



# Compton USD Learning Packet #8

**Fifth Grade**

Name \_\_\_\_\_



# 5th Grade Learning Packet

## TABLE OF CONTENTS Week 9



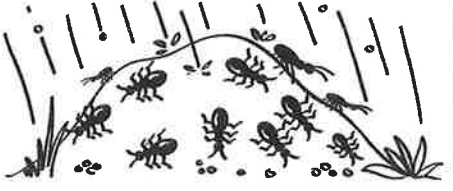


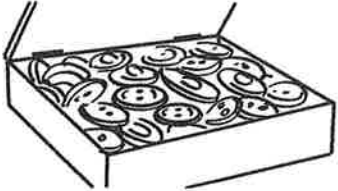
Day	Lesson	Date Completed
1	Vocabulary	
	Share & Show Review pg. 236	
	Social Studies: Northeast States and Their Capital	
2	Read "The Battle of the Bedroom" and answer the questions that follow.	
	Share & Show Review pg. 238	
	Social Studies: Southern States and Their Capitals	
3	Genre/Literary Element; Vocabulary Strategy: Connotation and Denotation Word Study: Words with Latin Roots; Writing Traits: Word Choice	
	Checkpoint Review #1-16	
	Social Studies: Southeastern States and Their Capitals	
4	Write to Sources Explain Why the Source Has Useful/Helpful Information- Topic: Pandas in Captivity Read the assignment and read Source #1	
	Checkpoint Review #17-20	
	Social Studies: Central States and Their Capitals	
5	Explain Why the Source Has Useful/Helpful Information- Topic: Pandas in Captivity Read the assignment and read Source #2 and Source #3. Then, write an opinion piece using the information you have read.	
	Share & Show Review pg. 252	
	Social Studies: Northwest States and Their Capitals	

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
taunting	The boy admitted to <u>taunting</u> the dog and making it bark.	 A black and white illustration of a boy standing behind a wooden fence, looking back and making a hand gesture towards a dog on the other side of the fence. The dog is on a leash and appears to be barking.
ally	When she ran for class president, her brother was her strongest <u>ally</u> .	 A black and white illustration of two children, a boy and a girl, smiling and holding a rectangular sign that says "VOTE FOR DAWN" in capital letters.
abruptly	The rain began <u>abruptly</u> and caused the busy ants to flee.	 A black and white illustration showing a group of ants on the ground. Above them, several vertical lines represent rain falling. The ants are scattered and some are running away from the rain.
confident	I am <u>confident</u> the lizard can hide in the tall grass.	 A black and white illustration of a lizard with spots on its back, partially hidden behind tall blades of grass.
collided	The player <u>collided</u> with the wall during baseball practice.	 A black and white illustration of a baseball player in a uniform running towards a brick wall. The player is in mid-air, having just hit the wall, and a baseball is flying through the air near the collision point.
protective	The box was a <u>protective</u> place to keep her favorite buttons.	 A black and white illustration of an open rectangular box filled with many small, round buttons of various patterns.

Name \_\_\_\_\_

taunting  
collided

ally  
protective

abruptly  
conflict

confident  
intervene

**A. Write each word next to its definition.**

1. without warning, suddenly \_\_\_\_\_
2. a strong disagreement \_\_\_\_\_
3. become involved to help solve a problem \_\_\_\_\_
4. keeping from harm \_\_\_\_\_
5. teasing or making fun of \_\_\_\_\_
6. strong belief in your abilities \_\_\_\_\_
7. crashed against each other \_\_\_\_\_
8. person or nation on the same side \_\_\_\_\_

**B. Write four sentences. Use one vocabulary word in each sentence.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_

## Share and Show



1. Explain what is happening in Step 2.

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**STEPS 1 and 2**

$$\begin{array}{r} 1 \\ \$84.60 \\ + \$35.70 \\ \hline 30 \end{array}$$

**STEPS 3 AND 4**

$$\begin{array}{r} 11 \\ \$84.60 \\ + \$35.70 \\ \hline 120\ 30 \end{array}$$

**STEP 5**

$$\begin{array}{r} 11 \\ \$84.60 \\ + \$35.70 \\ \hline \$120\ 30 \end{array}$$

Find the sum.

2. 
$$\begin{array}{r} \$3.09 \\ + \$8.92 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} \$26.08 \\ + \$41.39 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} \$7.27 \\ + \$26.43 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} \$30.47 \\ + \$28.56 \\ \hline \end{array}$$

## On Your Own

Find the sum.

6. 
$$\begin{array}{r} \$9.57 \\ + \$4.09 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} \$89.36 \\ + \$3.85 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} \$23.75 \\ + \$10.98 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} \$8.52 \\ + \$36.07 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} \$48.92 \\ + \$7.08 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} \$60.45 \\ + \$17.42 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} \$58.02 \\ + \$73.54 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} \$61.74 \\ + \$60.57 \\ \hline \end{array}$$

## Problem Solving



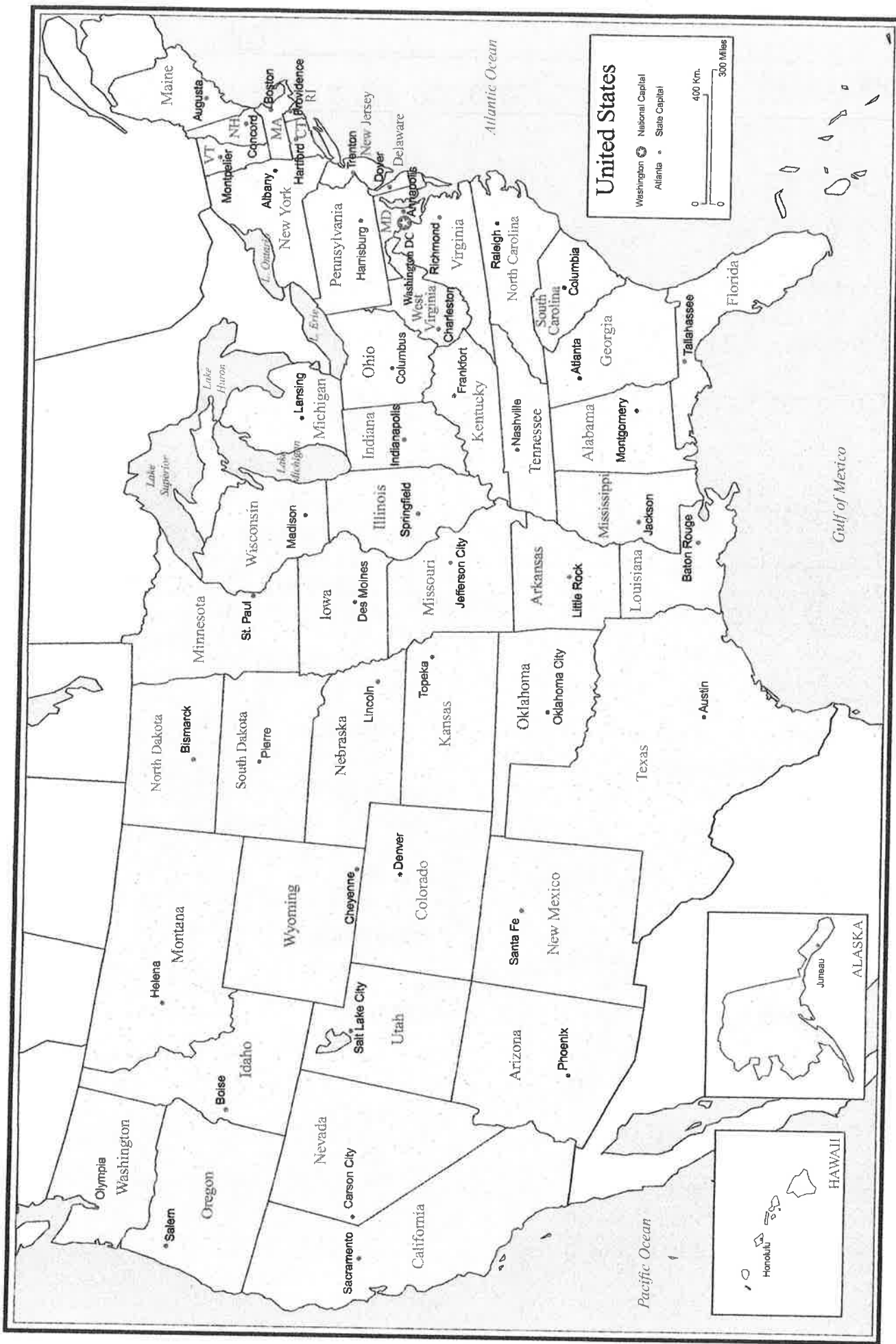
14. Lena bought new inline skates for \$49.99. The sales tax was \$4.13. How much did Lena spend in all for her new inline skates?

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# STATE CAPITALS



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

# Northeast States & Capitals Map Study Guide







Name \_\_\_\_\_

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

### The Battle of the Bedroom

13 My older sister, Marta, glares at me from across the room. Her eyes  
28 blaze with anger, and I'd like to make her even madder, but Dad said he  
would ground us if he heard any more fighting.

37 We moved into our new house a week ago. In our old house, we each  
52 had our own bedroom. Now we have to share, and a disagreement about  
65 how to decorate turned into an all-out war. Our only decoration so far is a  
80 heap of battered cardboard boxes.

85 Marta wants dark walls and posters of her favorite bands. I want a  
98 mural of ocean creatures on blue walls. I fell in love with the ocean on  
113 our family vacation to the Gulf of Mexico last year, and I'd like to have a  
129 reminder of that trip. Marta hates my idea, and I sure don't like hers, so  
144 now we're stuck in a stalemate.

150 Dad pops his head into the room. "Lucia, Marta, can we see you in the  
165 living room, please?" He and Mom are sitting on the couch. Marta and I  
179 sit in chairs across from them.

185 Dad starts by telling us how disappointed he is, especially about  
196 the disrespect we've shown them and each other. I squirm in my seat,  
209 embarrassed by our childish behavior.

214 Mom says, "It's a mystery to us how two bright and reasonable girls can  
228 be so inflexible." She hands us each a spiral notebook and a ballpoint pen.  
242 "You both have good ideas. So we're giving you one hour to come up with  
257 a plan..." she looks back and forth between us, "for the other person's idea.  
271 Lucia, you'll tell us why Marta's idea is the best, and vice versa."

Name \_\_\_\_\_

“That isn’t fair,” Marta screeches. “Lucia’s idea is dreadful!”

I leap to defend myself, but quickly choke back my words after one look at our parents’ bleak faces.

We both storm noisily into our bedroom and crankily flop onto our beds. We lock eyes for a few moments before she sighs and slumps against the wall. “So why do you want to do this ocean thing?” she asks in a monotone voice.

“Remember our vacation last year?” I cross my arms and glare at her. “It was so much fun, and we didn’t fight all week. It would be nice to have a reminder of that.”

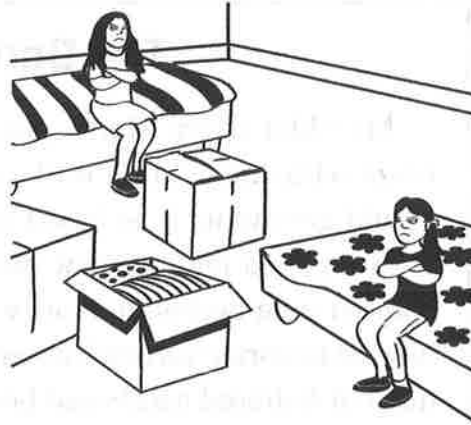
Her frown relaxes. “I didn’t know that it meant so much to you,” she murmurs. She takes a deep breath to calm herself, then explains, “This is our only chance, Lucia. We get to decorate once, and you might not want to see starfish every day for the next five years. If we choose a simpler design, we can enjoy it longer.”

I hadn’t considered that before. I uncross my arms and say, “The walls don’t have to be blue. I like other colors, too.”

“A darker blue could be nice, maybe with white trim?” Marta looks hopeful. “Remember all those photos Mom took of the ocean? Maybe we could use those for artwork instead of my old posters,” she offers.

I beam at her. “I would like that a lot.”

Marta scrambles onto my bed and together we brainstorm ideas for our shared living space. I have a sneaking suspicion that this was Mom and Dad’s plan all along, but Marta and I are having such a good time that I’ll let it slide...this time.



Sharing a bedroom isn’t getting off to a good start, especially since we can’t agree on how to decorate it.

Name \_\_\_\_\_

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

**1. Why wasn't decorating the bedroom an issue in the sisters' previous home?**

\_\_\_\_\_

**2. How do the girls' parents try to end the conflict?**

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

**3. What happens when the girls discuss each other's decorating ideas?**

\_\_\_\_\_

**4. What would you say is the theme of the passage?**

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

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

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





## Share and Show



1. Find the difference. Regroup as needed.

$$\begin{array}{r} \$ 7.14 \\ - \$ 4.38 \\ \hline \end{array}$$

Find the difference.

2.

$$\begin{array}{r} \$ 5.89 \\ - \$ 3.16 \\ \hline \end{array}$$

3.

$$\begin{array}{r} \$ 30.07 \\ - \$ 11.32 \\ \hline \end{array}$$

4.

$$\begin{array}{r} \$ 60.00 \\ - \$ 42.75 \\ \hline \end{array}$$

5.

$$\begin{array}{r} \$ 99.08 \\ - \$ 91.36 \\ \hline \end{array}$$

## On Your Own

Find the difference.

6.

$$\begin{array}{r} \$ 9.08 \\ - \$ 7.26 \\ \hline \end{array}$$

7.

$$\begin{array}{r} \$ 73.45 \\ - \$ 12.13 \\ \hline \end{array}$$

8.

$$\begin{array}{r} \$ 90.00 \\ - \$ 42.17 \\ \hline \end{array}$$

9.

$$\begin{array}{r} \$ 80.03 \\ - \$ 49.53 \\ \hline \end{array}$$

10.

$$\begin{array}{r} \$ 15.36 \\ - \$ 2.73 \\ \hline \end{array}$$

11.

$$\begin{array}{r} \$ 84.00 \\ - \$ 27.85 \\ \hline \end{array}$$

12.

$$\begin{array}{r} \$ 74.19 \\ - \$ 8.46 \\ \hline \end{array}$$

13.

$$\begin{array}{r} \$ 79.62 \\ - \$ 23.58 \\ \hline \end{array}$$

## Problem Solving

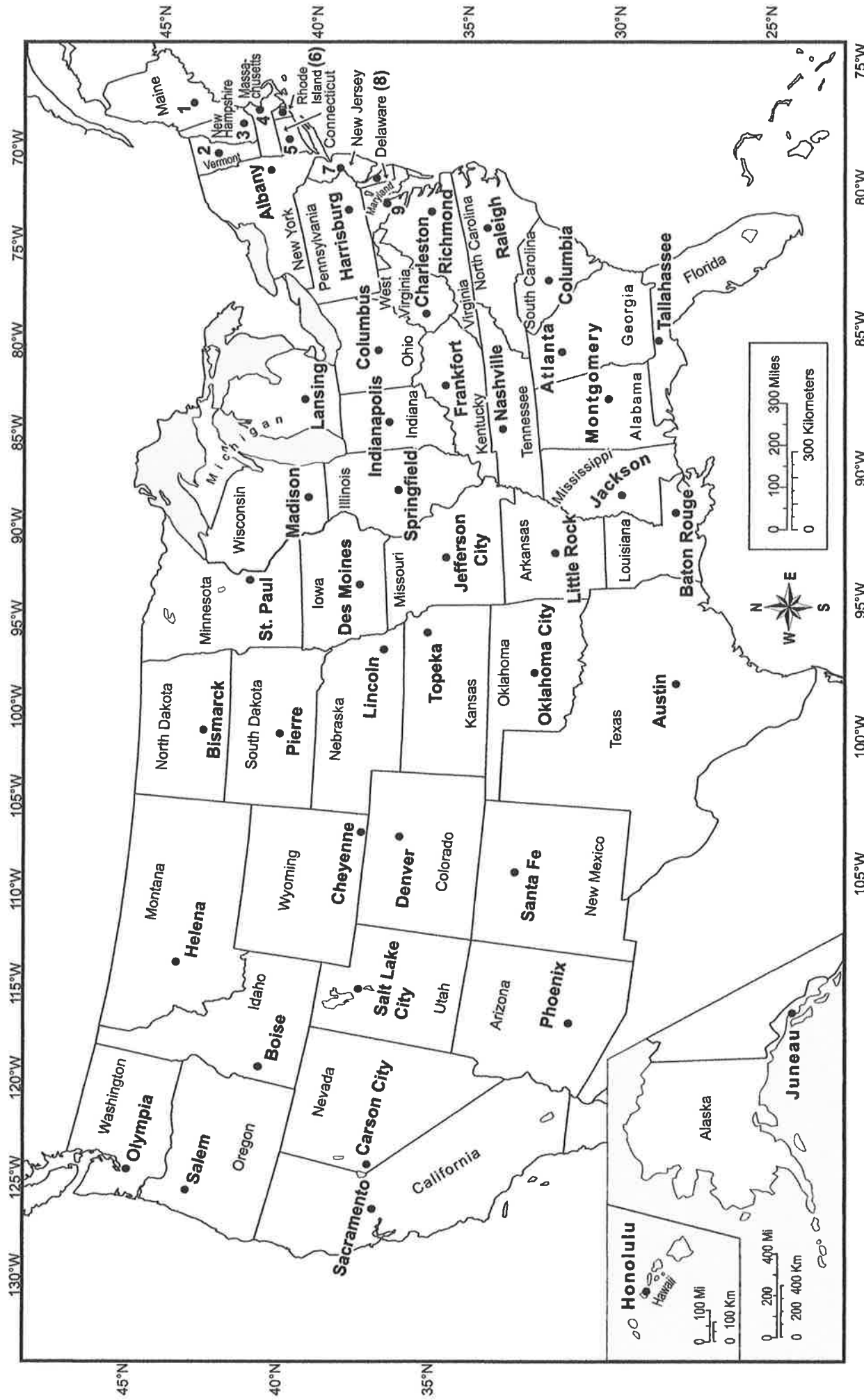


14. Bert earned \$78.70 last week. This week he earned \$93.00.  
How much more did he earn this week than last week?

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# The United States and Capitals (Labeled)



- 1. Augusta
- 2. Montpelier
- 3. Concord
- 4. Boston
- 5. Hartford
- 6. Providence
- 7. Trenton
- 8. Dover
- 9. Annapolis



Name \_\_\_\_\_

State Capitals

# States and Their Capitals

Write the name of each state and its capital.

STATE: \_\_\_\_\_

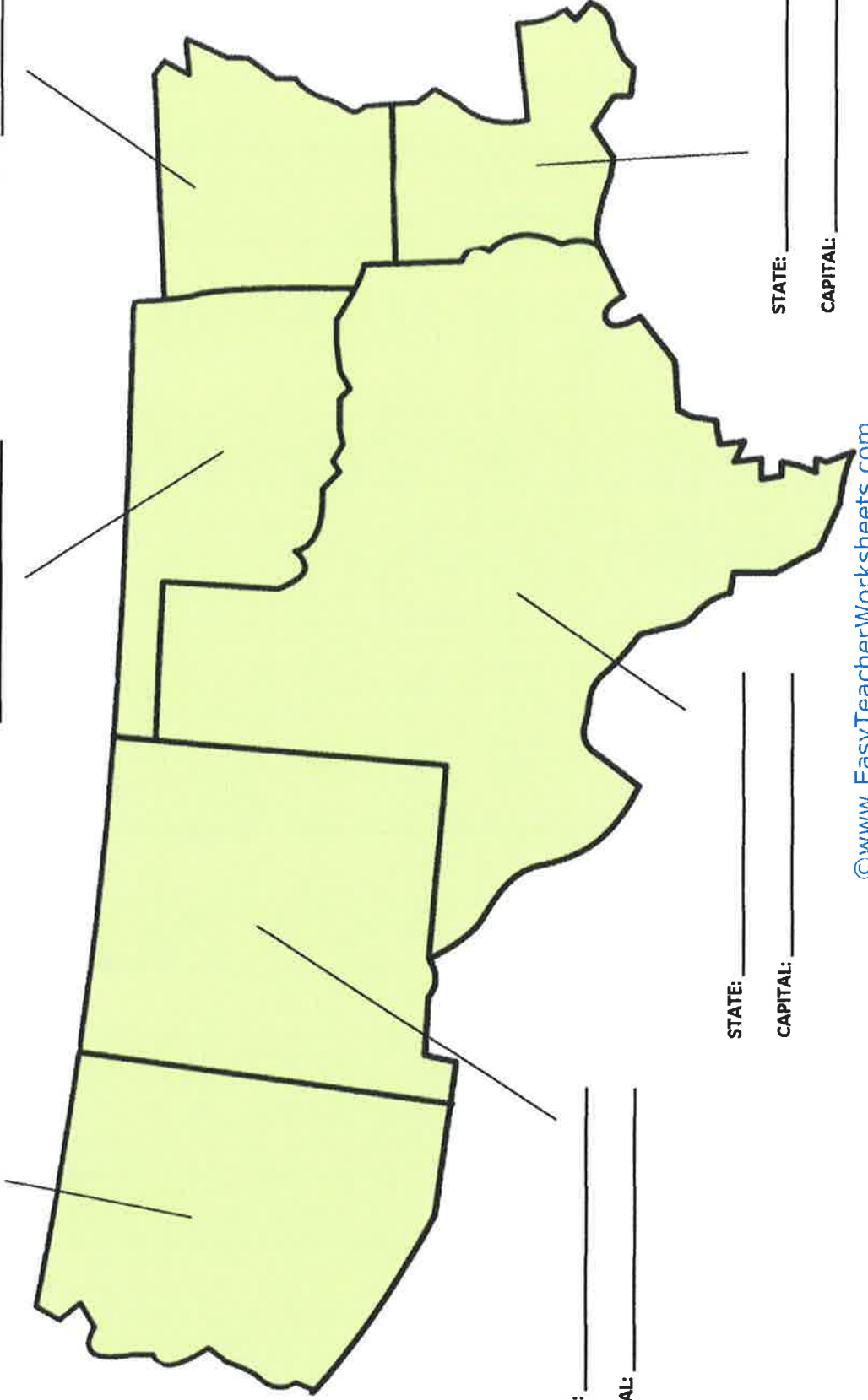
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_



STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_



Name \_\_\_\_\_

**Paying it Forward**

Andy frowned at his cast-enclosed leg. He'd broken two bones in his leg and cracked a third one, the doctor said. Now, he was stuck at home.

Suddenly, his mom walked in with his classmate Peter who was grasping something secretively in his hand.

*Oh, great!* Andy thought. *Peter's come to be mean to me, like always.*

"Go home!" Andy snapped.

"Chill out," Peter replied. "I broke an arm last summer, and a friend made it better for me. I'll do the same for you." Peter held out a video game for Andy.

"Want to play?" Peter said.

**Answer the questions about the text.**

**1. What about the text tells you that this is realistic fiction?**

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**2. Realistic fiction includes descriptive details. Descriptive details tell you about the setting, characters, and events in a text. Find an example of a descriptive detail in the text. What does the detail add to the text?**

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**3. Authors deliver details at a pace, or rate, to create suspense or excitement and to help make the events seem realistic. How does the pacing in Andy and Peter's conversation seem realistic?**

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Name \_\_\_\_\_

Some words have two different kinds of meaning. The first kind is the meaning you find for it in a dictionary. That is a word's **denotation**. Every word has a denotation. Some words also have a **connotation**. A connotation is a positive or negative feeling suggested by the word.

Look at this example of two words with a negative connotation. The underlined words give a clue to the negative connotation of the words in bold.

My older sister, Marta, **glares** at me from across the room. Her eyes **blaze** with anger.

The clue words are "with anger." The words **glares** and **blaze** show how angry Marta felt. These words have a negative connotation or feeling.

**Read each passage below. Underline the word that gives a clue to the connotation of each word in bold. Then circle the letter of the answer with the correct denotation/connotation of the word in bold.**

- Now we have to share, and a disagreement about how to decorate turned into an all-out **war**.
  - party/positive
  - agreement/positive
  - conflict/negative
- I **squirm** in my seat, embarrassed by our childish behavior.
  - jump/positive
  - wiggle/negative
  - sit/negative
- "That isn't fair," Marta **screeches**. "Lucia's idea is dreadful!"
  - screams/negative
  - says/negative
  - screams/positive
- We both **storm** noisily into our bedroom and crankily flop onto our beds.
  - walk/negative
  - move angrily/negative
  - jog/positive



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 Latin language. Learning the meanings of common Latin roots can help you understand the meaning of unfamiliar words.

- *aud* means “to hear”      • *port* means “to carry”      • *tract* means “to pull”
- *spect* means “to look at”      • *ject* means “to throw”      • *vis* means “to see”

**A. Read each word in bold. Then circle the word that completes each definition. The first one has been done for you.**

1. **audible**: able to be (seen, heard, carried)
2. **eject**: to (carry, throw, see) something out
3. **spectacle**: something people come to (say, carry, look at)
4. **distract**: to (pull, jump, look) away from something
5. **invisible**: unable to be (seen, pulled, carried)
6. **import**: (throw, carry, see) a product into a country

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

7. I had to transport all the science books in my backpack. \_\_\_\_\_ **port** \_\_\_\_\_
8. We took time to inspect our home after the violent storm. \_\_\_\_\_
9. The car could not get any traction because of the deep snow. \_\_\_\_\_
10. We listened to several audio files on her computer. \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what time-order words you can add.**

**Draft Model**

Maria and I could not agree on a science project. I wanted to grow crystals. Maria wanted to make a volcano. We chose a project we both liked—making a robot.

1. What time-order words could show when the event in the first sentence takes place?
2. How are the ideas in the second and third sentences related? What words could show this?
3. What time-order word could you use to state when the last sentence happened?

**B. Now revise the draft by choosing words that tell the time order of the events in the paragraph.**

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Name \_\_\_\_\_



### Concepts and Skills

Find the sum or difference.

1.  $\begin{array}{r} \$2.87 \\ + \$8.09 \\ \hline \end{array}$

2.  $\begin{array}{r} \$7.65 \\ - \$5.23 \\ \hline \end{array}$

3.  $\begin{array}{r} \$37.05 \\ + \$14.95 \\ \hline \end{array}$

4.  $\begin{array}{r} \$30.00 \\ - \$12.69 \\ \hline \end{array}$

Use base-ten blocks to divide.

5.  $143 \div 11$

6.  $224 \div 16$

7.  $108 \div 18$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Follow the order of operations to find the value of the expression. Show each step.

8.  $(8 \times 2) + 4$

9.  $16 - (3 \times 5)$

10.  $24 \div (15 - 7)$

11.  $15 \div (9 - 4) \times 4$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Divide. Use a pattern to help.

12.  $6,000 \div 30$

13.  $2,000 \div 20$

14.  $3,200 \div 40$

15.  $8,100 \div 90$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Problem Solving



16. Ellis bought groceries that were worth \$99.86. After using coupons, the bill was \$84.92. How much did Ellis save by using coupons?

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

# Southeast States & Capitals Map Study Guide



Name \_\_\_\_\_

Area Capitals

# States and Their Capitals

Write the name of each state and its capital.

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

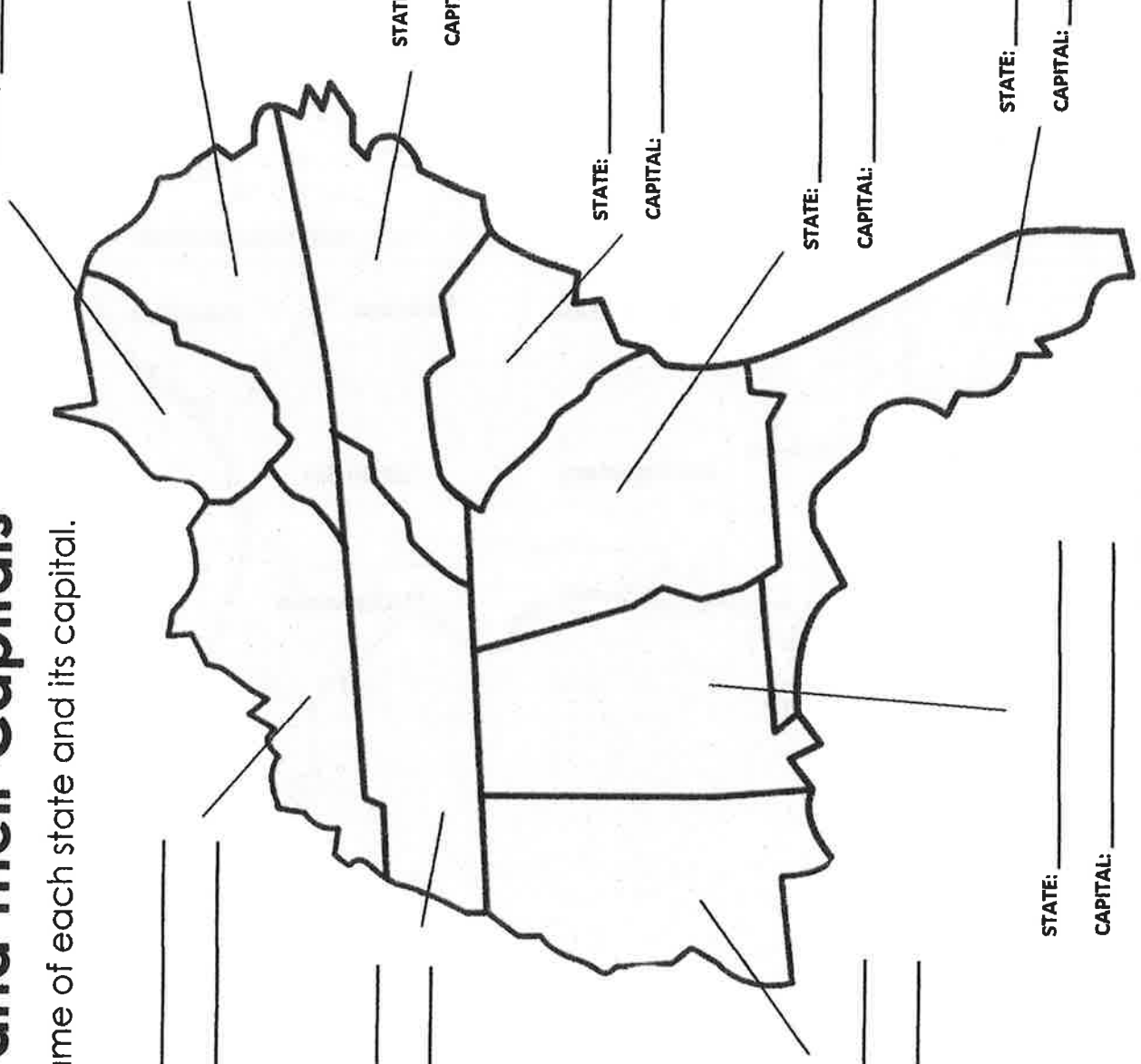
STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_  
CAPITAL: \_\_\_\_\_



Name \_\_\_\_\_

Paco wrote the paragraphs below using text evidence from two different sources to answer the question: *In your opinion, which selection most effectively presents information about how to stop bullying? Use details from The Friend Who Changed My Life and "Choose Your Strategy: A Guide to Getting Along" to support your writing.*

While both selections give useful information on how to stop bullying, I think the information presented in "Choose Your Strategy: A Guide to Getting Along" is more realistic and could help more people affected by bullying.

In *The Friend Who Changed My Life*, the narrator stands up to the bully by getting in a fight with her. After the fight, the bully backs down. This is fine for a story, but things do not always work out this way in real life. Not all bullies will respect the person they are bullying just because the person stands up to them by throwing a punch! In fact, this could make the situation worse.

The tips in "Choose Your Strategy: A Guide to Getting Along," are much more likely to help. The text presents many challenges kids face, such as being ignored or seeing other kids being picked on. But it doesn't stop there. It also offers advice on dealing with these situations, including talking about the problem or adjusting your own attitude. Helpful tips like these provide real solutions to the problems kids face and are better than getting in a fight!

Reread the passage. Follow the directions below.

1. **Circle** the time-order word or phrase that Paco uses in his writing.
2. **Draw a box** around two examples of comparative adjectives found in this text.
3. **Underline** one example of an idiom.
4. **Write** one piece of text evidence that Paco uses.

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# Assignment

## **Explain Why the Source Has Useful/Helpful Information**

**Topic: Pandas in Captivity**

### **Your Assignment:**

Your class recently went on a field trip to a local zoo. You saw a family of pandas living there in captivity, and you learned that the baby panda had been born there.

When your class returns from the zoo, your classmates begin to share what they think about animals in captivity. Some people believe that keeping pandas in captivity is a good idea, but others seem to disagree. Your teacher decides that this seems to be a "hot" topic, so he asks you to write a paper supporting your opinion.

In your paper, you will take a side as to whether you think breeding and raising pandas in captivity is a good thing or not. Your paper will be read by your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

In Part 2, you will write an opinion piece using information you have read. (You will not do Part 2 as part of this task because this is just practice.)

### **Directions for Beginning:**

You will now review several sources. You may review the sources as often as you like.

### **Research Questions:**



After reviewing the research sources, use the rest of the time in Part 1 to answer the questions about them. Your answers to the questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your opinion piece.

You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Your written notes will be available to you in Part 1 and Part 2 of the performance task. (You will not do Part 2 as part of this task because this is just practice.)

### **Sources for the Performance Task:**

## Source #1

You have found a “Time for Kids” article about the challenges of breeding and raising pandas in captivity:

### **Too Much Cuteness: How Much is Too Much?**

**By Sully Dragonovan**

Many zoos around the world have tiny residents that cost a fortune and don't give too much return on that investment! Pandas are sometimes raised in captivity, in situations where they are taken care of by people and live in places like zoos. There are actually only approximately 1600 pandas living, and 300 of those pandas are in captivity. To breed and raise pandas in captivity is very expensive. It is also not an easy thing to do, and some people think that because of these things that it is not wise to bother with raising baby pandas in zoos.

Pandas are very expensive to have and raise! They have been called, “the most expensive animal in the world” because China charges two million dollars per panda for the “lease” of the animal to the zoo. It charges an additional \$600,000 per year for a baby panda! That is a lot of money! It would take a lot of visitors paying a lot of money to enter the zoo to pay the annual cost of having a baby panda. On top of that, a baby panda can't be alone at the zoo. It would need to have its mother with it (and maybe even the father). That is millions of dollars a year to raise a panda or two!

Even if one can justify the money, it is important to know that it is not easy to raise a baby panda. The panda needs to be fed and cared for by people and its mother. It has to have the right type and amount of nutrition to survive and thrive. It also has to be kept warm. It is the job of the zookeepers and the mother panda to make sure that the baby has what it needs. In the wild, when more than one panda is born (a set of two is called “twins”), one of the baby pandas usually does not survive because the mother can only take care of one baby at a time. Although twin pandas have a better chance of both surviving in captivity, it is a juggling act for the mother and the people!

It is expensive and hard to raise baby pandas in captivity. Ultimately for the pandas to not be in danger of becoming extinct, they would need to be thriving in the outdoors. A

few pandas in captivity is not going to help the species survive. Meanwhile, as pandas are being bred and raised in zoos around the world, the bamboo forests where they roam naturally, their habitats, are being destroyed by people in the name of progress. Raising a few expensive pandas in the zoos won't actually solve the pandas' real problems, so it basically isn't worth the effort.



**Fill in the bubble completely to show your answer.**

17. Taby buys a dog leash for \$18.50 and a dog collar for \$12.75. What is the total cost of the leash and the collar?
- (A) \$5.75  
(B) \$6.25  
(C) \$30.25  
(D) \$31.25
18. Mr. Martin pays \$35.93 for shoes for himself and \$18.67 for shoes for his son. How much more do Mr. Martin's shoes cost than his son's?
- (A) \$17.26  
(B) \$17.36  
(C) \$23.24  
(D) \$54.60
19. Chris and Susan each collect baseball cards. Chris has 75 cards and Susan has 93 cards. They want to combine their collections and divide the cards evenly between them. Which expression can they use to find the number of cards each of them should have?
- (A)  $75 + 93 \div 2$   
(B)  $75 + (93 \div 2)$   
(C)  $(75 + 93) \times 2$   
(D)  $(75 + 93) \div 2$
20. A store expects 4,000 customers during its 20-hour sale. Suppose the same number of customers arrives each hour. How many customers come each hour?
- (A) 20  
(B) 200  
(C) 2,000  
(D) 8,000



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

# Midwest States & Capitals Map Study Guide



Name \_\_\_\_\_

States Capitals

# States and Their Capitals

Write the name of each state and its capital.

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

STATE: \_\_\_\_\_

CAPITAL: \_\_\_\_\_

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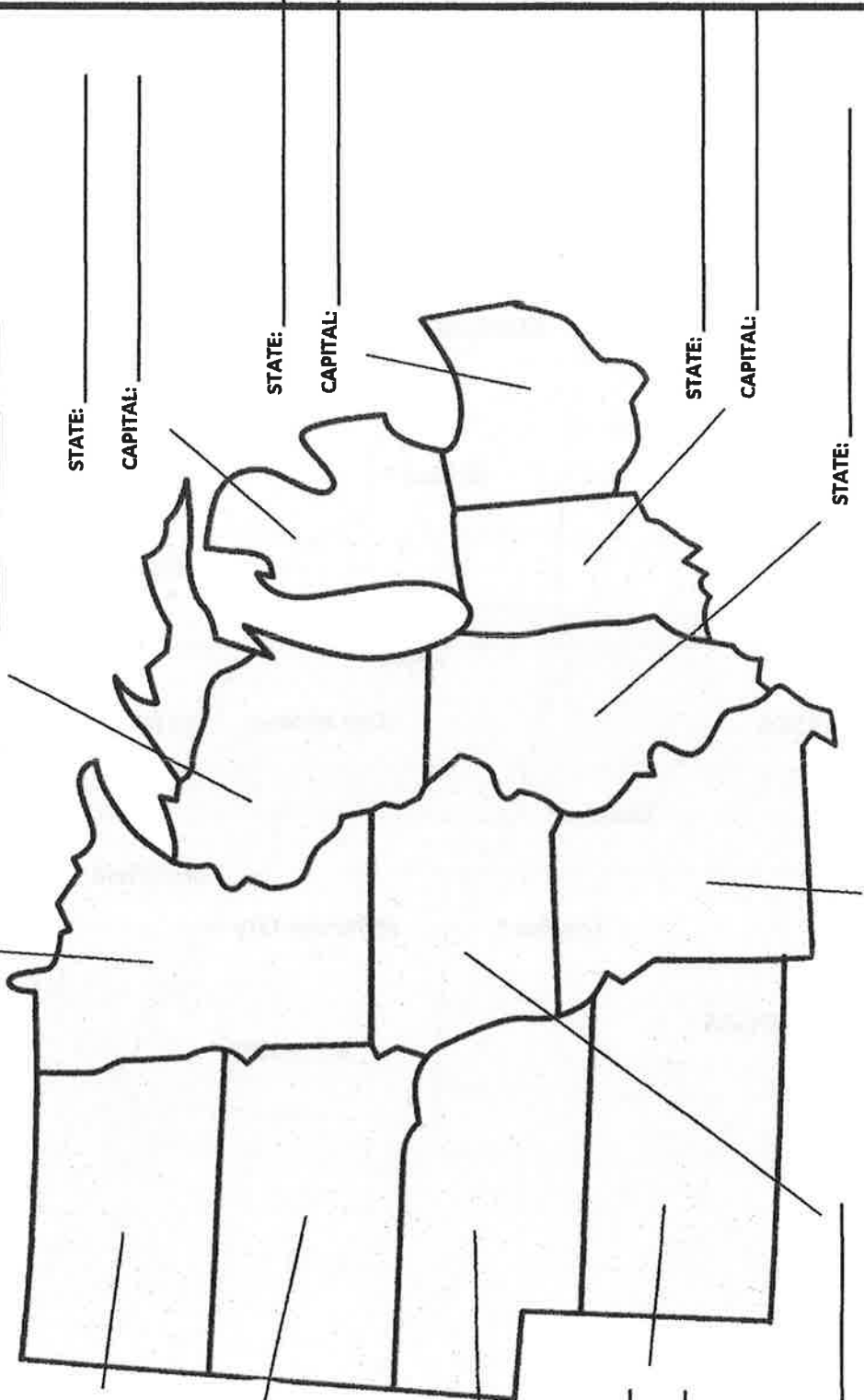
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Source #2

You have found a chart that shows how many pandas have been born and are being raised in zoos and breeding centers in China:

## Zoos and Breeding Centers in China that House Giant Pandas

Name of Facility	Name and/or Number of Pandas	Other Facts
Beijing Zoo	Ming-Ming (died 2011)	Ming-Ming was the first panda born in captivity.
Shanghai Zoo	Not available	
Bifengxia Panda Base, Ya'an	Mei Sheng, Hua Mei, Tai Shan, Su Lin, Zhen Zhen, and Fu Lon	Fu Long was born in Austria.
Chengdu Research Base of Giant Panda Breeding, Chengdu, Sichuan	Twelve cubs born in 2006	Xiong Bang was born in Japan.
China Conservation and Research Center for the Giant Panda at the Wolong National Nature Reserve, Sichuan	Xiong Bang and Mei Lan	Mei Lan was born in the United States.
China Conservation and Research Center for the Giant Panda at the Wolong National Nature Reserve, Sichuan	Seventeen cubs born in 2006	

Chime-Long Paradise  
Amusement Park

Triplets born in  
2014

Triplets are  
rare for  
pandas.  
Triplets means  
a set of three.

Ocean Park, Hong Kong

An An, Le Le,  
and Ying Ying

Macau Giant Panda Pavillion

Kai Kai and Xin  
Xin

Dailian Forest Zoo

Fei Yun, Cai  
Zhen, and Jin  
Hu

### Source #3

You have found another article in Scholastic News about the benefits of keeping some pandas in captivity:

## **Saving Pandas from Extinction- One Bundle of Panda Joy at a Time**

**By Andrew Vu**

Who can resist a baby wrapped in a blanket? Especially when it is a tiny baby panda sipping a bottle! Pandas are incredible creatures with an uncertain future. Raising pandas in captivity, in zoos around the world, provides pandas with the chance to avoid extinction. The awareness of the pandas' need for protection is raised by visitors learning more about them when they visit zoos and wildlife centers. People need to know that pandas are in the zoos to help them survive extinction because breeding and survival is difficult in the wild. In order to save the pandas, it will take more than just admiring their cuteness.

Raising baby pandas in captivity helps the species have a chance at evading extinction. There are only 1600 or so pandas in the world, and 300 of them live in zoos. The zoos help raise baby pandas, and sometimes they are reintroduced to the wild. If a mother has more than one panda baby, the caretakers at the zoo can help make sure that both babies survive. In the wild, one of the babies would most likely die. With each surviving panda, the species moves farther away from the danger of extinction.

When visiting pandas in the zoos, regular people become more aware of the needs of pandas and how they can support their survival. Some people have never seen a panda in person. They don't know their great beauty and majesty first-hand. Visiting the pandas in the zoo, and falling in love with the babies, helps the pandas' cause because people may decide to donate money toward saving pandas. At least they are less likely to cause them harm in the wild if they should ever encounter them in their natural habitat. The survival of pandas is in the hands of the people who help breed, raise, and increase awareness of them- one little bundle at a time!

**Answer this Question:**

*Which source has the most useful information about the need for pandas to be bred and raised in captivity? Explain why this source has the most useful information about the need for pandas to be bred and raised in captivity. Support your explanation with two details or examples from the source.*

**Your Response:**

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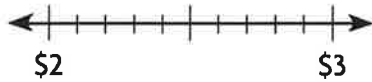
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## Share and Show



1. Round \$2.67 to the nearest dollar. Locate and mark \$2.67 on the number line. Which whole dollar is it closest to? \_\_\_\_\_



Round to the nearest dollar or to the nearest whole number.

2. \$0.78

\_\_\_\_\_

3. 2.1

\_\_\_\_\_

4. 3.5

\_\_\_\_\_

5. \$4.50

\_\_\_\_\_

## On Your Own

Round to the nearest dollar or to the nearest whole number.

6. \$1.70

\_\_\_\_\_

7. 2.2

\_\_\_\_\_

8. \$3.99

\_\_\_\_\_

9. 3.45

\_\_\_\_\_

10. \$1.53

\_\_\_\_\_

11. 0.9

\_\_\_\_\_

12. \$0.19

\_\_\_\_\_

13. 4.38

\_\_\_\_\_

## Problem Solving



14. Candice spent \$13.55 at the arts and crafts fair. How much money did Candice spend, rounded to the nearest dollar?

\_\_\_\_\_

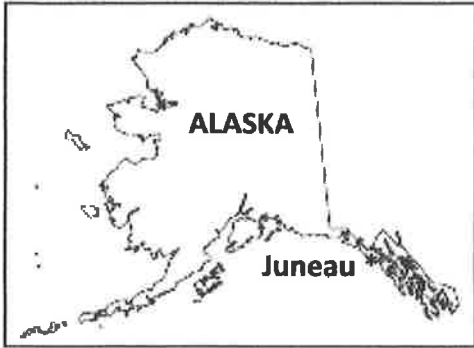
15. Mr. Marsh bought 2.25 pounds of American cheese. About how many pounds of cheese did Mr. Marsh buy?

\_\_\_\_\_



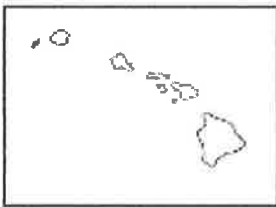
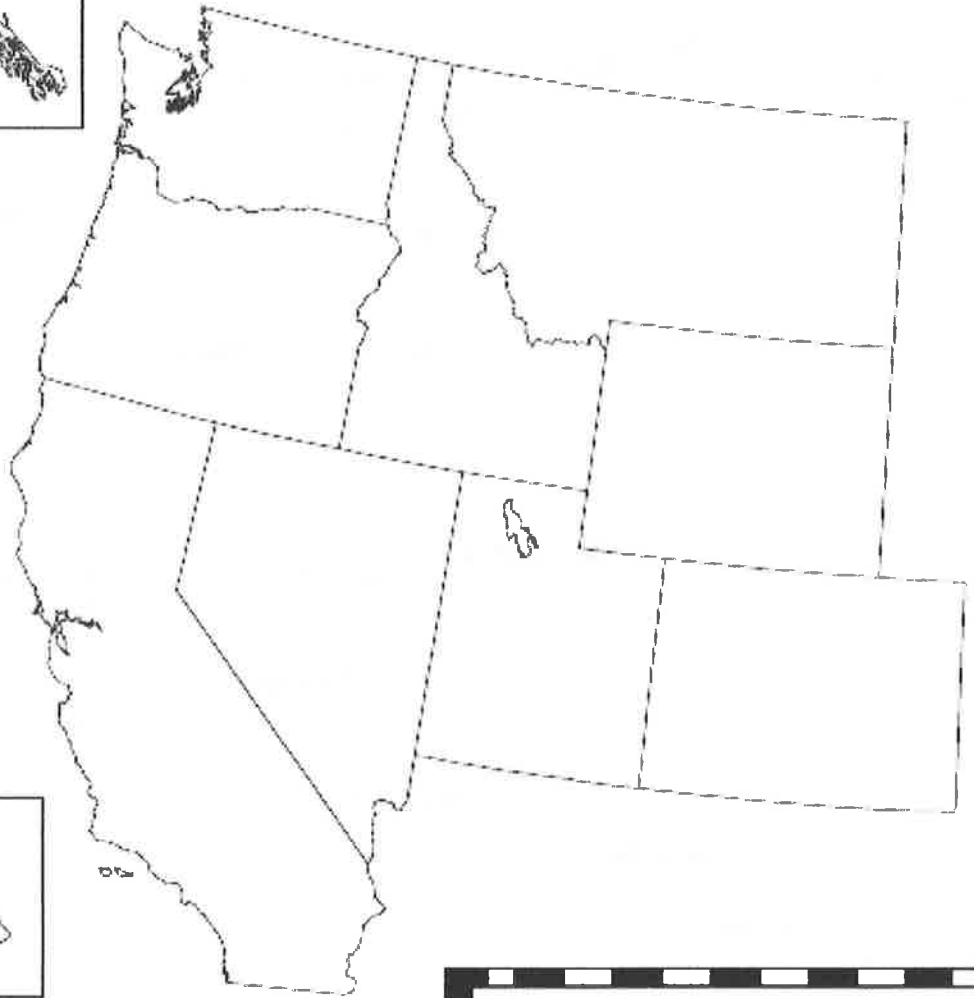
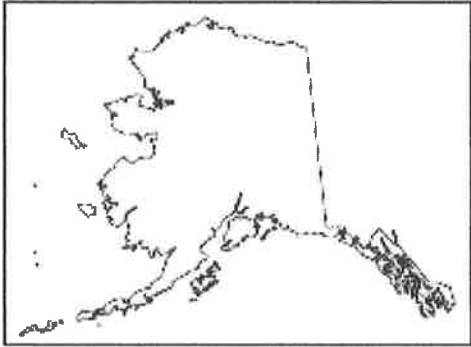
Name \_\_\_\_\_ Date \_\_\_\_\_

# West States & Capitals Map Study Guide



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

# West States & Capitals Map





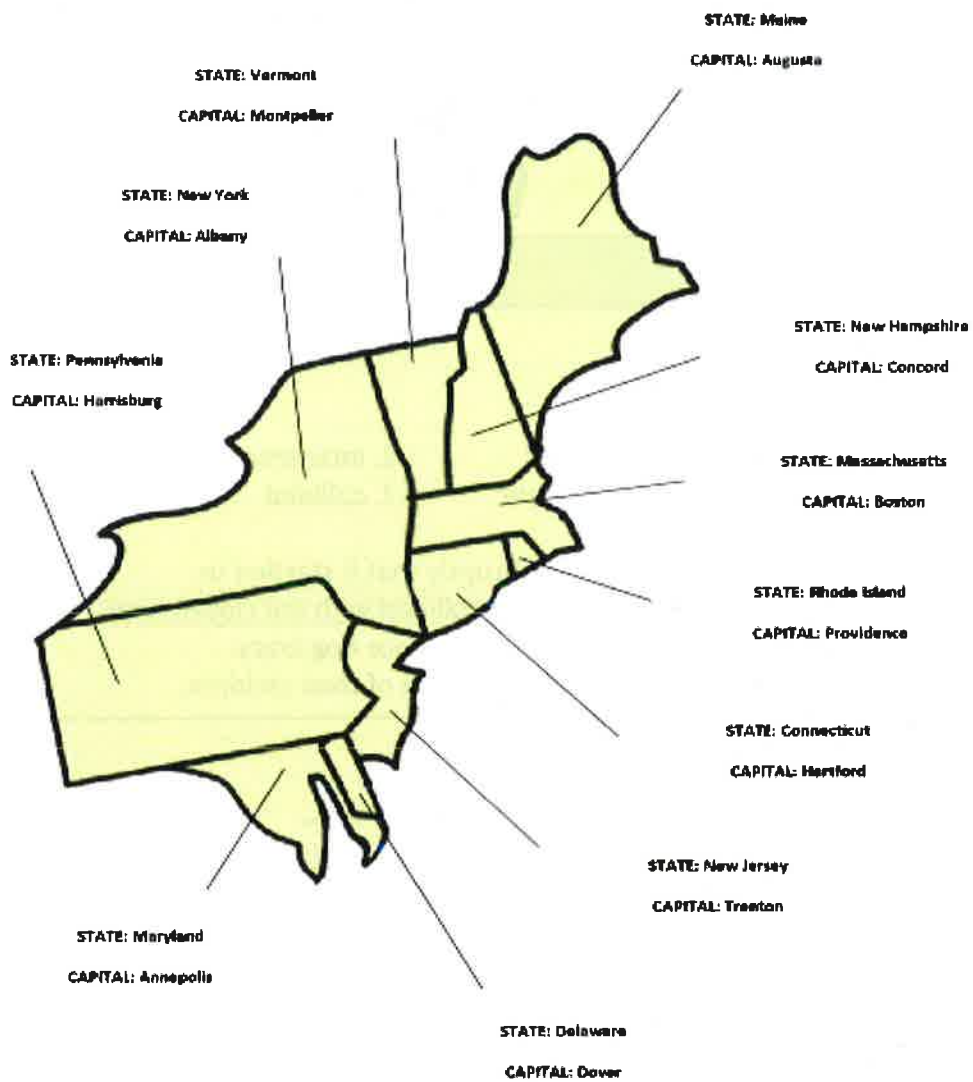
ALASKA	Boise
CALIFORNIA	Carson City
COLORADO	Cheyenne
HAWAII	Denver
IDAHO	Helena
MONTANA	Honolulu
NEVADA	Juneau
OREGON	Olympia
UTAH	Sacramento
WASHINGTON	Salem
WYOMING	Salt Lake City



# 5th Grade Learning Packet

## Answer Key Week 9

Day	Lesson																		
1	<p><b>Vocabulary</b> 1st Page: Answers will vary. 2nd Page:</p> <p>1. abruptly      2. conflict      3. intervene      4. protective 5. taunting      6. confident      7. collided      8. ally</p> <p>Possible Responses: 9. She entered the room so abruptly that it startled us. 10. He was so distracted that he collided with the closed door. 11. The squirrel's taunting drove the poor dog crazy. 12. Parents are usually very protective of their children.</p> <hr/> <p><b>Share and Show</b> </p> <p>1. Explain what is happening in Step 2. <b>Possible explanation:</b> <b>in Step 2, you add the dimes and regroup 13 dimes as 1 dollar 3 dimes.</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 33%;">STEPS 1 and 2</th> <th style="text-align: left; width: 33%;">STEPS 3 AND 4</th> <th style="text-align: left; width: 33%;">STEP 5</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;"> <math display="block">\begin{array}{r} 1 \\ \\$81.60 \\ + \\$35.70 \\ \hline 30 \end{array}</math> </td> <td style="text-align: right;"> <math display="block">\begin{array}{r} 11 \\ \\$81.60 \\ + \\$35.70 \\ \hline 120.30 \end{array}</math> </td> <td style="text-align: right;"> <math display="block">\begin{array}{r} 11 \\ \\$81.60 \\ + \\$35.70 \\ \hline \\$ 120.30 \end{array}</math> </td> </tr> </tbody> </table> <p>Find the sum.</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">2. <math>\\$ 3.09</math> <math>+ \\$ 8.92</math> <b><math>\\$12.01</math></b></td> <td style="width: 25%;">3. <math>\\$ 26.08</math> <math>+ \\$ 41.39</math> <b><math>\\$67.47</math></b></td> <td style="width: 25%;">4. <math>\\$ 7.27</math> <math>+ \\$ 26.43</math> <b><math>\\$33.69</math></b></td> <td style="width: 25%;">5. <math>\\$ 30.47</math> <math>+ \\$ 28.56</math> <b><math>\\$59.03</math></b></td> </tr> </tbody> </table> <p><b>On Your Own</b></p> <p>Find the sum.</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">6. <math>\\$ 9.57</math> <math>+ \\$ 4.09</math> <b><math>\\$13.66</math></b></td> <td style="width: 25%;">7. <math>\\$ 89.36</math> <math>+ \\$ 3.85</math> <b><math>\\$93.21</math></b></td> <td style="width: 25%;">8. <math>\\$ 23.75</math> <math>+ \\$ 10.98</math> <b><math>\\$34.73</math></b></td> <td style="width: 25%;">9. <math>\\$ 8.52</math> <math>+ \\$ 36.07</math> <b><math>\\$44.59</math></b></td> </tr> <tr> <td style="width: 25%;">10. <math>\\$ 48.92</math> <math>+ \\$ 7.08</math> <b><math>\\$56.00</math></b></td> <td style="width: 25%;">11. <math>\\$ 60.45</math> <math>+ \\$ 17.42</math> <b><math>\\$77.87</math></b></td> <td style="width: 25%;">12. <math>\\$ 58.02</math> <math>+ \\$ 73.54</math> <b><math>\\$131.56</math></b></td> <td style="width: 25%;">13. <math>\\$ 61.74</math> <math>+ \\$ 60.57</math> <b><math>\\$122.31</math></b></td> </tr> </tbody> </table> <p><b>Problem Solving</b> </p> <p>14. Lena bought new inline skates for \$49.99. The sales tax was \$4.13. How much did Lena spend in all for her new inline skates? <b><math>\\$54.12</math></b></p>	STEPS 1 and 2	STEPS 3 AND 4	STEP 5	$\begin{array}{r} 1 \\ \$81.60 \\ + \$35.70 \\ \hline 30 \end{array}$	$\begin{array}{r} 11 \\ \$81.60 \\ + \$35.70 \\ \hline 120.30 \end{array}$	$\begin{array}{r} 11 \\ \$81.60 \\ + \$35.70 \\ \hline \$ 120.30 \end{array}$	2. $\$ 3.09$ $+ \$ 8.92$ <b><math>\\$12.01</math></b>	3. $\$ 26.08$ $+ \$ 41.39$ <b><math>\\$67.47</math></b>	4. $\$ 7.27$ $+ \$ 26.43$ <b><math>\\$33.69</math></b>	5. $\$ 30.47$ $+ \$ 28.56$ <b><math>\\$59.03</math></b>	6. $\$ 9.57$ $+ \$ 4.09$ <b><math>\\$13.66</math></b>	7. $\$ 89.36$ $+ \$ 3.85$ <b><math>\\$93.21</math></b>	8. $\$ 23.75$ $+ \$ 10.98$ <b><math>\\$34.73</math></b>	9. $\$ 8.52$ $+ \$ 36.07$ <b><math>\\$44.59</math></b>	10. $\$ 48.92$ $+ \$ 7.08$ <b><math>\\$56.00</math></b>	11. $\$ 60.45$ $+ \$ 17.42$ <b><math>\\$77.87</math></b>	12. $\$ 58.02$ $+ \$ 73.54$ <b><math>\\$131.56</math></b>	13. $\$ 61.74$ $+ \$ 60.57$ <b><math>\\$122.31</math></b>
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<b>Social Studies: Northeast States and Their Capital</b>																			



Day

**“The Battle of the Bedroom”**

2

Possible Responses:

1. Each of them had her own bedroom.
2. They make each girl describe what’s good about her sister’s idea.
3. They come up with decorating ideas they both like.
4. People can work out their differences by talking about them.

**Share and Show**



1. Find the difference. Regroup as needed.

$$\begin{array}{r}
 \overset{10}{\cancel{7}} \overset{10}{\cancel{1}} \overset{14}{\cancel{4}} \\
 \$ 7.14 \\
 - \$ 4.38 \\
 \hline
 \$ 2.76
 \end{array}$$

Find the difference.

2. 
$$\begin{array}{r}
 \$ 5.89 \\
 - \$ 3.16 \\
 \hline
 \$ 2.73
 \end{array}$$

3. 
$$\begin{array}{r}
 \$ 30.07 \\
 - \$ 11.32 \\
 \hline
 \$ 18.75
 \end{array}$$

4. 
$$\begin{array}{r}
 \$ 60.00 \\
 - \$ 42.75 \\
 \hline
 \$ 17.25
 \end{array}$$

5. 
$$\begin{array}{r}
 \$ 99.08 \\
 - \$ 91.36 \\
 \hline
 \$ 7.72
 \end{array}$$

**On Your Own**

Find the difference.

6. 
$$\begin{array}{r}
 \$ 9.08 \\
 - \$ 7.26 \\
 \hline
 \$ 1.82
 \end{array}$$

7. 
$$\begin{array}{r}
 \$ 73.45 \\
 - \$ 12.13 \\
 \hline
 \$ 61.32
 \end{array}$$

8. 
$$\begin{array}{r}
 \$ 90.00 \\
 - \$ 42.17 \\
 \hline
 \$ 47.83
 \end{array}$$

9. 
$$\begin{array}{r}
 \$ 80.03 \\
 - \$ 49.53 \\
 \hline
 \$ 30.50
 \end{array}$$

10. 
$$\begin{array}{r}
 \$ 15.36 \\
 - \$ 2.73 \\
 \hline
 \$ 12.63
 \end{array}$$

11. 
$$\begin{array}{r}
 \$ 84.00 \\
 - \$ 27.85 \\
 \hline
 \$ 56.15
 \end{array}$$

12. 
$$\begin{array}{r}
 \$ 74.19 \\
 - \$ 8.46 \\
 \hline
 \$ 65.73
 \end{array}$$

13. 
$$\begin{array}{r}
 \$ 79.62 \\
 - \$ 23.58 \\
 \hline
 \$ 56.04
 \end{array}$$

**Problem Solving**

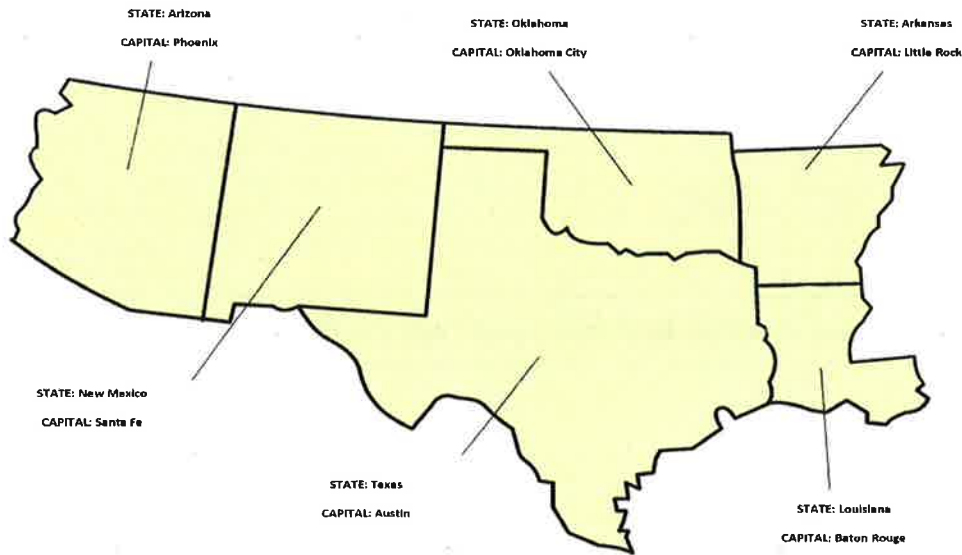


14. Bert earned \$78.70 last week. This week he earned \$93.00. How much more did he earn this week than last week?

**\$14.30 more**

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**Social Studies: Southern States and Their Capital**



**Day 3**

**Genre/Literary Element**

**Possible Responses**

1. It tells a story that could happen in real life. The characters are like real people and their relationship could be real.
2. Answers will vary.
3. This is the way young people talk to each other in real life.

## Vocabulary Strategy: Connotation and Denotation

1. c      2. b      3. a      4. b

## Word Study: Words with Latin Roots

1. heard      2. throw      3. look at      4. pull      5. seen  
6. carry      7. port      8. spect      9. tract      10. aud

## Writing Traits: Word Choice - Answers will vary.

### ✓ Checkpoint

#### Concepts and Skills

Find the sum or difference.

1. $\begin{array}{r} \$2.87 \\ + \$8.09 \\ \hline \end{array}$	2. $\begin{array}{r} \$7.65 \\ - \$5.23 \\ \hline \end{array}$	3. $\begin{array}{r} \$37.05 \\ + \$14.95 \\ \hline \end{array}$	4. $\begin{array}{r} \$30.00 \\ - \$12.69 \\ \hline \end{array}$
<b>\$10.96</b>	<b>\$2.42</b>	<b>\$52.00</b>	<b>\$17.31</b>

Use base-ten blocks to divide.

5. $143 \div 11$	6. $224 \div 16$	7. $108 \div 18$
<b>13</b>	<b>14</b>	<b>6</b>

Follow the order of operations to find the value of the expression. Show each step.

**Check students' work.**

8. $(8 \times 2) + 4$	9. $16 - (3 \times 5)$	10. $24 \div (15 \div 7)$	11. $15 \div (9 \div 4) \times 4$
<b>20</b>	<b>1</b>	<b>3</b>	<b>12</b>

Divide. Use a pattern to help.

12. $6,000 \div 30$	13. $2,000 \div 20$	14. $3,200 \div 40$	15. $8,100 \div 90$
<b>200</b>	<b>100</b>	<b>80</b>	<b>90</b>

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#### Problem Solving

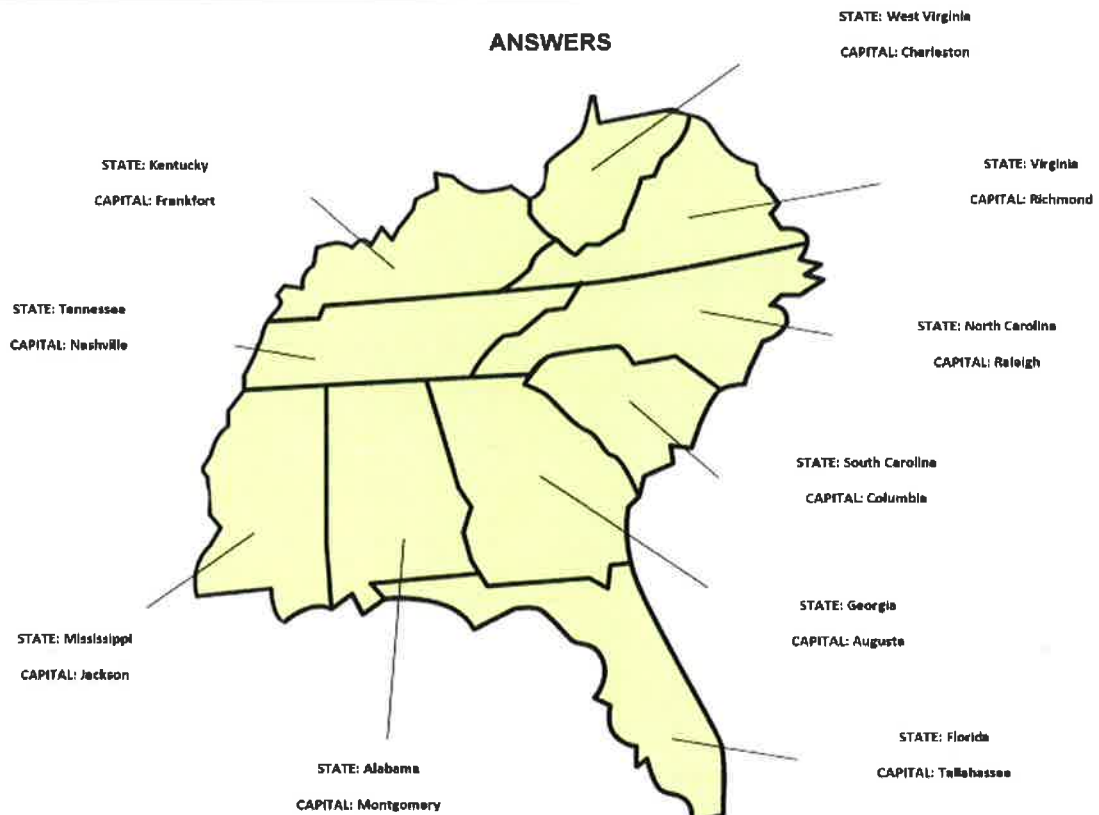


16. Ellis bought groceries that were worth \$99.86. After using coupons, the bill was \$84.92. How much did Ellis save by using coupons?

**\$14.94**

## Social Studies: Southeastern States and Their Capitals

## ANSWERS



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Day  
4

### Write to Sources

1-3

While both selections give useful information on how to stop bullying, I think the information presented in "Choose Your Strategy: A Guide to Getting Along" is **more** realistic and could help **more** people affected by bullying.

In *The Friend Who Changed My Life*, the narrator stands up to the bully by getting in a fight with her. **After the fight**, the bully **backs down**. This is fine for a story, but things do not always work out this way in real life. Not all bullies will respect the person they are bullying just because the person stands up to them by **throwing a punch!** In fact, this could make the situation **worse**.

The tips in "Choose Your Strategy: A Guide to Getting Along," are much **more** likely to help. The text presents many challenges kids face, such as being ignored or seeing other kids **being picked on**. But it doesn't stop there. It also offers advice on dealing with these situations, including talking about the problem or adjusting your own attitude. Helpful tips like these provide real solutions to the problems kids face and are **better** than getting in a fight!

4. Answers will vary. (Sample Answer)

It also offers advice on dealing with these situations, including talking about the problem or adjusting your own attitude.

Fill in the bubble completely to show your answer.

17. Taby buys a dog leash for \$18.50 and a dog collar for \$12.75. What is the total cost of the leash and the collar?

- A \$5.75
- B \$6.25
- C \$30.25
- D \$31.25

18. Mr. Martin pays \$35.93 for shoes for himself and \$18.67 for shoes for his son. How much more do Mr. Martin's shoes cost than his son's?

- A \$17.26
- B \$17.36
- C \$23.24
- D \$54.60

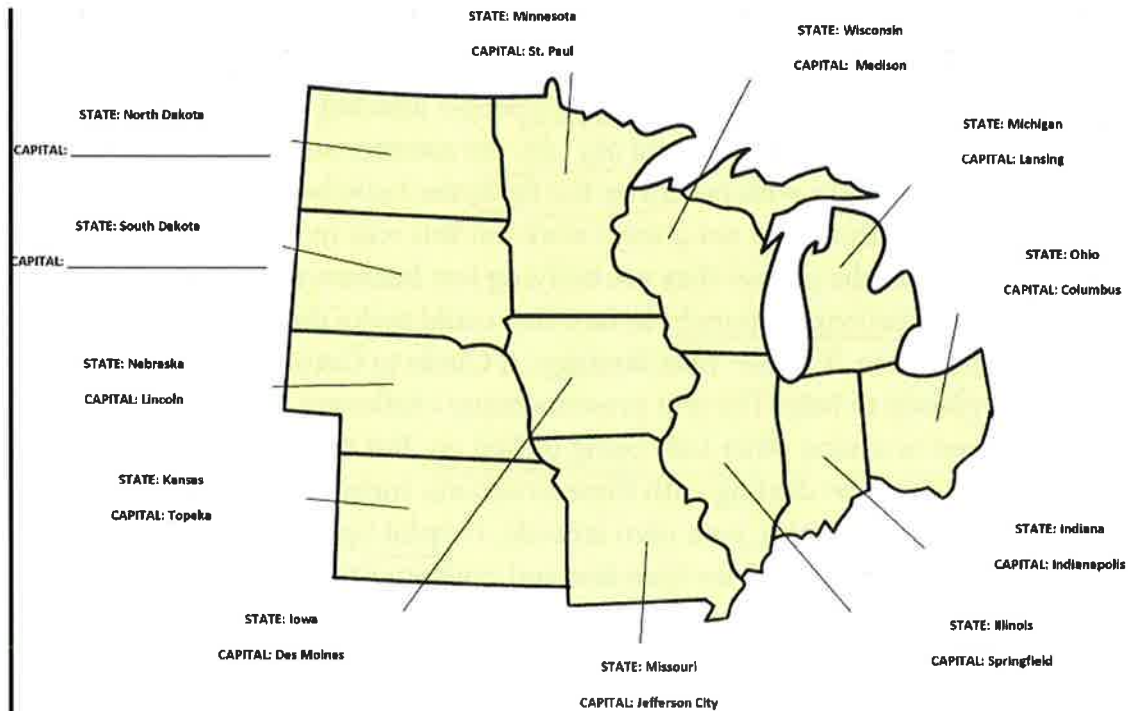
19. Chris and Susan each collect baseball cards. Chris has 75 cards and Susan has 93 cards. They want to combine their collections and divide the cards evenly between them. Which expression can they use to find the number of cards each of them should have?

- A  $75 + 93 \div 2$
- B  $75 + (93 \div 2)$
- C  $(75 + 93) \times 2$
- D  $(75 + 93) \div 2$

20. A store expects 4,000 customers during its 20-hour sale. Suppose the same number of customers arrives each hour. How many customers come each hour?

- A 20
- B 200
- C 2,000
- D 8,000

## Social Studies: Central States and Their Capitals



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Day

Explain Why the Source Has Useful/Helpful Information- Topic: Pandas in Captivity

Answers will vary.

## Share and Show



1. Round \$2.67 to the nearest dollar. Locate and mark \$2.67 on the number line. Which whole dollar is it closest to? \$3



Round to the nearest dollar or to the nearest whole number.

2. \$0.78 \$1      3. 2.1 2      4. 3.5 4      5. \$4.50 \$5

## On Your Own

Round to the nearest dollar or to the nearest whole number.

6. \$1.70 \$2      7. 2.2 2      8. \$3.99 \$4      9. 3.45 3  
 10. \$1.53 \$2      11. 0.9 1      12. \$0.19 \$0      13. 4.38 4

## Problem Solving



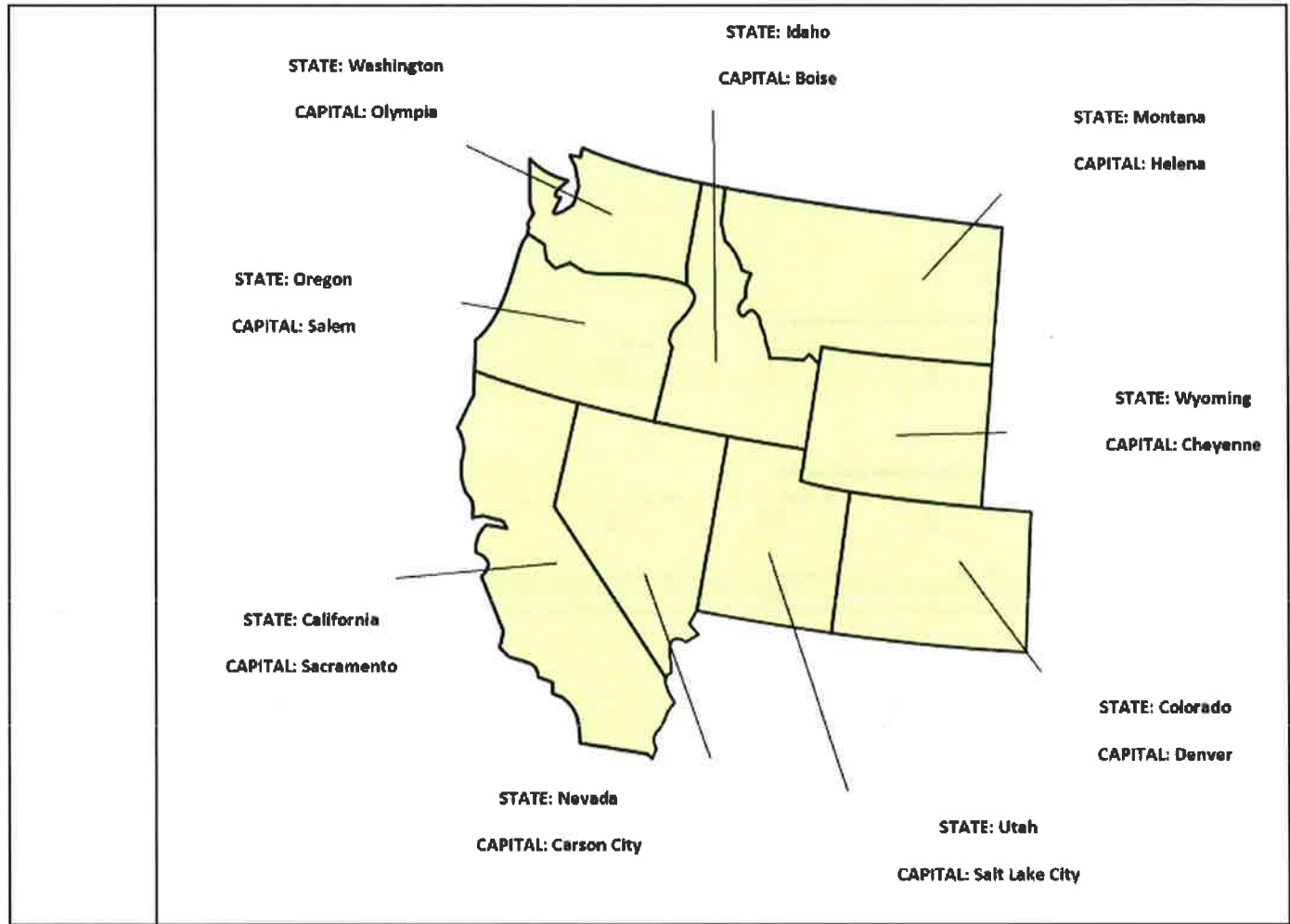
14. Candice spent \$13.55 at the arts and crafts fair. How much money did Candice spend, rounded to the nearest dollar?

\$14

15. Mr. Marsh bought 2.25 pounds of American cheese. About how many pounds of cheese did Mr. Marsh buy?

2 pounds

**Social Studies: Northwest States and Their Capitals**







# Compton USD

## Learning Packet # 8

# ELD

## Grade 5

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



# 5th Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 8

Day	Lesson	Date Completed
1	<b>Vocabulary:</b> complete the following steps: <ul style="list-style-type: none"> <li>• Read the vocabulary words in the boxes. Follow these steps:</li> <li>• Read the sentences.</li> <li>• Write a sentence using the words in the boxes.</li> </ul>	
	<b>Vocabulary Strategy: Connotation and Denotation.</b> Read the information in the box. Complete items 1-3.	
	<b>Word Study: Words with Latin Roots.</b> Read the information in the box. Then, complete questions 1-10.	
	<b>Genre/Literary Element:</b> Read the academic passage <b>“Paying Forward”</b> . Answer questions 1-3.	
2	<b>Comprehension and Fluency:</b> Read the passage: <b>“The Battle of the Bedroom”</b> . Answer section A (questions 1-4). Then, complete the table of section B.	
	<b>Comprehension and Fluency:</b> Read the literary passages: <b>“The Battle of the Bedroom”</b> again. Complete the <b>Theme</b> Graphic Organizer.	
3	<b>Writing Traits: Organization.</b> Read the Draft Model. Use the questions to help you to revise the draft by choosing words that tell the time order of the events.	
	<b>Write to Sources:</b> Read the paragraph. Then, follow the directions below to mark the text.	
	<b>Differentiated Text:</b> Read the passage <b>“Take it to the Basket”</b> . Respond to the text by reading and completing the sentence starters.	
4	<b>Leveled Reader:</b> Read the book <b>“Enemy or Ally?”</b> . Then, complete the following: <ul style="list-style-type: none"> <li>• Complete activities on page 16</li> </ul>	
5	<b>Leveled Reader:</b> Read the text <b>“Becoming bully Proof”</b> . Then, complete activities on pages 20-21	


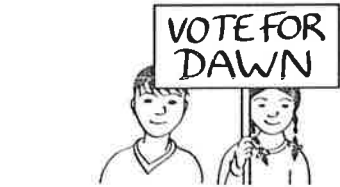
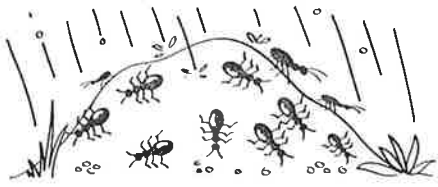



#### Recommended Online Usage

<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
taunting	The boy admitted to <u>taunting</u> the dog and making it bark.	 A black and white line drawing of a boy standing behind a fence, looking at a dog on the other side. The dog is on a leash and appears to be barking or reacting to the boy.
ally	When she ran for class president, her brother was her strongest <u>ally</u> .	 A black and white line drawing of two children, a boy and a girl, holding a rectangular sign that says "VOTE FOR DAWN" in capital letters.
abruptly	The rain began <u>abruptly</u> and caused the busy ants to flee.	 A black and white line drawing showing a group of ants on a path. Above them, several vertical lines represent rain falling. The ants are scattered and appear to be fleeing from the rain.
confident	I am <u>confident</u> the lizard can hide in the tall grass.	 A black and white line drawing of a lizard with spots on its back, partially hidden behind several blades of tall grass.
collided	The player <u>collided</u> with the wall during baseball practice.	 A black and white line drawing of a baseball player in a uniform running towards a brick wall. The player is in mid-air, having just hit the wall, and a baseball is flying through the air near him.
protective	The box was a <u>protective</u> place to keep her favorite buttons.	 A black and white line drawing of an open rectangular box filled with many small, round buttons of various patterns.

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Name \_\_\_\_\_

Some words have two different kinds of meaning. The first kind is the meaning you find for it in a dictionary. That is a word's **denotation**. Every word has a denotation. Some words also have a **connotation**. A connotation is a positive or negative feeling suggested by the word.

Look at this example of two words with a negative connotation. The underlined words give a clue to the negative connotation of the words in bold.

My older sister, Marta, **glares** at me from across the room. Her eyes **blaze** with anger.

The clue words are "with anger." The words **glares** and **blaze** show how angry Marta felt. These words have a negative connotation or feeling.

Read each passage below. Then circle the letter of the answer with the correct denotation/connotation of each word in bold.

1. Now we have to share, and it has led to an all-out **war**.
  - a. conflict/positive
  - b. agreement/negative
  - c. conflict/negative
  
2. I **squirm** in my seat, embarrassed by our childish behavior.
  - a. wiggle/positive
  - b. wiggle/negative
  - c. sit still/positive
  
3. Marta **shrieks**, "That isn't fair! Lucia's idea is awful!"
  - a. screams/negative
  - b. whispers/negative
  - c. screams/positive

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 Latin language. Learning the meanings of common Latin roots can help you understand the meaning of unfamiliar words.

- *aud* means "to hear"      • *port* means "to carry"      • *tract* means "to pull"
- *spect* means "to look at"      • *ject* means "to throw"      • *vis* means "to see"

**A. Read each word and underline the Latin root. Clues are given in parentheses ( ). The first one has been done for you.**

1. visible (can be seen)
2. transport (carry somewhere)
3. project (throw outward)
4. traction (power used to pull)
5. audible (can be heard)
6. inspect (look at closely)

**B. Read each word in bold. Then circle the word that completes the definition. The first one has been done for you.**

7. **audible**: able to be (seen, heard) carried
8. **tractor**: a vehicle that (pulls, carries, throws) equipment
9. **portable**: able to be (seen, heard, carried)
10. **eject**: to (carry, throw, see) something out

Name \_\_\_\_\_

**Paying it Forward**

Andy frowned at his cast-enclosed leg. He'd broken three large bones in his leg, the doctor had said.

Suddenly, his mom walked in. His classmate Peter followed her, hiding something in his hand.

*Oh, great!* Andy thought. *Peter's come to be mean to me, like always.*

"Just go home!" he snapped.

"Chill out," Peter replied. "I broke an arm last summer, and a friend made it better for me. I've come to do the same for you. I just got an exciting new video game," Peter said. "Want to play?"

Answer the questions about the text.

1. How do you know that this text is realistic fiction?

---



---

2. Write an example of a descriptive detail in the text. What does the descriptive detail tell you about a character or about the events in the text?

---



---



---

3. Authors deliver details at a pace, or rate. The pacing can make a text seem more realistic. How does the author pace the dialogue between Andy and Peter? How is this pacing realistic?

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Name \_\_\_\_\_

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

### The Battle of the Bedroom

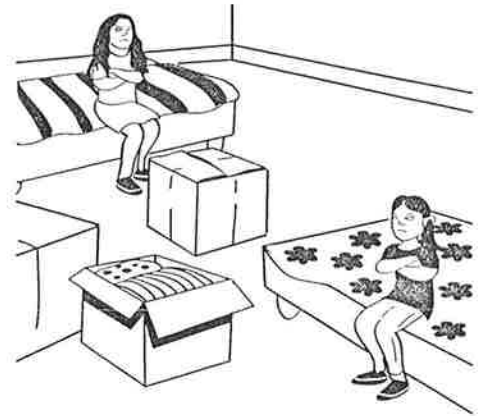
7 My older sister, Marta, glares at me,  
 13 her brown eyes blazing with anger.  
 19 We've been fighting non-stop since we  
 27 moved into our new house a week ago.  
 35 We each used to have our own bedroom.  
 44 Now we have to share, and it has led  
 51 to an all-out war. We haven't unpacked  
 59 yet, because we can't agree on how to  
 65 decorate the room. Piles of cardboard  
 69 boxes crowd the floor.

75 Marta wants dark walls and posters  
 83 of her favorite bands. I want a mural  
 88 of ocean creatures against bright  
 102 blue walls. Marta loathes my idea, and I sure don't like hers, so now  
 104 we're stuck.

117 Suddenly Dad pops his head into the room. He asks, "Lucia, Marta, can  
 127 Mom and I see you in the living room, please?"

138 Dad starts the conversation. He says how disappointed he is, especially  
 151 about the disrespect we've shown them and each other. I squirm in my  
 157 seat, embarrassed by our childish behavior.

167 Mom says, "We don't understand how two bright and reasonable  
 182 girls can be so stubborn. We're giving you one hour to come up with a  
 195 plan ..." her eyes dart back and forth between us, "for the other person's  
 209 idea. Lucia, you'll tell us why Marta's idea is the best, and Marta, you'll  
 describe why Lucia's idea is best."



Sharing a bedroom isn't getting off to a good start, especially since we can't agree on how to decorate it.

Name \_\_\_\_\_

Marta shrieks, "That isn't fair! Lucia's idea is awful!"

I begin to protest, too, but one look at our parents' bleak faces sends us storming down the hallway and into our bedroom. We stare at each other angrily for several tense moments before Marta suddenly sighs and flops limply onto her bed. "So why do you want to do this ocean thing?" she asks flatly.

I cross my arms and say, "Remember our vacation to the Gulf of Mexico last year? We had so much fun on the beach. Even when it rained and we had to stay in the hotel, we didn't fight. I'd like to have a reminder of that."

Sounding apologetic, she murmurs, "I didn't know that it meant so much to you." Marta takes a deep breath to calm herself, then continues, "This is our only chance, Lucia. We get to decorate once, and you might not want to see starfish every day for the next five years. If we choose a simpler design, we can enjoy it longer."

I feel silly for not thinking about that before. "The walls don't have to be blue," I say quietly. "I like other colors, too."

"A deep blue could be nice." Slowly Marta inches to the edge of her bed. She looks hopeful and mentions that Mom took a lot of photos of the ocean during that trip. "Maybe we could hang some of those pictures around the room instead of my posters," she suggests.

I smile shyly at her. "I would like that a lot."

Marta hops onto my bed and together we brainstorm ideas for our shared living space. I wonder if maybe this was Mom and Dad's plan all along. Still, Marta and I are having such a good time that I'll let it slide...this time.



Sharing a room is going to be a lot more fun now that we're working together on a decorating plan.

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Name \_\_\_\_\_

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

1. How does each sister want to decorate their bedroom?

---

2. What idea do the girls' parents have for ending the argument?

---

3. What happens when the girls talk about their disagreement?

---

4. What theme, or overall message, does the story have? Circle the letter of your answer.

- a. People can settle arguments by talking to each other.
- b. One person must always lose in an argument.
- c. Children should not share bedrooms.

**B. Work with a partner. Read the passage aloud. Pay attention to intonation. 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.

What Does the  
Character  
Do and Say?

What Happens  
to the  
Character?



Theme

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what time-order words you can add.**

**Draft Model**

    Maria and I could not agree on a science project. I wanted to grow crystals. Maria wanted to make a volcano. We chose a project we both liked—making a robot.

1. What time-order words could show when the event in the first sentence takes place?
2. How are the ideas in the second and third sentences related? What words could show this?
3. What time-order word could you use to state when the last sentence happened?

**B. Now revise the draft by choosing words that tell the time order of the events in the paragraph.**

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Name \_\_\_\_\_

Paco wrote the paragraphs below using text evidence from two different sources to answer the question: *In your opinion, which selection most effectively presents information about how to stop bullying? Use details from The Friend Who Changed My Life and "Choose Your Strategy: A Guide to Getting Along" to support your writing.*

While both selections give useful information on how to stop bullying, I think the information presented in "Choose Your Strategy: A Guide to Getting Along" is more realistic and could help more people affected by bullying.

In *The Friend Who Changed My Life*, the narrator stands up to the bully by getting in a fight with her. After the fight, the bully backs down. This is fine for a story, but things do not always work out this way in real life. Not all bullies will respect the person they are bullying just because the person stands up to them by throwing a punch! In fact, this could make the situation worse.

The tips in "Choose Your Strategy: A Guide to Getting Along," are much more likely to help. The text presents many challenges kids face, such as being ignored or seeing other kids being picked on. But it doesn't stop there. It also offers advice on dealing with these situations, including talking about the problem or adjusting your own attitude. Helpful tips like these provide real solutions to the problems kids face and are better than getting in a fight!

Reread the passage. Follow the directions below.

1. **Circle** the time-order word or phrase that Paco uses in his writing.
2. **Draw a box** around two examples of comparative adjectives found in this text.
3. **Underline** one example of an idiom.
4. **Write** one piece of text evidence that Paco uses.

---



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## Essential Question

What actions can we take to get along with others?

Use Graphic Organizer 80 to take notes while you read.

# Take It to the Basket

## Realistic Fiction

When Ramon invited Michael to try out for the basketball team, Michael immediately began practicing free throws. He hoped to impress the coach and make the team.

At the tryout Michael stopped abruptly, when he saw J.T. dribbling a basketball and making a quick shot. Michael began to lose his confidence. Ramon noticed that Michael was worried. So he intervened, “Don’t be **nervous**. Remember that you helped him pick up those books he dropped. So be his ally.”

Coach Nichols explained what the players needed to do at the tryout. “Form groups of five. You’ll take turns shooting free throws and don’t forget to count the baskets you make.”

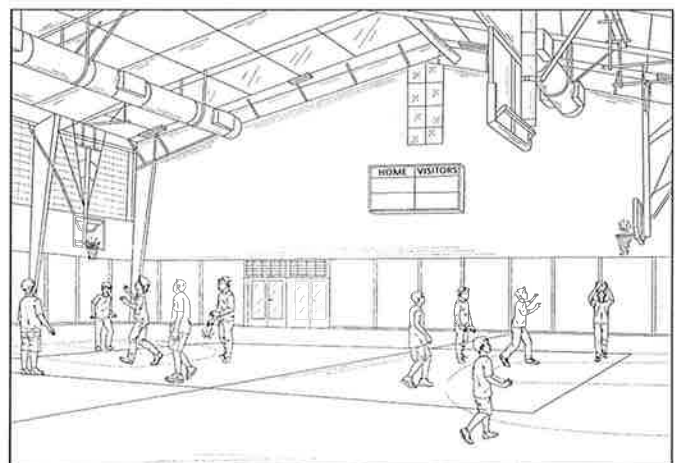
Ramon and his **proud** teammates from last year’s team quickly formed groups and began shooting free throws. However, Michael, J.T., and three other boys stood awkwardly, until Coach Nichols ordered them to form a group. The five players walked to the basketball court and started shooting free throws.

Michael saw J.T. miss his first two shots, so he made a suggestion as he acted out the motion. “Try to throw the ball in an arch shape.” J.T. watched Michael and then copied the motion. When J.T. released the ball, it swished through the net.

Michael said with **relief**. “That’s it! That was perfect.”

J.T. tossed Michael the ball, and Michael started to dribble. J.T. suggested, “When you dribble, use your fingertips and keep the ball low.”

Michael replied as he followed J.T.’s instruction, “Thanks for the advice! You know, I think we can both make the team.”



# Respond to the Text

Name \_\_\_\_\_

Read the text. Use the Graphic Organizer 80 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 how Michael shows that he is J.T.'s ally.

Michael tries to be J.T.'s ally when he helps J.T. \_\_\_\_\_


\_\_\_\_\_

2. Explain how J.T. helps Michael.

\_\_\_\_\_

3. Explain the lesson Michael and J.T. learn from each other at the basketball tryouts.

Michael and J.T. learn that \_\_\_\_\_

 **Write** Work with a partner. Discuss your notes about "Take It to the Basket." Then write your answer to the Essential Question.

**What actions did Michael and J.T. take to get along?**

Michael helped J.T. by \_\_\_\_\_

\_\_\_\_\_

To show that he is thankful J.T. \_\_\_\_\_

By helping each other, the boys \_\_\_\_\_

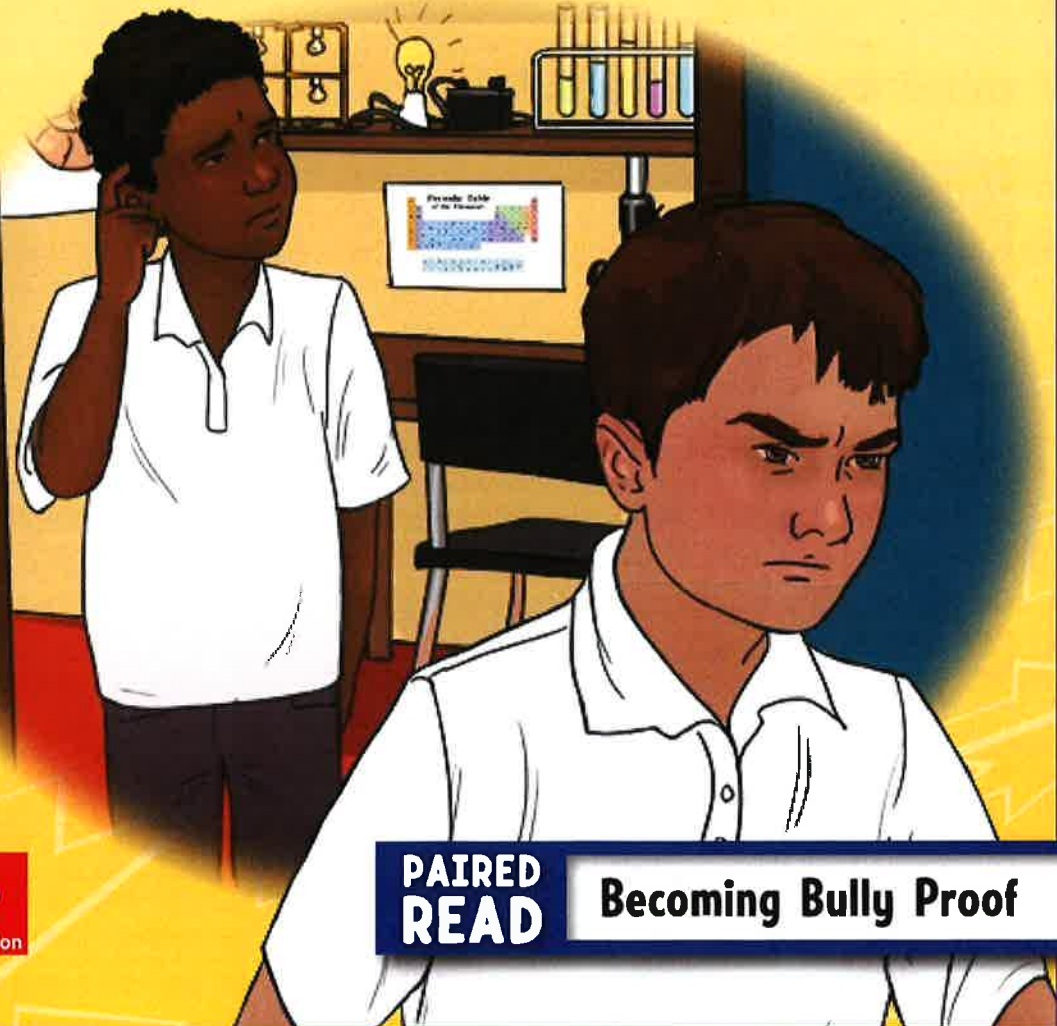
\_\_\_\_\_



Realistic  
Fiction

# ENEMY or ALLY?

by May Kennedy illustrated by Bridget Munro



Mc  
Graw  
Hill  
Education

PAIRED  
READ

Becoming Bully Proof

## STRATEGIES & SKILLS

### Comprehension

**Strategy:** Summarize

**Skill:** Theme

### ELL Vocabulary

compromise, cooperate,  
corresponding, impressed

### Vocabulary

abruptly, ally, collided,  
confident, conflict, intervene,  
protective, taunting

### Content Standards

**Social Studies**  
Civics and Government

Word Count: 1,836\*\*

\*\*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**

**What actions can we take to get along with others?**

# ENEMY or Ally?

*by May Kennedy illustrated by Bridget Munro*

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<b>Becoming Bully Proof</b> .....	17
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## Chapter 1

# Curiously Different

Mrs. Tyler told her class, "You will work in pairs for the project." Adam groaned. He hated working in pairs because he always got a terrible partner.

Mrs. Tyler continued, "Look for a unique way to show the similarities and differences between plants and animals. You will present your project to the class on Friday."

Mrs. Tyler called out the names of the pairs. Adam heard his partner was Toby, and Adam groaned again.

Adam Anderson and Toby Andrews were in the fifth grade at Woodlands West Elementary School. They lived on the same street, and they had been classmates every year since kindergarten. They had totally different personalities and nothing in common.

Adam had always been interested in electricity. He liked to work with wires, batteries, lamps, and motors. Adam wanted to be an engineer, like his grandfather.



Toby was interested in art. He wanted to be an artist. Toby created fantastic paintings and sculptures. He could make precise and complicated drawings.

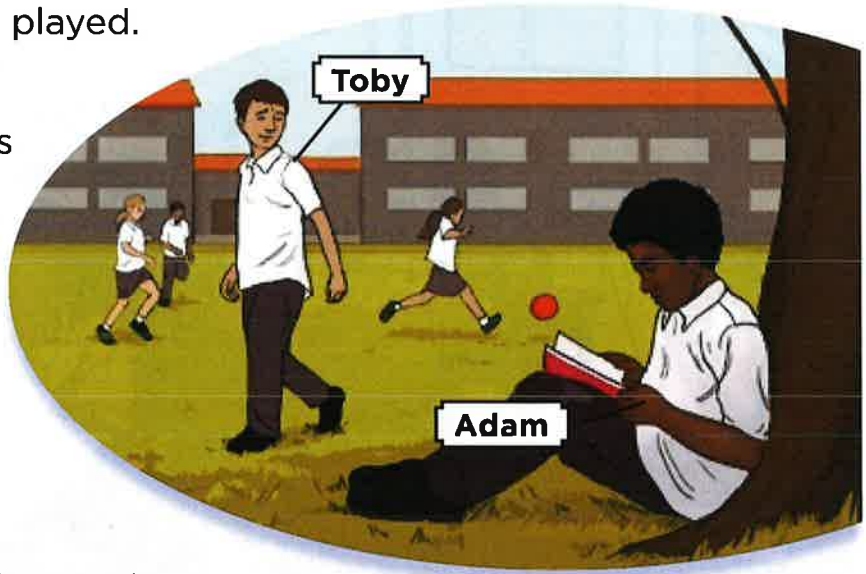
Toby and Adam did not talk to each other, even though they were classmates. Adam thought, “We’re so different from each other. What could we talk about?”

**In Other Words** although; in spite of the fact that.  
En español, *even though* quiere decir *aunque*.

Adam had noticed that Toby could totally focus on an art project. Adam had thought, "I wonder why Toby likes art so much."

Toby felt the same way about Adam. Toby had seen Adam reading a science book during recess while everyone else played.

Toby had wondered why Adam spent his free time reading about science. "No wonder he has hardly any friends," Toby had thought.



After Mrs. Tyler assigned partners, the students moved to sit next to their partners. Only Toby and Adam did not move from their seats. The two boys acted as if they had not heard Mrs. Tyler's announcement.

Reluctantly, Adam and Toby went and sat at two empty desks in the middle of the classroom. The other students had started to discuss their projects, but Adam and Toby were silent.

Finally, Adam said to Toby, "Let's make something that uses electricity."

Toby replied, "What does electricity have to do with plants and animals? We need pictures, not electronics." Toby sounded like he was taunting Adam.

Adam said unpleasantly, "I said we could *use* electricity! Mrs. Tyler said we should do something unique for our project. What's unique about pictures?"

Mrs. Tyler heard Toby and Adam, and she decided to intervene. She asked them what they were going to do for their project. Adam and Toby did not answer.

Mrs. Tyler said, "You need to cooperate and compromise. Can you do that?"

Adam and Toby nodded. They discussed the project again, but their ideas still collided. By the end of the morning, they had not agreed on anything.

**STOP AND CHECK**

Describe Adam and Toby.

## Chapter 2

# A Spark of an Idea

On the bus ride home, Adam sat at the front of the bus and thought about his discussion with Toby. Adam was excited about the project, but he realized that he and Toby had to work together as a team. He needed Toby to be an ally, instead of an enemy.

At the back of the bus, Toby also thought about the discussion. He had tried to cooperate with Adam, but Toby could not see any connection between electricity and plants and animals. He wanted to make a model of an animal.

The boys got off the bus at the same stop, as usual. They walked toward their houses in silence.

Finally, Adam spoke. "We need an idea for our project. Can you come to my house this afternoon?"

"I could come for a while, I guess," Toby said without enthusiasm. The boys walked home silently.



Half an hour later, Toby shuffled up to Adam's front door. Toby did not want to discuss the project again, but he knew that he had to work with Adam.

Toby knocked on the door, and Adam opened it immediately. "Hi, let's go to my room," Adam said.

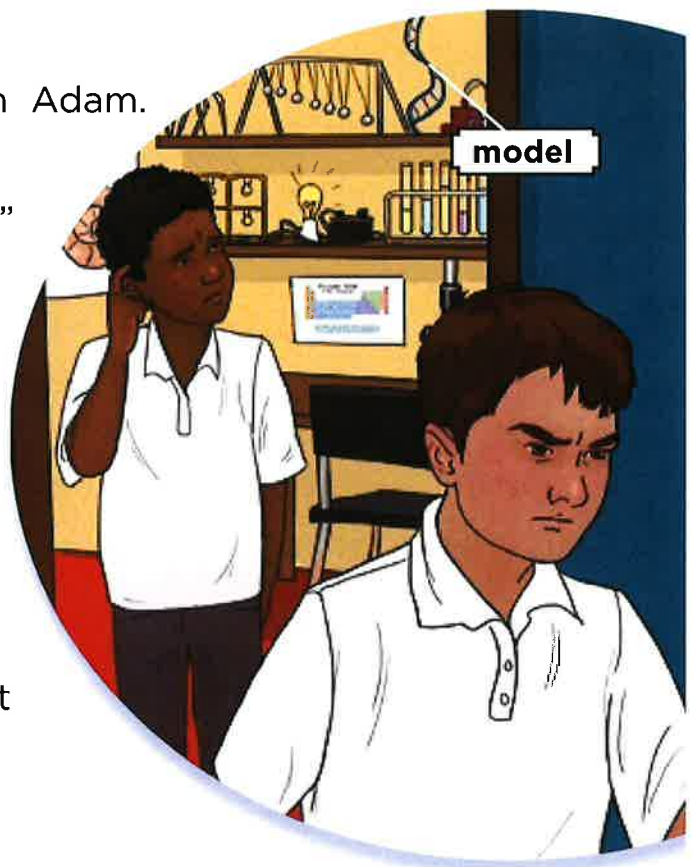
"Wow!" Toby exclaimed when he saw all the electronic gadgets and science experiments. Toby looked more closely at the models. He started to say, "These are like sculptures. That one is—"

Adam interrupted. "Maybe we could do something like this."

Toby was annoyed with Adam. "Can I finish what I was saying? Maybe we could—"

"And we could paint light bulbs different colors. They'll look like flowers," Adam said.

Toby exploded. "Just do it your way!" Toby stormed abruptly out of the house.



### Language Detective

More is a comparative adverb.  
What does it compare in the sentence?

That night, Toby thought about what had happened at Adam's house. Toby had really liked Adam's science stuff. Then Toby remembered the argument. Toby realized that Adam reminded him of a classmate who used to tease him all the time.

Toby also realized that Adam was enthusiastic. He realized that Adam wasn't being mean. Toby felt bad about the way he had reacted. He decided to apologize to Adam.

The next morning, Toby said to Adam, "I'm sorry about yesterday. I overreacted, and I snapped at you."

Adam replied, "That's okay. I act the same way when people tease me for reading during recess." Adam smiled at Toby, who smiled back.

"Maybe there is a way we can use electricity in our project," said Toby.

Adam smiled. He said, "And maybe we can find a unique way to use art, too. Let's look at some books in the school library. We might get some ideas."

During recess, the boys looked at science and art books in the school library. Adam was impressed by the art books. Toby was amazed that the electrical circuits in the science books looked like art.

“Can you come over to my house after school today?” Toby asked. Adam looked pleased and agreed.

That afternoon when Adam walked into Toby's room, he was surprised. The room was full of sculptures and paintings that Toby had made.



Adam exclaimed, “Wow! Your room looks like an art gallery!” Then Adam thought, “Toby is talented. He is like me in a way. We just have different interests.”

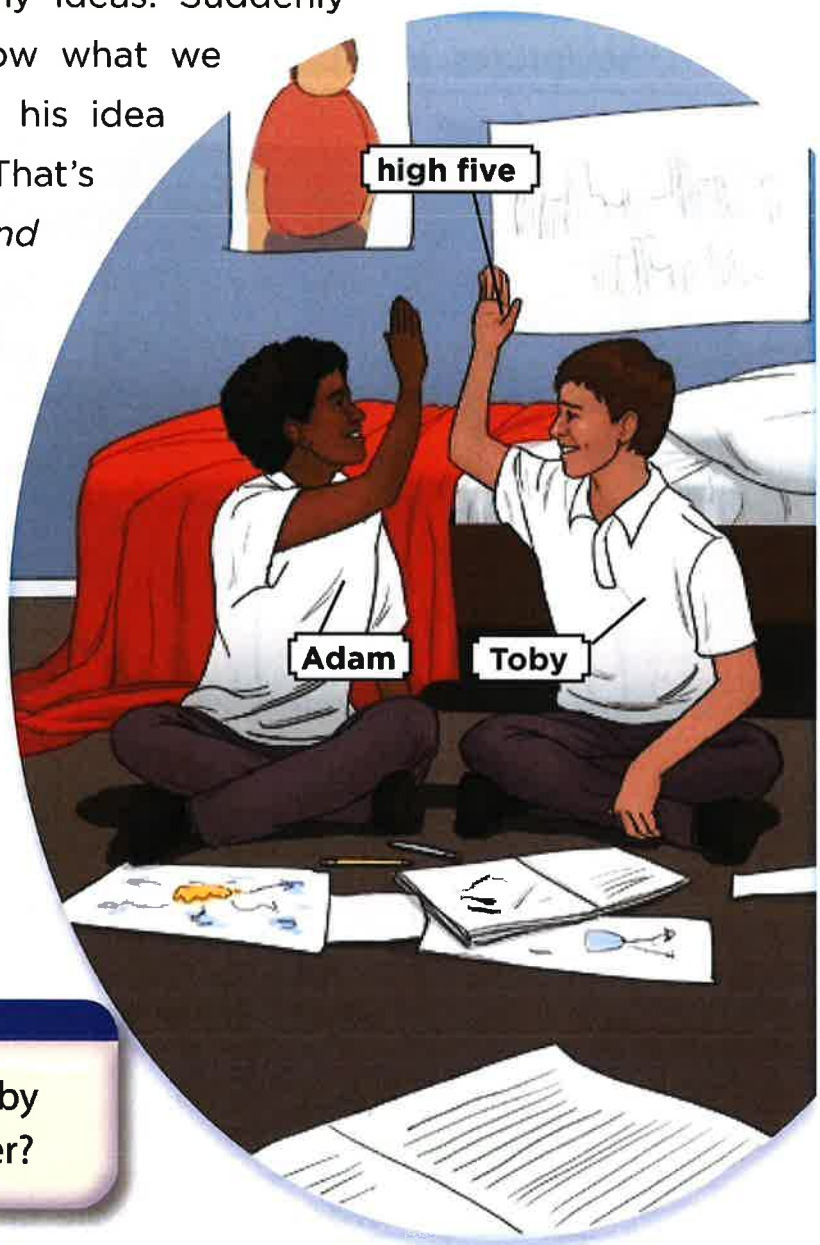
**In Other Words** sort of; more or less.  
En español, *in a way* quiere decir *más o menos*.

The boys started brainstorming. This time, the ideas flowed. They realized that they had to find an idea that combined their special interests.

Adam tried to think more creatively, while Toby tried to think more scientifically. It felt good to work as a team, and the boys began to understand what Mrs. Tyler meant by cooperation and compromise.

They discussed many ideas. Suddenly Toby exclaimed, "I know what we can do!" He explained his idea to Adam, who said, "That's perfect! It's creative *and* electronic. High five!"

They decided to keep their project a surprise for Mrs. Tyler. They couldn't wait to get started on their project.



**STOP AND CHECK**

What did Adam and Toby realize about each other?

## Chapter 3

# A Light Switches On!

The next morning, Adam and Toby sat together on the school bus. They chatted excitedly about their project.

The boys carried large boxes into the classroom. They looked very excited. Mrs. Tyler peeked inside the boxes. Adam's box was full of wires, batteries, and light bulbs. Toby's box was full of foam, pipe cleaners, tape, scissors, paints, and cardboard tubes.

Mrs. Tyler had a worried, protective look on her face. She thought, "Each boy only has the things that he is interested in. I wonder if the two boys can create something together."

An illustration showing a woman in a yellow shirt, Mrs. Tyler, looking down at a boy in a white shirt who is holding a cardboard box. In the background, another boy in a white shirt is walking away carrying a box. A sun icon is visible in the top right corner of the page.

Mrs. Tyler

box

The boys saw the worried look on Mrs. Tyler's face, but they knew they wouldn't disappoint her. They started working on their project.

Toby started sketching the ideas they had discussed the previous night. They had decided to build models of a plant and a cat. During their presentation, Toby would describe the similarities and differences between a plant and a cat, while Adam would light up the corresponding parts on the models.

Toby sketched a plant with colorful flowers and an orange cat. He labeled the different parts of the plant and the cat. Then he started to build the models using the sketches.

While Toby was working on the models, Adam was building the electric circuits. He had built circuits before, but not in such a short amount of time.

When Mrs. Tyler saw the boys working separately, she worried even more. However, they were working so hard on the project that Mrs. Tyler decided to wait and see what they would do.

Mrs. Tyler didn't realize, but Adam and Toby were working as a team.

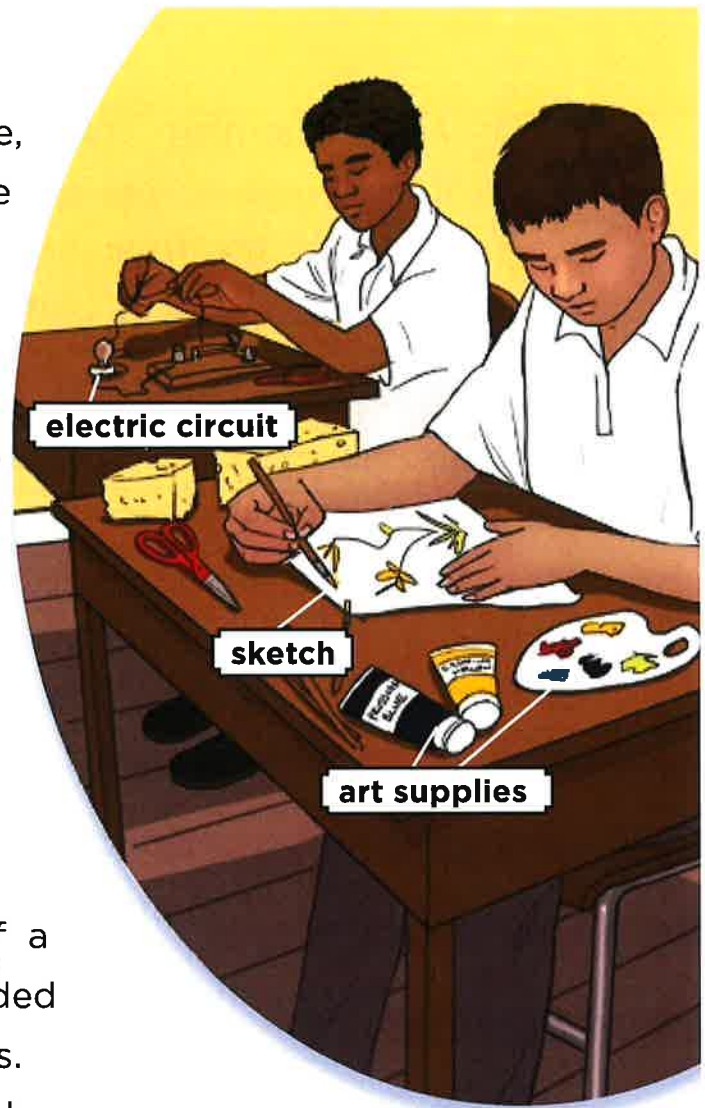
Toby said, "I'm glad you thought of making models. It's more interesting than drawings."

Adam responded, "Your idea to add lights is really cool." The boys grinned at each other.

Toby drew the face of a cat on the foam and added pipe cleaners for whiskers. He showed the cat to Adam.

Adam said, "You sculpt much better than I can." Then Adam installed the circuits for the lights.

Adam and Toby worked hard on the project. When they had problems, they avoided conflict by sharing ideas and trying different solutions. At the end of the day, they had finished their models.



### Language Detective

Better is a comparative adverb. What does it compare?

On Friday morning, Toby and Adam were excited. When it was time to present their project, they carried their models to the front of the classroom. The class leaned forward to get a better look at the models.

Toby sounded confident as he talked about plants and cats. He explained the functions that are similar in plants and cats, such as respiration, while Adam made red lights shine in the corresponding parts of the models. When Toby talked about the differences, such as pollination in plants, Adam made a yellow light shine in the correct spot.

Mrs. Tyler was impressed, and the class applauded. Toby and Adam felt good about their project.

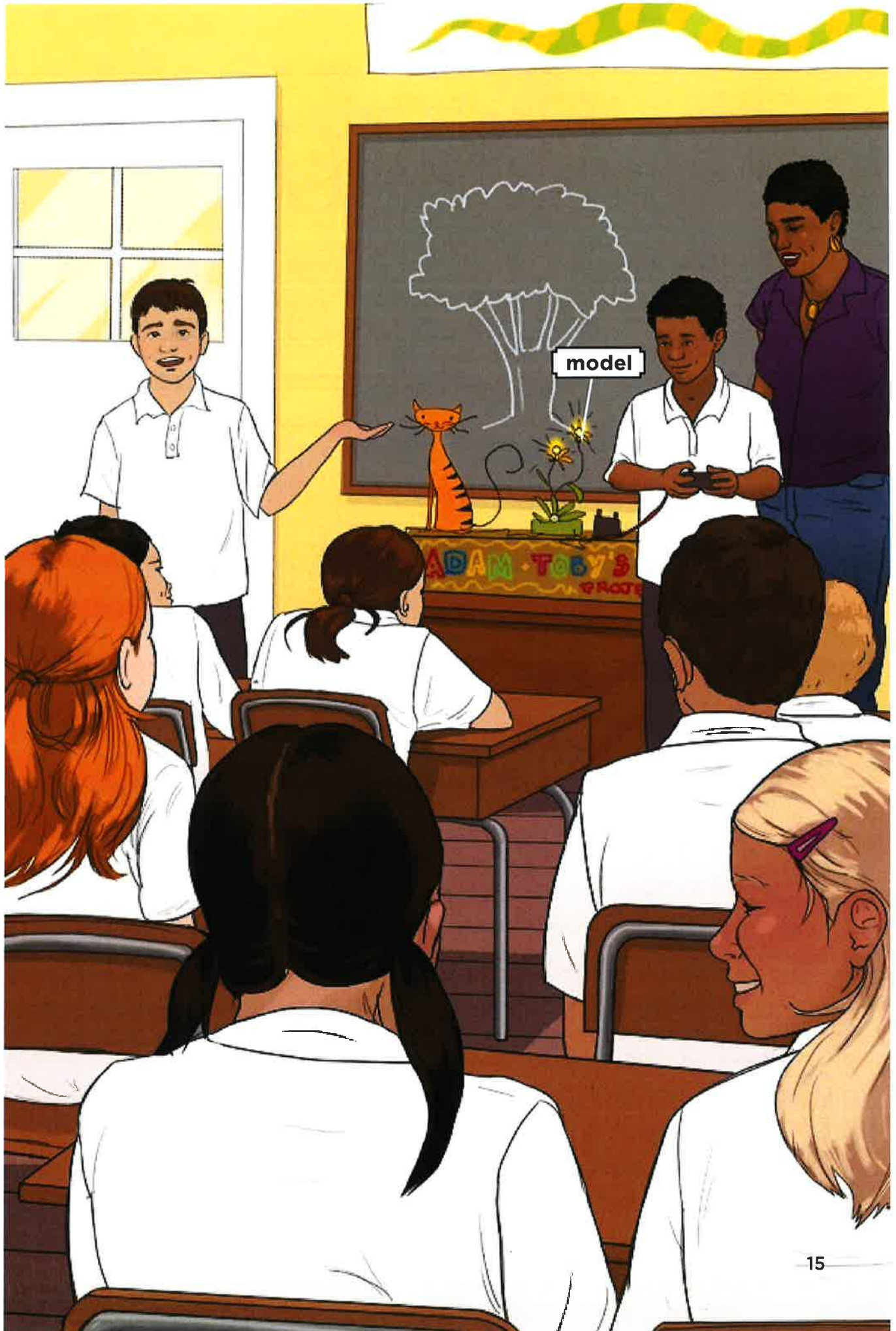
Toby told Adam later, "I realized something. It's not just plants and animals that have similarities and differences. We do, too!"

Adam agreed. "Yeah, we don't have to be the same to be friends."

**STOP AND CHECK**

How did Toby and Adam combine their interests in the project?





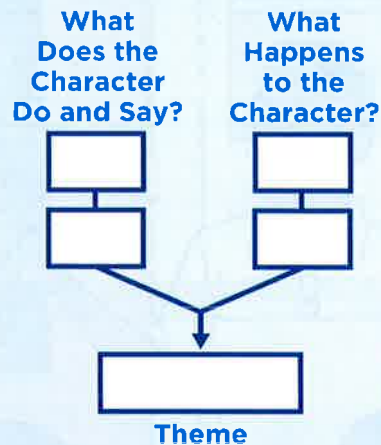
model

ADAM TOBY'S PROJECT

# Respond to Reading

## Summarize

Use important details from *Enemy or Ally?* to summarize the story. Your graphic organizer may help you.



## Text Evidence

1. Explain how you know that *Enemy or Ally?* is realistic fiction. **GENRE**
2. How are Adam and Toby similar to and different from each other? What do they learn by the end of the story? **THEME**
3. What does *shuffled* on page 7 mean? Does it have a positive or negative connotation? What context clues help you figure out the connotation? **CONNOTATION AND DENOTATION**
4. Write about the message the author communicates by showing how Adam and Toby learned to respect each other, despite their differences. Use details from the story in your answer. **WRITE ABOUT READING**

**Compare Texts**

Read about ways people can help stop bullying.

# BECOMING BULLY PROOF

Bullying can take different forms. Here are some ways bullying can happen.

<b>Form of Bullying</b>	<b>Examples</b>
Verbal	<ul style="list-style-type: none"><li>• teasing or insulting someone</li><li>• making mean jokes</li><li>• threatening to hurt a person</li></ul>
Physical	<ul style="list-style-type: none"><li>• pushing, hitting, or kicking another person</li><li>• taking a person's belongings</li></ul>
Social or Exclusionary	<ul style="list-style-type: none"><li>• spreading rumors or gossiping about someone</li><li>• ignoring another person</li><li>• excluding someone from a group</li></ul>
Cyber	<ul style="list-style-type: none"><li>• spreading rumors about a person on the Internet</li><li>• texting a mean message</li></ul>

Dr. Joel Haber is a psychologist and an expert on bullying. He says that bullying can happen almost anywhere and at any time. Bullying can be done by a person or by a group.

Dr. Haber says it is extremely important for children to learn that it is not acceptable to hurt people or treat people badly. Educating young children can prevent bullying.

Bullying can be extremely harmful. It can make a person feel lonely, unhappy, scared, and even sick. When people are bullied:

- their grades drop.
- they avoid going to school.
- they stop eating.
- they do not want to do things with their friends and families.

Dr. Haber believes that if students are being bullied, it is important for them to feel connected to other people at school. Then the bullied student doesn't feel isolated or alone.

Dr. Haber also believes it is important for people being bullied to ask a school counselor or teacher to intervene. Dr. Haber believes that if children are taught the right skills, they can learn to stand up to bullies and become bully proof.



## Make Connections

How does being aware of bullying help people get along better? **ESSENTIAL QUESTION**

What information from *Becoming Bully Proof* might have helped Adam and Toby in *Enemy or Ally*?

**TEXT TO TEXT**

# Focus on Literary Elements

**Mood** Writers use words to help create a mood or feeling in a story. This helps readers to understand the characters' actions and feelings. Writers can create many moods, such as cheerful, funny, sad, anxious, scary, or dreamy.

**Read and Find** On page 5, words such as *silent*, *unpleasantly*, and *collided* tell us that the mood is tense and angry.

On page 13, phrases including “really cool” and “grinned at each other” convey a mood of excitement.

## Your Turn

Work with a partner to create the mood for a new chapter in *Enemy or Ally?* In the new chapter, Adam and Toby are competing against each other in a contest. Think about how each person would feel.

Then choose a mood for the new chapter, such as tense, happy, nervous, excited, or scared. Brainstorm words that describe the mood of each character.

Write sentences using the words you and your partner brainstormed. Read the sentences aloud to another group and have them guess the mood.

## Literature Circles

### Fiction

# Thinkmark

### **Characters**

Who are the main characters in *Enemy or Ally*?  
How do Adam and Toby change from the beginning to the end of the story?

### **Sequence of Events**

What happened first, then, next, and finally in *Enemy or Ally*?

### **Plot**

What problem do Adam and Toby face?  
How do they solve it?

### **Conclusions**

What conclusions can you draw about the things we can do to get along with people, even when we disagree?

### **Make Connections**

How is the relationship between Adam and Toby similar to a relationship you've had with someone? How is it different?

# Getting Along

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# 5th Grade-ELD Learning Packet

## ANSWER KEY

### Week 80

Day	Lesson												
1	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Open responses</li></ul>												
	<b>Vocabulary: Root Words.</b> <ol style="list-style-type: none"><li>1. a</li><li>2. a</li><li>3. a</li></ol>												
	<b>Word Study: suffixes -ion.</b> <table><tr><td>A. 1. visi</td><td>2. trans</td><td>3. proiect</td><td>4. tractio</td><td>5. audio</td><td>6. spec</td></tr><tr><td>B. 7. heard</td><td>8. pulls</td><td>9. carried</td><td>10. throw</td><td></td><td></td></tr></table>	A. 1. visi	2. trans	3. proiect	4. tractio	5. audio	6. spec	B. 7. heard	8. pulls	9. carried	10. throw		
	A. 1. visi	2. trans	3. proiect	4. tractio	5. audio	6. spec							
B. 7. heard	8. pulls	9. carried	10. throw										
<b>Genre/Text Feature:</b> <ol style="list-style-type: none"><li>1. Martha wants dark walls and posters on her favorite bands. Lucia wants a mural on ocean creatures against bright blue walls.</li><li>2. OThey give them one hour to solve the problem. Each one of them will tell why the other one's idea is the best.</li><li>3. They get an agreement on how to decorate their room.</li><li>4. a</li></ol>													
2	<b>Comprehension and Fluency:</b> <p><b>A.</b></p> <ol style="list-style-type: none"><li>1. b</li><li>2. b</li><li>3. a</li></ol> <p><b>B. Open response</b></p>												
	<b>Comprehension and Fluency:</b> <p><b>Theme</b> Graphic Organizer: Open response</p>												
3	<b>Writing Traits: Organization.</b> <p><b>A.</b></p> <ol style="list-style-type: none"><li>1. Initially</li><li>2. however</li><li>3. Finally,</li></ol> <p><b>B. Open response</b></p>												
	<b>Write to Sources:</b> Open response												
	<b>Differentiated Text:</b> Read the literary passage "Take It to the Basket" <ol style="list-style-type: none"><li>1. Michael traies to be J.T's ally when he helps J.T pick up his books when he drops them.</li><li>2. J.T. suggests to Michael to use his fingers and keep the ball low when he dribbles.</li><li>3. Michael and J.T. learn that they both can make the team.</li></ol> <p><b>Write:</b> Open response</p>												

<b>4</b>	<p><b>Leveled Reader:</b> Read the book “<b>Enemy or Ally?</b>”. Then, complete the following:</p> <p><b>Summarize:</b> Open response</p> <p><b>Text Evidence:</b></p> <ol style="list-style-type: none"><li>1. The story tells about events that did happen or could have happened in the past. Evidence [pictures and labels explain that the action is in a school setting. The events could have happened to all students in any school.</li><li>2. They are similar because each one of them are passionate about a topic. Each one likes a different topic. Finally, they learn that they can work together to combine and apply their area of expertise to build an excellent project.</li><li>3. Shuffle means to walk by dragging one’s feet along or without lifting them fully from the ground. It has a negative connotation. Toby did not want to discuss the project again, but he knew that he had to work with Adam.</li><li>4. Open response</li></ol>
<b>5</b>	<p><b>Leveled Reader:</b> Read the story “<b>Becoming Bully Proof</b>” pages 17-19</p> <p><b>Focus on Science:</b> Open response</p> <p><b>Thinkmark:</b> Open response</p>