



Compton USD Learning Packet #7

Fifth Grade

Name _____

5th Grade Learning Packet

TABLE OF CONTENTS




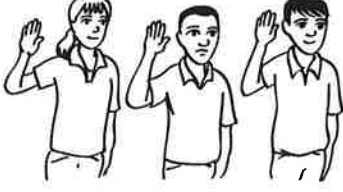
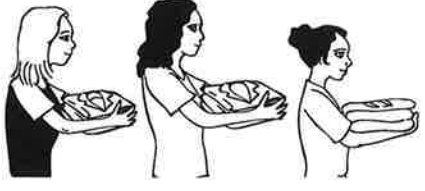

Week 8

| Day | Lesson | Date Completed |
|-----|--|----------------|
| 1 | Vocabulary | |
| | Chapter 4 Review/Test, #1-4 | |
| | Science: Read "Hurricanes" and answer the questions. | |
| 2 | Read "Books for Victory" and answer the questions that follow. | |
| | Chapter 4 Review/Test, #5-8 | |
| | Science: Read "Earthquakes" and answer the questions. | |
| 3 | Genre/Literary Element Vocabulary Strategy: Homophones | |
| | Chapter 4 Review/Test, #9-12 | |
| | Science: Read "Floods" and answer the questions. | |
| 4 | Word Study: Words with Greek Roots Writing Traits: Organization Write to Sources | |
| | Chapter 4 Review/Test, #13-14 | |
| | Science: Read "Droughts" and answer the questions. | |
| 5 | Adverbs Making an Inference from Informational Text - Topic: Mega-Storms | |
| | Chapter 4 Review/Test, #15-18 | |
| | Science: Read "Wildfires" 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 _____

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 |
|------------|--|---|
| bulletin | The weather <u>bulletin</u> warned us of the hurricane. |  |
| operations | Computers are used to help plan military <u>operations</u> . |  |
| intercept | His job is to <u>intercept</u> secret messages and decode them. |  |
| enlisted | The three friends <u>enlisted</u> together. |  |
| recruits | The new <u>recruits</u> are holding their uniforms. |  |
| survival | Exercises in <u>survival</u> included floating in the ocean for several hours. |  |

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Name _____

intercept

bulletin

recruits

operations

survival

enlisted

diversity

contributions

A. Write the correct word after its meaning.

1. new members of the armed forces _____
2. short announcement of the latest news _____
3. gifts of money, time, or effort given to a cause _____
4. plans or processes for doing something _____
5. stop something from moving from one place to another _____
6. the act of continuing to live _____
7. joined the armed forces voluntarily _____
8. great difference or variety _____

B. Answer each question with a vocabulary word.

9. Which word would you use to describe a television news announcement?

10. Which word would you use to describe plans for doing work?

11. Which word would you use to describe the action of having joined voluntarily?

Name _____

  **Chapter 4 Review/Test**

1. Omar is making a scale model of the Statue of Liberty for a report on New York City. The Statue of Liberty is 305 feet tall measuring from the ground to the tip of the torch. If the model is $\frac{1}{100}$ the actual size of the Statue of Liberty, how tall is the model?

_____ feet

2. For numbers 2a–2d, choose Yes or No to indicate whether the product is correct.

2a. $0.62 \times 10 = 62$ Yes No

2b. $0.53 \times 10 = 5.3$ Yes No

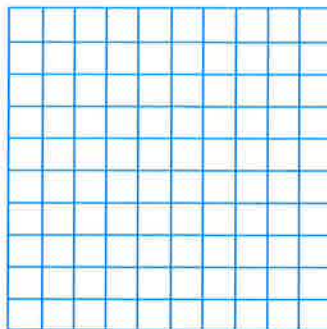
2c. $0.09 \times 100 = 9$ Yes No

2d. $0.60 \times 1,000 = 60$ Yes No

3. Nicole is making 1,000 bows for people who donate to the library book sale. She needs a piece of ribbon that is 0.75 meter long for each bow. How many meters of ribbon does Nicole need to make the bows? Explain how to find the answer.

4. Fatima is shading this model to show 0.08×3 . Shade the correct amount of boxes that will show the product.

Fatima should shade groups of small squares or small squares.



Name _____



Hurricanes

A hurricane is a powerful, rotating storm that begins out over the Atlantic ocean, when the warm, moist air over the tropical water rises and is replaced by cooler air. This cooler air then gets warmed and starts to rise, and the cycle results in the formation of massive storm clouds. The spinning of the Earth causes these storm clouds to spin. When there is enough warm water, the cycle will continue, wind speeds will increase, and a hurricane forms. Hurricanes are called by different names depending on the part of the world where they occur. In the Indian Ocean they are called cyclones. In Southeast Asia they are known as typhoons.

In order to be classified as a hurricane, rather than a tropical storm, the hurricane must have winds of a sustained speed of at least 74 miles per hour, and an area of low air pressure in its center called the eye. The high winds spin around this center. It is generally calm and clear at the eye of the storm, however the most dangerous part of a hurricane is the area at the edge of the eye, known as the eye wall. The eye wall is made up of very heavy clouds, and the fastest-moving winds are located here. Winds at the eye wall can reach 155 miles per hour. Hurricanes are categorized according to their wind strength.

HURRICANE CATEGORIES

Category 1 - 74 to 95 mph

Category 2 - 96 to 110 mph

Category 3 - 111 to 129 mph

Category 4 - 130 to 156 mph

Category 5 - 157 or higher mph

The deadliest hurricane in U.S. history was the Great Galveston hurricane, also known as the Great Storm of 1900, which is estimated to have killed as many as 12,000 people. Other notable U.S. hurricanes include Hurricane Maria (2017, killing 5,000 in Puerto Rico), the Okeechobee Hurricane (1928, killing 3,000 in Florida), and Hurricane Katrina (2005, killing almost 2,000).

Name _____ **Natural Disasters**

QUESTIONS: Hurricanes

1. What is a hurricane?
2. Why do the storm clouds that eventually become a hurricane begin to spin?
3. What are two other names for hurricanes?
4. What is a storm called if its winds fail to reach at least 74 miles per hour?
5. What is the center of a hurricane called?
6. What is the most dangerous part of a hurricane?
7. How are hurricanes categorized?
8. What was the deadliest hurricane in U.S. history?
9. Which hurricane was more deadly, Hurricane Maria or Hurricane Katrina?

Name _____

Read the passage. Use the summarizing strategy to help you understand what you are reading.

Books for Victory

11 As Carlos shivered on the snow-covered porch, he noticed a drooping
24 banner in the front window. "Happy New Year 1943!" it said. "They can
36 take that down now," he thought. He pressed the doorbell again. "I'm
49 turning blue out here," he muttered, and blew on his hands to warm
62 them. He glanced at his wagon piled with books. Then he thought back
76 to last year and why he was out here again collecting for the Victory
Book Campaign.

78 His brother Tomás had been in the army and stationed at a military
91 camp across the country. Carlos had missed Tomás and looked forward to
103 his letters. Carlos knew one letter by heart. "There's nothing new to say,"
116 Tomás had written. "We train and drill every day. Otherwise there's not
128 much to do. I wish I had some good books."

138 Carlos had felt bad for Tomás. He wondered how he could help him.
151 The next day, in morning assembly, Principal Ramírez told the students
162 about the Victory Book Campaign. All over Oregon and the rest of the
175 country, people were collecting books to send to soldiers, sailors, and
186 others fighting in the war.

191 Principal Ramírez added that the campaign needed volunteers. As soon
201 as he said that, hands shot up all over the assembly room.

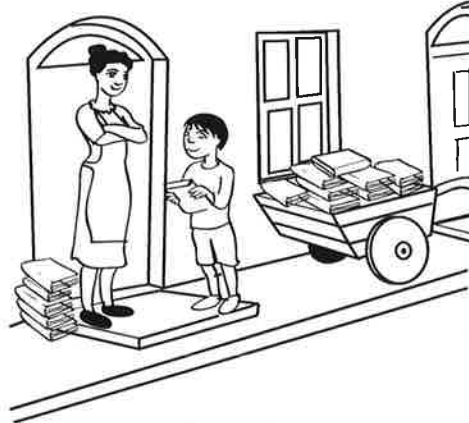
213 Carlos had promised himself he would collect as many books as
224 he could. During the following month he pulled his wagon around the
236 neighborhood asking people to donate books. In its first year the campaign
248 had lasted from January to November. It was a tremendous success. By the
261 time the campaign was over, people across the country had donated more
273 than eleven million books.

Name _____

As Mrs. Wright opened the door, Carlos was pulled out of the past and brought back to the present. Only a few seconds had passed, even though he'd been thinking about several months.

"I know why you're here," Mrs. Wright smiled. "I searched all over the house and I have a really large stack of books. What kind of books are you looking for this year?"

"We'd like fiction," Carlos answered. "Adventure stories, westerns, and mysteries would be good. We also want nonfiction. But I hear that those books should be published after 1935. We want them to be up-to-date."



Carlos had promised himself he would collect as many books as he could.

Mrs. Wright pointed to a tall stack of books by the door. "I think these will all be suitable. When will you be by again?"

"I'll be back in a few weeks," Carlos replied. He gathered up the books. "We'll be collecting for a couple more months."

"Okay, that's great," Mrs. Wright nodded. "My daughter Grace will be home from college. I'll ask her what she'd like to donate."

As he walked to his wagon, Carlos called out, "That's terrific, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books*. Thanks so much for these!"

Carlos waved good-bye and set off for his next stop: the library. There, volunteers would sort through what Carlos and others had collected. Then large collection centers would pack the books and ship them to people in military camps and overseas.

He was still chilled, but Carlos felt proud. He was too young to join the army, like Tomás. He couldn't work in a defense factory, like his parents. But, by collecting books, he and his friends were helping his brother Tomás and others fighting for their country.

Name _____

A. Reread the passage and answer the questions.

1. How does Carlos feel when he hears about the Victory Book Campaign?

2. Why does he feel that way?

3. What might be the theme, or message, of this story? Circle the letter of the best answer.

- a. Everyone can make a contribution.
- b. It is fun to try something different.
- c. Collecting books is a good way to make friends.

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 | | – | | = | |

5. Tenley is making a square frame for her painting. She is using 4 pieces of wood that are each 2.75 feet long. How much wood will Tenley use to make the frame?

_____ feet

6. Which problems will have two decimal places in the product? Mark all that apply.

A 5×0.89 B 7.4×10 C 5.31×10^0

D 6.1×3 E 3.2×4.3

7. Ken and Leah are trying to solve a science homework question. They need to find out how much a rock that weighs 4 pounds on Earth would weigh on Venus. They know they can multiply the number of pounds the rock weighs on Earth by 0.91 to find its weight on Venus. Select the partial products Ken and Leah would need to add to find the product of 4 and 0.91. Mark all that apply.

A 0.95 B 0.04 C 3.65 D 3.6 E 0.36

8. Sophia exchanged 1,000 U.S. dollars for the South African currency, which is called the rand. The exchange rate was 7.15 rand to \$1.

Part A

How many South African rand did Sophia get? Explain how you know.

Part B

Sophia spent 6,274 rand on her trip. She exchanged the rand she had left for U.S. dollars. The exchange rate was 1 rand to \$0.14. How many U.S. dollars did Sophia get? Support your answer using specific information from the problem.

Earthquakes

An earthquake is a shock wave that moves through the earth, usually causing violent shaking of the Earth's surface. There are two main causes of earthquakes: the collision of tectonic plates and volcanic eruption.

The places where the edges of the tectonic plates that form the Earth's crust meet each other are called fault lines. Sometimes these edges will get stuck together. As they continue to try to move, they push against each other. When there is enough pressure built up, the plates will suddenly come unstuck with so much force that it sends shock waves up through the surface of the Earth. The shaking caused by these shock waves is what we call an earthquake.



The strength of an earthquake is categorized using the Moment Magnitude Scale (MMS), formerly known as the Richter scale. The larger the MMS number, the stronger the earthquake. The MMS goes from 1 to 10. An earthquake usually needs to measure at least a 3 on the MMS in order to be noticed. At a magnitude of 6, earthquakes will cause items to fall off of shelves. House wall may crack, and windows may break. A magnitude 7 earthquake will destroy weaker structures. At magnitude 8, many building and bridges will be destroyed. At magnitudes 9 and 10, you will see wide-scale devastation.

The largest earthquake ever recorded happened in Chile in 1960. It struck at 3:11 p.m. approximately 100 miles off the coast of Chile. It is generally agreed to have measured approximately 9.5 on the Richter Scale, and was preceded by a series of foreshocks, one as strong as 7.9. Fifteen minutes after the earthquake, 80-foot-high tsunamis engulfed the Chilean coastline. The combined disasters killed over 1,600 people and left two million homeless.

QUESTIONS: Earthquakes

Circle the correct answer.

1. An earthquake is:
 - A. the places where the edges of the tectonic plates meet
 - B. another name for the plates that form the Earth's crust
 - C. a shock wave that moves through the earth
 - D. none of the above

2. Today, the strength of an earthquake is categorized using:
 - A. the Richter scale
 - B. the Moment Magnitude Scale (MMS)
 - C. how wide an area the earthquake affects
 - D. the collision of tectonic plates

3. How strong (on the measurement scale) does an earthquake have to be in order to be felt?
 - A. 3
 - B. 6
 - C. 7
 - D. 9

4. At what magnitude of earthquake will buildings and bridges be destroyed?
 - A. 3
 - B. 6
 - C. 8
 - D. 9

5. What other natural disaster can be triggered by an earthquake?
 - A. shock waves
 - B. foreshocks
 - C. tsunami
 - D. none of the above

Name _____

The Scrap Drive

Alice watched the young girl drop the bottle into the recycle bin. She remembered how she had started recycling when she was the girl's age. During World War II, everything was rationed, so people learned to recycle.

She recalled how schools in her city had a Scrap Drive contest every month and collected paper, metal, rubber, and fabric. One day she had asked her father, "Dad, how can I help my school win the contest?"

"That old, bald tire in the garage might help," Dad had said. "A rubber tire can be reused to make 20 pairs of boots."

Alice and her dad had found the tire and started to roll it to the collection center at the bottom of the hill. The tire slipped from Dad's hand and rolled downhill. "Stop that tire!" Dad had shouted. They raced after the tire, but it had crashed into the collection center building. Alice remembered how proud she had felt when her school had won the contest that month.

Answer the questions about the text.

1. **Historical fiction is realistic. It tells about events that could have happened in the past. The characters and setting are also realistic. Write one example of a historical event mentioned in the text.**

2. **A flashback is a scene from the past that interrupts a story. What words in the text tell you that a flashback is coming?**

3. **Write two time clues that signal events in this text that take place in the past.**

Name _____

Homophones are words that are pronounced the same but have different meanings and spellings. To decide which word to use in a sentence, think about what the words mean and the context of the sentence.

Example: sea, see

I will **see** better when I get my new glasses.

There are many kinds of fish in the **sea**.

Read the sentences below and circle the homophone that correctly completes each sentence.

- | | | |
|---|---------------|-------------|
| 1. This morning the wind _____ so hard that I nearly fell over. | blew | blue |
| 2. In the _____, we took a trip each summer. | passed | past |
| 3. I thought I _____ all the answers to her questions. | knew | new |
| 4. Call your dog to come _____ now. | hear | here |
| 5. When can we go _____ the mall? | to | too |
| 6. I didn't recognize you when we _____ on the street. | passed | past |
| 7. How do you like my _____ boots? | knew | new |
| 8. He seems like a nice person and a good friend, _____. | to | too |

Name _____

9. Trevor is reading a book for a book report. Last week, he read 35 pages of the book. This week, he read 2.5 times as many pages as he read last week. How many pages of the book has Trevor read this week? Show your work.

10. Jonah drives his car to and from work. The total length of the trip to and from work is 19.2 miles. In August, Jonah worked 21 days. How many miles in all did Jonah drive to and from work that month? Show your work.

11. Write each number in a box next to the expression that has the same value. A number may be used more than once.

8.99

89.9

899

$29 \times 31 =$

$29 \times 3.1 =$

$0.29 \times 31 =$

$2.9 \times 31 =$

12. Melinda, Zachary, and Heather went to the mall to shop for school supplies. Melinda spent \$14.25 on her supplies. Zachary spent \$2.30 more than Melinda spent. Heather spent 2 times as much money as Zachary spent. How much did Heather spend on school supplies?

\$ _____

Name _____

Floods

When water overflows its usual boundaries (as of a pond, lake, or river) and moves onto land that is usually dry, it is called a flood. Floods can be caused by a prolonged period of heavy rain, or they can be triggered by some other natural disaster. Extreme flooding can be caused by large storms like hurricanes that cause seawater to surge inland. It can also be caused by a tsunami, which is a series of waves, triggered by an underwater earthquake or volcanic eruption, that can reach up to 100 feet high, causing massive destruction for miles when they come to shore and rush inland.



Floods can have devastating consequences. Flood water makes an area uninhabitable. It damages buildings, roads, and other infrastructure. It also typically pollutes the drinking water in an affected area by contaminating it with diseases like typhoid and cholera.

The deadliest flood in the world, and the worst natural disaster in China's history, occurred in 1931 when the Yellow, Yangtze, and Huai Rivers inundated almost all of central China. The floods were the result of mismanagement of the rivers, which became overwhelmed during a period of extreme weather. About 2,500,000 people were killed.

The most destructive river flood in U.S. history is known as the Great Mississippi Flood of 1927, which subsumed 27,000 square miles under up to 30 feet of water. This flood resulted in the construction of the world's longest system of levees and floodways.

More recently, on August 29th, 2005, of 50 levees and flood walls that were supposed to protect New Orleans, Louisiana and surrounding areas failed when Hurricane Katrina made landfall in Mississippi. Over 80% of the city of New Orleans and all of St. Bernard Parish were flooded.

Name _____ **Natural Disasters**

QUESTIONS: Floods

1. What is a flood?
2. What causes floods?
3. What kind of flood is triggered by an underwater earthquake or volcano?
4. What are some of the consequences of floods?
5. What and when was the deadliest flood in the world?
6. What was the most destructive river flood in U.S. history?
7. What caused massive destructive flooding in the City of New Orleans and St. Bernard Parish in 2005?

Name _____

A root is a basic word part that gives a word the most important part of its meaning. Many English words have roots from the Greek language. Learning the meanings of common Greek roots can help you understand the meaning of unfamiliar words.

- *astro* means “star”
- *graph* means “write”
- *photo* means “light”
- *phon* means “sound”
- *tele* means “far off”
- *auto* means “self”

telephoto automatic television autograph astronaut
 astronomy photograph telegraph astrology automobile

A. Sort the words in the word box according to the Greek root. Two words will be in two boxes. The first one has been done for you.

| auto | tele | graph | astro |
|-----------|------|-------|-------|
| automatic | | | |
| | | | |
| | | | |

B. Read each sentence. Underline the word that has a Greek root. Then write the root on the line. The first one has been done for you.

1. We used a telescope to view the distant stars. tele _____
2. In our phonics lesson we learned about long vowel sounds. _____
3. It would be amazing if the astronomer came to speak with us. _____
4. I really like the graphics on the cover of your notebook. _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the order, or sequence of events.

Draft Model

Last week, we held a paper drive. We took the paper to the recycling center. But first we set out bins for magazines and newspapers. We had also advertised.

1. Which sentences could be reordered?
2. What sequence word or phrase could be changed in the third sentence?
3. What sequence word or phrase could show when the advertisement was placed?

B. Now revise the draft by adding sequence words to help readers understand more about the sequence of events.

Name _____

Roberto wrote the paragraphs below using text evidence from *The Unbreakable Code* and "Allies in Action" to respond to the prompt: **Add an event to The Unbreakable Code. Write a narrative in which Grandfather tells John about the contributions of different groups during World War II.**

John and Grandfather slowly rode horseback down the dusty trail of the canyon. As they trotted along, John asked questions about how his grandfather used the Navajo language to encode messages for the military during World War II. After a while, Grandfather talked about other groups of people who helped the country during the war.

"Women kept the country on track," he said. "Many filled jobs that were left by men who went to fight in the war."

"That's awesome," John responded. "What kinds of jobs did women do?"

"They worked in factories and at government jobs," answered Grandfather.

Soon Grandfather and John were halfway down the canyon. Grandfather recounted the bravery of the Tuskegee Airmen, a highly-trained group of African American pilots who successfully completed many missions.

John was fascinated. "Tell me more, Grandfather."

By now, the setting sun lit the sky on fire. Grandfather went on, telling John about the diverse groups of people who helped during a time when much help was needed.

Reread the passage. Follow the directions below.

1. **Circle** an example of figurative language that Roberto uses in his writing.
2. **Draw a box** around two of the adverbs that Roberto uses.
3. **Underline** the dialogue that *best* indicates Roberto wrote this narrative with an informal voice.
4. **Write** two examples of time-order words or phrases found in the narrative.

13. The cost of admission to the Baytown Zoo is \$10.50 for each senior citizen, \$15.75 for each adult, and \$8.25 for each child.

Part A

A family of 2 adults and 1 child plan to spend the day at the Baytown Zoo. How much does admission for the family cost? Explain how you found your answer.

Part B

Describe another way you could solve the problem.

Part C

What if 2 more tickets for admission are purchased? If the two additional tickets cost \$16.50, determine what type of tickets the family purchases. Explain how you can determine the answer without calculating.

14. At a tailor shop, it costs \$6.79 to shorten a pair of pants and 4 times as much to mend a dress. Choose the answer that correctly completes the statement.

It would cost Lisa

| |
|---------|
| \$19.47 |
| \$27.16 |
| \$33.95 |

 to shorten one pair of pants and mend one dress.

Droughts

A drought is an extended period of dry weather. When an area gets less than its normal amount of precipitation (water that falls from the air in the form of rain, snow, or ice), food crops and other plants don't get the water that they need to grow. This can have cascading effects: crop loss, as well as the starvation of animals that eat grass and other plants that humans depend upon for food, can result in food shortages and in the worst-case famine (starvation).

Droughts tend to unfold over long periods of time, and the exact beginning or end of a drought can be hard to pinpoint. They can last for months or even years until a normal pattern of precipitation returns and allows the area to begin to heal. Extended periods of drought can also have devastating effects on agriculture. Every year, drought-induced famine claims the lives of people who rely on the food they produce from farming in order to live.

One of the worst droughts in American history resulted in the Dust Bowl, a region in the midwestern United States that was afflicted by drought during the Great Depression. Additionally, much of the farmland in the region had been plowed up by farmers growing wheat or grazing cattle. Wheat has very shallow roots, which did not help to keep the soil in place or help the soil to hold moisture. After many years, the top layer of soil had been destroyed, so in the drought conditions it quickly turned to dust. Nothing was able to grow there, and for about a decade, most of Kansas, Colorado, Oklahoma, Texas, and New Mexico was like a desert.



Most droughts are caused by a lack of precipitation, though most droughts tend to occur in areas where normal levels of precipitation are already low. High levels of reflected sunlight and an increase in high-pressure systems, as well as winds that carry air in from the continent, rather than from the ocean, all trigger drought.

QUESTIONS: Droughts

Circle the correct answer.

1. What is a drought?
 - A. an extended period of dry weather
 - B. a measurement of precipitation
 - C. starvation
 - D. none of the above

2. Which of the following is NOT an effect of drought?
 - A. crop loss
 - B. diseases like typhoid and cholera
 - C. starvation of grazing animals
 - D. famine

3. How long does a drought usually last?
 - A. months
 - B. years
 - C. for periods of time that can be calculated exactly
 - D. from months to years

4. Which of the following did NOT contribute to the Dust Bowl?
 - A. drought
 - B. growing wheat, which has shallow roots
 - C. grazing cattle
 - D. lack of agricultural subsidies

5. Which of the following can trigger drought?
 - A. lack of precipitation
 - B. high levels of reflected sunlight
 - C. winds carrying air from the continent instead of the ocean
 - D. all of the above

Name _____

- An **adverb** can tell *how, when, where, or how often* an action happens. Some adverbs tell *how much or how intensely*.
- Transitional words, such as the **conjunctive adverb** *therefore*, connect two clauses. The **relative adverbs** *where, when, and why* can also introduce clauses.

Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. I carelessly dropped crumbs on the ground.
4. Tiny sparrows darted around frantically at my feet.
5. They chirped excitedly when I scattered more crumbs.
6. I tossed them where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.

Name _____

- An **adverb** can describe an adjective or another adverb.

Read each sentence. Underline each adverb. On the line(s) provided, write whether each adverb modifies a verb, an adjective, or another adverb.

1. The skier looked anxiously down the mountain. _____
2. Incredibly strong winds blew from the north. _____
3. The snow was accumulating quite quickly. _____
4. She could hardly see the bottom of the slope. _____
5. Her coach had a very nervous expression on his face. _____
6. "I'm absolutely positive they'll cancel the race," he said. _____
7. Meanwhile, the snow continued to fall from the sky. _____
8. A red light began flashing urgently near the start gate. _____
9. The skier felt somewhat relieved that the event was postponed. _____
10. They would come back tomorrow and hope for much better conditions.



Assignment

Making an Inference from Informational Text

Topic: Mega-Storms

Your Assignment:

Read the article below. What inference can be made about global warming and Mega-Storms? Use key details from the passage to support and explain your answer.

The Other Big One

Californians may need to prepare for The Big One. The Big One usually refers to an earthquake, but scientists and engineers say that there could be The Other Big One at any time, as well.

What is The Other Big One?

It is what is called a Mega-Storm. It's a huge rain storm that lasts for weeks and weeks. There has not been a Mega-Storm in California in more than 150 years. In the scientists' opinion, California is overdue for a Mega-Storm.

What would happen as a result of The Other Big One?

The damage from a Mega-Storm would be extraordinary. It would cause three times as much destruction as an earthquake running up and down the San Andreas Fault. It is estimated that it would cause at least 725 billion dollars worth of damage. Scientists say that the enormous amount of rain would cause lakes to form where they currently don't exist. The dams (structures that hold back water) would potentially burst from the pressure, and cities and towns would be taken over by water. Scientists predict that some cities would be under 20 feet of water. More than a million people could lose their homes due to flooding.

What can people do about The Other Big One?

Scientists say that Mega-Storms are a direct result of the change in climate. People’s habits are partly responsible for the rise in Earth’s temperatures. Things like aerosol hairspray negatively affect the atmosphere. The subsequent (resulting) temperature changes lead to extremely dry periods of time and extremely wet periods of time. California recently exited a five year long drought (a period of time with little to no rain). The Other Big One would be the opposite extreme.

Preparations for The Other Big One are already underway. Engineers are working to strengthen the dams that hold back the water. The dams suffer damage due to global warming. The structures are not designed to withstand the force and pressure of the amount of rain that comes in a Mega-Storm, and the already weakened structures could burst. The work on the most significant dam in the Los Angeles area, the Whittier Narrows Dam, is expected to be finished in 2026.

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.

I infer that...

The article leads me to believe that...

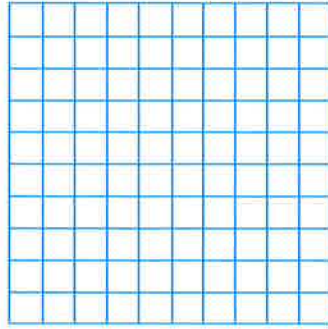
I can tell that...

Your Response:



Name _____

15. Shade the model to show 0.3×0.5 . Then find the product.



$0.3 \times 0.5 =$

16. Mr. Evans is paid \$9.20 per hour for the first 40 hours he works in a week. He is paid 1.5 times that rate for each hour after that.

Last week, Mr. Evans worked 42.25 hours. He says he earned \$388.70 last week. Do you agree? Support your answer.

17. Explain how an estimate helps you to place the decimal point when multiplying 3.9×5.3 .

18. On Saturday, Ahmed walks his dog 0.7 mile. On the same day, Latisha walks her dog 0.4 times as far as Ahmed walks his dog. How far does Latisha walk her dog on Saturday?

_____ mile(s)

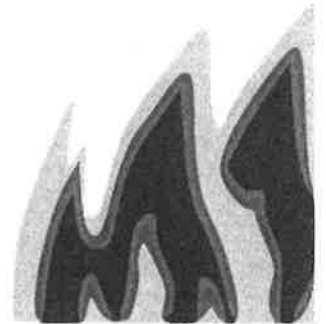
Wildfires

A wildfire is a large, uncontrolled fire that destroys large amounts of land. About 20% of wildfires have natural causes such as lightning strikes, volcanic eruptions, or sparks from falling rocks. The remaining 80% are caused by human carelessness.

Wildfires that occur in forests are particularly hard to control and put out because the trees provide so much ready fuel. They can be extremely large, and change directions quickly. Fires travel at about six miles per hour and are able to jump over both rivers and roads. Unlike fires that occur in developed areas, wildfires can also be difficult to reach.

Though most wildfires occur in undeveloped areas, as development is constantly increasing, human habitation is coming closer and closer to previously uninhabited areas, increasing the frequency of wildfires causing damage to human life and property. For example, the Camp Fire, a wildfire in Northern California which destroyed 13,000 homes, more than 5,000 other buildings, and killed at least 86 people, happened as a result of a combination of climate change and increasing development in areas known to be prone to wildfire. Climate change has resulted in longer "fire seasons," periods of extremely hot and dry weather which create conditions conducive to the start and spreading of wildfires. One expert at Oregon State University expressed concern that these factors combined could make wildfires even more destructive, reminiscent of the damage fires did before modern firefighting and fire prevention measures.

Between 1900 and 2015, the worst wildfire natural disasters occurred in the United States and Indonesia. Around 500 people died in the Minnesota Cloquet-Moose Lake fire that began on the 15th of October at rail lines near the Sturgeon Lake when sparks from a passing train landed upon dry wood. The second deadliest wildfire, in Indonesia in September of 1997, was the result of a combination of slash and burn farming and arson.



Name _____ **Natural Disasters**

QUESTIONS: Wildfires

1. What is a wildfire?
2. What percentage of wildfires have natural causes?
3. Why are wildfires that occur in forests hard to put out?
4. Why are wildfires beginning to cause damage to human life and property more frequently?
5. What is believed to have caused the Camp Fire in California?
6. Where did the worst wildfire natural disaster occur between 1900 and 2015?

5th Grade Learning Packet

Answer Key Week 8

| Day | Lesson |
|-----|---|
| 1 | <p>Vocabulary 1st Page: Answers will vary. 2nd Page:</p> <ol style="list-style-type: none">1. recruits2. bulletin3. contributions4. operations5. intercept6. survival7. enlisted8. diversity9. bulletin10. operations11. enlisted |
| | <p>Name _____</p> <h3>Chapter 4 Review/Test</h3> <p>1. Peter is making a scale model of the Statue of Liberty for a report on New York City. The Statue of Liberty is 305 feet tall, excluding from the ground to the top of the head. If the model is $\frac{1}{100}$ the actual size of the Statue of Liberty, how tall is the model? 3.05 feet</p> <p>2. For an array, decide if the answer is or isn't a whole number for the product. Write yes or no.</p> <p>2a. $0.02 \times 10 = 0.2$ <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>2b. $3.21 \times 10 = 3.2$ <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>2c. $0.06 \times 100 = 6$ <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>2d. $0.82 \times 1,000 = 82$ <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>3. Nicole is making 1,000 boxes of people to donate to the library book sale. She needs a piece of ribbon that is 0.25 meters long for each box. How many meters of ribbon does Nicole need to make the boxes? Explain how you find the answer.</p> <p>750 meters: Possible explanation: multiply 3,000 by 0.25 by moving the decimal point 3 places to the right.</p> <p>4. Gabe is sharing 24 small squares with 3 friends. How many small squares should each friend get? Show the number.</p> <p>Gabe should divide <input type="text" value="3"/> groups of <input type="text" value="8"/> small squares of <input type="text" value="24"/>.</p> <p>© Houghton Mifflin Harcourt Publishing Company</p> <p>Assessment Software Chapter 4 Test</p> <p>Chapter 4 201</p> |
| | Science: Hurricanes |

1. a powerful, rotating storm that begins out over the Atlantic ocean
2. because of the spinning of the Earth
3. cyclones, typhoons
4. a tropical storm
5. the eye
6. the eye wall
7. according to their wind strength
8. the Great Galveston Hurricane or the Great Storm of 1900
9. Maria

- 2
- “Books for Victory”**
1. He feels excited.
 2. He can help people in the war.
 3. a

5. Carter is making a square frame for his painting. She is using 4 pieces of wood that are each $2\frac{1}{2}$ feet long. How much wood will Carter use to make the frame?

11. *See*

6. Which problems all have the same place in the product? Mark all that apply.

A. 5×100 B. 7×10 C. 5×10^2
 D. 8×10 E. 12×10

7. Ken and Leah are trying to solve a science homework question. They are told that one inch is the same as 2.54 centimeters. They know they can multiply the number of pounds one inch weighs (2.4) by 2.54 to find its weight in grams. So, the general formula Ken and Leah would need to add to find the product of x and 2.54. Mark all that apply.

A. xy B. $0.4x$ C. $0.4x$ D. $2.54x$ E. $0.4x$

8. Sophia exchanged 1,000 U.S. dollars for the South African currency, which is called the rand. The exchange rate was 7.15 rand to \$1.

Part A

How many South African rands did Sophia get? Explain how you know.

7,150 rand; Possible explanation: for every \$1 that Sophia exchanges, she will get 7.15 rand. So, I multiplied $1,000 \times 7.15 = 7,150$ rand.

Part B

Sophia spent 274 rand to buy a pair of shoes and a bag. She had left 50 U.S. dollars. The exchange rate was 1 rand to \$0.14. How many U.S. dollars did Sophia get? Support your answer using specific information from the problem.

\$122.64; Possible explanation: I subtracted $274 \div 0.14 = 1,957.14$ rand to find the number of rands left. If the exchange rate was 1 rand to \$0.14, for every 1 rand Sophia exchanged, she received \$0.14. So, $1,957.14 \times 0.14 = 274$.

202

Science: Earthquakes

1. C 2. B 3. A 4. C 5. C

- 3
- Genre/Literary Element (Possible Responses)**
1. World War II, rationing, or a Scrap Drive
 2. “One day she had asked her father”
 3. The writer says, “During World War II,” and “one day.” These words signal time past. Also the passage is written in the past tense.
- Vocabulary Strategy: Homophones**
1. blew

2. past
3. knew
4. here
5. to
6. passed
7. new
8. too

Name _____

9. Trevor is reading a book for a book report. Last week, he read 35 pages of the book. This week, he read 2.5 times as many pages as he read last week. How many pages of the book has Trevor read this week? Show your work.

$$\begin{array}{r} 35 \\ \times 2.5 \\ \hline 175 \\ + 700 \\ \hline 87.5 \end{array}$$

Check students' work.
87.5 pages

10. Jonah drives his car to and from work. The total length of the trips to and from work is 18.2 miles. In August, Jonah works for 24 days. How many miles in all did Jonah drive to and from work that month? Show your work.

$$\begin{array}{r} 18.2 \\ \times 24 \\ \hline 728 \\ + 3640 \\ \hline 433.2 \end{array}$$

Jonah drove 433.2 miles in August.
Check students' work.

11. Write each number in a box next to the expression that has the same value. A number may be used more than once.

4.99

89.9

899

24 × 31 = 899

24 × 3.3 = 89.9

0.29 × 32 = 8.96

2.9 × 31 = 89.9

12. Miranda, Zachary, and Heather went to the mall to shop for school supplies. Miranda spent \$14.25 on her supplies. Zachary spent \$2.40 more than Miranda spent. Heather spent 2 times as much money as Zachary spent. How much did Heather spend on school supplies?

\$ 33.90

Chapter 4 203

Science: Floods

1. when water overflows its usual boundaries (as a pond, lake, or river) and moves onto land that is usually dry
2. a prolonged period of heavy rain or some other natural disaster
3. a tsunami
4. Flood water makes an area uninhabitable. It damages buildings, roads, and other infrastructure. It also typically pollutes the drinking water in an affected area by contaminating it with diseases like typhoid and cholera.
5. when the Yellow, Yangtze, and Huai Rivers inundated almost all of central China in 1931
6. the Great Mississippi Flood of 1927
7. Hurricane Katrina

Day
4

Word Study: Words with Greek Roots

A. Sort the words in the word box according to the Greek root. Two words will be in two boxes. The first one has been done for you.

| auto | tele | graph | astro |
|------------|------------|------------|-----------|
| automatic | telephoto | autograph | astronaut |
| autograph | television | photograph | astronomy |
| automobile | telegraph | telegraph | astrology |

B. 1. tele 2. phon 3. astro 4. graph

Writing Traits: Organization - Answers will vary.

Write to Sources

John and Grandfather slowly rode horseback down the dusty trail of the canyon. As they trotted along, John asked questions about how his grandfather used the Navajo language to encode messages for the military during World War II. After a while, Grandfather talked about other groups of people who helped the country during the war.

"Women kept the country on track," he said. "Many filled jobs that were left by men who went to fight in the war."

"That's awesome," John responded. "What kinds of jobs did women do?"

"They worked in factories and at government jobs," answered Grandfather.

Soon Grandfather and John were halfway down the canyon. Grandfather recounted the bravery of the Tuskegee Airmen, a highly-trained group of African American pilots who successfully completed many missions.

John was fascinated. "Tell me more, Grandfather."

By now, the setting sun lit the sky on fire. Grandfather went on, telling John about the diverse groups of people who helped during a time when much help was needed.

4. Answers may vary.

13. The cost of admission to the Baytown Zoo is \$19.50 for each senior citizen, \$15.75 for each adult, and \$6.25 for each child.

Part A

A family of 2 adults and 1 child plan to spend the day at the Baytown Zoo. How much does admission for the family cost? Explain how you found your answer.

\$39.75; Possible explanation: I will find the cost of the two adult tickets by multiplying $2 \times \$19.75 = \39.50 . Then, I will add the cost of the child's ticket, $\$39.50 + \$6.25 = \$39.75$.

Part B

Describe another way you could solve the problem.

Possible description: I could add the cost of the three tickets, $\$19.75 + \$19.75 + \$6.25 = \39.75 .

Part C

What if 2 more children's admissions are purchased? If the non-adult tickets cost \$16.50, determine what type of tickets the family purchases. Explain how you can determine the answer without calculating.

Two additional children's tickets are purchased. Possible explanation: Since senior citizen tickets cost about \$19 each, then 2 tickets would cost about \$39, which is too much. Adult tickets cost about \$16 each, so 2 adult tickets would cost about \$32, which is too much. Children's tickets cost about \$6, and 2 tickets would be about \$12, which is correct.

14. A sales clerk prices 60 T-shirts in a pair of pants and 4 times as much to meet a dress. Choose the answer that correctly completes the statement.

A would cost less. B is shorter one pair of pants and one dress.



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Science: Droughts

1. A

2. B

3. D

4. D

5. D

**Day
5**

Adverbs

Read each sentence. Underline each adverb. Circle any conjunctive or relative adverbs that you find.

1. I sat patiently on the park bench.
2. I hungrily ate my sandwich.
3. I carelessly dropped crumbs on the ground.
4. Tiny sparrows darted around frantically at my feet.
5. They chirped excitedly when I scattered more crumbs.
6. I tossed them where the birds could easily get them.
7. Soon they had eaten up all of the crumbs.
8. They quickly flew off but watched patiently from a nearby tree.
9. I visit the park frequently, but this had never happened before.
10. I had finished my lunch; therefore, I promptly returned to work.

Making an Inference from Informational Text - Topic: Mega-Storms

Answers will vary.

Name _____

15. Shade the mesh to show 2.5×0.16 . Use the product.



$$2.5 \times 0.16 = 0.40$$

16. Mr. Evans is paid \$9.20 per hour for the first 40 hours he works in a week. He is paid 1.5 times that rate for each hour over that.

Last week, Mr. Evans worked 42.25 hours. He says he earned \$248.75 for the week. Do you agree? Support your answer.

I disagree. Possible explanation: the earnings for 40 hours are $9.20 \times 40 = \$368$; $9.20 \times 1.5 = \$13.80$, which is the rate for each hour over 40; $13.80 \times 2.25 = \$31.05$. I added $\$31.05 + \$368 = \$399.05$. $\$399.05 > \248.75 .

17. Explain how to estimate the product to place the decimal point when multiplying 4×5.2 .

Possible explanation: The estimate, $4 \times 5 = 20$, helps me know that the decimal point should be placed so that the answer is close to 20.

18. On a number line, I can walk 4.5 to get to 7 miles. On the same line, I can walk 1.5 to get to 10 miles as fast as I can. How far does I can't walk for the same time?

0.28 miles

© The Math Learning Center

Science: Wildfires

1. a large, uncontrolled fire that destroys large amounts of land
2. 20%
3. there is much fuel available
4. human habitation is coming closer and closer to previously uninhabited areas
5. a combination of climate change and increasing development in areas known to be prone to wildfire
6. Minnesota, U.S. and Indonesia



Compton USD

Learning Packet # 7

ELD

Grade 5

Name: _____

5th Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 8




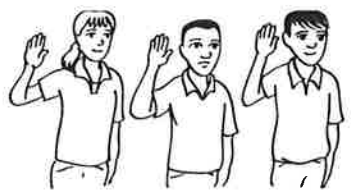
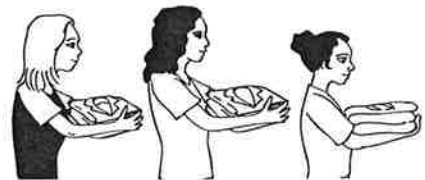

| Day | Lesson | Date Completed |
|-----|---|----------------|
| 1 | Vocabulary: complete the following steps: <ul style="list-style-type: none"> • Read the vocabulary words in the boxes. Follow these steps: • Read the sentences. • Write a sentence using the words in the boxes. | |
| | Vocabulary Strategy: Homophones. Read the information in the box. Complete items 1-6. | |
| | Word Study: Words with Greek Roots. Read the information in the box. Then, complete questions 1-10. | |
| | Genre/Text Feature: Read the academic passage "The Scrap Drive" . Answer questions 1-4. | |
| 2 | Comprehension and Fluency: Read the literary passages: "Books for Victory" . Answer section A (questions 1-3). Then, complete the table of section B. | |
| | Comprehension and Fluency: Read the literary passages: "Books for Victory" again. Complete the Theme Graphic Organizer. | |
| 3 | Writing Traits: Organization. Read the Draft Model. Use the questions to help you to revise the draft by adding sequence words to help readers understand more about the sequence of events | |
| | Write to Sources: Read the paragraph. Then, follow the directions below to mark the text. | |
| | Differentiated Text: Read the literary passage "Poetic Contribution" Respond to the text by reading and completing the sentence starters. | |
| 4 | Leveled Reader: Read the book "Norberto's Hat" . Then, complete the following: <ul style="list-style-type: none"> • Complete activities on page 16 | |
| 5 | Leveled Reader: Read the text "The Bracero Program" . Then, complete activities on pages 20-21 | |

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 |
|------------|--|---|
| bulletin | The weather <u>bulletin</u> warned us of the hurricane. |  |
| operations | Computers are used to help plan military <u>operations</u> . |  |
| intercept | His job is to <u>intercept</u> secret messages and decode them. |  |
| enlisted | The three friends <u>enlisted</u> together. |  |
| recruits | The new <u>recruits</u> are holding their uniforms. |  |
| survival | Exercises in <u>survival</u> included floating in the ocean for several hours. |  |

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Name _____

Homophones are words that are pronounced the same but have different meanings and spellings. To decide which word to use in a sentence, think about what the words mean and the context of the sentence.

Example: sea, see

I will **see** better when I get my new glasses.

There are many kinds of fish in the **sea**.

Read the sentences below and circle the homophone that correctly completes each sentence.

1. This morning the wind _____ so hard that I nearly fell over. **blew** **blue**
2. In the _____, we took a trip each summer. **passed** **past**
3. I thought I _____ all the answers to her questions. **knew** **new**
4. When can we go _____ the mall? **to** **too**
5. I didn't recognize you when we _____ on the street. **passed** **past**
6. How do you like my _____ boots? **knew** **new**

Name _____

A root is a basic word part that gives a word the most important part of its meaning. Many English words have roots from the Greek language. Learning the meanings of common Greek roots can help you understand the meaning of unfamiliar words.

- *astro* means "star"
- *phon* means "sound"
- *graph* means "write"
- *tele* means "far off"
- *photo* means "light"
- *auto* means "self"

A. Read each word in the left column. Then draw a line from the word to its Greek root. The first one has been done for you.

- | | |
|---------------|-------|
| 1. telescope | phon |
| 2. automatic | astro |
| 3. phonics | tele |
| 4. astronaut | graph |
| 5. photogenic | auto |
| 6. graphics | photo |

B. Read each sentence. Underline the word that has a Greek root. The first one has been done for you.

7. In the evening we sometimes watch news on the television.
8. Last week a local astronomer discovered a new star.
9. I hope the automobile we want is available in green.
10. I was confused because the two words were homophones.

Name _____

The Scrap Drive

Alice watched the young girl drop the bottle into the recycle bin. She remembered recycling during World War II. Everything was rationed then, so people learned to recycle. She recalled that her school had a Scrap Drive contest every month. They collected paper, metal, rubber, and fabric. One day she had asked her father, "Dad, how can I help my school win the contest?"

"That old tire in the garage might help," Dad had said. "A rubber tire can be reused to make 20 pairs of boots." Alice and her dad had found the tire. They had started to roll it to the collection center at the bottom of the hill. Then the tire had rolled away on its own! It crashed into the collection center building. Alice remembered how proud she had felt when her school had won the contest.

Answer the questions about the text.

1. How do you know this text is historical fiction?

2. Write one example of a realistic event. Explain why it is realistic.

3. Write two time clues that signal this takes place in the past.

4. A flashback is a scene from the past that interrupts a story. What sentence tells that a flashback is coming?

Name _____

Read the passage. Use the summarizing strategy to help you understand what you are reading.

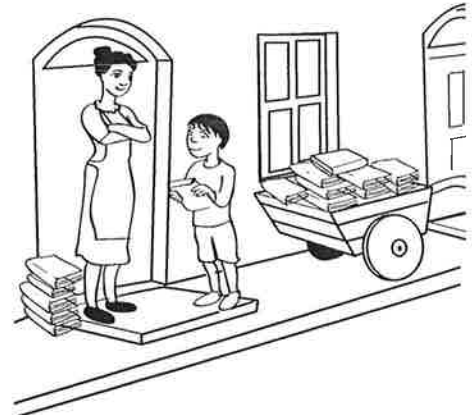
Books for Victory

13 Carlos shivered on the snowy porch where a sign taped to the window
23 cheerfully declared, "Happy New Year 1943!" Carlos rang the doorbell.
38 "I'm so cold I'm turning blue," he thought. He blew on his hands to get
53 them warm. Then he thought back to last year and why he was here again
59 working on the Victory Book Campaign.

62 His brother Tomás was in the army, stationed at a military camp far
72 across the country. Carlos missed Tomás and looked forward to his letters.
84 Carlos knew one letter by heart. "There's nothing new to say," Tomás had
97 written. "We train and we drill every day. Otherwise there's not much to
110 do. I wish I had some good books."

118 Carlos felt bad for Tomás and wanted to help. The next morning,
130 Principal Ramírez told the entire school about the Victory Book
140 Campaign. Across the nation,
144 volunteers were collecting books for
149 soldiers and others fighting in the war.
156 After listening to Principal Ramírez,
161 many students eagerly volunteered as
166 book collectors.

168 Carlos had talked to all his neighbors
175 about the campaign and asked them
181 to donate books. In its first year the
189 campaign had lasted several months.
194 It was an enormous success. People
200 across the nation donated more than
206 eleven million books.



Carlos had promised himself he would collect as many books as he could.

Name _____

As Mrs. Wright opened the door, Carlos was pulled out of the past and brought back to the present. Only a few seconds had passed, even though he'd been thinking about several months.

"I know why you're here today," Mrs. Wright smiled warmly. "I looked all around the house and I found quite a large stack of books for you. What kinds of books are you looking for this year?"

"We would like to have different kinds of fiction," Carlos answered. "Adventure stories, westerns, and mysteries would be good. We also want nonfiction books. I hear that the nonfiction books should be published after 1935 so they'll be up-to-date."

Mrs. Wright pointed to a tall tower of books standing by the door. "I think these will all be good. I'm reading some books now that I'll finish soon. When will you come by again to collect?"

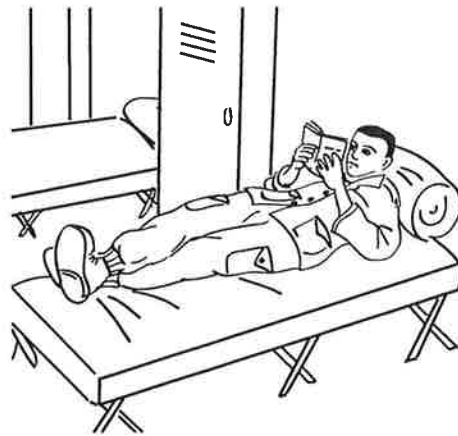
"I'll be back in a few weeks," Carlos replied as he picked up the pile of books. "We'll be collecting for a couple more months."

"Good," Mrs. Wright nodded. "My daughter Grace will be home from college soon. I'll ask her for any books she'd like to donate."

As he loaded up his wagon, Carlos said, "Thanks, Mrs. Wright! One of our slogans is *Give More Books, Give Good Books.*"

Next, Carlos steered the full wagon to the library. At the library, volunteers would sort the books. Then large collection centers would send the books to people in military camps and overseas.

Carlos was still cold, but he felt proud, too. He was too young to join the army, like Tomás. He couldn't work in a defense factory, as his parents did. However, by collecting books, he and his classmates were making a contribution. Best of all, they were helping his brother Tomás and others fighting for their country.



The soldier was grateful for an interesting book to read.

Name _____

A. Reread the passage and answer the questions.

1. How does Carlos feel when he hears about the Victory Book Campaign? Circle the letter of the best answer.

- a. He feels lonely.
- b. He feels excited.
- c. He feels sad.

2. Why does Carlos feel that way? Circle the letter of the best answer.

- a. He likes to read.
- b. He likes to collect books.
- c. He can help people in the war.

3. What might be the theme, or message, of this story? Circle the letter of the best answer.

- a. Everyone can make a contribution.
- b. It is fun to try something different.
- c. Collecting books is a good way to make friends.

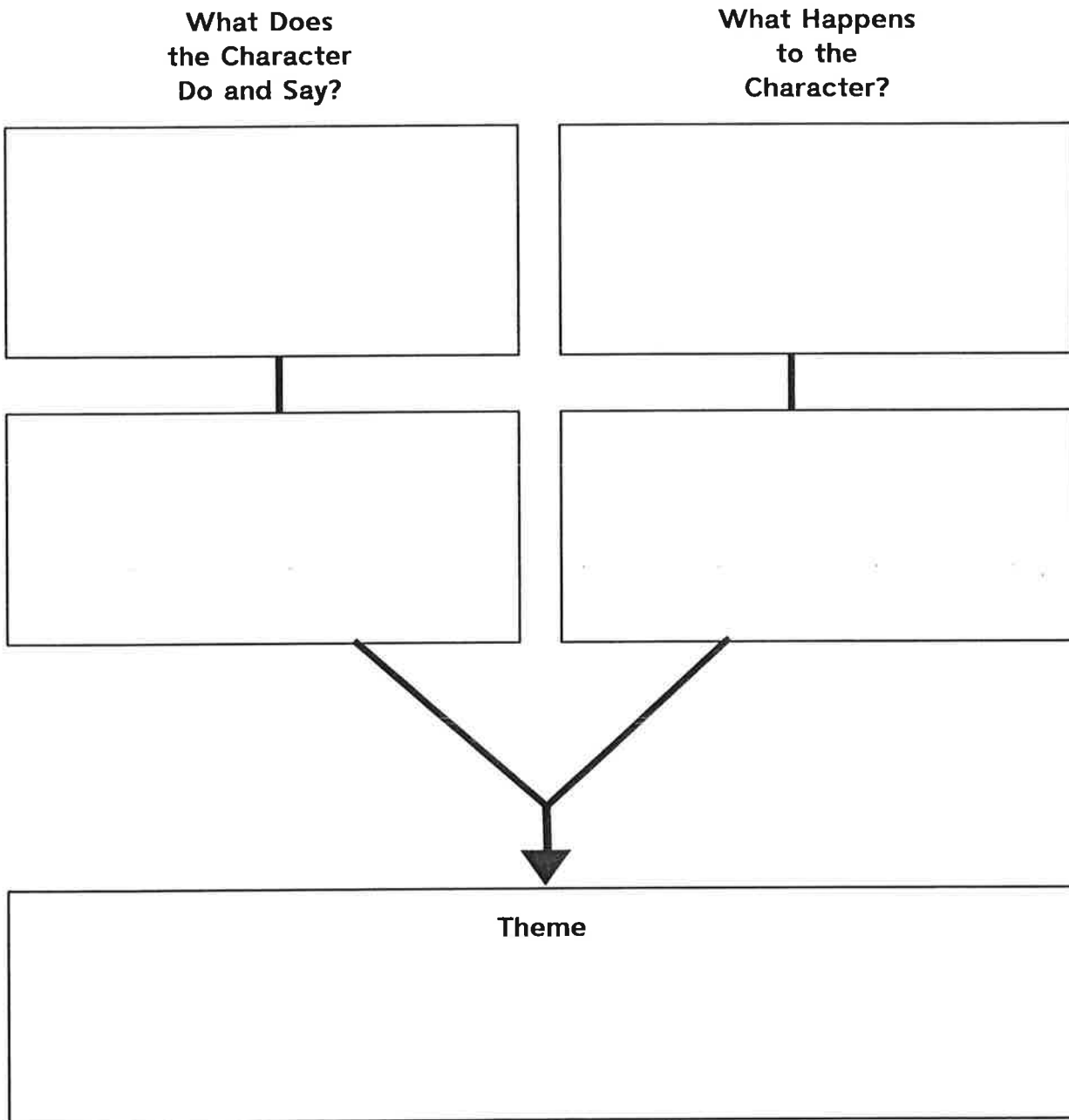
B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

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

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Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the sequence clearer.

Draft Model

Last week, we held a paper drive. We took the paper to the recycling center. But first we set out bins for magazines and newspapers. We had also advertised.

- 1. What happened first, next, and last?
- 2. How might you reorder the sentences to make the sequence clearer?
- 3. What sequence word or phrase could be added to help signal the order of events?

B. Now revise the draft by adding sequence words to help readers understand more about the sequence of events.

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Name _____

Roberto wrote the paragraphs below using text evidence from *The Unbreakable Code* and "Allies in Action" to respond to the prompt: *Add an event to The Unbreakable Code. Write a narrative in which Grandfather tells John about the contributions of different groups during World War II.*

John and Grandfather slowly rode horseback down the dusty trail of the canyon. As they trotted along, John asked questions about how his grandfather used the Navajo language to encode messages for the military during World War II. After a while, Grandfather talked about other groups of people who helped the country during the war.

"Women kept the country on track," he said. "Many filled jobs that were left by men who went to fight in the war."

"That's awesome," John responded. "What kinds of jobs did women do?"

"They worked in factories and at government jobs," answered Grandfather.

Soon Grandfather and John were halfway down the canyon. Grandfather recounted the bravery of the Tuskegee Airmen, a highly-trained group of African American pilots who successfully completed many missions.

John was fascinated. "Tell me more, Grandfather."

By now, the setting sun lit the sky on fire. Grandfather went on, telling John about the diverse groups of people who helped during a time when much help was needed.

Reread the passage. Follow the directions below.

1. **Circle** an example of figurative language that Roberto uses in his writing.
2. **Draw a box** around two of the adverbs that Roberto uses.
3. **Underline** the dialogue that *best* indicates Roberto wrote this narrative with an informal voice.
4. **Write** two examples of time-order words or phrases found in the narrative.



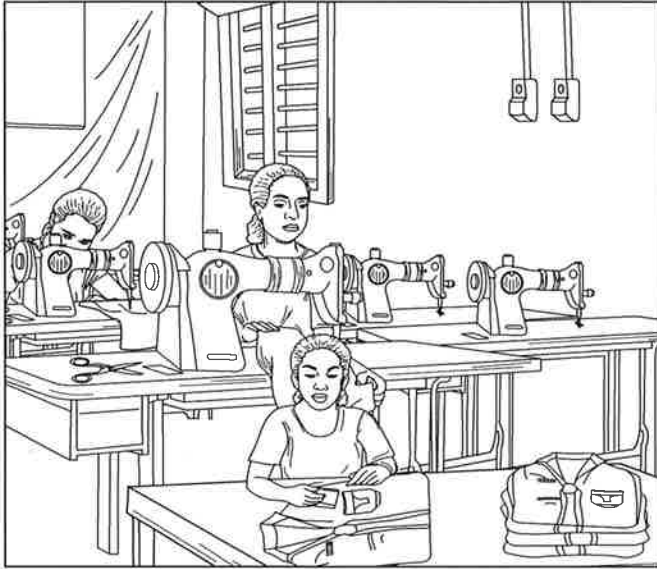
Essential Question

How do different groups contribute to a cause?

Use Graphic Organizer 102 to take notes while you read.

Poetic Contribution

Historical Fiction



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The clothing factory where my mom works invited family members to help in the war effort. Mom doubted that I could help. Then Aunt Lucia told her about the cupcakes that I decorated like flags.

“Libby is helpful and creative,” she told my mom.

Mom looked serious. “The operations at the clothing factory are different from the tasks at the bakery. The factory has strict rules. You can fold the soldiers’ uniforms, but please, don’t do anything foolish!” she told me.

“Don’t worry. You won’t be ashamed of me,” I replied.

I knew why Mom was worried. Once, I suggested that Mom break the rules and put poems inside the uniform pockets for the soldiers as a surprise. Mom thought the idea was foolish. But now I had my chance to make my creative contribution, and I didn’t **intend** to miss it! For three nights, I wrote poems on little pieces of paper while I thought about my dad, who had enlisted in the Navy.

At the clothing factory, I folded the uniforms and placed a poem into each pocket. I hoped the soldiers would read my poems.

Three weeks later, Mom showed me a letter from my father. “A sailor on Dad’s ship found a poem in his uniform pocket, and your father thinks you are the writer!”

At first, I felt embarrassed, but then Mom hugged me. “Libby, I’m so proud of you. A sailor found your poem in his pocket and read it aloud to everyone. It encouraged all the soldiers. Your poems are a wonderful contribution to the war effort.”

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 102 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 Libby's mom doubts that Libby can help at the clothing factory.


Libby's mom doubts that Libby can help at the clothing factory because _____

2. Explain how Aunt Lucia supports Libby.

Aunt Lucia supports Libby by _____

3. Explain what Libby does with the poems at the clothing factory.

4. Discuss what Libby's mom discovers about Libby.

 Write Work with a partner. Discuss your notes about "Poetic Contribution." Then write your answer to the Essential Question.

How does Libby contribute to the war effort?

Libby's mom agrees to let Libby _____. Libby's great idea is to

_____.

At the factory, Libby _____.

A sailor finds one of Libby's poems, and it _____.

When Libby's mother finds out, she thinks Libby's poems are _____

_____.

Historical
Fiction

Norberto's HIAT

BY SANDY MCKAY
ILLUSTRATED BY JAMES WATSON



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Education

PAIRED
READ

The Bracero Program

STRATEGIES & SKILLS

Comprehension

Strategy: Summarize

Skill: Theme

ELL Vocabulary

engrossed, legacy, repay,

sympathized

Vocabulary

bulletins, contribution,
diversity, enlisted, intercepted,
operations, recruits, survival

Content Standards

Social Studies

History

Word Count: 1,866**

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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Essential Question

How do different groups contribute to a cause?

Norberto's HAT

BY SANDY MCKAY
ILLUSTRATED BY JAMES WATSON

Chapter 1

David Finds a Hat2

Chapter 2

Henry Meets Norberto.....5

Chapter 3

A Guest for Dinner10

Chapter 4

Hat Swap.....13

Respond to Reading.....16

PAIRED READ

The Bracero Program17

Focus on Literary Elements.....20

CHAPTER 1 David Finds a Hat

CALIFORNIA, 1962

David Johnson searched the hall closet for his tennis racket. A wide-brimmed hat fell on the floor beside him.

David's dad reached for the hat and exclaimed, "I haven't seen this hat in years! I thought I'd lost it."

Dad put the hat on his head. "This is a *sombrero*, and it belonged to your Uncle Ralf. It must be 20 years old by now. Uncle Ralf got the hat in 1943, during the Second World War."

"How old were you then?" David asked.

Dad said, "I was about your age. I thought I was old enough to leave school."

"*Fourteen?*" David could not imagine leaving school at 14. He felt as if school would last forever.

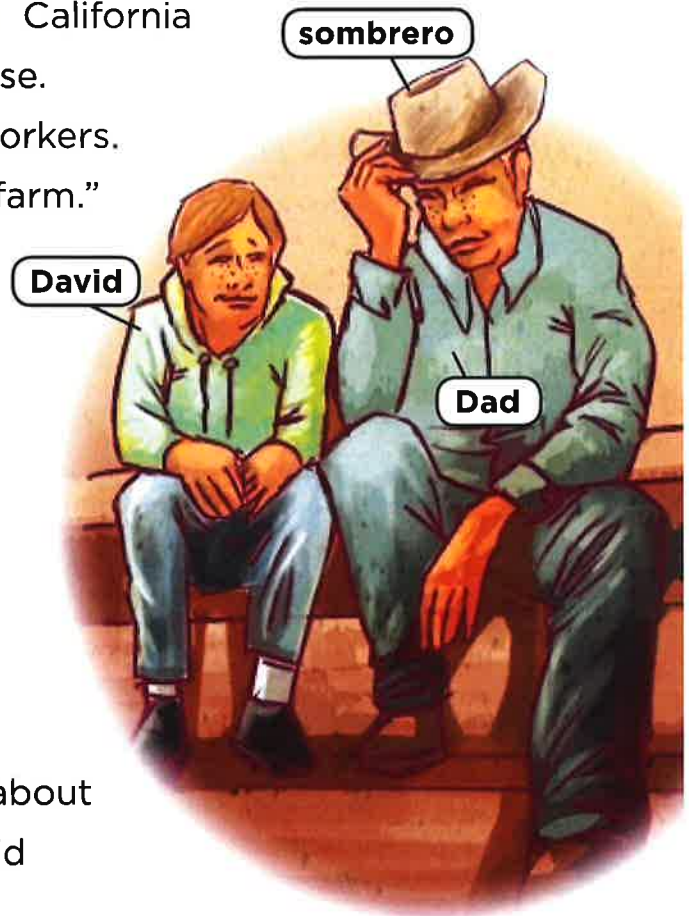
Dad explained, "Life was very different during the war. Many young men joined the military. So there weren't enough men to work on farms."

Dad continued. "I was too young to fight in the war, but I could work. My friend's uncle owned a large sugar beet farm in central California a few hours from my house. His uncle badly needed workers. I agreed to work on the farm."

Dad added, "Your grandfather passed away when I was 12, so Gran had a lot to handle financially. I could help her by working on the farm, although I had to leave school."

"What did Gran think about your leaving school?" David asked.

"She wasn't happy, but she knew that I wanted to make a contribution to the family."



David asked, “So what does working on a farm have to do with this hat?”

“This sombrero belonged to a Mexican named Norberto,” Dad replied.

David liked the way his dad pronounced the words *sombrero* and *Norberto*. His dad could speak Spanish, but David didn’t know how he had learned Spanish.

Dad told David. “Norberto came from Mexico to work on the farm. He came with many other Mexican workers to help farmers in America harvest crops during the war. These workers really saved the day.”

Dad closed his eyes. He began to remember his life back in 1943.

In Other Words their help was very important.
En español, *saved the day* quiere decir *los salvaron*.

STOP AND CHECK

Why did David’s dad leave school?

CHAPTER 2

Henry Meets Norberto

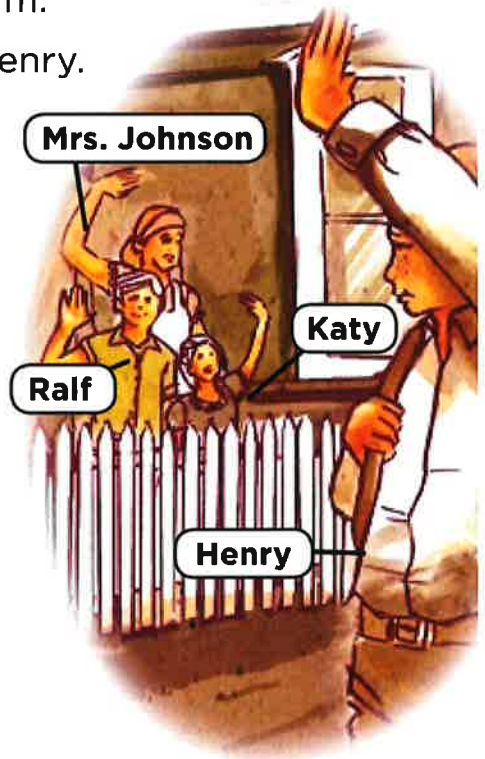
CALIFORNIA, 1943

Henry Johnson's mother was washing dishes at the kitchen sink. Soon her son, Henry, was leaving to work on a sugar beet farm. She felt bad that her son had to leave school to earn money for the family.

World War II had changed everything. Men everywhere had to fight in the war. In their neighborhood, many sons, uncles, fathers, and grandsons had immediately enlisted in the military. Mrs. Johnson was glad Henry was not old enough to fight in the war.

Two weeks later, Henry boarded a bus. It was leaving for the sugar beet farm. Mrs. Johnson reluctantly waved to Henry. His younger siblings, Katy and Ralf, waved, too.

Henry wasn't sad. He felt as if it was the beginning of an adventure!



Language Detective

Reluctantly is an adverb. Find another adverb on this page.

A few hours later, the bus arrived at the farm. Henry was hot, tired, and thirsty. The sugar beet fields stretched to the horizon. Henry arrived at a small wooden shack. Inside were several bunk beds.

The next day Henry worked for ten hours. He was shocked. He realized that he needed to get used to working long hours in the hot sun.

Henry shared the wooden shack with his friends George and Chester. The Mexican workers, called *braceros*, were staying in tents nearby. Henry had heard that young Mexican men waited in line for days to cross the border to work in the United States.

Henry could see that the braceros were strong and skillful. He had never met anyone from Mexico before. He was fascinated by the diversity of their clothes and the sound of their language.

The braceros often gathered after sundown to play their guitars and sing. Henry liked to listen to the music as he fell asleep.



Henry sympathized with the braceros. It must be difficult to be so far from home. Henry was also wary of them, probably because the braceros were different. Henry didn't speak Spanish, so he felt afraid sometimes.

One night Henry and George took a walk. They started talking about the war. George's father was a pilot in the air force. He had to perform dangerous military operations. George was proud of him, but he also worried about his father's safety. It was difficult to receive news bulletins about the war at the farm.

Henry was so engrossed in the conversation that he did not notice his wallet fall out of his pocket. Henry discovered his wallet was missing only after he returned to his shack.

Henry looked inside and outside the wooden shack, but he couldn't find his wallet. He asked the farm manager if anyone had found the wallet. The manager replied, "One of the braceros probably took it."

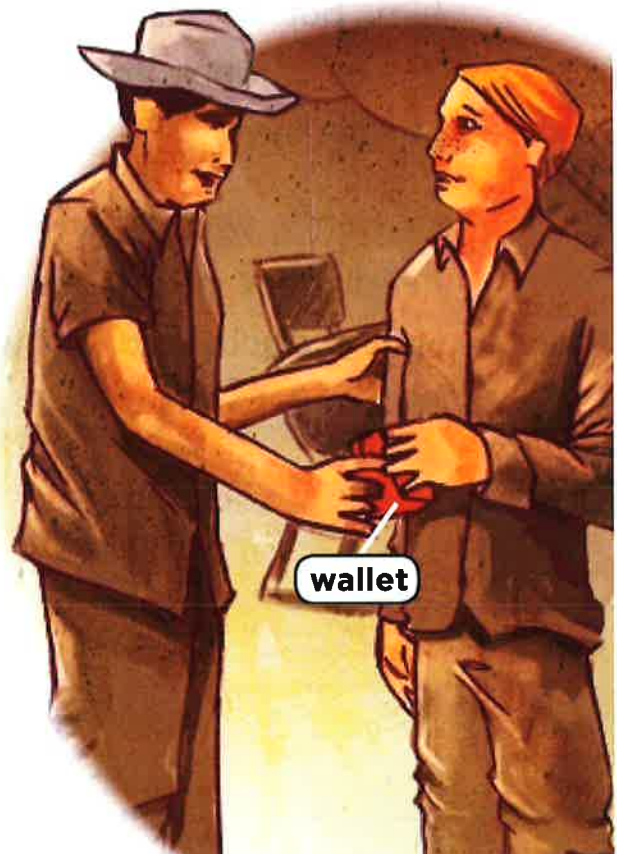
"How can I get it back?" Henry asked anxiously.

The manager answered, "Don't count on getting it back."

Henry felt sick. The wallet contained his wages for two weeks, which his mother needed. Henry did not like the way the manager had assumed that a bracero had taken his wallet, but could it be true?

The next evening, George and Henry were walking past the braceros' tents when they heard a whistle. George and Henry turned around and saw a Mexican boy. He was wearing a hat with a wide brim and holding a wallet in his hand.

In Other Words expect to.
En español, *count on* quiere decir *esperarlo*.



The bracero grinned and handed the wallet to Henry. Henry immediately checked the wallet. The money was still inside the wallet. Henry was embarrassed.

Henry shook the bracero's hand. "Thank you, but how did you know it was my wallet?"

The bracero pointed to the photograph and said to Henry, "*La foto. Es una foto de su familia.*"

George knew a little Spanish, so he explained, "The bracero recognized you in the photograph."

The bracero said something else in Spanish.

"He wants to show you *his* family photo," George said. The bracero took out a small, worn photograph. He began to say the names of his family, "*Mamá, Papá, Fidel ...*" Then the bracero pointed at Henry's photograph, encouraging Henry to name his family.

The boys sat under a tree. In half an hour, Henry had learned to say several words in Spanish, including the bracero's name, Norberto.

Henry had an idea. Henry asked, "Can you teach me Spanish?"

Norberto grinned, "*Sí.*"

STOP AND CHECK

How did Henry meet Norberto?

CHAPTER 3

A Guest for Dinner

CALIFORNIA, 1943

Henry and Norberto met every night for the next few weeks. Henry's Spanish improved as much as Norberto's English. Henry was also getting used to the exhausting work on the farm. It was a matter of survival. Also, Henry was allowed to leave the farm to go home every second weekend. However, the braceros could leave the farm only once a month.

To repay Norberto's kindness, Henry invited Norberto home with him. Norberto was very thankful.



Mrs. Johnson, Katy, and Ralf were waiting on the porch when Henry and Norberto arrived. Henry introduced Norberto to his family.

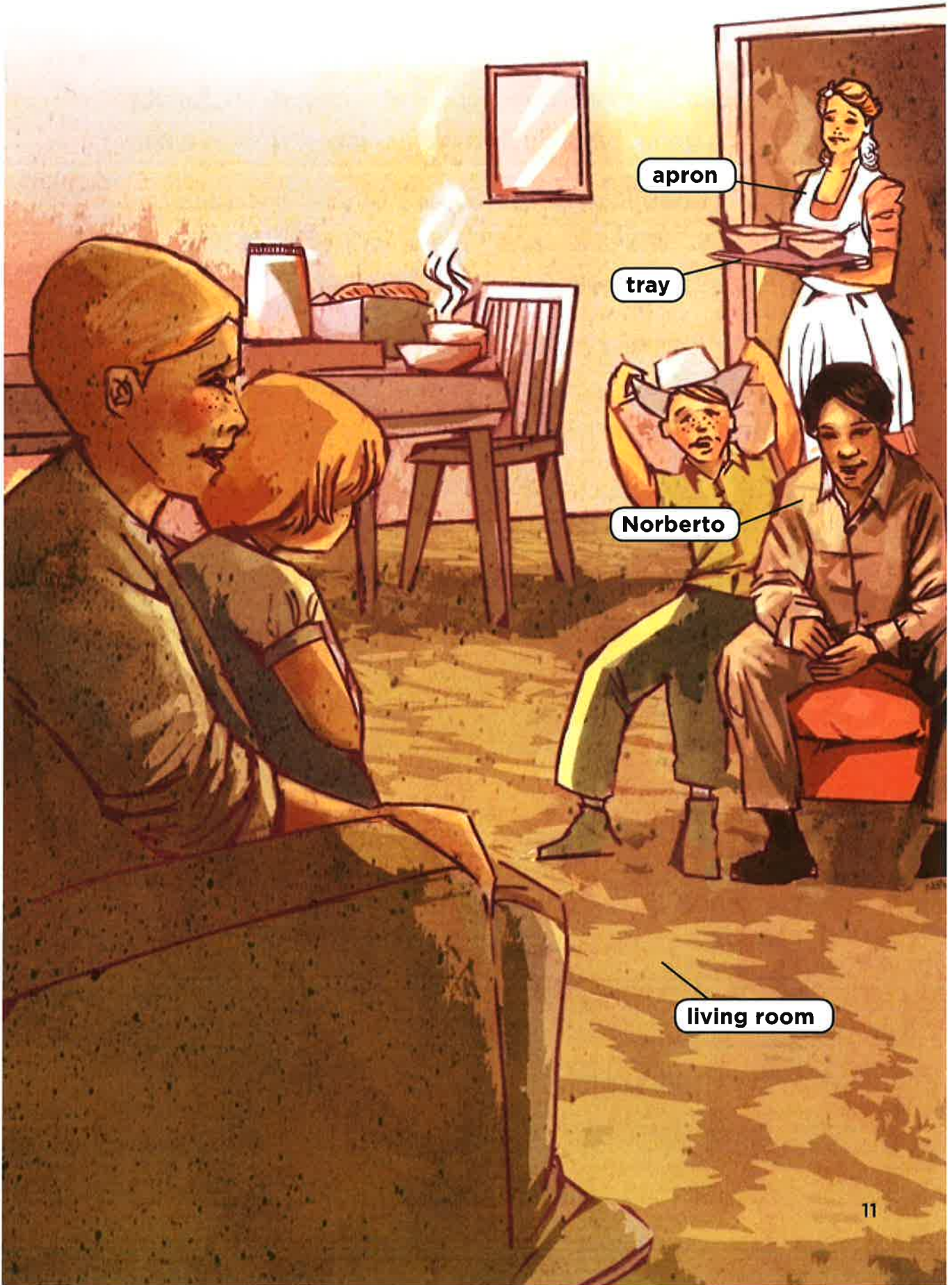
Norberto took off his hat and placed it on a chair. After half an hour, Norberto was chatting like a member of the family.

Ralf asked, "Can I try on your hat?"

"*Sí, sí,*" Norberto said.

Language Detective

Very is an adverb that appears before an adjective. What is the adjective?



apron

tray

Norberto

living room

After dinner everyone sat on the front porch to talk. Norberto told them about his younger brother, Fidel. "He is the same age as you, Ralf."

Norberto told them how much he missed his family. He had not gone back to Mexico in more than a year!

The next morning, Norberto and Henry got ready to leave. Mrs. Johnson said, "We're grateful for the work you and the braceros are doing."

Norberto thanked her, but he had a frown. He told the family that the courier was not reliable and the money he sends to his family does not always arrive.

Mrs. Johnson told Norberto to send the money by certified mail. She explained that certified mail does not get intercepted.

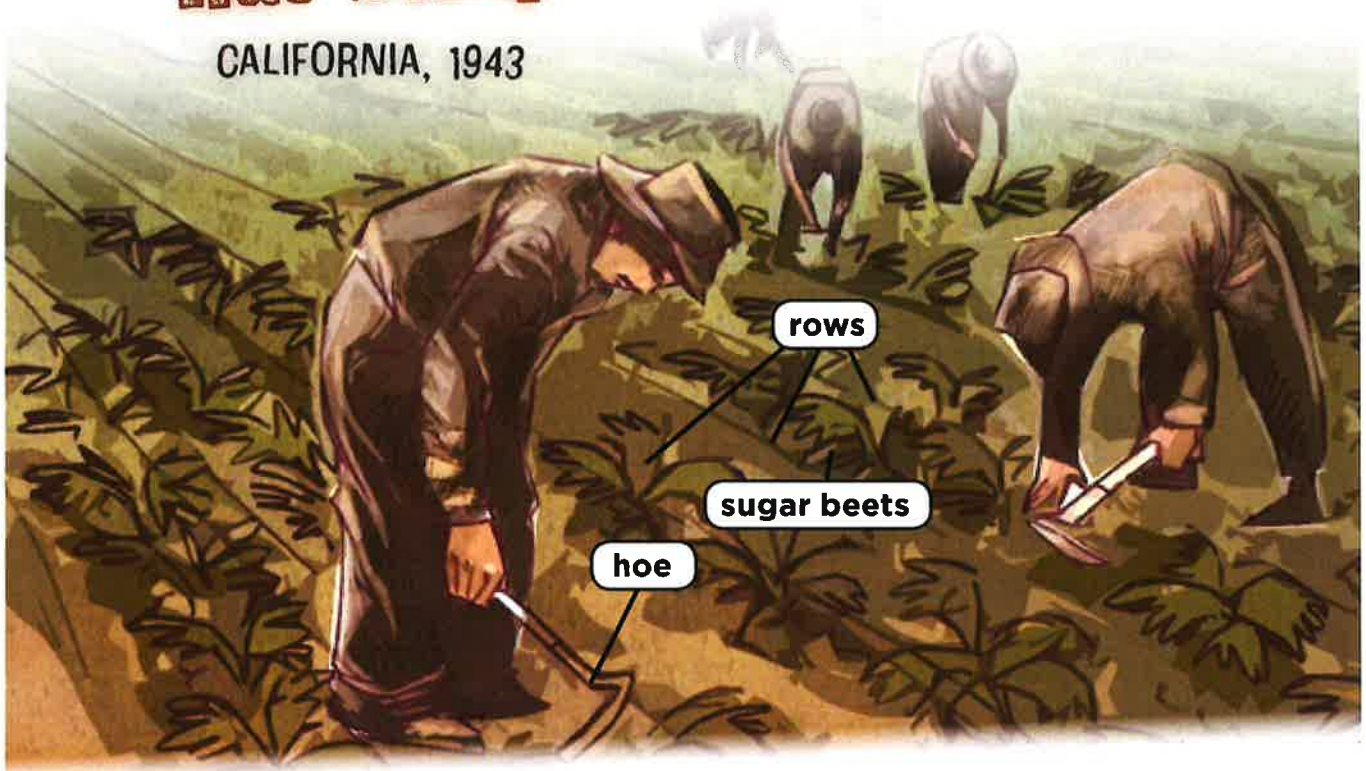
"Please come again, Norberto," Mrs. Johnson said.

STOP AND CHECK

Describe Norberto's visit with Henry's family.

CHAPTER 4 Hat Swap

CALIFORNIA, 1943



Norberto and Henry returned to the sugar beet farm. Henry worked so hard. He gathered, sorted, and packed the beets. The braceros worked hard, too. They thinned the rows of sugar beets with hoes.

One month later, Henry brought Norberto home again. Mrs. Johnson asked Norberto if his family had received the money he sent them.

“Money? Oh, yes. *Sí, gracias,*” Norberto smiled.

Like the last visit, everyone talked with each other after dinner. Ralf stared at Norberto’s hat.

As the boys were leaving, Norberto gave his hat to Ralf. "Take my sombrero."

Ralf replied, "Oh, no! I couldn't take your hat, Norberto. You need a hat to work on the farm."

Norberto said, "I can get another hat."

Ralf had an idea. "Take my hat, and I'll have your hat." Ralf gave his favorite green cap to Norberto.

CALIFORNIA, 1962

David put on Norberto's sombrero and asked his dad, "So what happened next?"

Dad answered, "Soon after the visit, the sugar beet harvest ended. Norberto went to work at a different farm, and I returned home. Ralf gave me the sombrero later. His head had grown too big, and the sombrero did not fit him anymore! I never saw Norberto again, but I saw Ralf's green cap again."

"Really? Where?" David asked.



Dad said, "I saw a group of braceros in town. They looked like new recruits, and a boy was wearing Ralf's green cap. He had a resemblance to Norberto. So I asked the boy where he got the cap."

"What did the boy say?" David asked.



"His name was Fidel. He got the cap from his older brother Norberto. We both laughed when I told him how I knew Norberto and that green cap!"

Dad smiled fondly at this memory. "I'll always be grateful to those braceros," he said.

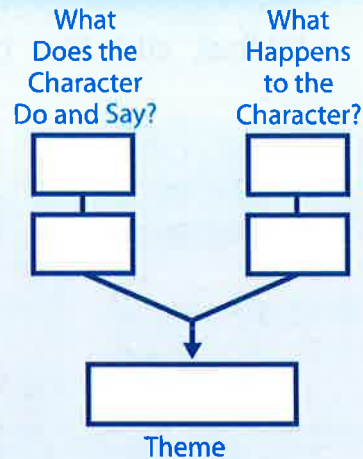
STOP AND CHECK

Why does Ralf give Norberto his green cap?

Respond to Reading

Summarize

Use important details to summarize *Norberto's Hat*. Your graphic organizer may help you.



Text Evidence

1. What features of the text help you identify it as historical fiction? **GENRE**
2. How did different groups in the story contribute to the United States during World War II? **THEME**
3. On page 3, the word *beet* sounds the same as the word *beat*, but they have very different meanings. What is the meaning of the word *beet*? Use context clues to help you. **HOMOPHONES**
4. Write about the attitude of Mrs. Johnson and Henry Johnson toward the braceros. How do their statements help convey the author's message?

WRITE ABOUT READING

Compare Texts

Read about Mexicans who worked on farms to help the United States during World War II.

THE Bracero Program

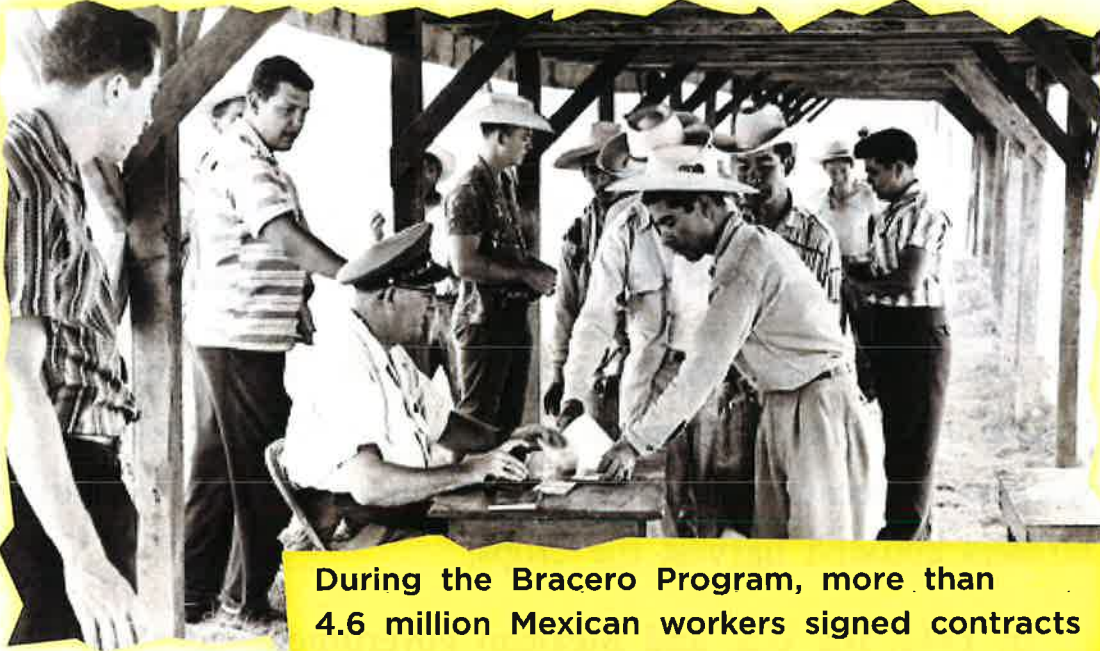
When the United States entered World War II, many young men joined the military. This caused a shortage of workers, especially in agriculture. Without enough workers, farmers couldn't harvest the crops.

In 1942, the U.S. and Mexican governments met to discuss employing Mexican workers on U.S. farms. They created the Bracero Program. It seemed like a good solution for both countries. Mexico was suffering difficult economic times, and the program gave Mexican men from poor rural areas the opportunity to earn money for their families. In exchange, U.S. farmers would receive help to harvest their crops.

By 1945, there were about 50,000 braceros working on farms in the U.S.



Huge numbers of young Mexican men arrived in towns near the U.S. border. They hoped to be chosen for the program. Sometimes these men waited in line for days.



During the Bracero Program, more than 4.6 million Mexican workers signed contracts to work in the U.S.

The braceros had a difficult life. They worked long hours and in difficult conditions. They picked cucumbers and tomatoes, thinned sugar beets, and weeded and picked cotton. Many workers were homesick because they couldn't return to Mexico until work on the farm was completed.

There were rules to protect the braceros regarding pay rates, decent housing, affordable meals, and transportation back to Mexico. However, not all the employers followed these rules.

The Bracero Program lasted for 22 years (1942–1964). The braceros left an important legacy. They helped to make U.S. farms some of the most productive farms in the world.

A BRACERO REMEMBERS

Jesús Campoya Calderón, from San Diego, Chihuahua, Mexico, remembers his time as a bracero:

“In the farms we would do anything, although our permit was to pick cotton only.”

The picker earned \$2.10 for 100 pounds of cotton. The best cotton picker made \$31.40 in a week.

Once a week, the braceros were taken into town to buy groceries and supplies. Sometimes they sent money home.

“Because I didn’t trust the bank, I saved all my money for myself. I worked four months, seven days a week, at least 12 hours every day, and I took home almost \$300.”



Make Connections

Why did the United States need Mexican farm workers during World War II? **ESSENTIAL QUESTION**

Using *Norberto’s Hat* and *The Bracero Program* for evidence, explain why the braceros wanted to work on American farms and what life was like for the laborers. **TEXT TO TEXT**

Focus on Literary Elements

Flashbacks Flashbacks can be used in fiction and nonfiction. The flashbacks tell what happened in the past. Flashbacks can provide background information about a character or event. The writer often lets the reader know that the story is going back in time by having a character pause to retell or remember events from the past. A flashback can be long or short. It can appear in a separate chapter or be part of the main text.

Read and Find In *Norberto's Hat*, Chapter 1 is set in 1962. At the end of Chapter 1, "Dad closed his eyes. He began to remember his life back in 1943." Chapter 2 is set in 1943, and David's dad, Henry, is 14 years old. The flashback continues until near the end of Chapter 4, when the story returns to 1962 and Dad tells David about meeting Fidel in 1944.

Your Turn

Think about Norberto. What was working on a farm in California like? How did he feel about being so far away from his family in Mexico for so long?

Now imagine that Norberto is a father and that he's back in Mexico talking to his 14-year-old son. With a partner, think of something Norberto might remember about being a bracero that he would want to tell his son.

Write a short paragraph, then share it with another group.

Fiction

Thinkmark

Characters

Who are the main characters in *Norberto's Hat*?

How would you describe the young

Henry Johnson?

How would you describe Norberto?

Setting

Where did *Norberto's Hat* take place?

During what time period did the story
take place?

Sequence of Events

What happened first, then, next, and finally
in the flashback section of *Norberto's Hat*?

Conclusions

What conclusions can you draw about the
different ways people can contribute to
a cause?

Make Connections

What other causes do you know about?

Joining Forces

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5th Grade-ELD Learning Packet

ANSWER KEY

Week 80

| Day | Lesson | | | | | | | | | | | | |
|--|--|---------------|----------------|----------|----------|----------|----------|------------------|---------------|---------------|----------------|--|--|
| 1 | Vocabulary: <ul style="list-style-type: none">• Open response | | | | | | | | | | | | |
| | Vocabulary: Root Words. <ol style="list-style-type: none">1. blew2. past3. knew4. passed5. new | | | | | | | | | | | | |
| | Word Study: suffixes -ion. <table border="0"><tr><td>A. 1. tele</td><td>2. auto</td><td>3. phon</td><td>4. astro</td><td>5. photo</td><td>6. graph</td></tr><tr><td>B. 7. television</td><td>8. astronomer</td><td>9. automobile</td><td>10. homophones</td><td></td><td></td></tr></table> | A. 1. tele | 2. auto | 3. phon | 4. astro | 5. photo | 6. graph | B. 7. television | 8. astronomer | 9. automobile | 10. homophones | | |
| | A. 1. tele | 2. auto | 3. phon | 4. astro | 5. photo | 6. graph | | | | | | | |
| B. 7. television | 8. astronomer | 9. automobile | 10. homophones | | | | | | | | | | |
| Genre/Text Feature: <ol style="list-style-type: none">1. The action occurs during the World War II2. Open response3. During World War II/A rubber tire can be reused to make 20 pairs of shoes.4. She recalled that her school had a Scrap Drive contest every month.. | | | | | | | | | | | | | |
| 2 | Comprehension and Fluency: <p>A.</p> <ol style="list-style-type: none">1. b2. b3. a <p>B. Open response</p> | | | | | | | | | | | | |
| | Comprehension and Fluency: <p>Theme Graphic Organizer: Open response</p> | | | | | | | | | | | | |
| 3 | Writing Traits: Organization. <p>A.</p> <ol style="list-style-type: none">1. Open response2. Open response3. afterwards <p>B. Open response</p> | | | | | | | | | | | | |
| | Write to Sources: Open response | | | | | | | | | | | | |
| | Differentiated Text: Read the literary passage "Poetic Contribution" <ol style="list-style-type: none">1. The factory has strict rules2. She told Libby's MOM that she was helpful and creative.3. To place a poem into each folded uniform.4. Libby's poems were a wonderful contribution to the war effort. <p>Write: Open response</p> | | | | | | | | | | | | |

| | |
|----------|---|
| 4 | <p>Leveled Reader: Read the book “Norberto’s Hat”. Then, complete the following:</p> <p>Summarize: Open response</p> <p>Text Evidence:</p> <ol style="list-style-type: none">1. The story tells about events that did happen or could have happened in the past. It also includes a flashback to a time further back in the past. Evidence Labels explain that Chapter 1 is set in California, 1962, and Chapter 2 is set in California in 1943. Chapter 2 is the beginning of a flashback explaining how David’s father became friends with Norberto.2. The cause is supporting the U.S. war effort during WWII. Different groups contributed in different ways. Young people left school to work on farms. Mexican braceros also worked on the farms while many men were away in the war. Evidence On page 3, David’s father explains that he left school to work on a beet farm that desperately needed workers. On page 12, Mrs. Johnson thanks Norberto and says she doesn’t know how the crops would have been harvested without the braceros.3. Beet means the root vegetable. Evidence The sentence is describing a farm that needs workers, so it makes sense that beet means the vegetable. On page 10, another pair of homophones is knew/new4. Student responses will vary but should include details from the text such as the times when Henry or Mrs. Johnson expresses gratitude for all the help the braceros have provided. Students might mention how Mrs. Johnson gave Norberto advice about a safer way to send money home. These details support the author’s theme that people from different cultures can help each other and contribute to a cause. |
| 5 | <p>Leveled Reader: Read the story “The Bracero Program” pages 17-19</p> <p>Focus on Science: Open response</p> <p>Thinkmark: Open response</p> |