



Fifth Grade

(5)

WEEK #2

English Language Arts

Math


Social Studies

Science

Physical Education & VAPA

Lesson 15

Using Context Clues

 **Introduction** You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	<u>Superfoods</u> , or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain <u>antioxidants</u> . These can help remove harmful substances from the human body.
Comparison	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a <u>source</u> of health <u>problems</u> .	A <u>problem</u> has a cause. Therefore, the <u>source</u> of a problem is its <u>cause</u> .	the cause of something
The <u>website</u> MyPlate.gov is a <u>source</u> for <u>facts</u> about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a <u>source</u> is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

 **Guided Practice**

Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

Independent Practice

**For numbers 1 and 2, read the paragraph.
Then answer the questions.**

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

- 1** What does the word marine mean in this paragraph?
 - A** very nutritious
 - B** dark blue in color
 - C** having to do with the ocean
 - D** member of the armed forces

- 2** Which two words from the paragraph help you understand the meaning of marine?
 - A** "China" and "Japan"
 - B** "coastal" and "seaweed"
 - C** "centuries" and "people"
 - D** "superfood" and "studies"

**For numbers 3 and 4, read the paragraph.
Then answer the questions.**

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

- 3** What does the word detoxify mean in this paragraph?
 - A** to move in a wide circle
 - B** to chew food slowly
 - C** to make a difficult decision
 - D** to remove bad effects

- 4** Which two words from the paragraph help you understand the meaning of detoxify?
 - A** "crisp" and "crunchy"
 - B** "prevent" and "cancer"
 - C** "veggies" and "substances"
 - D** "calories" and "vitamins"

Lesson 11

Unfamiliar Words



Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

- ▶ **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



- **Think** Use the chart below to help determine the meanings of unfamiliar words. The word’s context has been provided for you. In the “Possible Meaning” column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word’s meaning, and write them in the “Clues” column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	“... build a new <u>shelter</u> to protect our pets?”		
Donation	“Please make a <u>donation</u> ...”		
Benevolence	“... each act of <u>benevolence</u> counts!”		

- **Talk** Share your chart with a partner.
- Did you come up with similar meanings?
 - Did you find the same clues to the words’ meanings?
 - Are there any school subjects for which figuring out words is especially important? If so, which subjects?



Academic Talk

Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

Here, Pyggy Pyggy

by Gail Hutter

- 1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.
- 2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."
- 3 So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.
- 4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.



Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

Explore

What context clues can help you understand unfamiliar words and phrases in the text?



Look for context clues in the same sentence or nearby sentences.

Think

- 1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
<i>Peer into the past</i> (paragraph 1)			
<i>Inventive potters</i> (paragraph 3)			
<i>Contemporary</i> (paragraph 4)			
<i>Retrieved</i> (paragraph 4)			

Talk

- 2 Use context clues to determine why clay was an “ideal substance” for making certain objects.



Write

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.



Write Use the space below to write your answer to the question on page 191.

Here, Pyggy Pyggy

3 Short Response Define the phrase ideal substance. Support your definition with context clues from the passage.

HINT First, define *ideal substance*. Then explain how clay fit that definition.



Don't forget to check your writing.

From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



In China, knife money was used from 600 to 200 B.C.E.



This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

Think Use what you learned from reading the text to answer the following questions.



A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the meaning of the word currency as it is used in paragraph 4?

- A goods used in trade
- B an idea accepted by many people
- C something that is up-to-date
- D the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

- A “based on the dollar”
- B “produced by hand”
- C “lost its value”
- D “a new design”

- 2 Underline the word in the paragraph below that means “traded or exchanged one thing for another.”

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

Talk

- 3 Discuss the meaning of minted as it is used in paragraph 4 of the text.



Write

- 4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **financial**
- **economy**

WHAT WAS D the Great Depression?

by Fran Severs

- 1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could “buy now, pay later.” They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



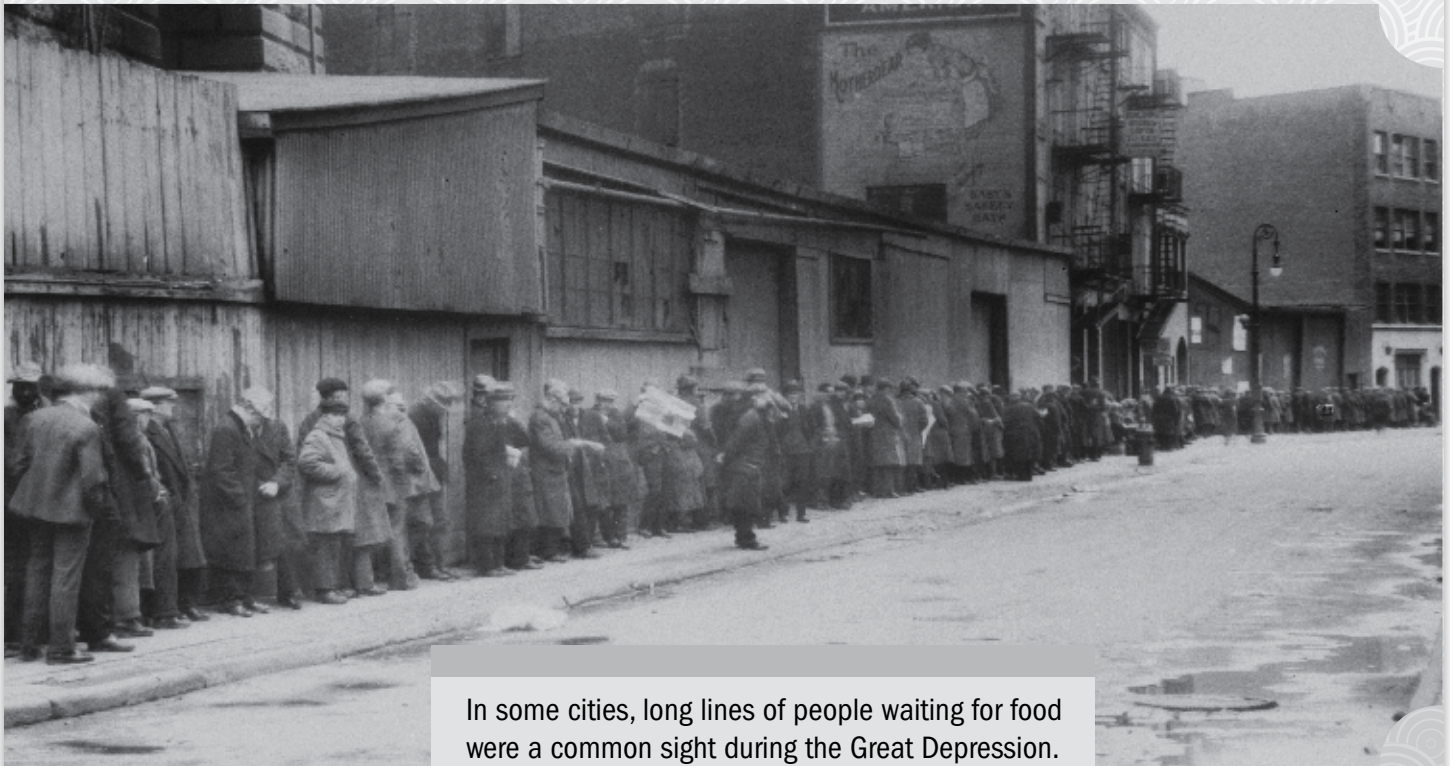
2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

Think Use what you learned from reading the article to answer the following questions.

- 1** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with merchandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- A** goods
- B** large items
- C** shares of stock
- D** jobs

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- A** "... that no one bought ..."
- B** "... even more products ..."
- C** "... factory production slowed ..."
- D** "... lost their jobs ..."

- 2** The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of “What Was the Great Depression?”

- A a period of great difficulty
- B a time when farmers couldn’t grow crops
- C a time when jobs paid low wages
- D a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- A “When World War I officially ended in 1919, Americans were tired of the war and ready for good times.” (paragraph 1)
- B “From June through September 1929, the prices of stocks soared.” (paragraph 2)
- C “About two million homeless men, women, and children drifted around the country.” (paragraph 5)
- D “Roosevelt’s plan to fix the nation’s money problems was called the New Deal.” (paragraph 6)

- 4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand?

- A “forceful statement”
- B “wish”
- C “strong need”
- D “question”



Write

- 5 Short Response** Paragraph 6 of the passage states, “By 1937, the unemployment rate had fallen to about 14 percent.” Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.



Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafeteria prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-It-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

“What about educational television Mr. Blodgett?” Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show “for health reasons.”

“No, there will be no television of any kind,” Mr. Blodgett answered. “Read a book, take a walk; or play a game.” Then, looking right at Mr. Kramer, he added, “Learn to knit. It’s very good for the nerves.”

“Boy, how tough will this be?” Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn’t as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

23 Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

- A In order to win the trip everyone,
- B In order to win the trip, everyone
- C In order, to win the trip everyone
- D In order to win, the trip everyone

Go On

24 Read this sentence from the story.

The date was so terrifying that some Westfield students break into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

- A** have broken
- B** will be breaking
- C** will break
- D** broke

25 Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

- A** either Westfield students nor
- B** neither Westfield students or
- C** either Westfield students or
- D** neither Westfield students and

26 Read this sentence from the story.

“Read a book, take a walk; or play a game.”

Which of the following should replace the underlined part to make the sentence correct?

- A** book take, a walk, or
- B** book, take a walk, or
- C** book; take a walk; or
- D** book, take a walk or,

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is*, *or*, *and other*, and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An <i>asteroid</i> is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a <i>carnivore</i> , or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other <i>vehicles</i> .	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and <i>arid</i> .	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper*, *meal*, *author*, and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
fry	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
lap	I held the plate in my <u>lap</u> .	We ran one <u>lap</u> around the track.
strike	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u> .

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

Ready | Reading ©Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

Ready | Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

Ready | Reading ©Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

Ready | Reading ©Curriculum Associates, LLC 16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

Ready | Reading ©Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

Ready | Reading ©Curriculum Associates, LLC 37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

Ready | Reading ©Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

Ready | Reading ©Curriculum Associates, LLC 77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

Ready | Reading Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

Ready | Reading Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

Ready | Reading Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

Ready | Reading Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

Ready | Reading Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

Ready | Reading Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

Ready | Reading Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

Ready | Reading Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

Ready | Reading Curriculum Associates, LLC 77

Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 $540 \div 12$

2 $798 \div 38$

3 $429 \div 11$

4 $931 \div 19$

5 $925 \div 25$

6 $390 \div 15$

7 $1,071 \div 51$

8 $1,326 \div 13$

9 $1,856 \div 32$

10 $2,952 \div 72$

11 $1,869 \div 89$

12 $1,798 \div 29$

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

Adding Decimals

Name: _____

**Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.**

1 $0.24 + 4.25$

2 $4.8 + 0.16$

3 $2.31 + 2.075$

4 $2.31 + 2.7$

5 $0.909 + 4.09$

6 $3.99 + 1.109$

7 $2.675 + 2.325$

8 $3.775 + 0.225$

9 $2.06 + 2.933$

10 $2.6 + 2.933$

11 $1.809 + 3.091$

12 $3.01 + 1.991$

13 $1.83 + 3.1 + 0.1$

14 $0.012 + 3.79 + 1.101$

15 $2.6 + 2.04 + 0.099$

16 What strategies did you use to solve the problems?

Subtracting Decimals to Hundredths

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $7.5 - 1.2$

2 $10.75 - 4.13$

3 $20.2 - 14.8$

4 $6.12 - 0.7$

5 $41.5 - 33.25$

6 $15.9 - 8.92$

7 $105.53 - 99.28$

8 $9.46 - 3.68$

9 $74 - 65.9$

10 $5.05 - 0.56$

11 $31.27 - 23.67$

12 $256.4 - 248.38$

13 $12 - 4.39$

14 $1,280.01 - 1,272.77$

15 $500.2 - 494.94$

Answers

6.25

5.26

6.62

8.1

7.6

4.49

8.25

7.61

6.98

5.42

7.24

5.4

8.02

5.78

6.3

Solve the problems.

- 1** Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

- 2** Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

- 3** Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

- 4** Kyle wants to buy a hat for \$5.75, a T-shirt for \$7.65, and a keychain for \$3.15. He has \$16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.
- 5** For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.
- 6** Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

2 3×0.03

3 3×0.23

4 4×0.08

5 4×1.1

6 4×1.18

7 6×0.07

8 6×1.1

9 6×1.17

10 21×0.05

11 21×1.05

12 21×2.05

13 9×3.25

14 5×0.87

15 11×3.68

16 16×6.4

17 7×6.89

18 32×5.12

19 How did you know where to put the decimal point in problem 6?

HOME/SCHOOL CONNECTION

INVESTIGATION 2: VASCULAR PLANTS

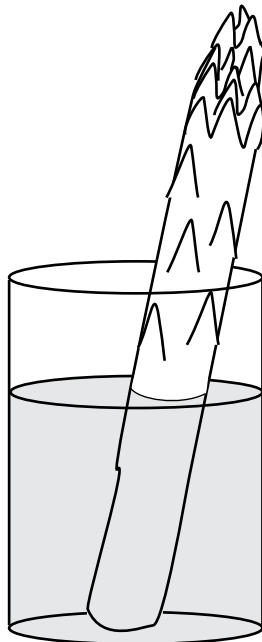
Celery stalks have vascular bundles. The xylem tubes transport water from the roots (base of the stem) to the leaves. This is how the cells in the celery leaves get water and minerals to stay alive.

Do other vegetables transport water? You can use colored water to find out.

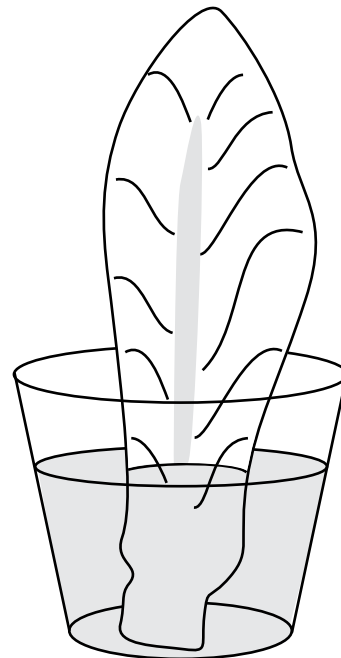
Visit the produce section when you are at the market. Get a few things to test. Try different kinds of cabbage and lettuce, green onions and leeks, asparagus, and other interesting things. Bring the results of your investigations to school to share.



Cabbage



Asparagus



Romaine

Name: _____

Date: _____

California USA Studies Weekly—Ancient America to Westward Expansion

Quarter 1, Week 1

States and Capitals Pre-test

Directions: Match the state to its correct capital city.

- | | |
|-------------------------|--------------------------|
| 1. _____ Alabama | 26. _____ Montana |
| 2. _____ Alaska | 27. _____ Nebraska |
| 3. _____ Arizona | 28. _____ Nevada |
| 4. _____ Arkansas | 29. _____ New Hampshire |
| 5. _____ California | 30. _____ New Jersey |
| 6. _____ Connecticut | 31. _____ New Mexico |
| 7. _____ Colorado | 32. _____ New York |
| 8. _____ Delaware | 33. _____ North Carolina |
| 9. _____ Florida | 34. _____ North Dakota |
| 10. _____ Georgia | 35. _____ Ohio |
| 11. _____ Hawaii | 36. _____ Oklahoma |
| 12. _____ Idaho | 37. _____ Oregon |
| 13. _____ Illinois | 38. _____ Pennsylvania |
| 14. _____ Indiana | 39. _____ Rhode Island |
| 15. _____ Iowa | 40. _____ South Carolina |
| 16. _____ Kansas | 41. _____ South Dakota |
| 17. _____ Kentucky | 42. _____ Tennessee |
| 18. _____ Louisiana | 43. _____ Utah |
| 19. _____ Maine | 44. _____ Texas |
| 20. _____ Maryland | 45. _____ Vermont |
| 21. _____ Massachusetts | 46. _____ Virginia |
| 22. _____ Michigan | 47. _____ Washington |
| 23. _____ Minnesota | 48. _____ West Virginia |
| 24. _____ Mississippi | 49. _____ Wisconsin |
| 25. _____ Missouri | 50. _____ Wyoming |

Capital Cities

- a. Nashville
- b. Lincoln
- c. Boston
- d. Denver
- e. Lansing
- f. Columbia
- g. Cheyenne
- h. Springfield
- i. Santa Fe
- j. Augusta
- k. Jefferson City
- l. Austin
- m. Oklahoma City
- n. Sacramento
- o. Concord
- p. Bismarck
- q. Juneau
- r. Charleston
- s. Little Rock
- t. Atlanta
- u. Pierre
- v. Olympia
- w. Boise
- x. Richmond
- y. Harrisburg
- z. Trenton
- aa. Dover
- bb. Montgomery
- cc. Salem
- dd. St. Paul
- ee. Providence
- ff. Montpelier
- gg. Carson City
- hh. Salt Lake City
- ii. Hartford
- jj. Albany
- kk. Jackson
- ll. Des Moines
- mm. Columbus
- nn. Baton Rouge
- oo. Honolulu
- pp. Tallahassee
- qq. Phoenix
- rr. Topeka
- ss. Frankfort
- tt. Madison
- uu. Annapolis
- vv. Indianapolis
- ww. Helena
- xx. Raleigh

Name: _____

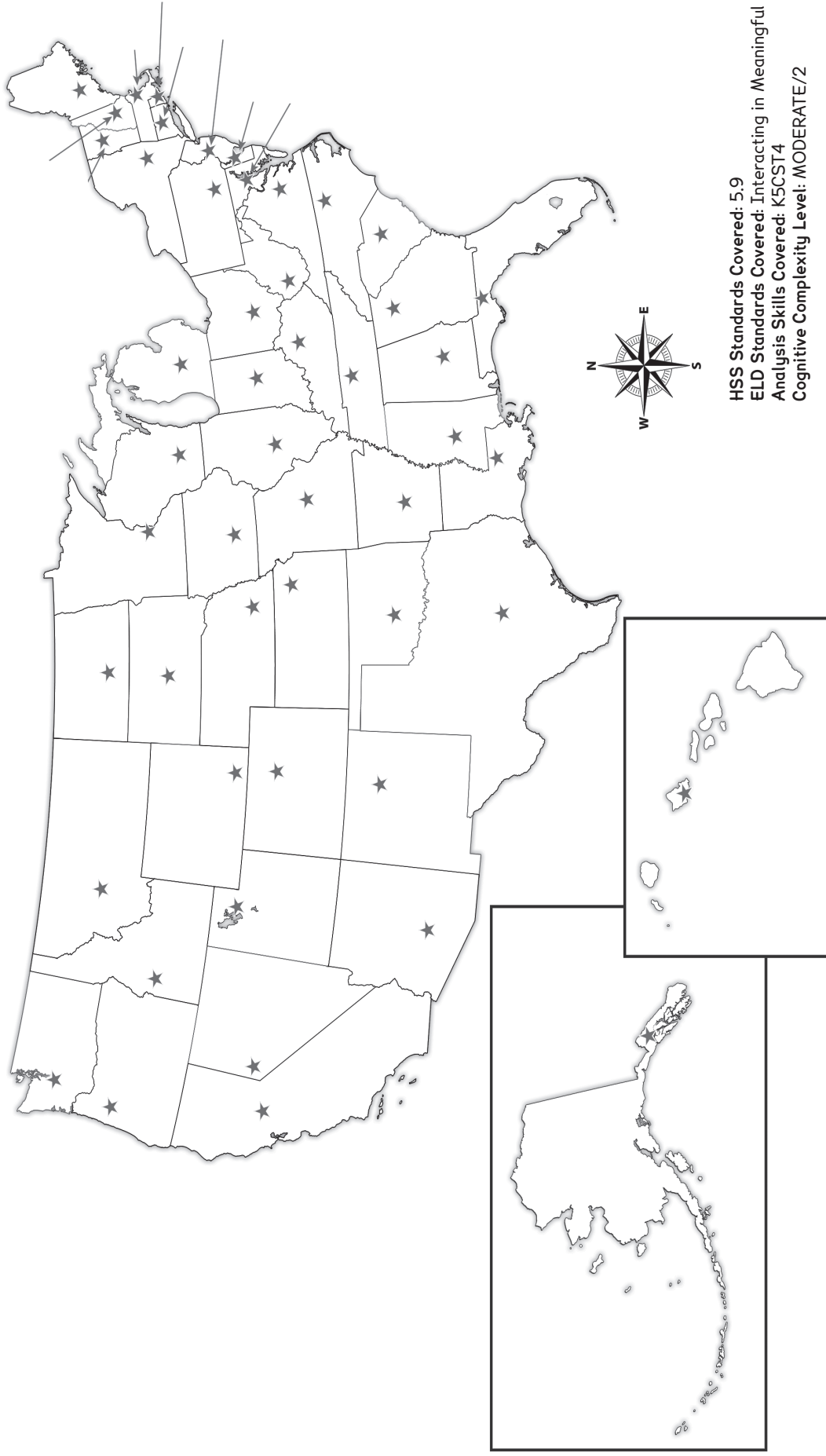
Date: _____

California USA Studies Weekly—Ancient America to Westward Expansion

Quarter 1, Week 3

States and Capitals

Directions: Label the states and capitals that you worked on last week: Denver, Colorado; Salt Lake City, Utah; Santa Fe, New Mexico; Phoenix, Arizona. Use a map to help you label the following states and capitals: Honolulu, Hawaii; Sacramento, California; Olympia, Washington; Salem, Oregon; Juneau, Alaska.



HSS Standards Covered: 5.9

ELD Standards Covered: Interacting in Meaningful Ways 2

Analysis Skills Covered: K5CST4

Cognitive Complexity Level: MODERATE/2

Name: _____

Date: _____

California USA Studies Weekly—Ancient America to Westward Expansion

Quarter 1, Week 3

Weekly Literacy Connection

Sentence Correcting and Verb Tense

Directions: The following two sentences contain several mistakes in spelling, punctuation and capitalization. Rewrite each sentence correctly.

1. totem poles were an imprtant part of the culture of pacific northwest indian tribes

2. The Climate of the pacific North-West rejon can be described as temperate or never very hot or vary cold

Directions: Choose the correct verb tense to complete each sentence.

3. The tribes in the Pacific Northwest _____ in the area for over 6,000 years.

are living

have lived

will have lived

4. This summer I _____ the Makah Museum in Washington to learn more about the Makah Indians.

visit

had been visiting

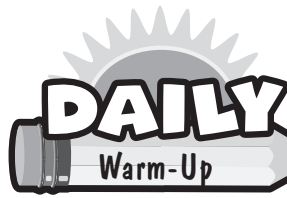
will visit

5. Alana and Jackson _____ through time exploring U.S. history.

is traveling

are traveling

will traveling



Name _____ Date _____

SPANISH EXPLORATIONS

Explorers are people who search for new places and new things. Some of the early explorers discovered great things about the world. Some of these fearless explorers were Columbus, Cabot, Magellan, Verrazano, and Cartier. But none of these men actually had much interest in the Americas. They were all trying to find the route to the East Indies and Asia. They found gold and other precious items in Asia. America was just a stop along the way.

The Spanish soon realized that America might have even greater riches than the Indies. Conquistadors, another name for conquerors, set out to discover what America had in store. One of these great Conquistadors was Ponce de Leon. He had sailed with Columbus on his second voyage. He was also a soldier on Hispaniola. He went to Puerto Rico to look for gold. He found some and he also found some native Indians. He conquered the land and set up Spanish rule.

In the year 1513, he set off again in search of gold, but some say he was searching for the fountain of youth. He never found the fountain of youth, but he traveled to a beautiful peninsula filled with flowers. Ponce de Leon named this peninsula "Florida." Years later, the first European colony was established in what is now known as the United States at St. Augustine.

STORY QUESTIONS

- What is a conquistador?
 - a sailor
 - a Native American
 - a ruler of a peninsula
 - another name for conqueror
- After reading the passage, what characteristics do explorers have?
 - fear and trepidation
 - courage and calmness
 - adventuring spirit and a will to try
 - a large support army
- Ponce de Leon was in search of . . .
 - silver.
 - gold and a fountain of youth.
 - Columbus.
 - a new country.
- Which of the following explorers was not mentioned in the passage?
 - Cartier
 - Cortez
 - Cabot
 - Magellan

F.I.T.T.

- Frequency (how often) - exercise 3 times a week
- Intensity (how hard) - your heart rate should be between 120-160 beats per minute.
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate
- Time (how long) - 20-30 minutes of continuous aerobic activity
- Type (what) - walking, running, jump roping, push ups, sit ups, planks, workout video, etc

Please practice social distancing when participating outside in fitness activities.

Physical Activity Log Instructions

How to fill out the log:

- Write the date
- Write in the type of activity
- Write in the total number of minutes you were active
- Write in the intensity level
 - Level 1-little exertion; little perspiration
 - Level 2-able to speak without gasping; increase in heart rate
 - Level 3-sweating, breathing heavily; increase in heart rate

Date	Activity	Number of Minutes	Intensity Level

Dance



Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa...and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

Make up a dance to a favorite song. Draw each step in the boxes below.

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Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.

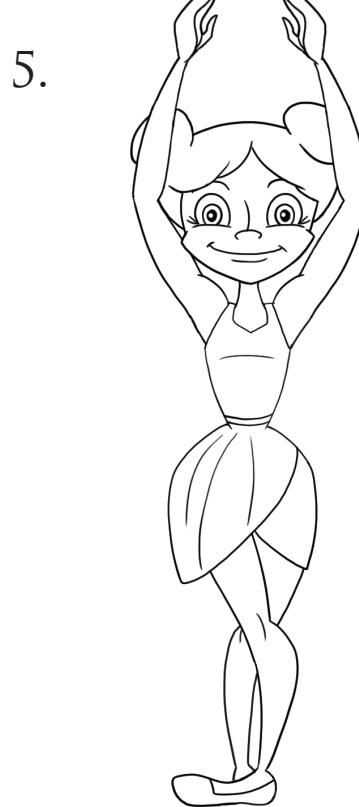
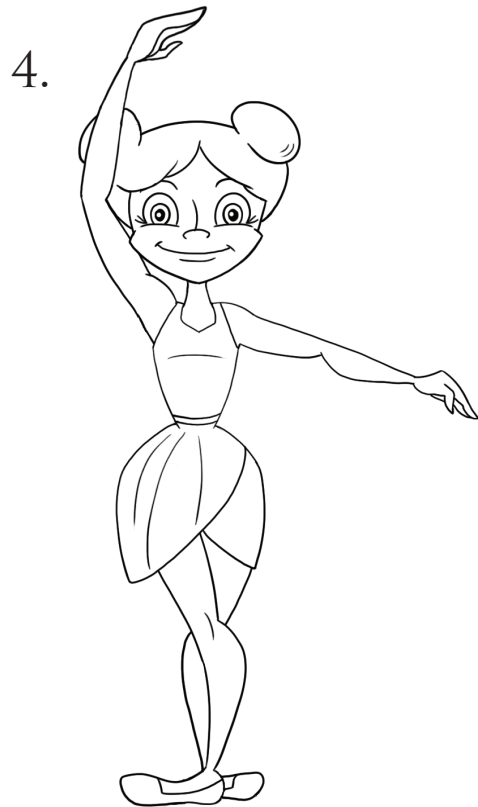
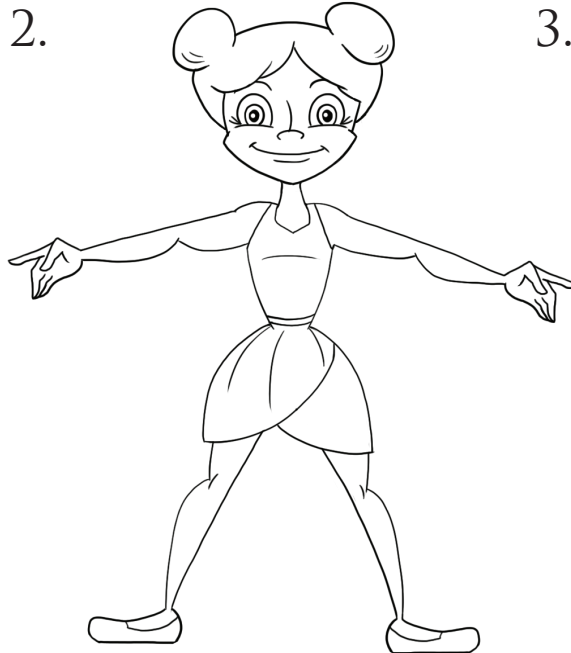
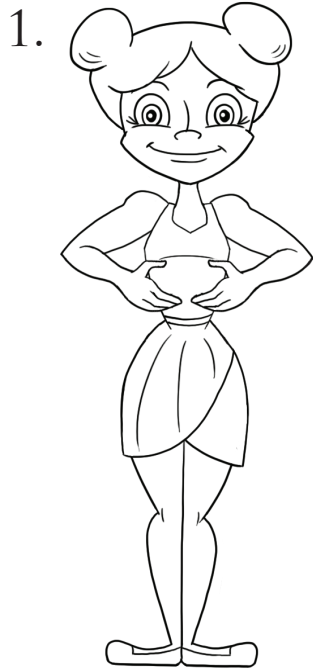
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BALLET

BALLET

Keep all text and illustrations within the 0.5" margin.





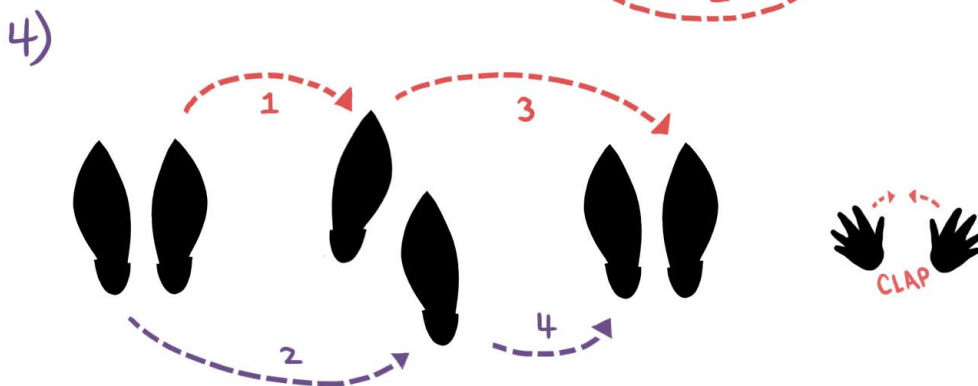
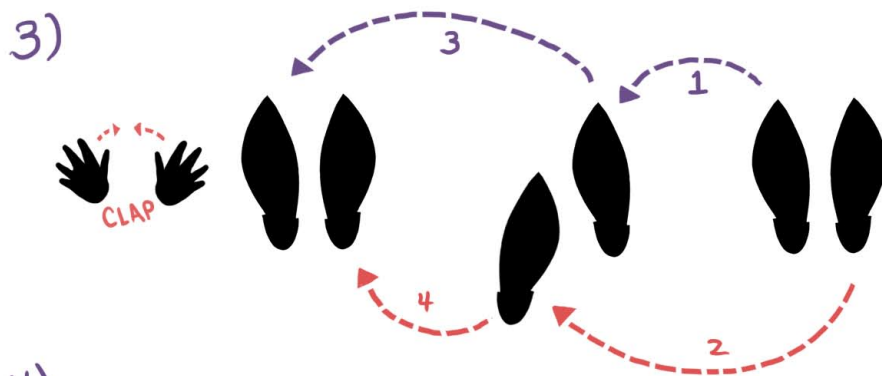
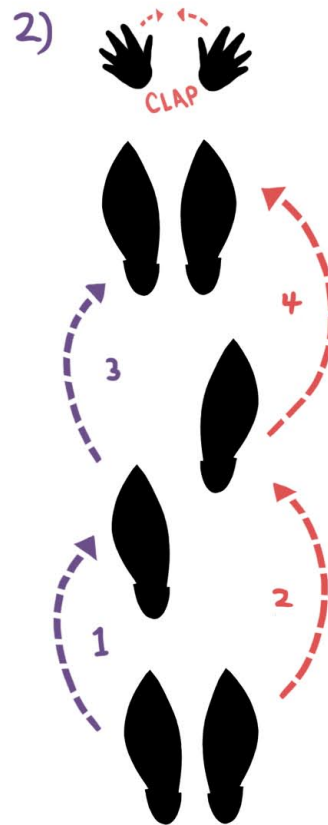
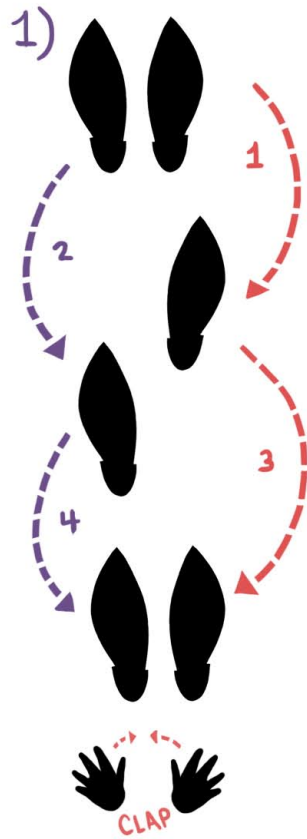
DANCES FROM HISTORY



DISCO DANCE

CALIFORNIA HUSTLE

CIRCA 1970



Stand-Up



Stand-up is a kind of comedy where a person gets up on stage and tells jokes straight to an audience. Stand-up comedy started in the music halls of Britain and on the vaudeville stages of America. Comedy acts were by far the most popular kinds of acts in those shows, and the emcee, or host, would tell jokes to warm up the audience.

Stand-up comedy was at its peak in the '60s, '70s, and '80s. Some of the most famous actors and comedians of all time, like Bill Cosby, Woody Allen, and Jerry Seinfeld, got their start in stand-up.

Stand-up comedy can be performed anywhere, for anyone – from paying ticketholders in a theater to guests in a coffee shop to soldiers overseas. The jokes in stand-up can be told in many different ways, but they almost always poke fun at everyday life.

There are many different ways to tell a joke in stand-up. Try coming up with a joke for each of the joke types below. Then perform it them for your friends and family!

A **monologue** (mon-o-log) is basically a funny story. A comedian will spend a minute or two talking about something funny that happened to him or her. (Psst...it doesn't have to be true!)

A **one-liner** is a short joke that is one or two sentences long.

Physical comedy (fizz-ick-al com-eh-dee) is acted out instead of told.

Prop comedy uses props, or items, in a funny way.

Write a monologue about...*dealing with your brother, sister or other family member.*

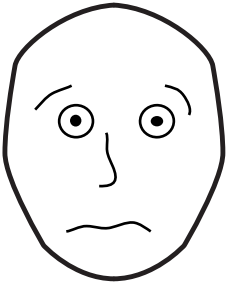
Write a one-liner about...*something you don't like.*

Do a physical joke about...*eating a school lunch.*

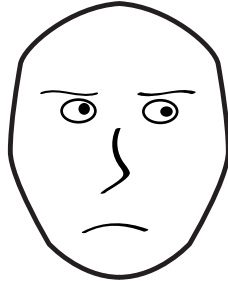
Do a prop joke about...*going to the dentist.*



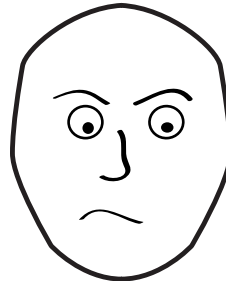
FACIAL EXPRESSIONS: Our expressions tell people what we're feeling.



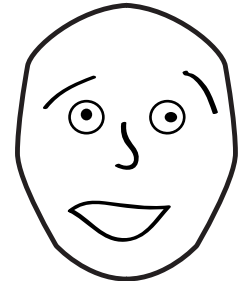
Embarrassed



Bored



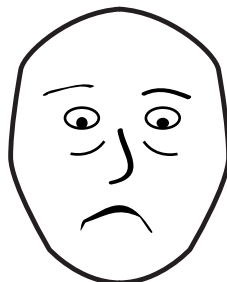
Annoyed



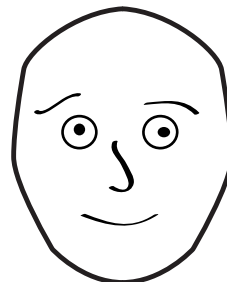
Excited



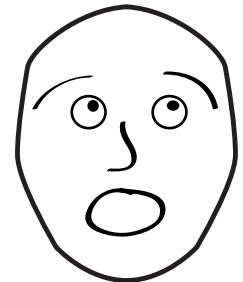
Crying



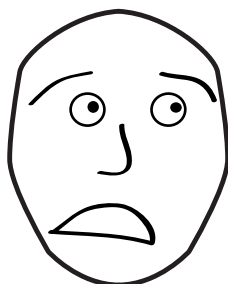
Sad



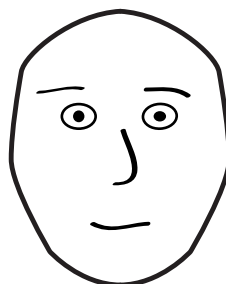
Happy



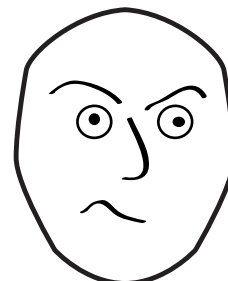
Surprised



Scared

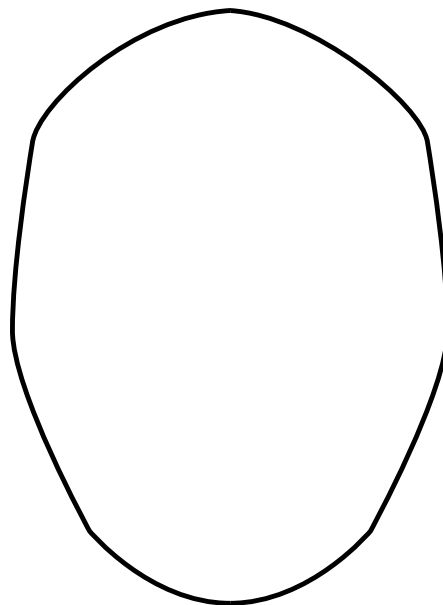
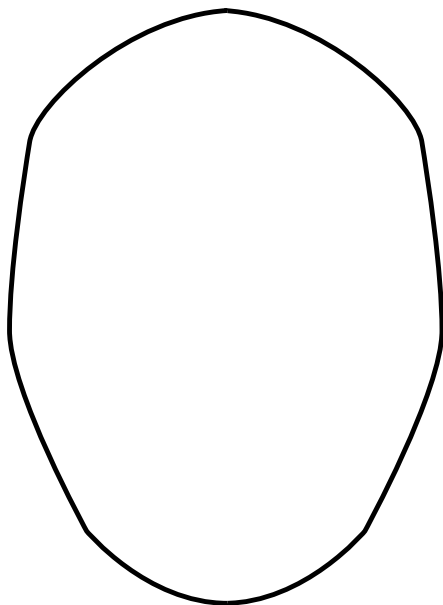
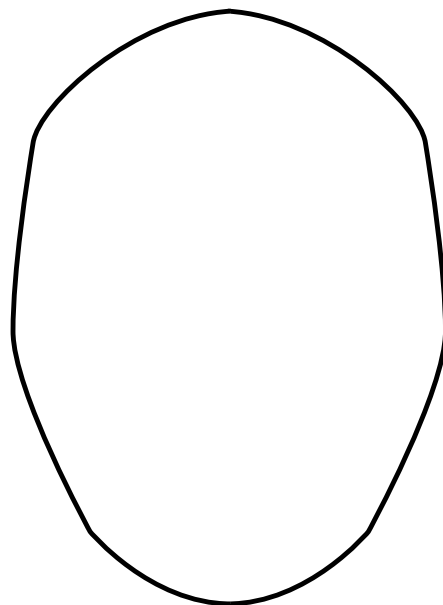
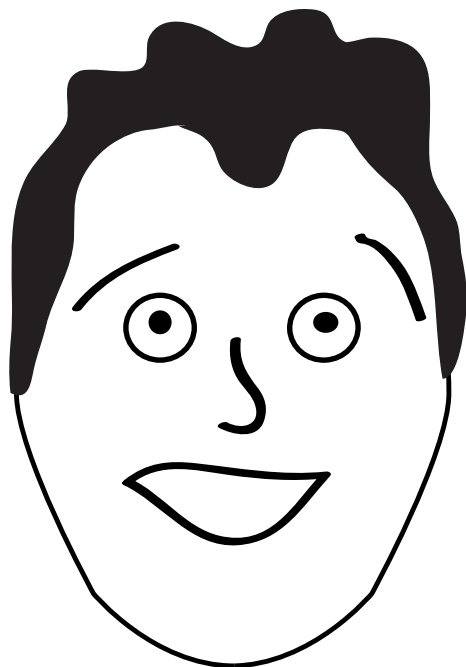


Calm



Angry

FACIAL EXPRESSIONS: Use these empty heads to draw your own faces! Don't forget the eyebrows—they can be the most important part.



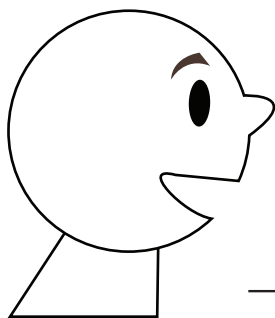
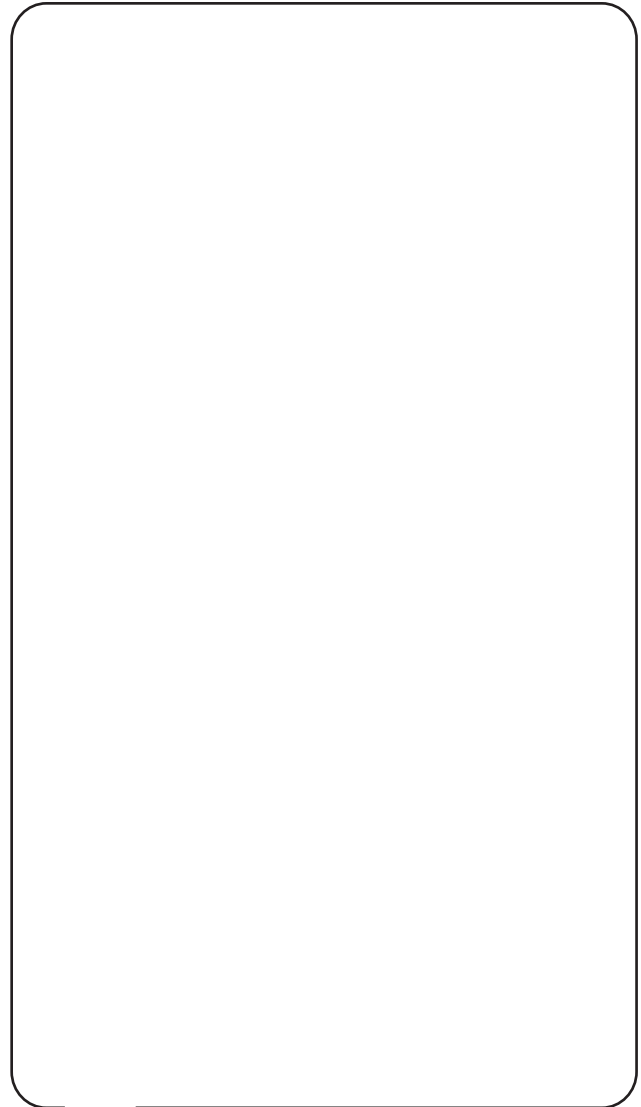
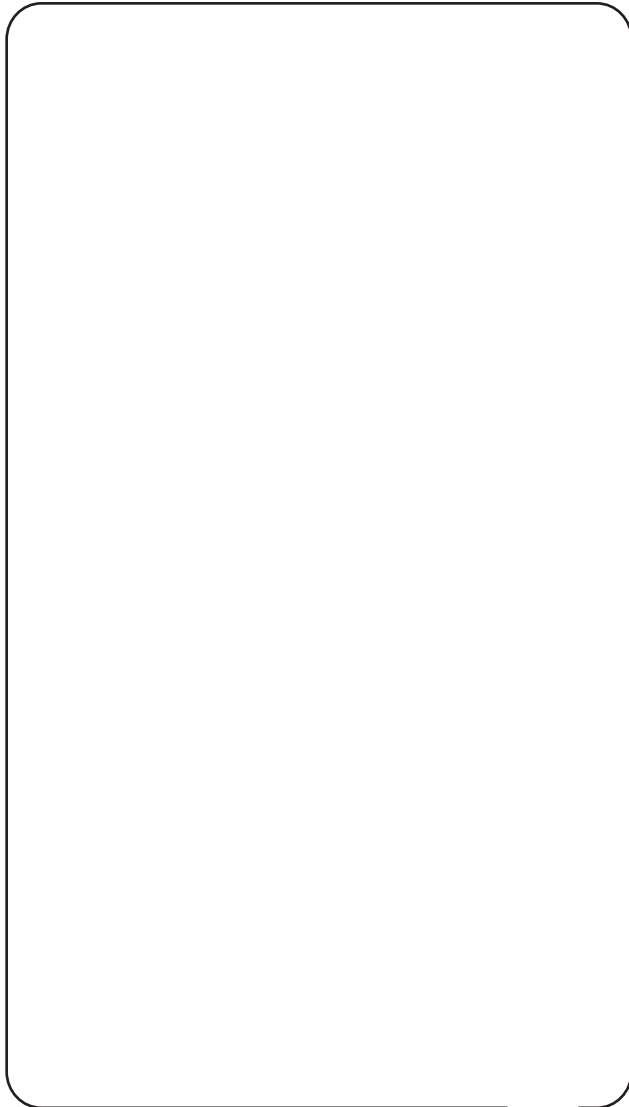
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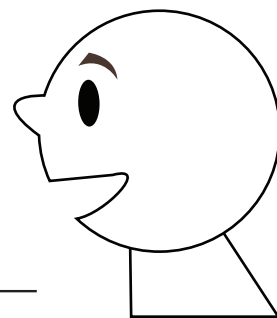
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Dialogue & Drama



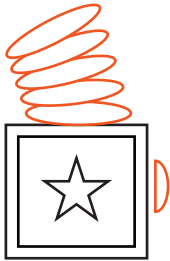
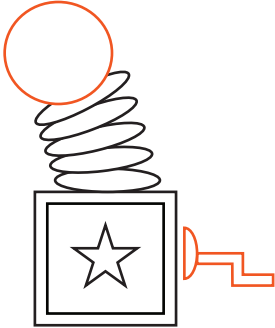
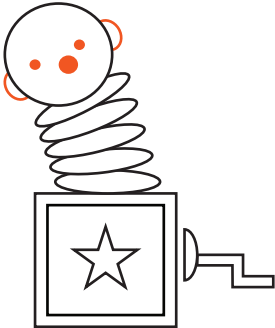
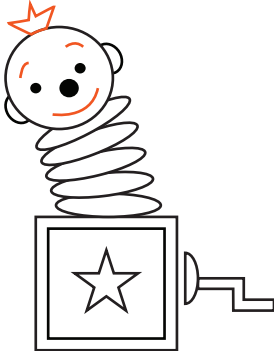
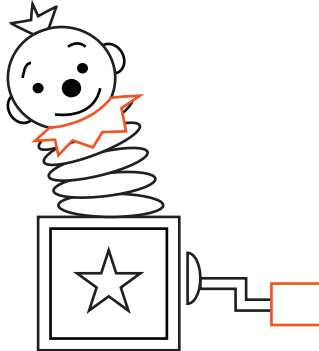
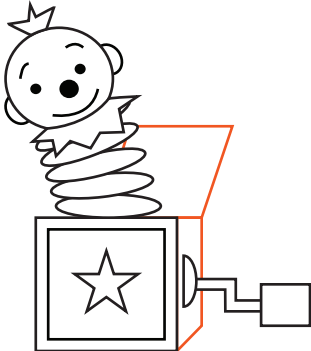
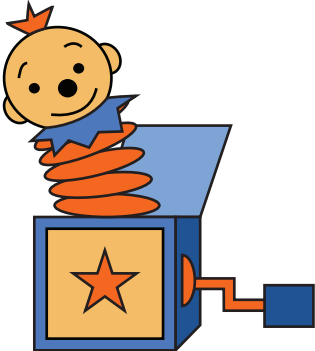
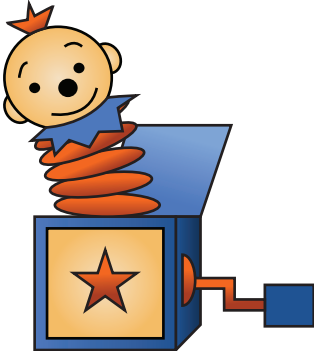
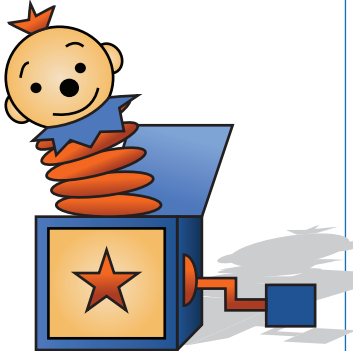


Think about the personal narrative you are writing. Think about two characters in your narrative. Write words that they can say to each other in the speech bubbles below.





By combining simple shapes, we can create complex drawings. Let's draw a jack-in-the-box toy!

 <p>Start with a square and add a smaller square inside.</p>	 <p>Now add a star in the middle to decorate it.</p>	 <p>Draw the some ellipses and a half circle for the lever.</p>	 <p>Add a circle for the head and a zigzag shape for the lever.</p>
 <p>Now add circles for the face and half-circles for the ears.</p>	 <p>Add curves for the eyebrows and a puff of hair.</p>	 <p>Let's add the handle and a decoration below the neck.</p>	 <p>Now extend the box and add the cover.</p>
 <p>Add some colors!</p>	 <p>Use darker colors and lighter colors to shade him.</p>	 <p>Then add a little shadow.</p>	<p>Great job! You are done!</p>