the British Empire similar to the ancient Roman Empire. An empire is a group of nations, territories, or peoples ruled by a single authority. The thirteen American colonies were part of the British Empire and were ruled by the King of England and the British Parliament located far away across the Atlantic Ocean. The royal governor of each colony was appointed by the king and was loyal to the king. The governor did not represent the colonists.



Remember too that in the 1600s when the colonies were originally founded, some of the colonies belonged to other countries. For example, New York was first settled by the Dutch and the city of New York was called New Amsterdam. The Dutch brought in settlers from Germany, Ireland and France. Great Britain took the colony with warships in 1664 and named it New York. So, all the colonists in North America were not necessarily loyal British subjects.

Before the Revolutionary War, the French and Indian War was fought between Great Britain and France for control over lands in North America, especially lands west of the existing British colonies. This conflict lasted from 1754 until 1763. This war between two major European powers caused the Seven Years' War in Europe. During this time of wars, it was in the best interest of the British Empire to defend the colonies. After the wars ended, Britain had gained control over most of North America east of the Mississippi River.

Britain had invested heavily in defending the colonies and now wanted to show authority over them by imposing heavy taxes. As a result, the colonists formed what were called committees of correspondence. These led to the establishment of Provincial Congresses in the colonies, their first independent governments. These provincial governments of the thirteen colonies joined together in the First Continental Congress in 1774. In response, the British government sent troops, dissolved the local governments, and enacted more taxes and rules. The first skirmishes of the Revolutionary War began in 1775 and the Declaration of Independence was written in 1776.

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

### Multiple Choice Questions

Circle the correct answer.

1. Before the American Revolution Great Britain was
  - a. A monarchy
  - b. A democracy
  - c. An oligarchy
  - d. A republic
  
2. The New York colony was originally settled by the
  - a. British
  - b. Dutch
  - c. Both a. and b. above
  - d. None of the above
  
3. The French and Indian War was fought
  - a. Between French soldiers and Indian warriors
  - b. French soldiers and Dutch settlers
  - c. In Europe
  - d. None of the above
  
4. After the Seven Years' War ended
  - a. France still owned Canada
  - b. Britain controlled the lands east of the Mississippi River
  - c. Both a. and b. above
  - d. None of the above
  
5. A main cause of the American Revolution was
  - a. Britain took control of New Amsterdam
  - b. France gained control of lands east of the Mississippi River
  - c. Great Britain imposed heavy taxes on the colonies
  - d. The colonists lost the French and Indian War
  
6. The First Continental Congress
  - a. Was formed by Great Britain
  - b. Was endorsed by Great Britain
  - c. Included British royal governors
  - d. None of the above

Name \_\_\_\_\_

- **Acronyms** are abbreviations that contain all capital letters and no periods, such as *TV*, *NASA*, and *the UN*.
- Underline **titles** from long works, such as books and magazines. Put quotation marks around the titles of shorter works, such as articles and chapters. Capitalize all major words in titles.

**Read each sentence. Correct any errors in capitalization or punctuation and rewrite the sentence on the line provided.**

1. We read about a program called Most, or "Make Our School Terrific."

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2. It was featured in last month's issue of education ideas.

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3. The article, Ten tips from top schools, offered many great suggestions.

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4. For example, students could decorate a room like a nasa control center.

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5. The author explained how in his first book, the intergalactic classroom.

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Name \_\_\_\_\_

- When more than one adjective is used to modify a noun, the adjectives must be listed in order. **Numbers** come first, followed by **opinion**, **size**, **age**, and **color**. Commas are often used to separate two or more adjectives related to the same noun.
- **Acronyms** are abbreviations that contain all capital letters and no periods.
- Underline titles from long works. Put quotation marks around the titles of shorter works. Capitalize the important words in titles.

**Proofread the paragraph. On the lines below, correct mistakes in adjective usage, capitalization, and punctuation.**

In short five days, our ecology club will talk about the Epa, or Environmental Protection Agency. I borrowed new three books about the subject, including The history of the E.P.A., from the library. These first chapter, entitled A day for The Earth, offers an lengthy fascinating timeline of events leading up to Earth Day. I will copy it onto a poster using the red big marker.

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# Assignment

## Determine a Theme from Literary Text

**Topic: Footprints**

### ***Your Assignment:***

*Read the story below.*

#### **The Wild Wilderness**

**By Kiki E.**

Last summer my dad and I headed to the Sierras to enjoy some good old-fashioned camping. One afternoon after a late breakfast, we headed out for a leisurely stroll in the wilderness. Surrounded by trees as tall as skyscrapers, I grabbed pine cones for my collection- and a couple of extra for my little sister who had to stay home.

My mind wandered as I sang quietly- or so I thought- while my new Ipod Nano played by favorite KIIS-FM tunes! Life doesn't get much better than this. My one and only complaint at the time was that I had to jog every now and then to keep up with my dad. Boy does he have long legs!

It seemed as if we had been walking for hours. I thought we had gone too far from camp, but my dad kept right on going. Isn't it dangerous out this far in the woods? Aren't there bears around here?

I forgot all of my worries when my favorite song came on...until suddenly I saw huge animal footprints on the right side of the path heading out into nowhere. It was like a

bad dream. I think I tried to scream once and nothing came out, but the next time I managed a high-pitched squeal as I yelled, "Hey, Dad! Look!" That was all I could do. Fear took over, and I froze like a turkey in Ralph's a couple of days before his holiday!

My dad whipped around. Noticing the horrified look on my face, my dad began to tiptoe toward me. Realizing what I'd seen, he quietly began a search of the area around me. I waited and wondered what our fate would be.

When my heart started beating more slowly, I decided to check on my dad. Looking over his face turned from panic to humor- what was going on?

There stood a little boy- not the bear I had feared! He was wearing fuzzy bear paw slippers sitting with his family having peanut butter and jelly for lunch. The five year old thought we were hilarious and giggled non-stop as we chatted briefly with his parents. I laughed and took his picture so I would never forget the "bear kid"!

Walking out the woods, I wondered who lets their child wear slippers into the wilderness. It was a simple mistake I'd made- really!

The following morning my dad and I loaded our Jeep and started back toward the city. It is a long drive, and I was hoping to get home before the stores close. I wonder if Walmart still has those slippers!

## Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*

The theme of the story is...

After reading the story, I learned that...

This story taught me...

## Your Response:

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Name \_\_\_\_\_

## Choose a Method



**COMMON CORE STANDARD—5.NBT.7**  
Perform operations with multi-digit whole numbers and with decimals to hundredths.

Find the sum or difference.

1. 
$$\begin{array}{r} 7.24 \\ +3.18 \\ \hline \end{array}$$

$$\begin{array}{r} \phantom{0}^1 \\ 7.24 \\ +3.18 \\ \hline \end{array}$$

10.42

2. 
$$\begin{array}{r} 5.2 \\ 6.47 \\ +12.16 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 6.37 \\ -4.98 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 0.64 \\ 9.68 \\ +1.47 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 14.87 \\ +3.65 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 60.12 \\ -14.05 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 2.72 \\ +9.48 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 16.85 \\ +83.4 \\ \hline \end{array}$$

9.  $\$13.60 - \$8.74$  \_\_\_\_\_

10.  $\$25.00 - \$16.32$  \_\_\_\_\_

11.  $13.65 + 6.90 + 4.35$  \_\_\_\_\_

## Problem Solving



12. Jill bought 6.5 meters of blue lace and 4.12 meters of green lace. What was the total length of lace she bought?

13. Zack bought a coat for \$69.78. He paid with a \$100 bill and received \$26.73 in change. How much was the sales tax?



## The Boston Massacre

It's the evening of March 5, 1770 in Boston in the British colony of Massachusetts. British soldiers are changing the guard at the Customs House where British taxes are levied and collected. A confrontation occurs between colonists and the soldiers, shots are fired, and three colonists are dead on the spot; two more die the next day. This event is called the Boston Massacre and it's easy to say that it was a cause of the American Revolution. What really happened and why?



Great Britain had spent huge sums of money waging the French and Indian War (1754-1763) in North America to gain control of more land. At the same time the British were fighting the related Seven Years' War in Europe. When the wars ended in 1763 Great Britain needed money and passed the Townsend Acts which heavily taxed everyday imported items like glass, paper and tea in the colonies. When these taxes caused unrest among the colonists, in 1768 Great Britain sent troops to Boston to maintain control and protect the tax collectors who levied customs duties on imported products. These soldiers could be assigned to live in private homes with the colonists. There was one British soldier in Boston for every four residents. Boston was an occupied city and tensions were high between soldiers and residents. There were frequent riots.

The Boston Massacre began with a nighttime confrontation between a youth and a soldier in front of the Customs House. A crowd gathered and grew larger when church bells were rung to get the attention of more men. The British soldier summoned help as well. Soon 400 men of Boston were throwing ice and snowballs at the soldiers defending the Customs House, daring them to fire their muskets into the crowd. Reports say that the officer in charge called out, "Don't fire!" In the confusion, shots were fired anyway.

The British immediately removed the troops from Boston and repealed the Townsend Acts in April 1770 except for the tax on tea. The officer in charge and nine soldiers were brought to trial about eight months later. Two soldiers were found guilty of manslaughter and all the others were acquitted. Boston remained quiet for several years. The Boston Massacre was later used as a rallying point by patriots who favored independence.

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

### Multiple Choice Questions

Circle the correct answer.

1. In order to get money from the colonies Great Britain taxed
  - a. Income
  - b. Land
  - c. Imported items
  - d. Farm products
  
2. When the citizens of Boston protested against the heavy taxes Great Britain
  - a. Raised the taxes higher
  - b. Sent troops to Boston
  - c. Both a. and b. above
  - d. None of the above
  
3. One way that Bostonians protested was
  - a. Riots in the streets
  - b. Snipers
  - c. Guerilla attacks
  - d. All of the above
  
4. Where in town did the Boston Massacre occur?
  - a. On the commons
  - b. Along the Charles River
  - c. At the courthouse
  - d. None of the above
  
5. How many Boston citizens died as a result of the Boston Massacre?
  - a. 3
  - b. 5
  - c. 7
  - d. 9
  
6. One result of the Boston Massacre was
  - a. Soldiers were withdrawn from Boston
  - b. Soldiers were brought to trial
  - c. It was later used to promote the cause of American independence
  - d. All of the above



# Compton USD

## Learning Packet # 4

# ELD

## Grade 5

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



# 5th Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 5

Day	Lesson	Date Completed
1	<b>Vocabulary:</b> Review vocabulary and identify cognates. Use gestures to demonstrate meaning.	
	<b>Comprehension and Fluency:</b> Read the literary passage: "Nancy's First Interview". Answer questions A (1-4) & B.	
2	<b>Vocabulary: Idioms.</b> Complete items 1-3.	
	<b>Comprehension and Fluency:</b> Read the literary passage "Nancy's First Interview" again. Complete the Compare and Contrast Graphic Organizer.	
3	<b>Word Study: Homophones.</b> Read the information in the box. Then, complete questions 1-3.	
	<b>Genre/Text Element:</b> Read the academic passage. Answer questions 1-3.	
4	<b>Differentiated Text:</b> Read the literary passage "A New Life in California". Respond to the text by reading and completing the sentence starters.	
5	<b>Writing Traits: Sentence Fluency.</b> Read the Draft Model. Use the questions to help you to revise the draft. Then, revise the draft by adding transitions to help connect ideas.	
	<b>Write to Sources:</b> Read the passage. Then, follow the directions below.	

#### Recommended Online Usage



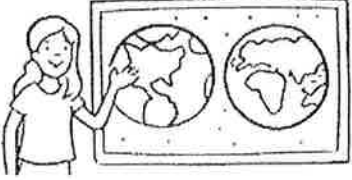
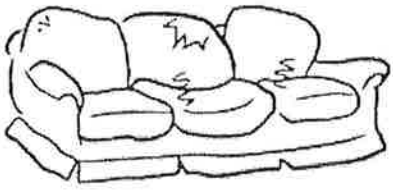
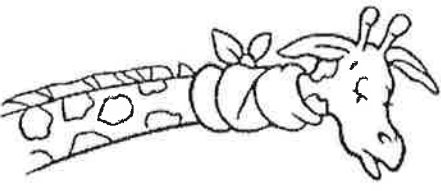
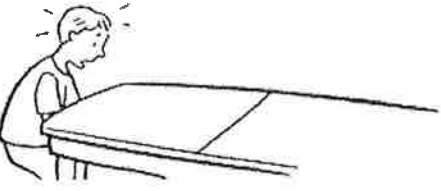
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week





Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
assume	You should always <u>assume</u> that you are supposed to pay attention in class.	
guarantee	The grocer gave us a <u>guarantee</u> that his vegetables are fresh.	
nominate	She wanted to <u>nominate</u> North America as the best continent.	
obviously	The family <u>obviously</u> needs a new sofa.	
sympathy	Everyone felt <u>sympathy</u> for the giraffe with the sore throat.	
weakling	He felt like a <u>weakling</u> when he could not lift the table.	

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Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to check your understanding.

### Nancy's First Interview

11 Nancy listened as her father finished a telephone call. "You're putting  
25 me on the spot," he said. "I already have plans today, Jim." Mr. Jenson  
39 hung up the telephone and turned to Nancy. "I'm really sorry, Nance, but I  
50 have to work today. We'll have to reschedule our fishing trip."

58 Mr. Jenson was a reporter for the city  
64 newspaper. After the stock market crash  
72 of 1929, his newspaper had laid off most  
81 of the reporters. He was glad to have a  
89 job, but working on a skeleton crew left  
93 him overworked and underpaid.

100 Nancy tried not to look upset. She  
106 wished she could do something to  
114 comfort her dad. She forced a smile and  
118 said, "It's okay, Dad."

124 "All of our photographers are on  
131 other projects," he sighed. "What am I  
145 supposed to do now?" He paused for a moment, and then said, "Nancy, do  
161 you remember how to use my camera? If you can help me today, we can at  
166 least spend the day together."

180 Nancy jumped up from her chair and ran to her bedroom to change out  
192 of her fishing clothes. "Make tracks," her dad called down the hallway.  
"We're in a hurry!"



Millions of people lost their jobs after the stock market crash of October 1929.

Name \_\_\_\_\_

As they drove out of town, Mr. Jenson told Nancy about the family they were going to interview. The Carters were migrant workers, also known as "Okies," who had moved from Oklahoma to California in search of work.

Mr. Jenson pulled up to a crooked shack on the edge of a farm. A tall, thin man and a round woman greeted them at the door.

Nancy and her father followed Mr. and Mrs. Carter into the tiny house. All of their furniture was in one room: two dirty mattresses, a kitchen table with four rickety chairs, and a small camping stove.

"What brought you folks to California?" Mr. Jenson asked.

"Work," Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep cost an arm and a leg. Then the drought killed our chances of a good crop."

"Don't you miss home?" Nancy asked. She immediately felt bad for interrupting, but her father smiled.

"There's nothing to miss," Mrs. Carter said. "The only thing we have left in this world is each other."

Nancy was full of questions, and the Carters answered them all. She realized that her family wasn't that much different from the Carters. When times were tough, families had to support one another.

After the interview, Nancy's father helped her set up the camera so she could take a few photos. "You've got a good little reporter there," Mr. Carter said to Mr. Jenson.

Mr. Jenson grinned. "I taught her everything she knows," he said. "She's a chip off the old block."



During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Which character, or person in the story, goes with Mr. Jenson on his newspaper job?

\_\_\_\_\_

2. What is one difference, or contrast, between the Carters' house and the Jenson's house?

\_\_\_\_\_

\_\_\_\_\_

3. How does Nancy compare, or find a similarity between, her family and the Carters?

\_\_\_\_\_

\_\_\_\_\_

4. Who does Mr. Jenson compare Nancy to at the end of the story?

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name \_\_\_\_\_

An **idiom** is an expression that cannot be defined by the words in it. If you come across an idiom you do not understand, you can often use surrounding words and sentences to find clues to its meaning. Look at the example below of an **idiom** in a paragraph. The underlined words help indicate that *putting me on the spot* means "putting me in a difficult situation."

Nancy listened as her father finished a telephone call. "You're **putting me on the spot**," he said. "I already have plans today, Jim."

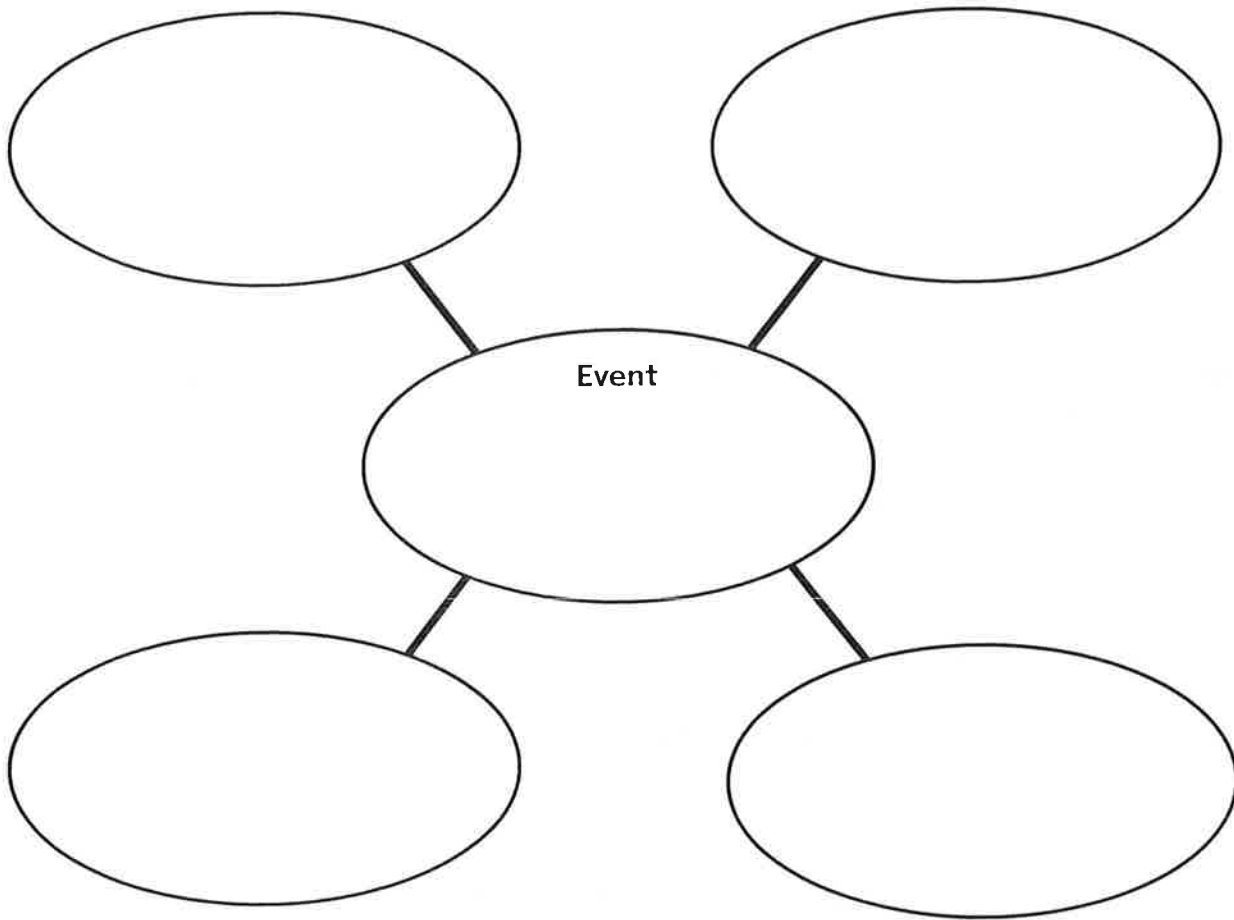
Read each passage below. Then circle the letter of the idiom that matches the meaning of the words in bold.

1. After the stock market crash of 1929, his newspaper had laid off most of the reporters. He was glad to have a job, but working on a job with **few coworkers** left him overworked and underpaid.
  - a. horn of plenty
  - b. ten pounds of potatoes in a five-pound bag
  - c. skeleton crew
  
2. "**Move fast**," her dad called down the hallway. "We're in a hurry!"
  - a. drag your feet
  - b. make tracks
  - c. smell the roses
  
3. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. "Upkeep was **too expensive**. Then the drought killed our chances of a good crop."
  - a. took candy from a baby
  - b. cost an arm and a leg
  - c. left the crowd in stitches

Comprehension: Compare and Contrast Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the compare and contrast graphic organizer.





Name \_\_\_\_\_

**Afternoons Alone**

Rusty moped around the empty house. Right now, Grandpa was working at the tank factory. He started working there when America declared war on Japan. Without him there was nobody to fish with in the afternoon or do anything else with, either.

Yesterday, his friend Corey had told Rusty, "My mom works in the tank factory, too. Every day, after school, I clean house and do chores. Then, when Mom returns home from the factory, we have family time together."

"It'll be so keen when the war is over," said Rusty.

"Then we can have family time more often!" Corey exclaimed.

Answer the questions about the text.

1. Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?

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2. Historical fiction includes events that are typical of a time period. What events in the text are typical of the time period?

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3. Dialect is speech typical of a time and place. Dialect may include words and phrases that sound unfamiliar. Write an example of dialect in the text and explain what it means.

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## Essential Question

How do shared experiences help people adapt to change?

Use Graphic Organizer 119 to take notes while you read.

# A New Life in California

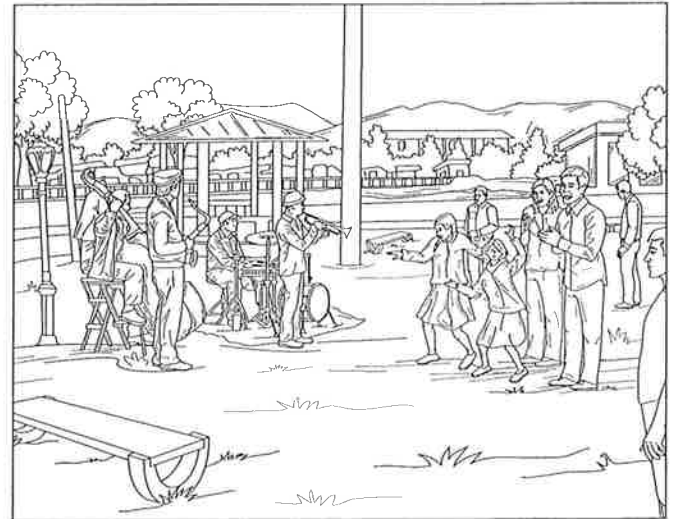
## Historical Fiction

Mom looked at Ruth with sympathy as we left our empty New York City apartment. It was 1937, and California had a lot of jobs from President Roosevelt's **employment** program. Dad found a job making posters for the National Park Service at the artist **facilities** in California. "I am going to miss my friends," Ruth said. Ruth was obviously sad to move.

Mom told Ruth and me, "You will both make new friends in California, and I guarantee you will both be happy there." Mom was being supportive, but Ruth was still **sullen** and frowning.

When we arrived at our new apartment in California, Dad saw a band playing music in the park across the street. He wanted to begin our new life with music and dancing. Ruth did not want to join the fun, but as I began to dance to the music, Ruth began to dance, too. Then two other girls joined us.

One girl said, "I'm Sarah, and that's my sister, Betsy, we moved here from New York City three weeks ago."



"We arrived today, and we live in that apartment building across the street," said Ruth, smiling.

"We live there too!" said Sarah. "Betsy and I can show you around the neighborhood after the concert. We will show you where the school is, too."

"We will love that," said Ruth. Ruth looked like she was happy to be in California.

# Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 119 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Ruth is sad to leave her New York City apartment.

Ruth is sad to leave because \_\_\_\_\_.

2. Describe how Ruth and her sister are similar to Sarah and Betsy.

Ruth and her sister are similar to Sarah and Betsy because \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

3. Describe how Ruth and her sister are different from Sarah and Betsy.

\_\_\_\_\_

\_\_\_\_\_

 **Write Work with a partner. Discuss your notes about "A New Life in California." Then write your answer to the Essential Question.**

**How do shared experiences help the family adapt to change?**

Ruth's mom told Ruth \_\_\_\_\_.

and her dad decided to \_\_\_\_\_.

Sarah and Betsy help Ruth adapt to life in California by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about adding transitions to help connect ideas.**

**Draft Model**

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

**B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.**

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Name \_\_\_\_\_

Bree wrote the paragraphs below using text evidence from *Bud, Not Buddy* and “Musical Impressions of the Great Depression” to respond to the prompt: *Add an event to the story in which Bud and Miss Thomas discuss an upcoming jazz concert that is part of the Federal Music Project of 1935.*

Miss Thomas stood at the window smiling. Bud watched her, wondering what she was thinking. “Miss Thomas,” he asked, “is everything OK?”

“Yes, Bud,” she said. “We’re going to play a concert in Detroit next month, and Mr. Calloway wants you to travel with us.”

Bud was as quiet as a goldfish. He didn’t know what to say, but slowly a big grin spread across his face.

“It’s a concert for the people and part of President Roosevelt’s Works Progress Administration,” Miss Thomas explained. “We’re playing to support the Federal Music Project of 1935. It’s a great program that helps musicians find work.”

“Wow!” Bud said excitedly, “Who else is playing?”

“Well, even though he isn’t being paid like the other musicians, Count Basie has agreed to help out with the cause,” Miss Thomas responded with a smile.

“A night of live jazz with one of the best!” Bud said and jumped happily. “Do the guys know yet?” he asked.

“Only you and Mr. Calloway. However, I’d like you to do me a favor,” she said. “Will you tell the rest of the group?”

“I sure will,” Bud said. He was out the door in a flash.

Reread the passage. Follow the directions below.

1. Circle the paragraph that includes the *most* text evidence from “Musical Impressions of the Great Depression.”
  2. Draw a box around the complex sentence that appears in the model.
  3. Underline the transitional word Bree used to signal contrast.
  4. Write the idiom Bree included in her writing on the line.
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