

LINWOOD

PUBLIC SCHOOLS

Belhaven Middle School
Seaview Elementary School

51 Belhaven Avenue
Linwood, NJ 08221

609.926.6720
@linwoodschoos

March 13, 2020

Dear Linwood Schools' Families:

These are challenging times and uncharted territory for our schools, our community, our state, and the world. The health and well-being of all our students is of the utmost importance, and we are closely monitoring the current COVID-19 situation. We will continue to keep you up to date on any new information that we receive.

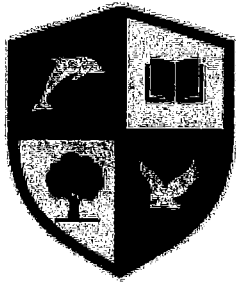
Attached are three days worth of lessons intended to be used in case of a school closure. Please take note of the cover page and headers for each section to identify the work to follow. If your child does not have a particular course in their current school schedule, they may skip the work for that area. The work provided covers standards that have been previously taught and should be able to be completed independently. These activities are academic maintenance activities to reinforce skills covered to this point in the year. The chart below indicates the approximate amount of time students should be expected to work daily.

Grade Levels	Time (Total Time to work on all areas combined)	Additional Daily Reading or Read To
Pre- K	Varies	20-30 minutes
K-2	45 minutes total per day (cumulative)	20-30 minutes
3-4	75 minutes total per day (cumulative)	20-30 minutes
5-8	90-120 minutes total per day (cumulative)	30-45 minutes

Please have your child do their best to complete all work for each day. If your child is unable to complete portions of the work or has questions, teachers may be contacted by email. If there is a closure, teachers and staff will be available via email. Please allow time for teachers to check their email and respond.

Thank you for your cooperation and support during this time.

♥ Dr. Luff



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Instructional Continuity Progress Monitoring Checklist

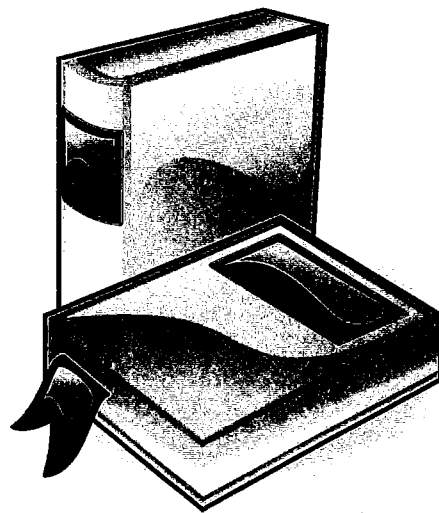
As daily work is completed for each subject area, please check the appropriate box. Once all work is complete for a given day, both student and parent/guardian will sign. By signing the checklist, you acknowledge that work has been completed to the best of the student's ability. Please return this checklist along with the completed work when school resumes.

Date	Core Areas	R.A.	Read	Other	Student Signature	Parent Signature
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Core Areas= Language Arts, Math, Science, Social Studies. **R.A.**= Related Arts. **Read**= Independent reading in addition to the core area work. **Other**= If your child has completed extension activities or work from related service providers, please check the "Other" box. Not all students are expected to have the "Other" box checked daily.

Fifth Grade

Language Arts



Name _____ # _____

5th Grade ELA: "Saving America's Wolves" by Kristin Lewis

*You can access more information on Google Classroom.

Title	To Complete	Points Possible	Points Earned
Wildlife Words (first read, annotate, highlight terms, #1-12 complete the sentence)	Day 1	12	
Exploring Text Features (second read, add annotations, #1-7 complete sentences)	Day 1	7	
Vanishing Wolves Chain of Events (second read, add annotations, answer with key words and phrases)	Day 2	5	
Think About It! (complete sentences, restate, cite evidence, refer back to the text)	Day 2	8	
Writing a Summary (refer back to the text, complete the sentences)	Day 3	6	
Journal (RACE response, refer back to the text)	Day 3	10	
Classwork Total			

IXL Skills: Character, Sequence, Voice, Point of View, Cause and Effect, Author's Purpose, Classify and Categorize, Summarize

Email your teachers with any questions.

jenniferbernardini@linwoodschools.org

christinejohnston@linwoodschools.org

jamiehitwine@linwoodschools.org

SAVING AMERICA'S WOLVES

They were thought to be extinct, but they reappeared. Now state and federal agencies and conservation groups are working to protect them.

BY KRISTIN LEWIS

If you're a predator, you're a predator. You're a predator in the wilderness. You're a predator in the wild. You're a predator on Earth. You're a predator on the skin and crush bone. You're a predator from a mile away. You're a predator who can run away in terror when you're



Cause and Effect As you read, look for what happens when the number of wolves in the U.S. changes.

LOOK FOR WORD NERD'S 12 TERMS IN BOLD





HOLLY KUCHERA/SHUTTERSTOCK.COM

You aren't just any wolf either. You are the alpha of your **pack**. That means you are the leader. You decide when the pack eats and when the pack travels. You also decide when the pack hunts.

Your kills are as dramatic as a scene in an action movie. You will **stalk** a group of elk for days before choosing one to eat. When you're ready to strike, you and your pack work together. You chase the elk until it's alone and exhausted. And then you pounce. You and your pack mates grab on to the elk's neck and legs with your powerful jaws until the animal collapses.

You and your pack then begin to feast. Your faces turn red with blood.

As a wolf, you are an **apex predator**—an animal at the very top of the food chain. But there is one creature that fills you with fear.

Humans.

For hundreds of years, humans in America have hunted, poisoned, and trapped your kind. They have driven you almost to **extinction**.

And they aren't done yet

• • •

It's a bright, cold winter day. You and your pack are trotting through the snow.

Suddenly, you sense that a human is nearby. Fear washes over you. A member of your pack was recently shot by a human. You tried to help him. You licked his coat and brought him food. But he did not survive. You are still heartbroken by his loss.

Is a human now coming to kill you too?

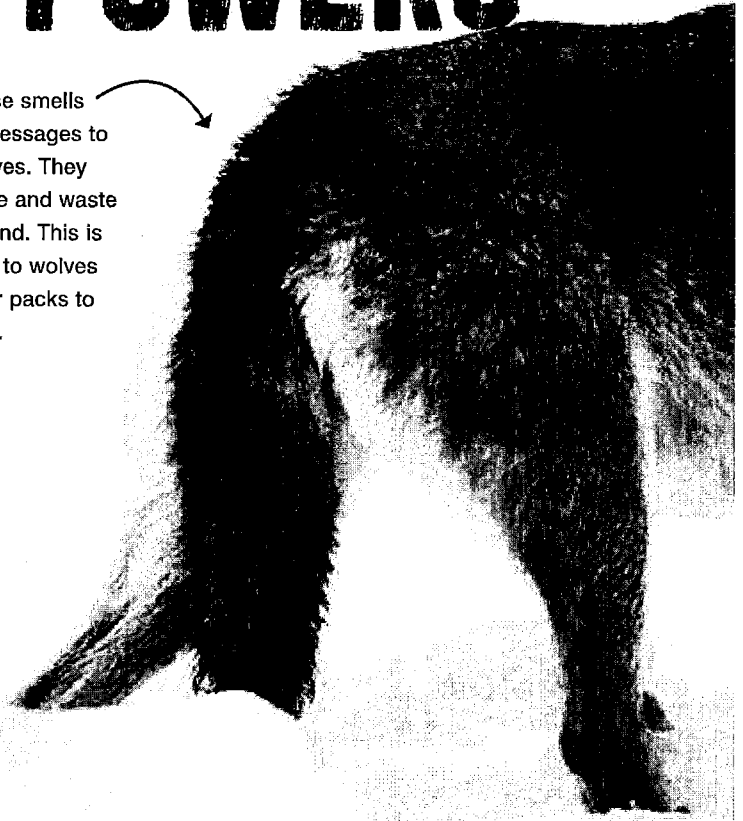
THE BIG BAD WOLF

Flashback to hundreds of years ago. Before the 1800s, as many as 2 million wolves lived in America. They roamed the forests of New England. They howled across the deserts of the Southwest. They waded through the icy rivers of the Rocky Mountains.

But to pioneers in America, these

A WOLF'S POWERS

Wolves use smells to send messages to other wolves. They leave urine and waste on their land. This is a warning to wolves from other packs to stay away.



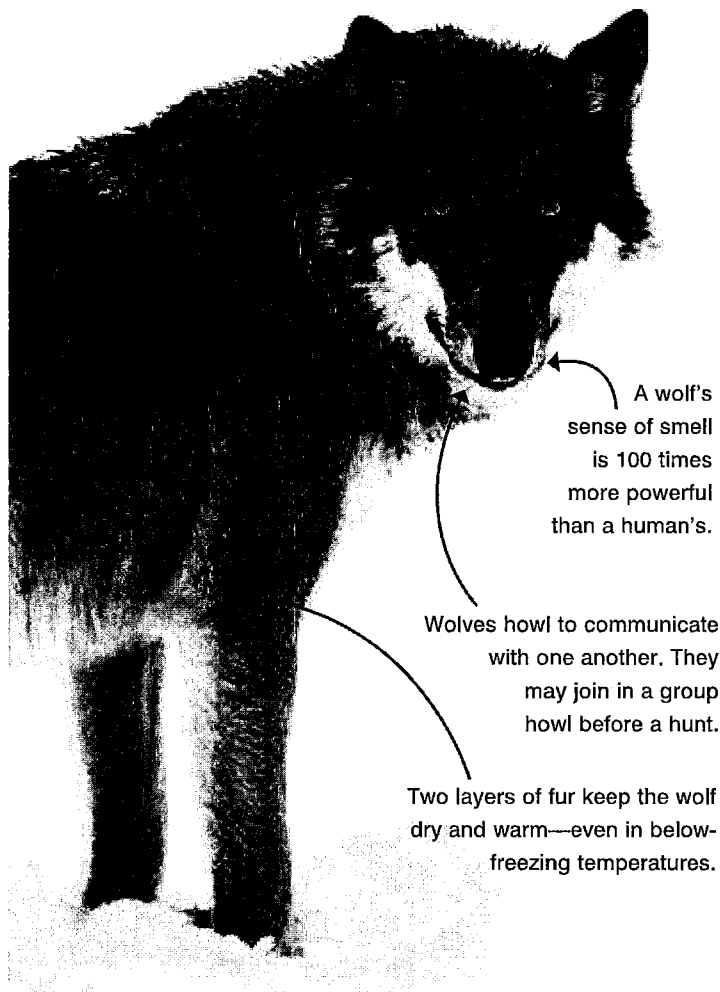
fierce and beautiful creatures seemed like monsters. In the stories these people told their children, wolves were villains (think of the one that ate Little Red Riding Hood's grandmother). Americans' fear of wolves soon grew into hatred. And as more people spread out across the country, wolves began to die out.

Humans shot them with guns. Tricked them into eating poisoned meat. Caught them in sharp metal traps. Turned their fur into hats and coats.

Then wolves were gone. By the 1920s, in most of America, there were none left.

NOT A MONSTER

Fifty years later, people began to see that wolves are not the monsters from fairy tales. It's not in their nature to attack humans.



A wolf's sense of smell is 100 times more powerful than a human's.

Wolves howl to communicate with one another. They may join in a group howl before a hunt.

Two layers of fur keep the wolf dry and warm—even in below-freezing temperatures.

Wolves are afraid of humans and avoid them as much as possible.

People began to see that the Earth needs wolves.

As wolves began to disappear, the number of elk shot up in parts of the U.S. That's because wolf packs weren't there to hunt them. The elk ate up trees and grasses that other animals needed to survive. Birds couldn't build their nests. Beavers couldn't build their dams. Without beaver dams in rivers, the rivers became deeper and more powerful. This changed the types of plants that could grow nearby. And meat-eating

animals like coyotes and ravens lost a food source: They could no longer pick at the scraps that wolves left behind.

Scientists have a name for animals like wolves: **keystone species**. Like sharks and lions, wolves are a necessary part of the **habitats** where they live. Without them, **ecosystems** change dramatically.

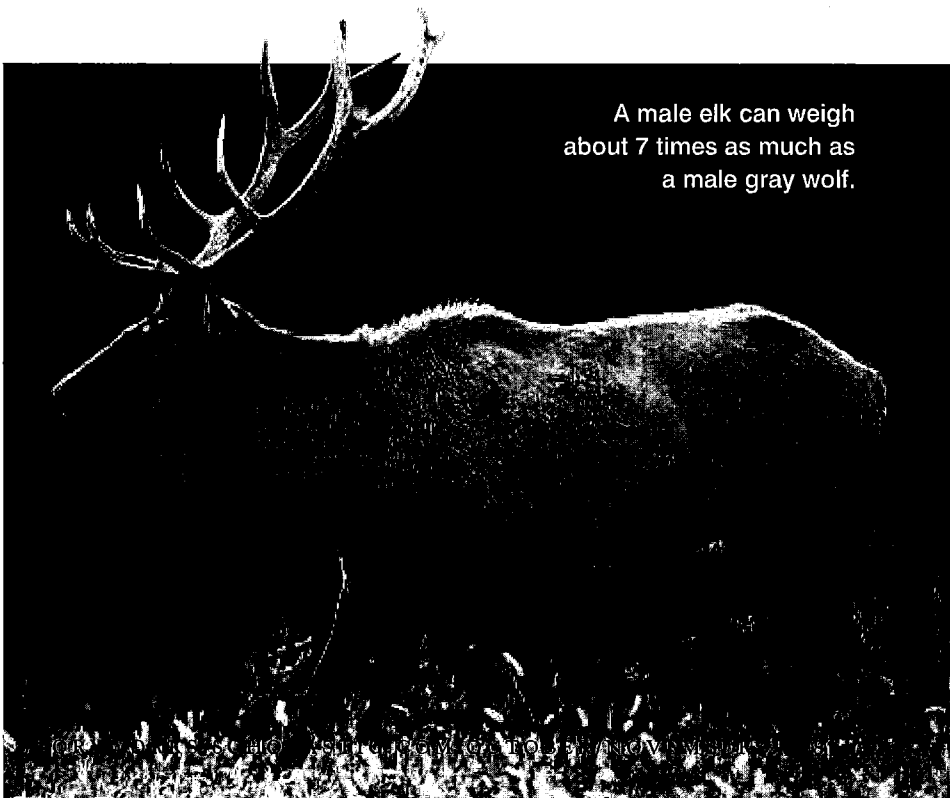
People began to say that killing off wolves had been a mistake. The U.S. government passed a law that protected them from being hunted. And then, in the 1990s, wildlife experts made a plan: to bring wolves back.

ONCE AGAIN HOWLING

The wildlife experts caught 31 gray wolves in Canada. These wolves were brought down and set free in and around Yellowstone National Park—2.2 million acres of wild and natural land in Montana, Wyoming, and Idaho. Scientists hoped that these wolves would have pups and form new packs.

And that's what happened. In less than 20 years, there were 1,600 wolves in the Yellowstone area. Today, the government says wolves are no longer **endangered** there.

Many people are thrilled to hear



A male elk can weigh about 7 times as much as a male gray wolf.

Wolf Territory

A wolf pack's *territory* is the area where it lives, hunts, and raises its pups. Packs protect their territory from other wolves. In Canada and Alaska, gray wolf territories can be more than 10 times as big as they are in the lower 48 states of the U.S.

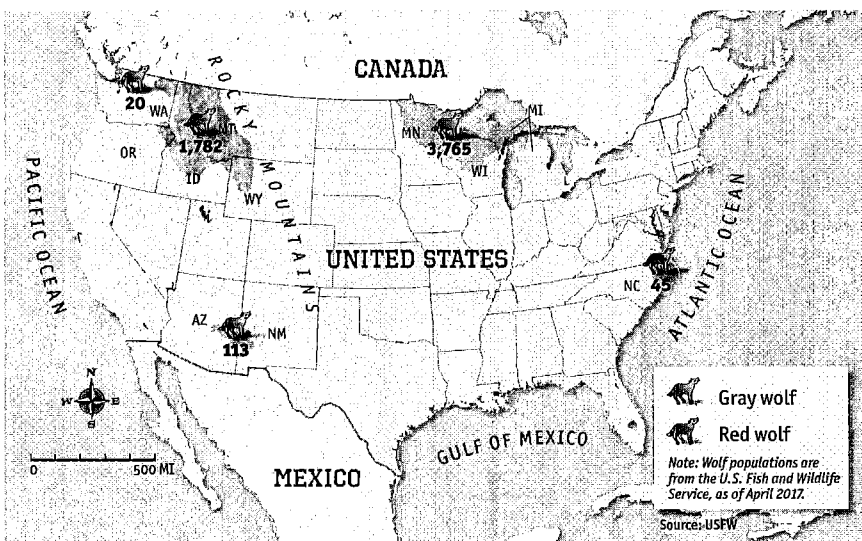
wolves once again howling in America. Thousands of tourists travel to see them in Yellowstone every year. The wolves have inspired new, young wolf lovers. And the ecosystem in Yellowstone is doing better too. Because of the wolves, elk populations are now much smaller and healthier.

A FIERCE DEBATE

But not everyone is happy about the return of wolves. Some hunters complain that wolves hunt the same animals they do. Some farmers are angry because wolves **prey** on their cows. (Farm animals are easier for wolves to hunt than wild elk.) Some people say that there are too many wolves now, that they wander off parklands and into places where humans live. A few states have allowed people to once again hunt wolves outside of national parks.

Others argue that wolves should be protected, even in places where their numbers are high. They say that hunting wolves shouldn't be allowed.

Teams of experts are working to make sure that wolves do not die out again. They are raising wolves in **conservation** centers, planning to release more of them back into the wild. These centers also lead programs to teach people how important wolves are.



Most experts agree that there are two species of wolf in North America: the red wolf and the gray wolf. In the lower 48 states, some wolf populations are considered threatened or endangered. But in Alaska, wolves have never been endangered. Today, as many as 11,200 wolves live there.

Which brings us back to you on that winter day when you sense a human nearby.

You do not know what is about to happen. But you sense that you are in danger.

Suddenly, a noise thunders from the sky. It comes from a helicopter. But you don't know what a helicopter is.

You break into a run. But you are not fast enough to outrun the flying metal monster that is chasing you.

Minutes pass.

*Your muscles ache.
You grow tired. But you
don't stop running.*

*The helicopter
swoops low. There is a
man inside, and he has
something aimed at you.*

And then—

Click.

*Your body collapses.
Everything goes dark.*

• • •

You are not dead.

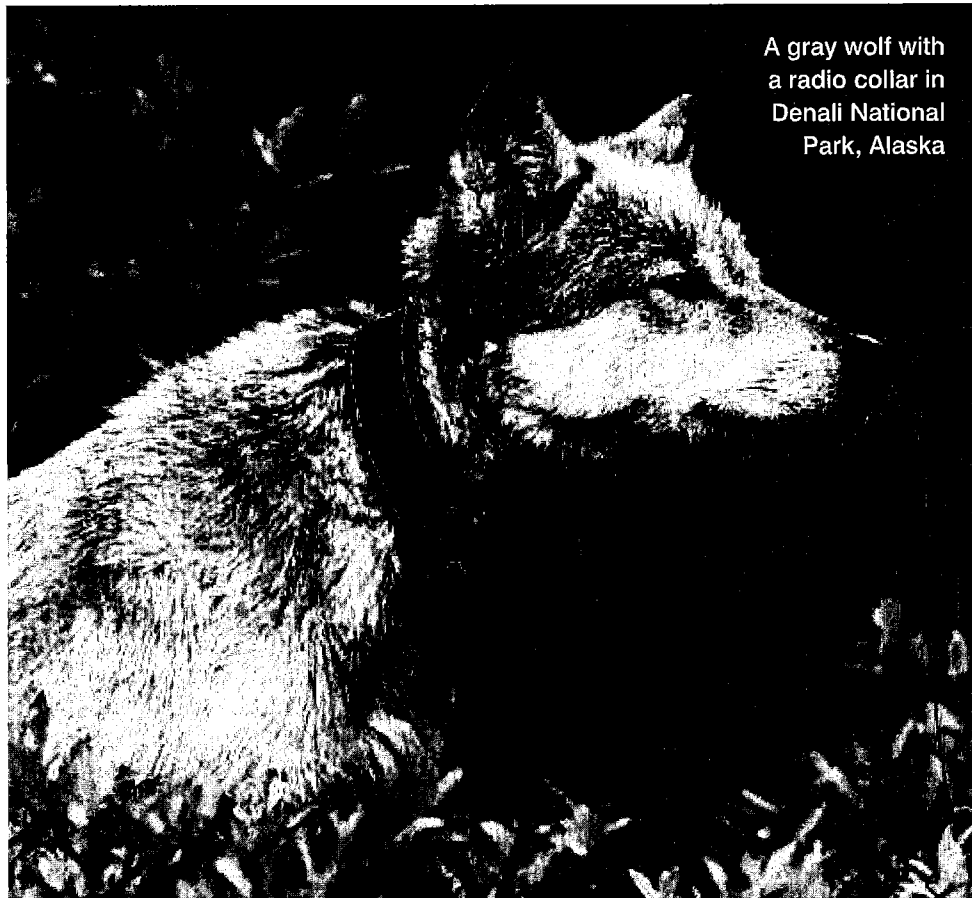
*This human did not
come to kill you. He
came to help you. It was
not a bullet that hit you.
It was a dart full of a
calming drug. The drug
has put you into a deep
sleep.*

*The helicopter lands
nearby. A man hops out
and runs to your side.
He is a wildlife expert.
His job is to study and
care for your species.*

*He and his team set up their gear. They take
your blood to study and test for diseases. They
weigh you. They check your teeth and measure
your paws. They take notes.*

*They work quickly. They must finish before
you wake up.*

*Finally, they put a collar around your neck.
It has a special radio inside. This radio collar will
help them track your movements and learn more
about your life. What they learn will help them*



A gray wolf with
a radio collar in
Denali National
Park, Alaska

Radio Collars

Scientists put radio collars like this one on wolves so they can track and study them. When trying to put a collar on a wolf, scientists are careful not to chase it in a helicopter for too long. If they can't catch the wolf within a few minutes, they leave and try another day. That way, the wolf won't become too stressed or exhausted.

better understand you and your wolf family.

*Of course, you don't know any of this. You
are fast asleep.*

*When you wake up, the human who had been
chasing you seems to be gone. So is that terrible
noise.*

*You stand, snow covering your snout. You lift
your head and let out a long howl.*

*In the distance, your pack howls back to you.
They are waiting for you to come home. ■*

WRITE TO WIN

Imagine you are an alpha wolf. Write a story, with details from the article, to explain to your pack why the number of wolves went down and back up again. Send it to "Wolf Contest" by December 1, 2018. Ten winners will each receive a copy of *The Good Dog* by Avi. See page 2 for details.

**FIND AN
ACTIVITY
ONLINE!**



Name: _____ Date: _____

Wildlife Words

Before Reading: As you come across words in bold in "Saving America's Wolves," ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. **apex predator:** "As a wolf, you are what is called an **apex predator**—an animal at the very top of the food chain." (p. 6)
Meaning: an animal that hunts other animals for food but is not hunted itself; it is at the top of the food chain
2. **conservation:** "They are raising wolves in **conservation** centers, planning to release more of them back into the wild." (p. 8)
Meaning: the protection of animals, plants, and natural resources
3. **ecosystems:** "Without them, **ecosystems** change dramatically." (p. 7)
Meaning: everything within a certain environment, including plants, animals, and nonliving things like rocks and water
4. **endangered:** "Today, the government says wolves are no longer **endangered** there." (p. 7)
Meaning: at risk; in danger of becoming extinct
5. **extinction:** "They have driven you almost to **extinction**." (p. 6)
Meaning: the death of all members of a species
6. **habitats:** "Like sharks and lions, wolves are a necessary part of the **habitats** where they live." (p. 7)
Meaning: the places where plants and animals naturally live
7. **keystone species:** "Scientists have a special name for animals like wolves: **keystone species**." (p. 7)
Meaning: animals or plants that other parts of an ecosystem depend on
8. **pack:** "You are the alpha of your **pack**." (p. 6)
Meaning: a group of animals that live and hunt together
9. **predators:** "You are one of the most feared **predators** on Earth." (p. 4)
Meaning: animals that hunt other animals for food

Continued on next page >

Name: _____ Date: _____

Wildlife Words, p. 2

10. **prey:** "Some farmers are angry because wolves also **prey** on their cows." (p. 8)
 Meaning: to hunt and kill for food
11. **species:** "He is a wildlife expert who has dedicated his life to studying and caring for your **species**." (p. 9)
 Meaning: a group of animals or plants that are similar
12. **stalk:** "You will **stalk** a group of elk for days and days before choosing one to eat." (p. 6)
 Meaning: to follow quietly in an attempt to catch

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct term from the word box to answer each question below.

WORD BOX

apex predator
 conservation
 ecosystems

endangered
 extinction
 habitats

keystone species
 pack
 predators

prey
 species
 stalk

1. In tropical rainforests, creatures like tigers, sloths, and toucans live together among rushing rivers and thousands of types of trees. What are tropical rainforests examples of? _____
2. Few orangutans are left in the wild, so many people are trying to help them and increase their numbers. What would you call this type of work?

3. What word could you use to describe what a cat does to sneak up on a mouse? _____

Continued on next page >

Name: _____ Date: _____

Wildlife Words, p. 3

4. How might you describe a species that is at risk of dying out? _____
5. Sea turtles live in the ocean, but tortoises live only on land. In other words, the two creatures have different _____
6. If sharks were to disappear, many other creatures in the ocean would suffer. What term could you use to describe animals like sharks? _____
7. Farmers often worry that hungry foxes might _____ upon their chickens.
8. Wild dogs sometimes live in groups so they can help each other find food. What would you call this type of group? _____
9. Bald eagles mainly eat fish, which they snatch right out of the ocean. What are bald eagles an example of? _____
10. Millions of years ago, the dinosaurs died out. Scientists have different explanations for what caused the _____ of these creatures.
11. Lions kill and eat many different kinds of creatures but are not usually killed and eaten by others. What is the lion an example of? _____
12. All elephants have long trunks and large, floppy ears, which is how you can tell they belong to the same _____.

Name: _____ Date: _____

Exploring Text Features

Directions: Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article "Saving America's Wolves."

1. Look at the headline, subhead, and image on pages 4-5. How do these text features help get you interested in the article? _____

 2. What would be a good alternate section title for the section "Not a Monster," on page 6? _____

 3. How does the text in "A Wolf's Powers" on pages 6-7 explain how wolves send messages to each other? _____

 4. What do the photo of the elk and its caption on page 7 tell you about the challenges wolves face when they hunt elk? _____

 5. What are two things you can learn about wolves by studying the map on page 8? _____

 6. What additional photo, chart, or other visual would you like to see with the article? Why do you think it would be helpful? _____

- Storyworks S-T-R-E-T-C-H** The sections at the beginning and end of the article are in italics rather than in regular type. Why do you think the editors decided to use italics? _____

Name: _____ Date: _____

Vanishing Wolves Chain of Events

Directions: Fill in the boxes of this cause-and-effect chain to show how one event led to another in the ecosystems where wolves once lived. For each event, ask yourself, "What happened next because of this?" We've filled in the first and last boxes for you. *Hint! Look in the sections "The Big Bad Wolf" and "Not a Monster."*

Event 1	After 1800, a growing number of pioneers spread out across America. The pioneers feared and hated wolves.
Event 2	
Event 3	
Event 4	
Event 5	
Event 6	
Event 7	Wolves are a keystone species. Without them around, the ecosystem changed dramatically.

Storyworks S-T-R-E-T-C-H On a separate sheet of paper, make another cause-and-effect chain based on the section "Once Again Howling."

Name: _____ Date: _____

Think About It!

Close-Reading Questions: After reading "Saving America's Wolves," go back and reread sections to answer the questions below.

1. In the first section, author Kristin Lewis writes as if you are a gray wolf and she's describing your life. Why do you think she does this?

2. What details do you learn about wolves in the first section?

3. According to "The Big, Bad Wolf," how did pioneers in America feel about wolves? What happened as a result?

Name: _____ Date: _____

Think About It! p. 2

4. Reread "Not a Monster." In what way had people's ideas about wolves been wrong?

5. How did the disappearance of wolves affect elk? How did that, in turn, affect other animals and plants?

6. In "Once Again Howling," why did scientists set 31 wolves free in Yellowstone National Park?

Name: _____ Date: _____

Think About It! p. 3

7. Reread "A Fierce Debate." What are the two sides of the debate?

8. The last section returns to the wolf's point of view. How is the human in this section different from what the wolf expects?

Name: _____ Date: _____

Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "Saving America's Wolves"

"Saving America's Wolves" is about _____

1. Begin with a topic sentence that tells what the article is mainly about.

2. What did humans do to harm wolves? Why?

Wolves began to disappear when humans _____

People later realized wolves help the environment. For example, _____

3. Give two examples of how wolves affect their ecosystem.

4. What did people do to help wolves?

When people realized the importance of wolves, they _____

After the success of these efforts, some people are saying that wolves should be hunted again because _____

5. Why do some people think this is a good idea?

6. What does the wildlife expert do? Why?

Scientists, such as the one chasing the gray wolf in the article, try to help by _____

Wolf Contest

My name: _____

Teacher's name: _____

School name: _____

School address: _____

(Remember to include city, state, and ZIP code!)

School phone: _____

Parent's name and email (optional): _____

See page 9 of the October/November 2018 issue of *Storyworks* for more information about this contest.

My Response

Imagine you are an alpha wolf. Write a story, with details from the article, to explain to your pack why the number of wolves went down and back up again.

Entries will be judged on:

⇒ a clearly stated main idea

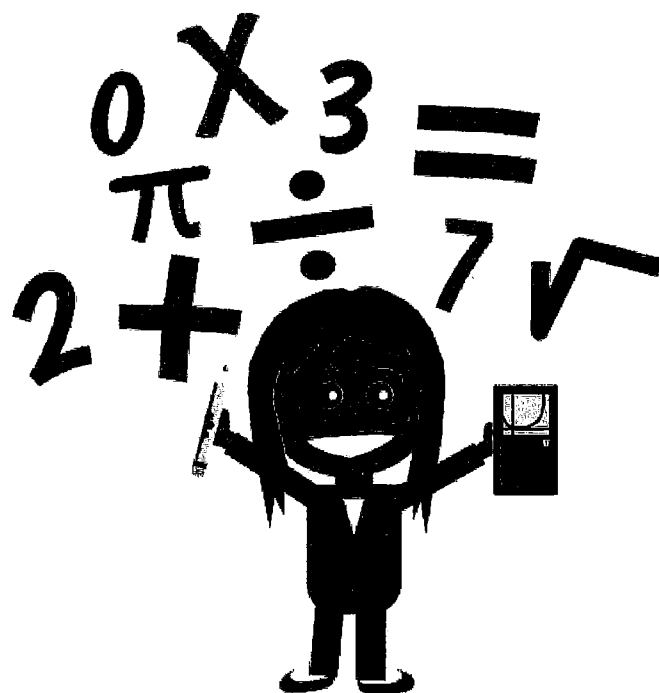
⇒ good organization and transitions

⇒ effective use of supporting evidence

⇒ grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.

Math



1. Using the order of operations, which operation should you perform last to evaluate the expression?

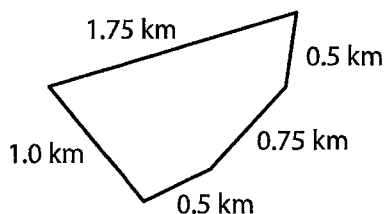
$$(4 \times 6) + (100 \div 10) - (3 + 4)$$

- (A) addition (B) subtraction
(C) multiplication (D) division

2. Which numbers round to 4 when rounded to the nearest whole number?

- ☐ 4.03 ☐ 4.5 ☐ 44.2
☐ 3.98 ☐ 3.46 ☐ 4.1

3. Which bike trail does the figure show?



Bike Trail Distances	
River Run	4.5 kilometers
Straight and Fast	2.0 kilometers
Twist and Turn	2.7 kilometers
Wood Way	6.0 kilometers

- (A) River Run (B) Straight and Fast
(C) Twist and Turn (D) Wood Way

4. What is 0.045 written as a fraction?

- (A) $\frac{45}{100}$ (B) $\frac{1,000}{45}$
(C) $\frac{45}{1,000}$ (D) $\frac{450}{1,000}$

5. A recipe calls for 3 eggs. Newton makes 5 batches of the recipe, and Descartes makes 2 batches of the recipe. Which expressions can you use to determine how many eggs Newton and Descartes use in all?

☐ $(5 + 2) \times 3$

☐ $(5 \times 3) + (2 \times 3)$

☐ $5 + 2 \times 3$

☐ $3 + 5 + 2$

-
6. What is the difference of 97.63 and 4.98?



-
7. What is 60.25 written in word form?

(A) sixty twenty-five

(B) sixty and twenty-five tenths

(C) sixty and twenty-five

(D) sixty and twenty-five hundredths

-
8. Find $55.6 - 3.97$.

(A) 1.59

(B) 51.63

(C) 52.37

(D) 59.57

-
9. What is the value of the expression?

$$[21 \div (3 + 4)] - 2$$

(A) 9

(B) 4 R1

(C) 1

(D) 2

10. Which statement correctly compares the decimals?

(A) $0.1 \overset{?}{>} 0.111$

(B) $3.055 \overset{?}{>} 3.5$

(C) $0.06 \overset{?}{=} 0.6$

(D) $0.44 \overset{?}{>} 0.4$

11. What is the value of n ?

$$n - 9.02 = 3.85$$

(A) 12.87

(B) 5.17

(C) 13.87

(D) 12

12. Which property is shown?

$$35 + (15 + 7) = (35 + 15) + 7$$

(A) Associative Property of Addition

(B) Commutative Property

(C) Distributive Property

(D) Associative Property of Multiplication

13. Newton estimates a sum by rounding each number to the nearest ten. His estimate is 140. Which problems could he have estimated?

☐ $123.5 + 19.6$

☐ $87.6 + 50.4$

☐ $65.43 + 71.59$

☐ $98.03 + 34.56$

14. What is five hundred four thousand, eleven written in standard form?

(A) 54,110

(B) 54,011

(C) 504,110

(D) 504,011

15. Which expressions have a value of 8?

☐ $30 \div (5 \times 2) + 5$

☐ $55 - 7 \div 6$

☐ $4 \times (5 - 3)$

☐ $(16 \div 8) + (3 \times 2)$

16. Descartes wins a \$50 gift card to a sporting goods store. He uses the card to buy two baseballs for \$1.79 each, a baseball glove for \$14.99, and a baseball bat for \$12.25. About how much money is left on his gift card?

(A) \$21

(B) \$19

(C) \$31

(D) \$18

17. What is the value of 4×10^5 ?

(A) 45

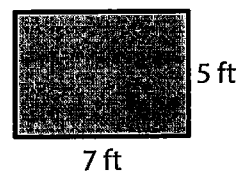
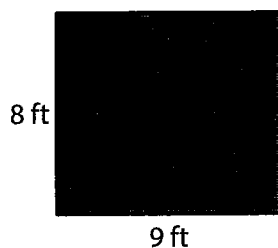
(B) 400,000

(C) 40,000

(D) 200

18. The dimensions of two rectangles are shown.

Think
Solve
Explain



Part A Write an expression to determine how much greater the area of the green rectangle is than the area of the yellow rectangle.

Part B Evaluate the expression.

Part C Explain how you used order of operations to evaluate the expression.

Name _____

STEAM Performance Task

1-3



Students can buy pencils, notebooks, and other supplies at your school's student store. The table below shows the money in the student store account.



Student Store Account							
Line	Item	Payment		Deposit		Balance	
1	Money to start			100	00	100	00
2	Supplies	85	89				
3	Week 1 sales						
4	Week 2 sales						
5	Week 3 sales						
6	The Pencil Warehouse						

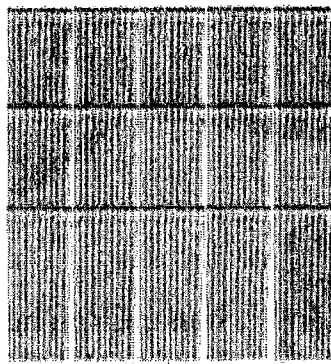
1. Line 1 shows how much money was in the account at the start of the school year. Line 2 shows a payment of \$85.89 for supplies. Complete the account balance for Line 2.

2. The store has forty-four dollars and thirty cents in sales for the first week and thirty-two dollars and twelve cents in sales for the second week. The sales each week are deposited into the student store account. Fill in the deposits and balances for Lines 3 and 4.

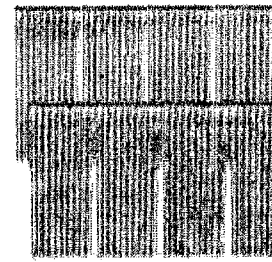
3. The balance after the third week of sales is \$115.68. How much money did the store have in sales during the third week? Fill in the deposit and balance for Line 5.

You are in charge of purchasing supplies for the student store. All of the supplies for the student store are purchased and then sold at a higher price so the store can earn a profit.

4. You want to buy 300 more pencils. You find two different quantities to buy.
- Which pencils will you buy to get the best value? Justify your answer.



Pencil Assortment A
\$35.99
 150 pencils



Pencil Assortment B
\$19.99
 75 pencils

- You pay about \$0.24 for each pencil. How much do you think the store should charge for each pencil to earn a profit? Explain.

- How much profit does the store earn from selling 100 pencils using your recommended price? Explain.

- You want to buy some notebooks for a total of \$25.24 and 300 pencils. You have a \$5 coupon. How much do you spend on notebooks and pencils?

- Write out the check to buy the supplies. What is the account balance now? Fill in the payment and balance for line 6.

Student Store *Sept 25th* 0003

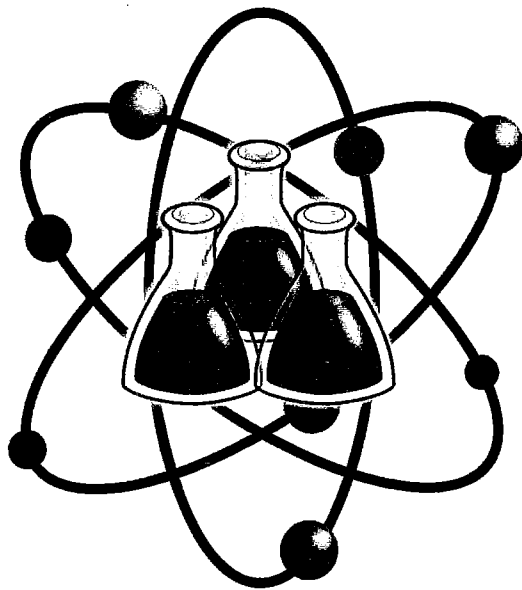
PAY TO THE ORDER OF *The Pencil Warehouse* \$

MEMO *Supplies*

123456789 09 08 123456789 0003



Science



5th Grade Science – Mr. Horner

3 Day Packet

Day 1

- Please complete the “Alternative Energy Resources”. Foldable by cutting out the pockets and cards for the activity.
- These can be glued into your Science Notebook. You may research the definitions of the terms (Solar, Wind, Biofuels, Geothermal, and Hydroelectric energy) the internet. Please use the example provided as a guide

Day 2

- Please read the Science World article “Skating to Success”
- Once completed, please fill in the “Investigate It questions 1-4 in your Science notebook
- Once you have completed those questions, please complete the “Wheeling Around” graphing worksheet

Day 3

- Please read the Science World article “30 Years of Super Science”
- Once completed, please complete both pages (1-2) of the “A Piece of History” worksheet

Extension Activities

**** Please be on the lookout for extension activities such as IXL Resources and Digital Scholastic readings that will be posted on Google Classroom****

ALTERNATIVE ENERGY RESOURCES

5-ESS3-1

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Suggested Use

Gather books or websites for students to learn more about alternative energy resources. Research different types of alternative energy: solar, wind, biofuels, geothermal, and hydroelectric. Create the pocket for your cards by following the directions on the pocket page. Cut out the trading cards. On each card, write how the alternative energy resource works and draw a picture.

Follow Up

Consider the environment you live in and determine what form of alternative energy would be best for your community. Include evidence in your argument.

Materials

Per Class: books about alternative energy, internet on computers

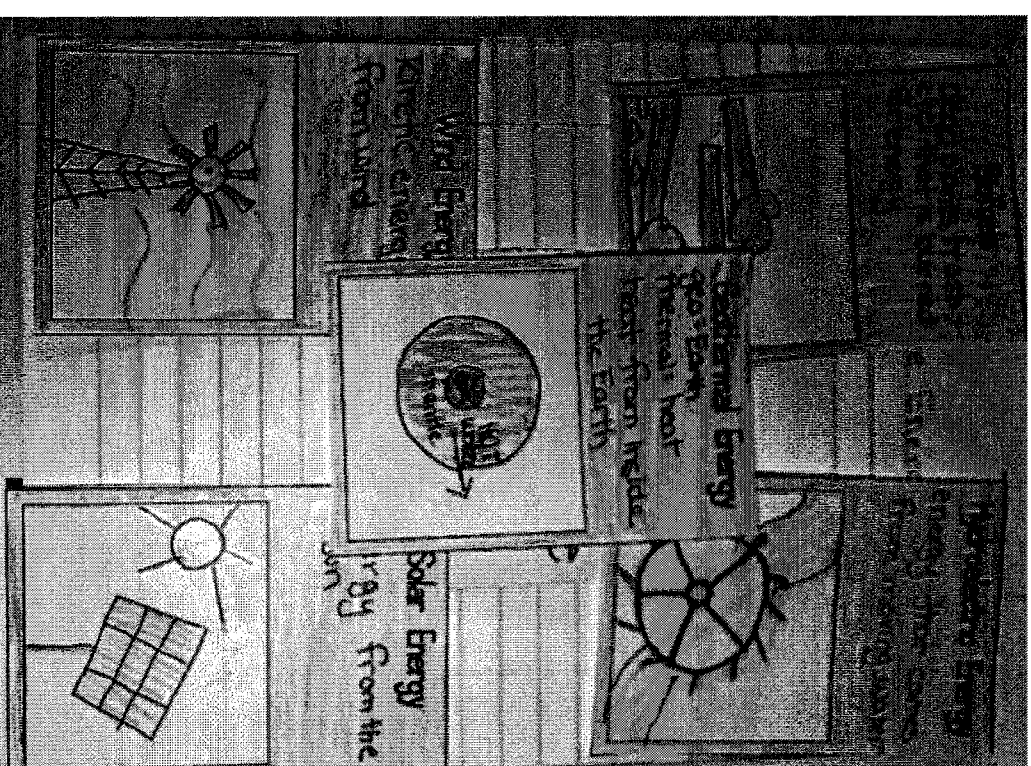
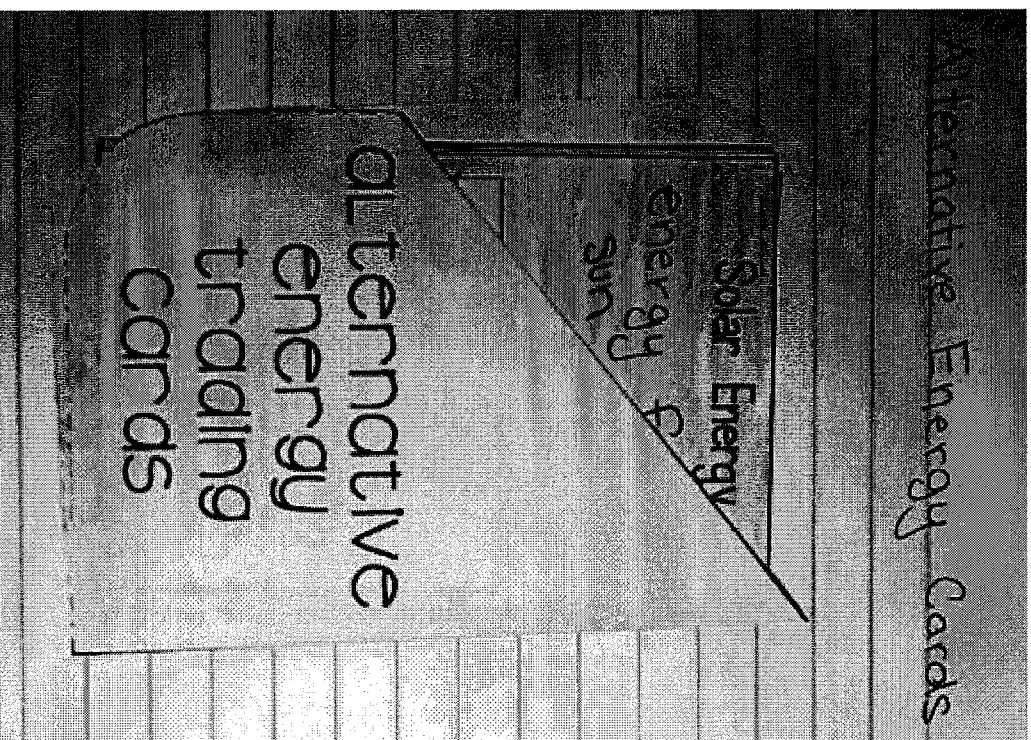
Per Student: pocket and trading cards

Science and Engineering Practices:
Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

Disciplinary Core Ideas:
Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Crosscutting Concepts:
Science findings are limited to questions that can be answered with empirical evidence. A system can be described in terms of its components and their interactions.

ALTERNATIVE ENERGY RESOURCES



Cut on dashed lines.
Fold on center solid
line. Fold diagonal line
into center fold. Tape
bottom and side to
create a pocket.

4 *musta fun*

Alternative Energy Trading Cards

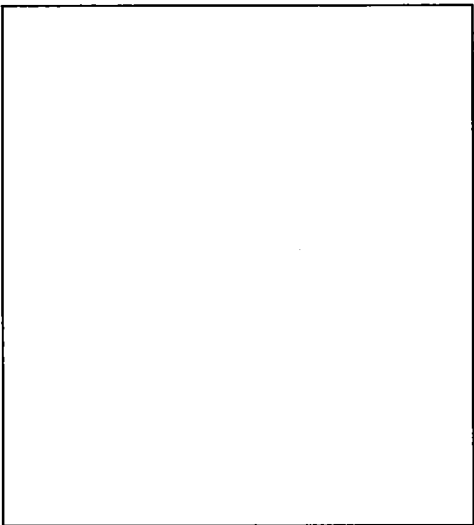
Cut on dashed lines.
Fold on center solid
line. Fold diagonal line
into center fold. Tape
bottom and side to
create a pocket.

4 *musta fun*

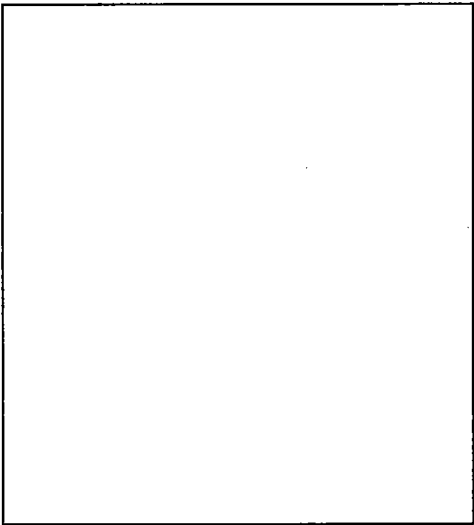
Alternative Energy Trading Cards

Alternative Energy Trading Cards

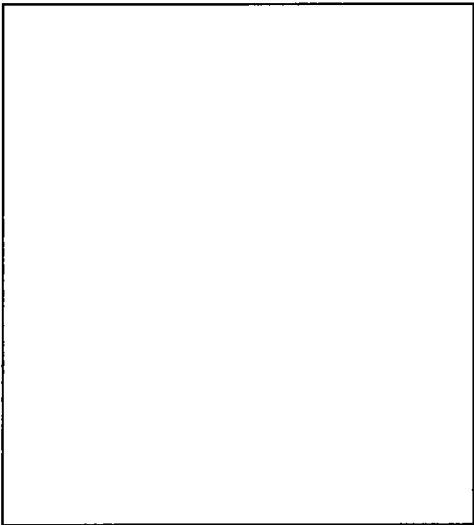
Hydroelectric
Energy



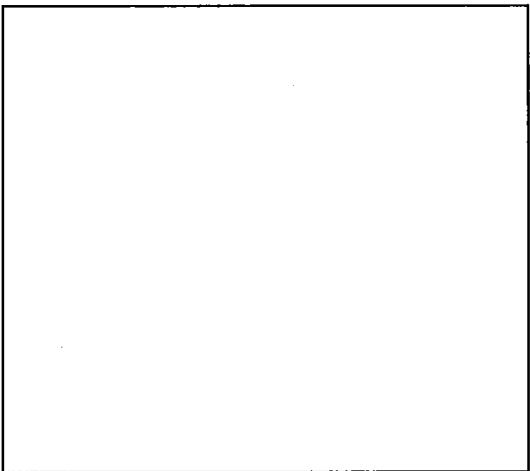
Solar Energy



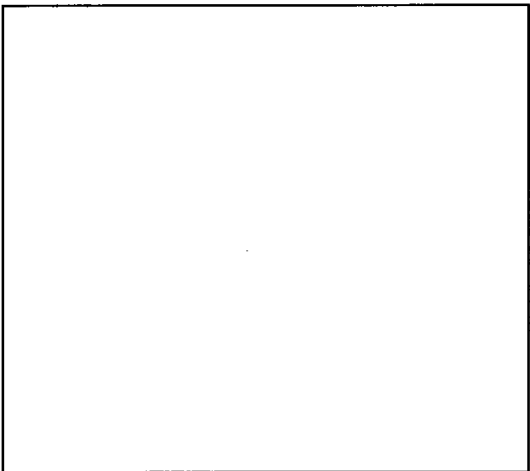
Wind Energy

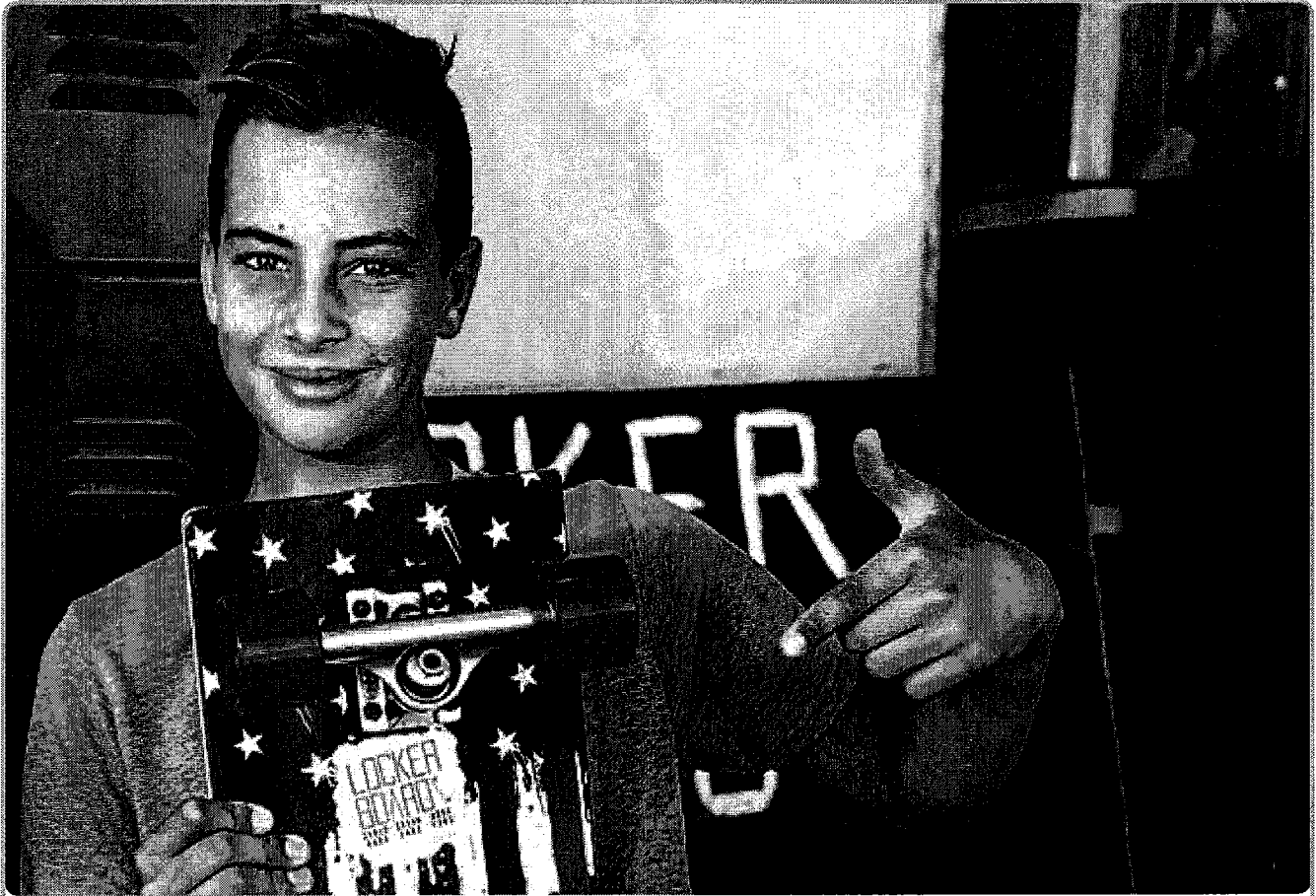


Biomass



Geothermal Energy





Courtesy of Locker Board

Carson Kropfl has been skateboarding since he was 5 years old. The first skateboard he learned to ride was bigger than he was! Ever since then, skateboarding has been one of his favorite things to do.

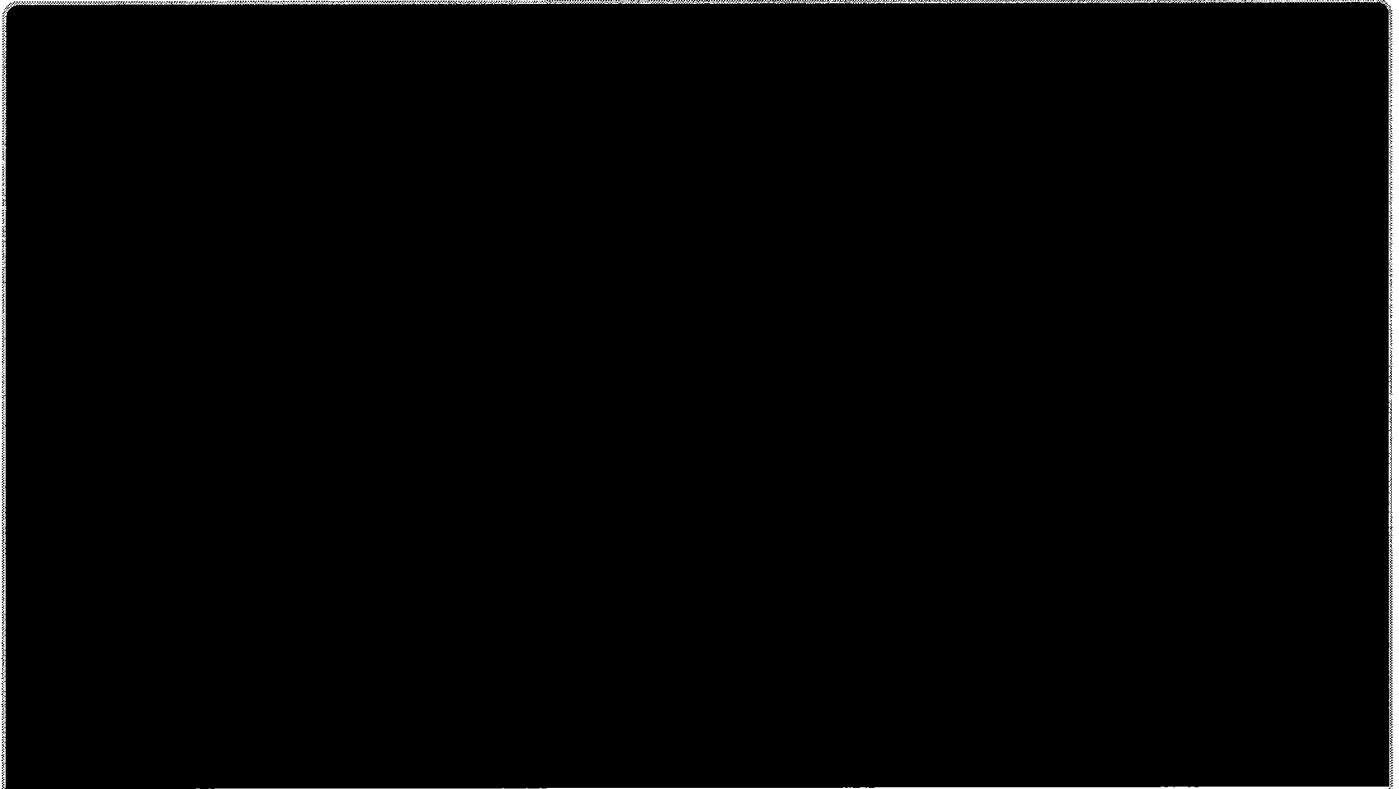
But Carson, who lives in California, had always wanted a skateboard that could fit in his backpack or school locker. So a few years ago, he set out to design one. Carson, now 14, calls his invention the Locker Board.



Courtesy of Locker Board

Inventor Carson Kropfl rides one of his redesigned skateboards.

()



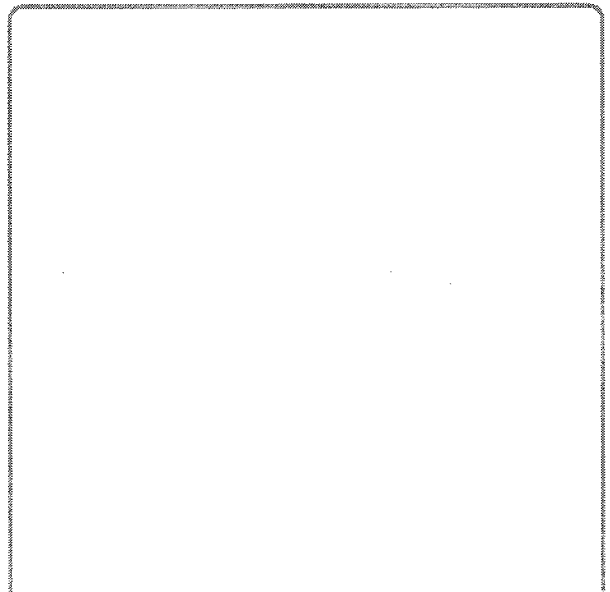
Locker Boards

Watch a video about designing mini skateboards.

Trial and Error

Before Carson built the Locker Board, he spent a lot of time **brainstorming** its design. “I didn’t know exactly what the board should look like,” he says.

Then one day, inspiration struck. Carson was at a garage sale when he spotted an old, beat-up skateboard deck. That’s a flat board without wheels or hardware. Carson



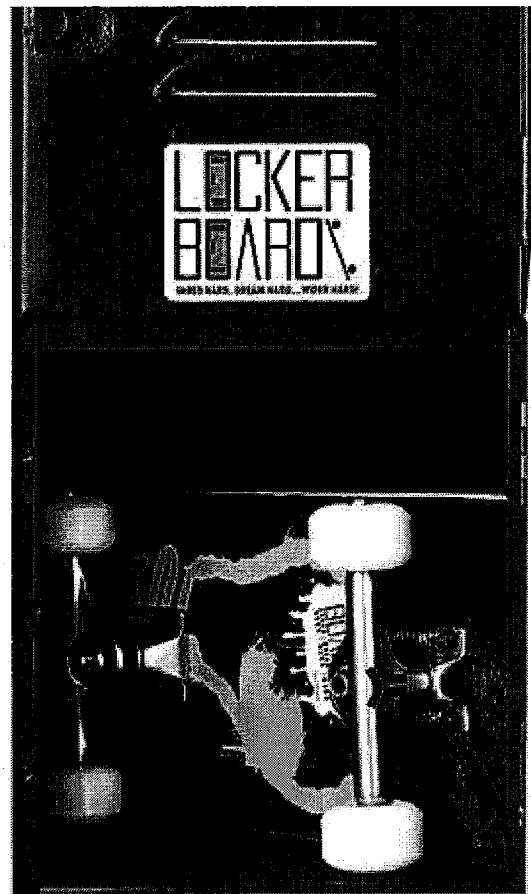
realized that if he were to cut the deck down, it would fit perfectly in his school locker.

Carson's design was simple, but it took a while to perfect. While Carson was building a **prototype**, or testable model, his dad suggested that they go to his school and measure his locker first. Carson didn't think he needed to. Later, he took the prototype to school. It was too big and didn't fit!

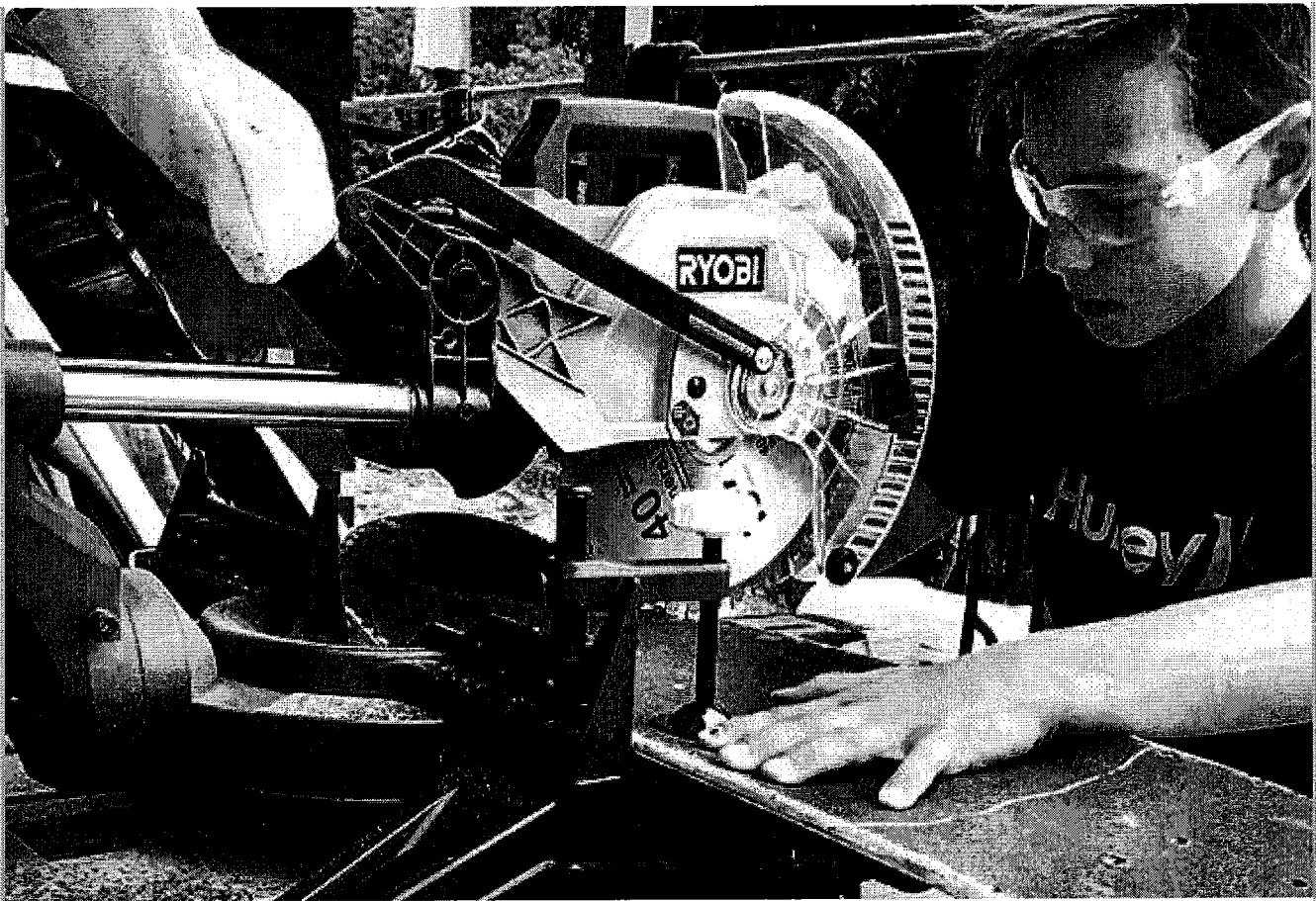
Carson made sure to carefully measure the next board. This one had curved edges like a traditional skateboard. When Carson tested it, he found it was too wobbly to skate on.

Carson cut five different decks until he finally found a size and shape that worked.

"It fits perfectly in your locker, and you can still skate on it," he says. "It's super fun to ride."



Courtesy of Locker Board
()



Courtesy of Locker Board

A traditional skateboard is between 28 and 33 inches long. Carson uses a table saw (above) to cut the board down to 17 inches—short enough to fit inside a locker.

Rolling to the Future

Carson built his first boards at home and sold them out of his backpack at lunchtime. His friends who bought them would give him feedback about his product.

Today, Carson works with a **manufacturing** company to produce his boards. All Locker Boards are made from recycled decks. Some are donated by skateboarders. Others were made incorrectly in the factory and were going to be thrown away. Those are called “blemish boards.”

Carson has sold more than 1,000 Locker Boards. He’s working with major brands, like Nike, to improve his product. Carson is excited to see where his business takes him. “I’m always going to be running some type of company,” he says. “It’s what I love.”

Investigate It!

Think about how Carson Kropfl used the engineering design process to create the Locker Board. Then answer the questions below.

1. What problem did Carson want to solve?
2. What were Carson's criteria for his design?
3. How did Carson test his skateboard design?
4. Why do you think Carson uses recycled boards?

ENGINEERING

([HTTPS://SUPERSCIENCE.SCHOLASTIC.COM/PAGES/TOPICS/ENGINEERING.HTML](https://superscience.scholastic.com/pages/topics/engineering.html))

Design Process ([Https://Superscience.Scholastic.Com/Pages/Topics/Design-Process.Html](https://superscience.scholastic.com/pages/topics/design-process.html))

Back to top

Teaching Resources

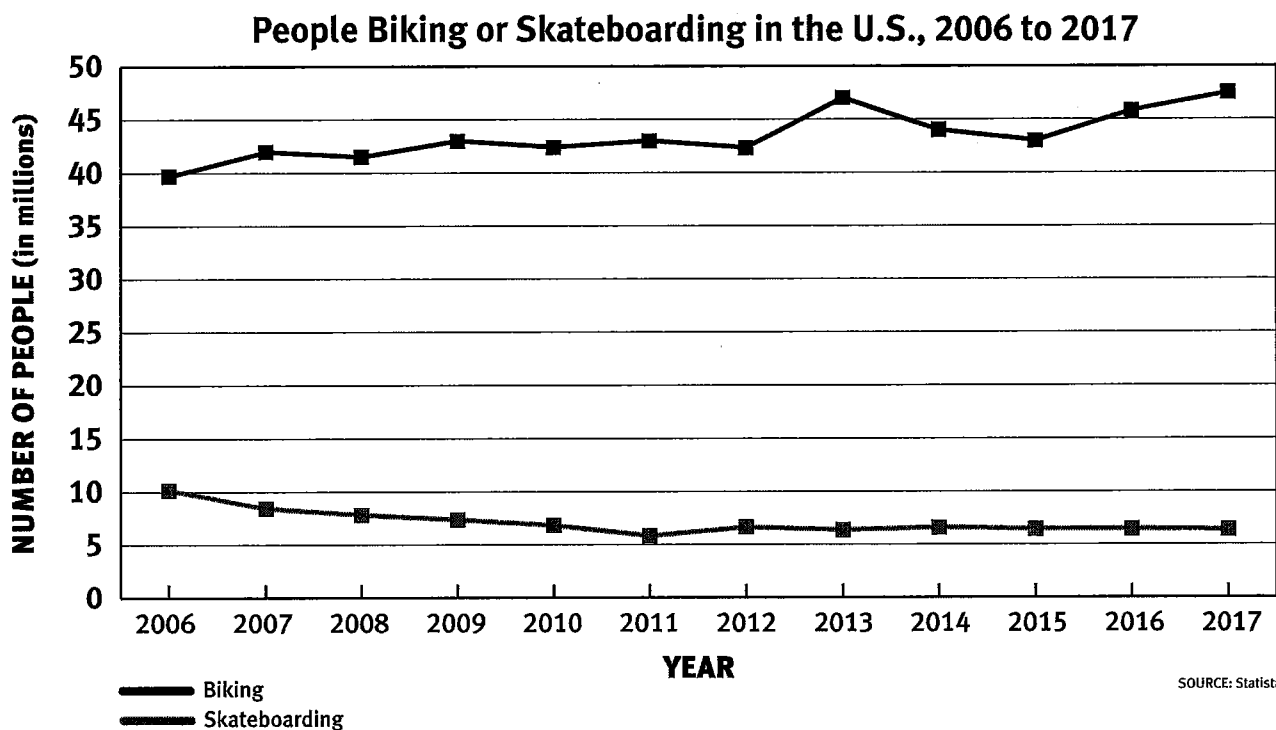
VIDEOS (1)



Name: _____ Date: _____

Wheeling Around

In “Skating to Success” (pp. 14-15), you learned about how kid inventor Carson Kropfl designed a type of skateboard that fits inside a school locker. The graph below shows the number of people in the U.S. who biked or skateboarded as a hobby from 2006 to 2017. Study the graph, then answer the questions below.



1. What do you notice about the number of people who biked from 2006 to 2017?

2. What do you notice about the number of people who skateboarded from 2006 to 2017?

3. About how many people either biked or skateboarded in 2006? In 2017?

4. About how many more people rode bikes than rode skateboards in 2006? In 2017?

5. How could Carson Kropfl use the data above to promote his product or launch a new product? Use information from the article in your answer.

[Text-to-Speech](#)**READING LEVEL**

880L

610L

[Go Back to Issue](#)<https://superscience.scholastic.com/issues/2018-19/030119.html>

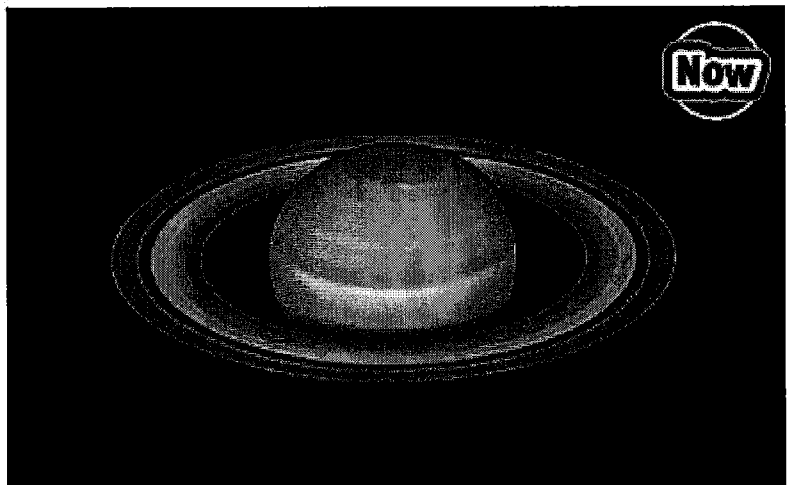
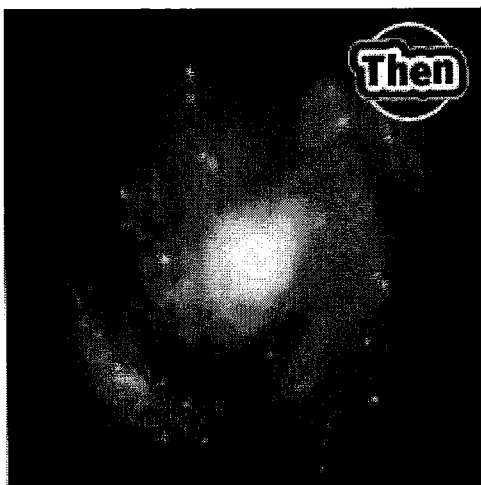
30 Years of SuperScience!

MARCH 2019 (HTTPS://SUPERSCIENCE.SCHOLASTIC.COM/ISSUES/2018-19/030119.HTML)

By Alessandra Potenza and Jen Monnier

Blow up some party balloons! *SuperScience* turns 30 this year. To celebrate, we've been reading through some of the magazine's very first issues. We were amazed to see how much technology has improved over the past three decades.

Here are updates to three *SuperScience* stories from the 1990s, each focusing on a different type of technology. You can read the original articles in the Teaching Resources section below.



Goddard Space Flight Center/NASA (blurry photo); A. Simon (GSFC), OPAL Team, & J. DePasquale (STScI)/ESA/NASA (Saturn)

THEN: A misshapen mirror made Hubble's early photos blurry (*left*).

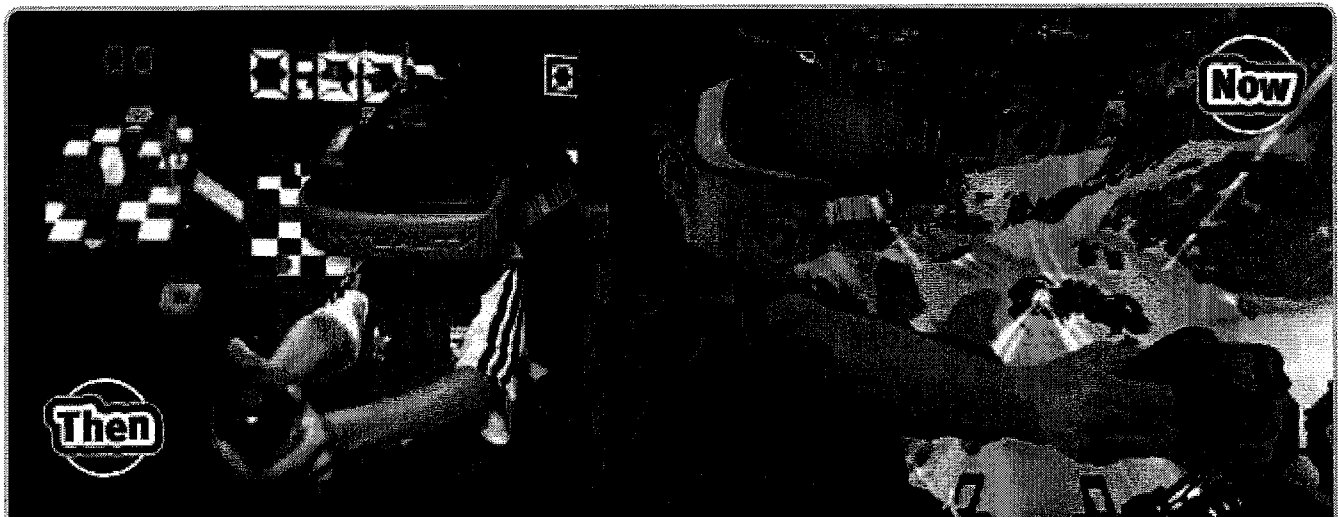
NOW: A more recent image of Saturn captured by Hubble (*right*)

Hubble Space Telescope

In 1990, the U.S. space agency NASA launched the first major telescope into space. But the Hubble Space Telescope soon hit a snag. A faulty mirror made its photos blurry. In 1991, *SuperScience* published an article on Hubble's troubles and NASA's plans to fix the telescope. In 1993, a team of astronauts flew up to Hubble and made the repairs.

In the years since, Hubble has changed our understanding of the universe. It has allowed scientists to clearly see the parts of our galaxy where new stars and planets form. "Hubble has taught us that the universe is dynamic," says Jennifer Wiseman at NASA.

Astronauts have returned to Hubble four more times to repair and add instruments. Thanks to those trips, the telescope is expected to function until the mid-2020s.



Mike Goldwater/Alamy Stock Photo (early VR, early graphics); iStock/Getty Images (today VR)

THEN: Early VR games had simple graphics (left).

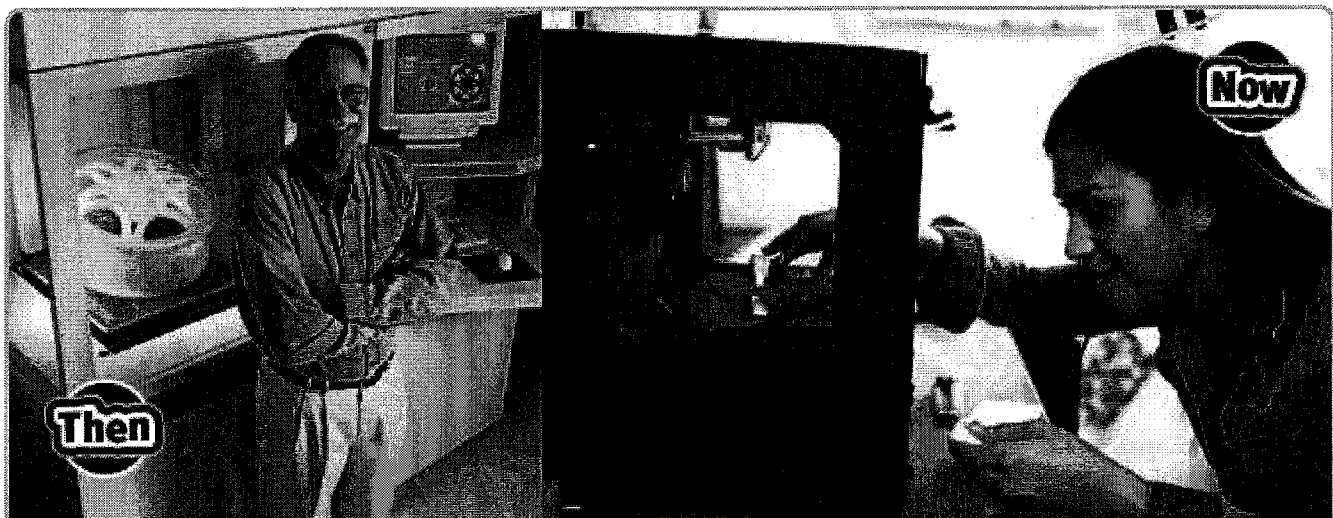
NOW: Today's VR games are much more realistic (right).

Virtual Reality

What if instead of just playing a video game, you could feel like you're *inside* a video game? With virtual reality (VR), you can!

VR lets you interact with a fake three-dimensional (3-D) world created with computers. You wear a headset that has two small screens—one for each eye. Your brain combines the images on the screens into a 3-D view. Electronic **sensors** detect your movements. The images adjust to make it look like you're moving through the 3-D world you see.

SuperScience covered VR in 1993, when the first games were coming out. Today, VR is more realistic—and more useful. Doctors can help patients overcome their fear of heights with VR that simulates walking out onto a ledge. And today's VR games are more thrilling than ever!



Valkyrie (today graphics); Courtesy of 3D Systems (Chuck Hull); MBI/Alamy Stock Photo (woman printing)

THEN: Early 3-D printers were used by companies to make plastic models (*left*).

NOW: Today, 3-D printers are easier to use, and they make all sorts of things (*right*)!

3-D Printers

In 1995, *SuperScience* covered a futuristic new technology: 3-D printers! The first 3-D printers were mostly used by companies to make plastic prototypes of products. The companies used these models to test products before building the final versions.

Today, 3-D printers can make all kinds of things—from candy to artificial body parts. Many 3-D printers work like hot glue guns. They squeeze materials, such as plastic, ceramic, metal, or even sugar, through a nozzle, building objects layer

by layer.

Companies still use 3-D printers to make prototypes, says Michael Cima. He's an engineer who helped invent a 3-D printing method at the Massachusetts Institute of Technology. But now companies 3-D print products sold in stores too. "We didn't really envision how big of an impact it would have," Cima says.

Dream It, Print It!

Watch a video about 3-D printing.

ENGINEERING
([HTTPS://SUPERSCIENCE.SCHOLASTIC.COM/PAGES/TOPICS/ENGINEERING.HTML](https://superscience.scholastic.com/pages/topics/engineering.html))

Technology ([https://Superscience.Scholastic.Com/Pages/Topics/Technology.Html](https://superscience.scholastic.com/pages/topics/technology.html))

Back to top

Teaching Resources

Name: _____ Date: _____

A Piece of History

In the article “30 Years of *SuperScience*!” (pp. 14-15), you read about how the Hubble Space Telescope, virtual reality, and 3-D printing have changed in the past 30 years. In this activity, you will learn more about one of those technologies.

First, select one technology from the article. Go to the *SuperScience* website and read the original article about the topic you chose. Then, with your teacher’s help, use encyclopedias or the internet to research how the technology has changed over the years. Complete the graphic organizer below, then create a timeline to show how this technology has changed.

Technology: _____

Why was the technology created? Who created it?	
How did the original version work?	
What improvements or changes have been made to the technology? Why?	
How has this technology helped people?	

Name: _____ Date: _____

A Piece of History cont'd.

Research five key details in the development and history of your technology and place them in historical order in the timeline boxes below. Be sure to include a year for each event.

YEAR: _____

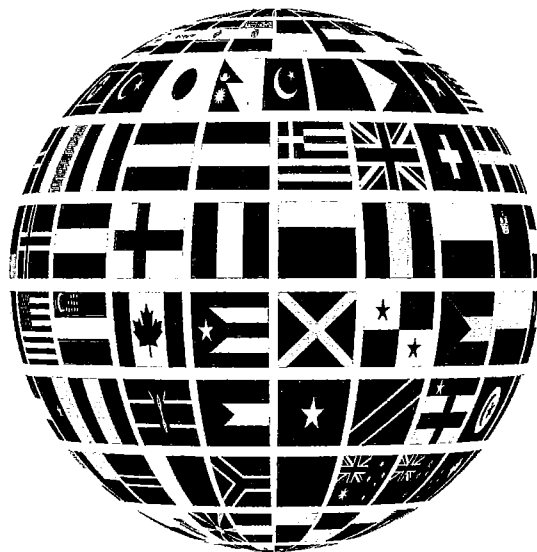
YEAR: _____

YEAR: _____

YEAR: _____

YEAR: _____

Social Studies



Name: _____

5th Grade Social Studies- Mrs. Hiltwine

Day 1:

Read the story, "The Mystery of Roanoke"

As you are reading, use at least TEN active text symbols to mark up the text

Text Evidence Detective Symbols

- ★ - main idea or important
- ___ - main idea or important
- - new word
- ? - question about or confusing
- ! - interesting or surprising
- ♥ - favorite part
- E# - Evidence to use in my answer/writing

Day 2:

Re-read the story

Complete "Think About It" 1-7

Day 3:

Re-read the story

Complete "Writing a Summary"

Day 4:

Skim the story

Complete "The Mystery of Roanoke" Quiz

Check out google classroom for lesson extensions (videos, games, writing assignments, etc)

Learning Scale

- find the main idea, supporting details, and summarize of a non-fiction text
- summarize the mystery of Roanoke

The

How could
an entire village of
people just disappear?

BY ALLISON FRIEDMAN

ILLUSTRATION BY SHANE REBENSCHIED



Knowledge Building As you read, look for information that tells you what America was like before and after Europeans arrived.

LOOK FOR WORD NERD'S 10 TERMS IN BOLD



Ten-year-old Robert Ellis could hardly believe it. It was July 1587. And he and his dad were finally here: America! Back home in England, most people had only heard stories about this dazzling land.

The journey across the ocean from England had taken two months. The trip was not easy. Rats nipped at people's toes. Human waste sloshed around the bottom of the ship. If you dunked into the ocean for a bath, you might get bitten by



of Roanoke

a shark. (This had actually happened to someone.)

But when Robert stepped onshore, he forgot about the awful trip. He was standing in a place of beauty. Golden beaches sloped down to glittering water. Thick forests hummed with the sound of frogs. This was Roanoke, a tiny island off the coast of what the English called Virginia. (Today, it's part of North Carolina.)

Robert, his dad, and about 115 other people had come here for an important

mission: to start a **colony**, a little piece of England in America. They would build a village. They would set up farms. And they would gather treasures to send back home—furs, fruit, spices, maybe even gold.

But if Robert had known what would soon happen on Roanoke, he might have jumped back on the ship and sailed home to England.

Within three years, he and the other **colonists** would vanish.

DON'T
MISS OUR
POWERFUL
VIDEO AT
STORYWORKS
SCHOLASTIC
COM

ROM DDB/SUTTERSTOCK.COM (LETTERS)



Many Wonders

For a kid like Robert living in 1587, going to America must have seemed

almost like going to the moon. Just 100 years before, people in Europe hadn't known North and South America existed. It wasn't until the early 1500s that they found out: Amazing lands lay across the Atlantic Ocean.

Few could have imagined the wonders of the **New World**, as they called it. Tree after tree stretched as far as the eye could see. Tall mountains seemed to touch the clouds. Wildflowers bloomed in bright colors. And the animals! There were buffalo and beavers. There were grizzly bears and salmon. There were so many flying geese that they blocked out the sun.

European countries like Spain, Portugal, France, and England wanted to seize the riches of this New World. Kings and queens sent **explorers** there: Christopher Columbus, John Cabot, Ferdinand Magellan. Tales of their journeys spread across Europe.

A Better Life

By the time Robert was born, in the late 1500s, explorers weren't the only ones going to America. Ordinary Europeans had started moving there to form colonies. These **settlers** built new towns. They also collected (and sometimes stole) natural treasures. Spain had already grown rich off its many colonies. It had become the



most powerful nation in the world. England decided to set up its own colony.

At the time, London, England, was crowded and filthy. Like many others, Robert and his dad probably lived in a tiny home. Only rich people owned land and large houses. And if you weren't born rich, you had almost no chance of ever achieving these things.

But if you joined England's colony, your life would change. You could get at least 500 acres of land in America. That was an area 25 times the size of the queen's palace! To Robert and his dad, that would have seemed like something out of a dream.

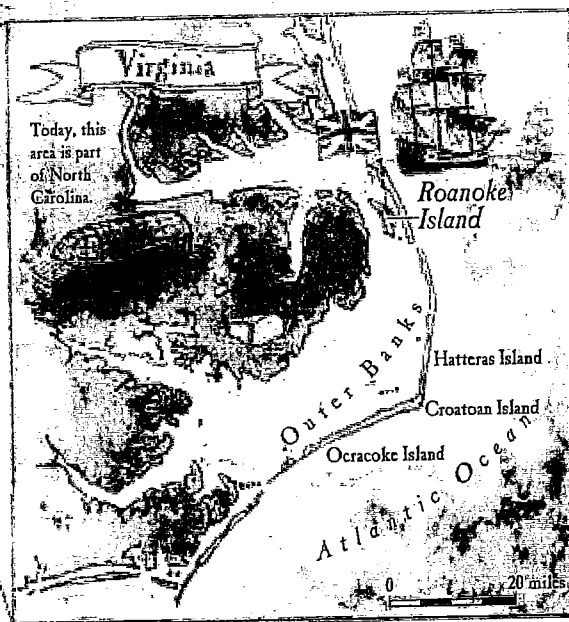
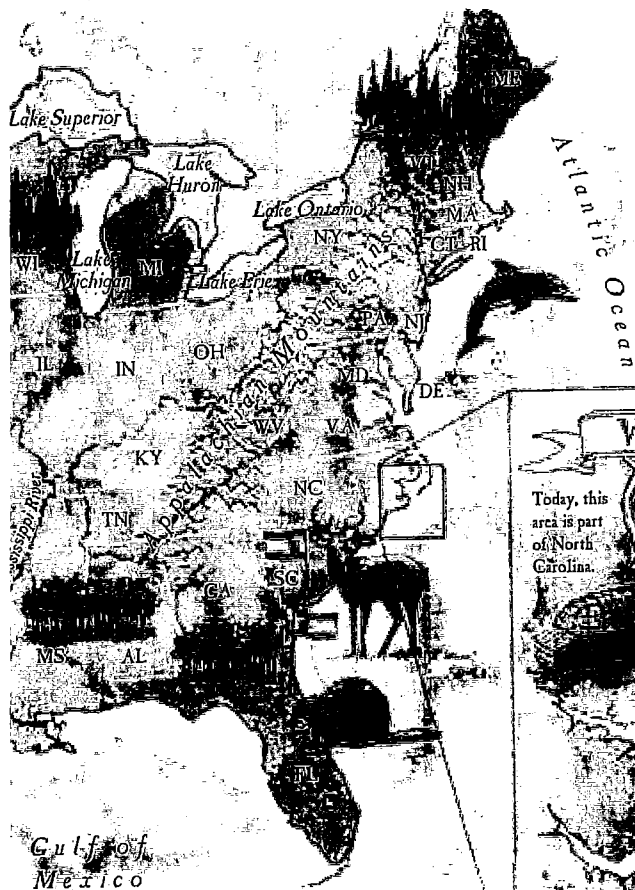
And so the Ellises signed on to join the



America in 1587

We created these maps to help you understand the location of Roanoke. But a real map from 1587 would look very different. Back then, America was not a country. There were no states. Native peoples spoke of places in their own languages. In Europe, people had begun using the name *America* less than 100 years before. The name honors a man named Amerigo Vespucci, an explorer from Italy. He was the first European to understand that North and South America were separate continents.

As you look at this map, think about all the ways America has changed over the past 400 years.



At that time, millions of Native peoples were living across America. They were members of hundreds of different tribes. Some had lived here for as long as 30,000 years. There were the Mississippians, who built a grand city

English colony. They wanted to start a better life in the New World.

Grave Danger

But as Robert would soon find out, the New World wasn't really new. The 500 acres that he and his dad were promised? That land was not England's to give. It already belonged to other people.

When the settlers arrived on Roanoke Island, some 7,000 Native American people were living in that area. Most belonged to tribes that were part of a big group known as the Algonquian. Members of these tribes had settled in the area nearly 1,000 years before. The Algonquian called this land Ossomocomuck.

filled with soaring pyramid-like structures in the Midwest. There were the Ancestral Puebloans, who had lived in a castle-style building built into a mountain in today's Colorado. And there were the Inuit, in Alaska, who glided through icy waters in sleek boats called kayaks [KYE-acks].

The Algonquian near Roanoke were expert hunters. They shot deer with arrows. They speared fish from the ocean. They were skilled farmers too. They grew corn, beans, and squash. During a good harvest, they would hold big celebrations around a fire.

But European explorers and settlers had put the Algonquian and other Native peoples in grave danger. Thousands were killed in

fight over food, land, and natural riches. Thousands more died from diseases like measles, spread by the Europeans.

So when the settlers arrived on Roanoke, most Algonquian in the area did not trust English people. Gathering berries and acorns from the woods, an Algonquian girl might have seen the Europeans building their cottages. Her heart would likely have frozen in terror. She would have worried that the new settlers would bring more trouble.

Only one tribe would speak with the newcomers: the Croatoan. This tribe lived on an island of the same name, just south of Roanoke.

Worried Whispers

Within a few weeks of arriving, Robert began to hear whispers. The adult settlers were worried.

The settlers were in trouble. They hadn't brought enough food or supplies. And they had few Algonquian allies to trade with. They would barely be able to survive the winter. They begged the colony's leader, John White, to return to England and bring back help.

At first, White refused. His daughter, Eleanor Dare, was one of the colonists. She had just given birth to a baby girl—Virginia, the first English child born in America. How could White leave his family?

White finally agreed to go. But he made the settlers promise: If they moved anywhere else, they would carve the name of the place into a tree or post so White could find them when he returned. And if they were in danger, they would add a carving of a cross.

Then White boarded a ship back to Europe.

Without a Trace

In England, White faced a number of delays. By the time he got back to Roanoke, three years had passed. He imagined the settlers waiting for him on the island, hungry and afraid. And that was if they were even still alive.

In August 1590, White arrived on Roanoke. He rushed toward the place where the colonists had built their cottages three years before.

What he saw stopped him in his tracks. Where there was once a village, there was now only an empty clearing. Almost every trace of the settlers was gone. White almost sank to his knees in despair.

Then he saw it: the word "Croatoan" carved into a wooden fence post. There was no cross to signal danger. Had the settlers simply moved to the island where their friends the Croatoan lived?

White and the crew sailed toward Croatoan to find out. But a hurricane hit. Raging winds pushed the ships out to sea. They could not get to the island.

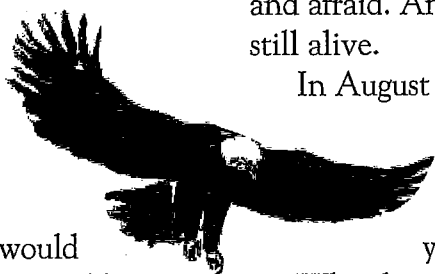
John White would never learn what had happened to his family.

Haunting Clues

For the past 400 years, the disappearance of the colonists has puzzled people. Were they killed in fights with the Algonquian? Did they try to sail back to England and get lost at sea? Or did they live happily ever after on Croatoan?

Experts have found little to answer these questions. But there have been a few clues.

Nearly 20 years after the settlers vanished, England started a new colony called Jamestown. It was



BACKGROUND ILLUSTRATION BY SHANE REBENSHEID; ILLUSTRATIONS BY STEVE STANKIEWICZ

not far from Roanoke. From a group of Algonquian, the new colonists heard about people nearby who wore English clothes and lived in English-style houses. The Jamestown colonists searched. But they never found these English people.

More recently, teams of archaeologists have searched areas around Roanoke, including Croatoan. They've dug up items that belonged to the Algonquian: arrowheads, bits of pottery, fine copper jewelry. These finds have helped them learn more about the cultures of Ossomocomuck.

The teams have also found items that may have belonged to English people in the 1500s. But they haven't found enough to say for sure where the Roanoke settlers ended up.

Mystery Solved?

And that might be the key to the mystery. Today, many experts believe that the Roanoke colonists may have split up and been welcomed into different Algonquian tribes. We don't know exactly what happened. But we can imagine.

Robert may have traded in his woolen pants and leather shoes for a deerskin wrap and moccasins. The Algonquian may have shown him how to use a bow and arrow to hunt. They may have taught him how to speak their language. Robert and the other colonists may have gone through these changes quickly, leaving almost no trace of their English ways. That might be why there

are few clues for archaeologists to find today.

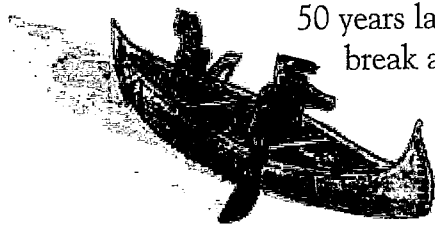
In other words, the Roanoke colonists might not have gone missing at all. Like so many people who came to America after them, they may have survived with help from the people who already lived here.

We will never know for sure. But we do know what happened next. More and more Europeans arrived and laid claim to land that was not theirs. By 1733, there were 13 English colonies lined up along America's east coast. About 50 years later, these 13 colonies would break away from England to become the United States.

As this new country was forming, Native people across America were forced from their homes and farms. Millions suffered starvation, disease, and violence. One hundred years after the Europeans arrived, as many as 90 percent of Native peoples in the Americas had died.

Many Algonquian peoples of the east coast were among them. But some survived. Today, the Algonquian are a major Native group in North America.

As for the Roanoke settlers? Their fate will likely remain a mystery forever. ■



WRITE TO WIN

Write a conversation between Robert and a Croatoan child, in which they introduce themselves and describe where they're from. Bring them to life with details from the article! Send it to "Roanoke Contest" by Dec. 1. Ten winners will each receive *Blood on the River* by Elisa Carbone. See page 2 for details.

FIND A
SKILL
BUILDER
ONLINE!





Name: _____ Date: _____

Think About It!

Close-Reading Questions: Read "The Mystery of Roanoke." Then go back and reread sections of the article to answer the questions below. We've started the first two answers for you.

1. In the first section of the article, what did Robert Ellis see when he arrived in America? How did it likely make him feel?

Robert Ellis saw

2. In "Many Wonders," why was traveling to America a big deal in 1587? Which detail in the text helps explain this?

Traveling to America was a big deal in 1587 because

Continued on next page >



Name: _____ Date: _____

Think About It! p. 2

3. Reread "A Better Life." What made people from England think they would have a better life in America?

4. What did John White agree to do in the section "Worried Whispers"? What did he find in the section "Without a Trace"?

Continued on next page >



Name: _____ Date: _____

Think About It! p. 3

5. Based on "Mystery Solved?," what do many experts today think happened to the Roanoke colonists?

6. How did the lives of Native peoples change as a result of European settlers?

Continued on next page >



Name: _____ Date: _____

Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "The Mystery of Roanoke"

1. What is the article mainly about? (Hint: Mention the settlers and the Algonquians.)

"The Mystery of Roanoke" is about _____

It tells the story of Robert Ellis and others who _____

The settlers had been promised 500 acres of land in America, but when they arrived, they discovered _____

4. Give two reasons the Algonquians distrusted Europeans.

The Algonquians distrusted the Europeans because _____

Shortly after arriving in Roanoke, the settlers _____

6. What did John White see when he reached Roanoke?

When John White returned to Roanoke, he found _____

Though experts have found some clues, _____

8. What happened to Native peoples and their land as Europeans arrived?

Over time, Europeans continued to _____

2. Where did Robert Ellis go? Why?

3. What did the settlers learn?

5. What problem did the settlers face? What did they do about it?

7. What have many experts decided about the mystery of the Roanoke settlers?

"The Mystery of Roanoke" Quiz

Directions: Read the nonfiction feature "The Mystery of Roanoke" in the October/November 2019 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which best describes America as Robert saw it in 1587?

- (A) empty; unoccupied (C) natural; beautiful
(B) busy; bustling (D) ruined; destroyed

2. Which phrase from the story supports the answer to question 1?

- (A) "Thick forests hummed with the sound of frogs."
(B) "They would build a cozy village, set up farms, and gather treasures . . ."
(C) "At that time, millions of Native peoples were living across America . . ."
(D) "Where there was once a bustling village, there was now only an empty clearing."

3. Why did European leaders aim to set up colonies in the New World?

- (A) They wanted to help their people succeed.
(B) It sounded like a beautiful place to live.
(C) They wanted to profit from its natural treasures.
(D) They wanted to solve the mystery of Roanoke.

4. The map helps you better understand the article because it shows . . .

- (A) the tribes of Native peoples who lived in North America.
(B) where the Roanoke settlement was located.
(C) state boundaries as they were in 1587.
(D) how far Roanoke settlers traveled to reach America.

5. Having few allies meant the Roanoke settlers had . . .

- (A) many supplies. (C) little violence.
(B) many friends. (D) little support.

6. You can infer that when John White returned to Roanoke in 1590, he felt . . .

- (A) angry and bitter. (C) shocked and upset.
(B) sad but unsurprised. (D) unable to go on.

7. Which conclusion can you draw from "The Mystery of Roanoke"?

- (A) European leaders started colonies to help everyone involved.
(B) European leaders did not realize Native peoples lived in America.
(C) European settlers had a negative effect on Native peoples.
(D) European settlers had little effect on Native peoples.

8. Which line from the story supports the answer to question 7?

- (A) "But if you joined England's colony, you could get at least 500 acres of land in America."
(B) "That land was not England's to give—it already belonged to other people."
(C) "By 1733, there were 13 English colonies lined up along America's east coast."
(D) "Within about 100 years of the Europeans' arrival, as many as 90 percent of Native peoples in the Americas had died."

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

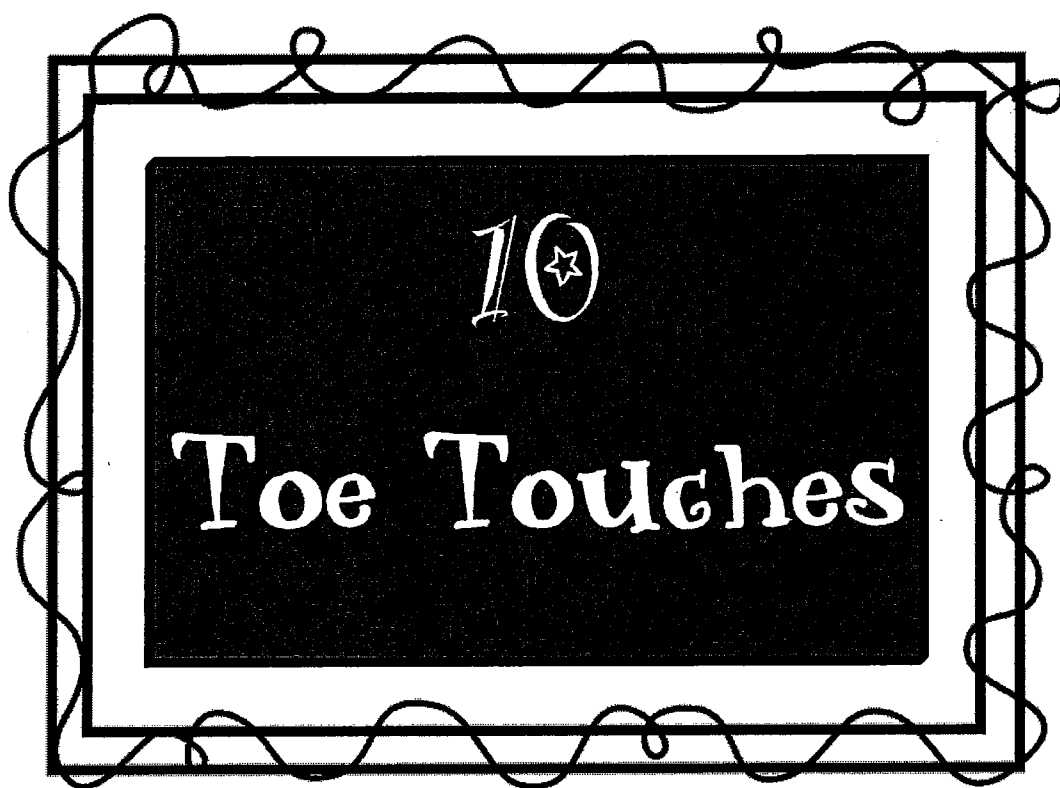
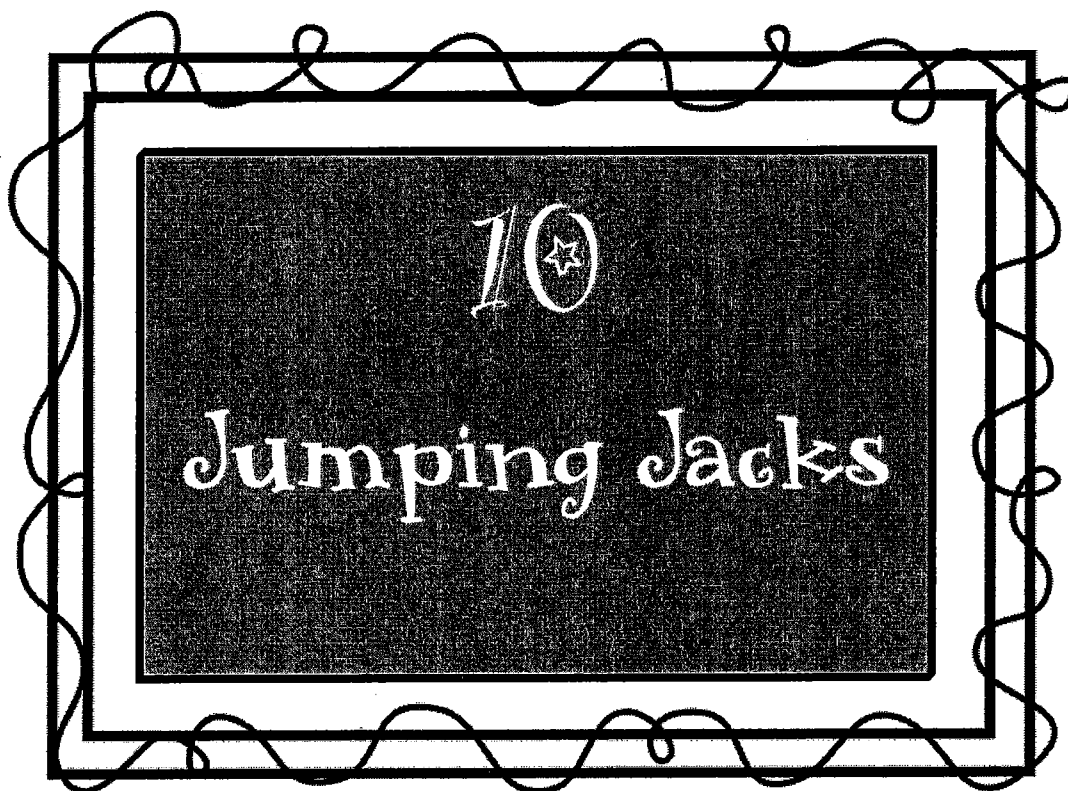
9. What are two descriptive details the author uses to describe the New World?

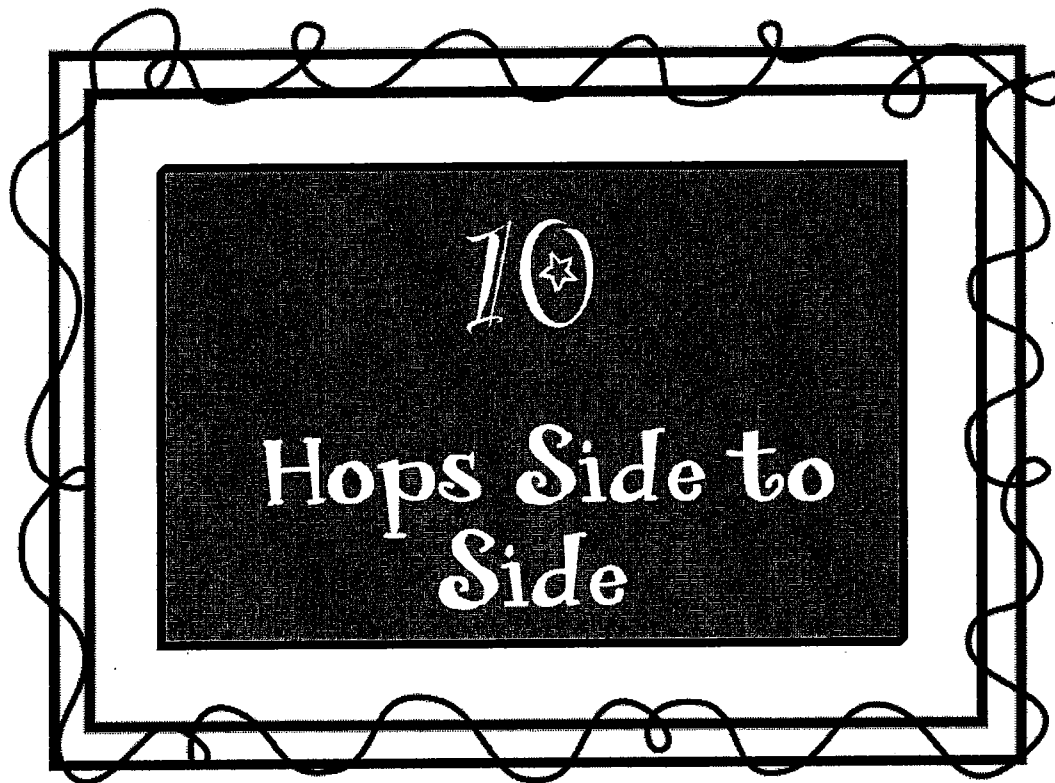
10. What is one possible explanation of what happened to the settlers of Roanoke? Support your answer with details.

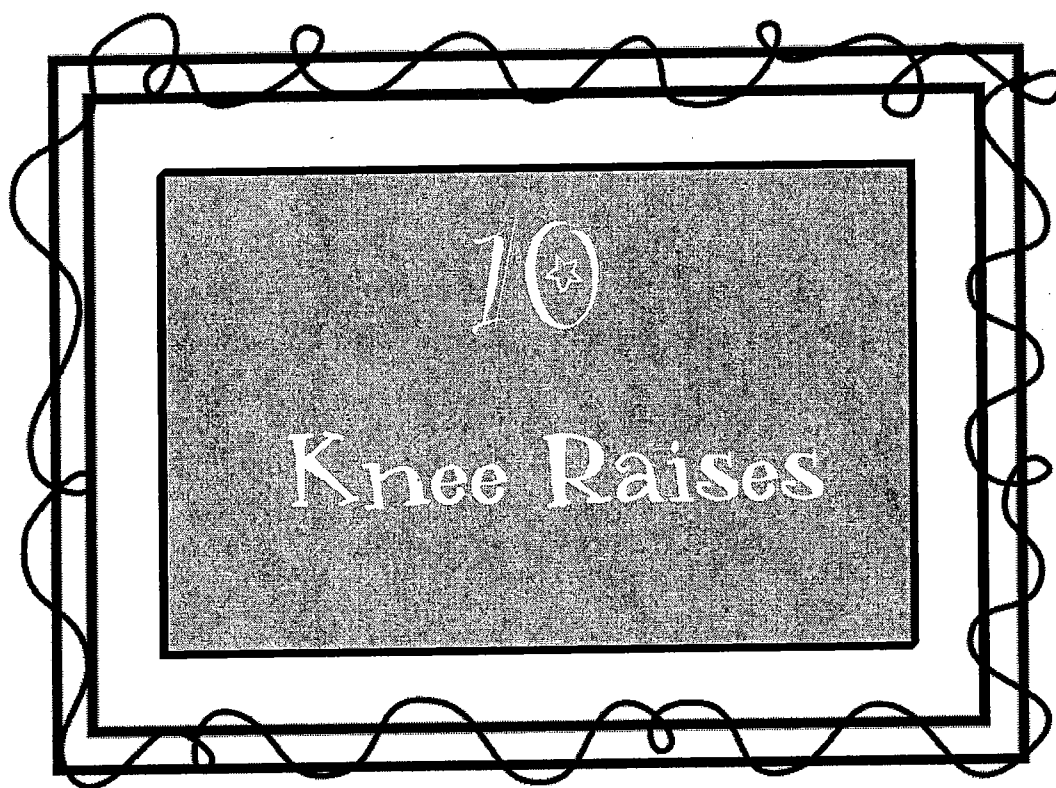
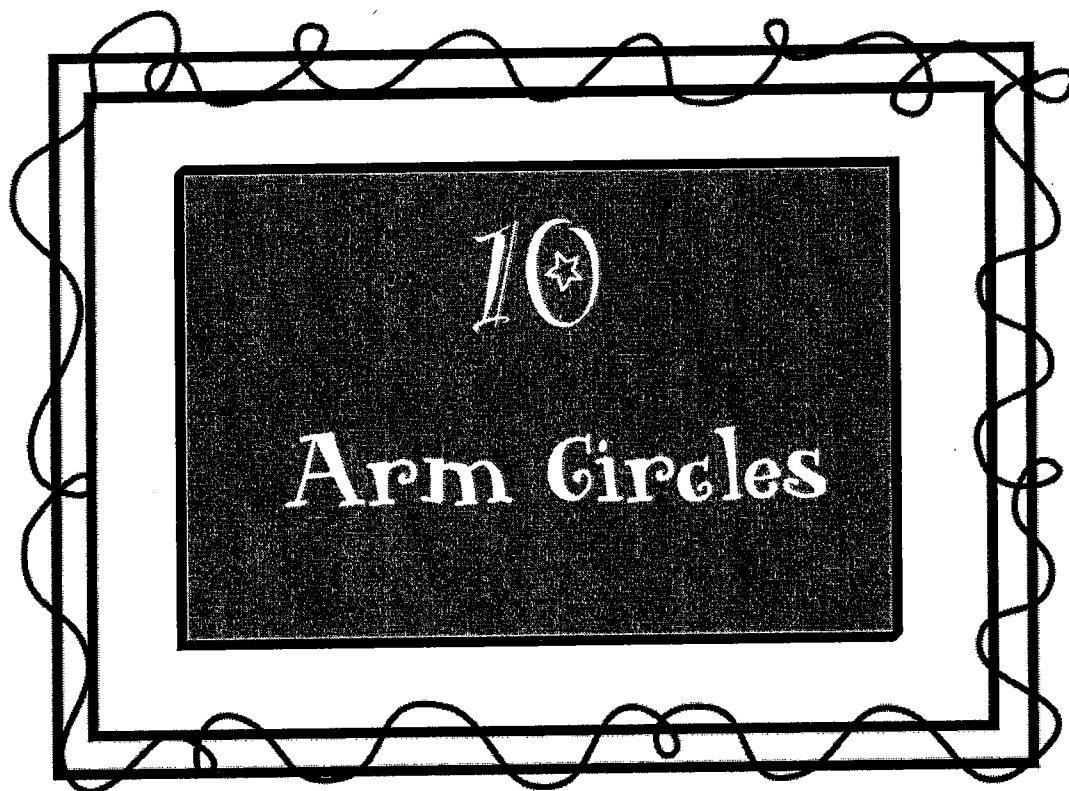
Related Arts

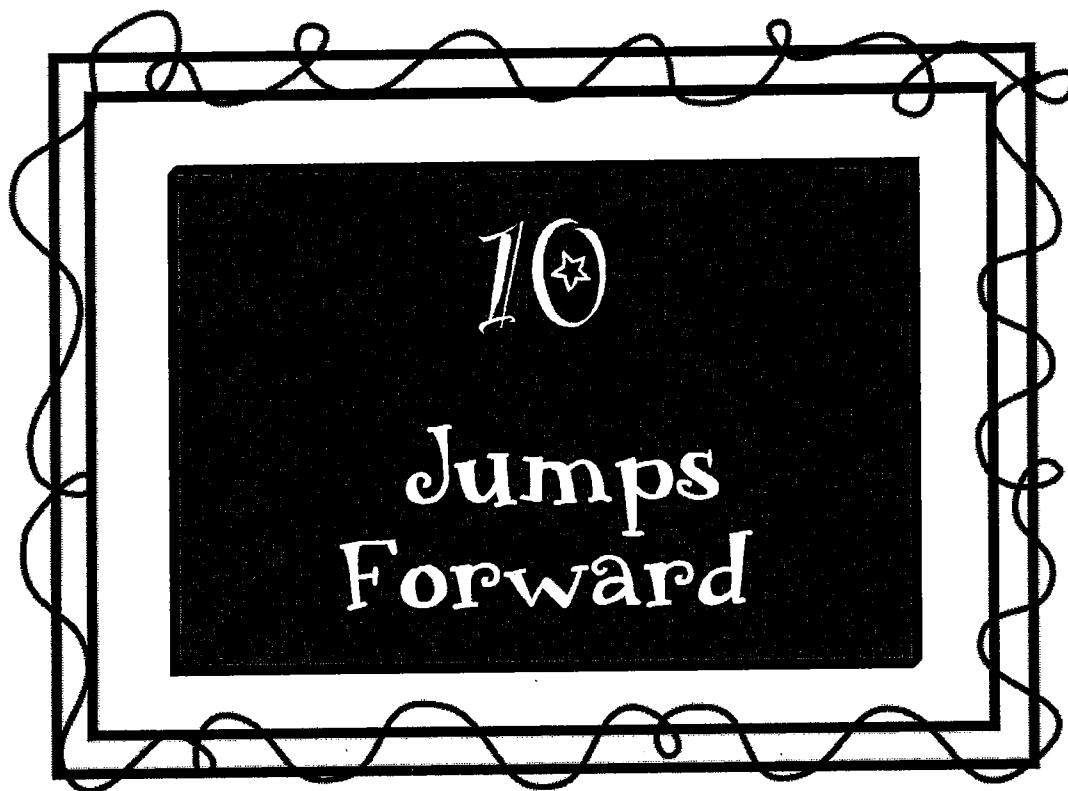
Carrasquillo/Coyle

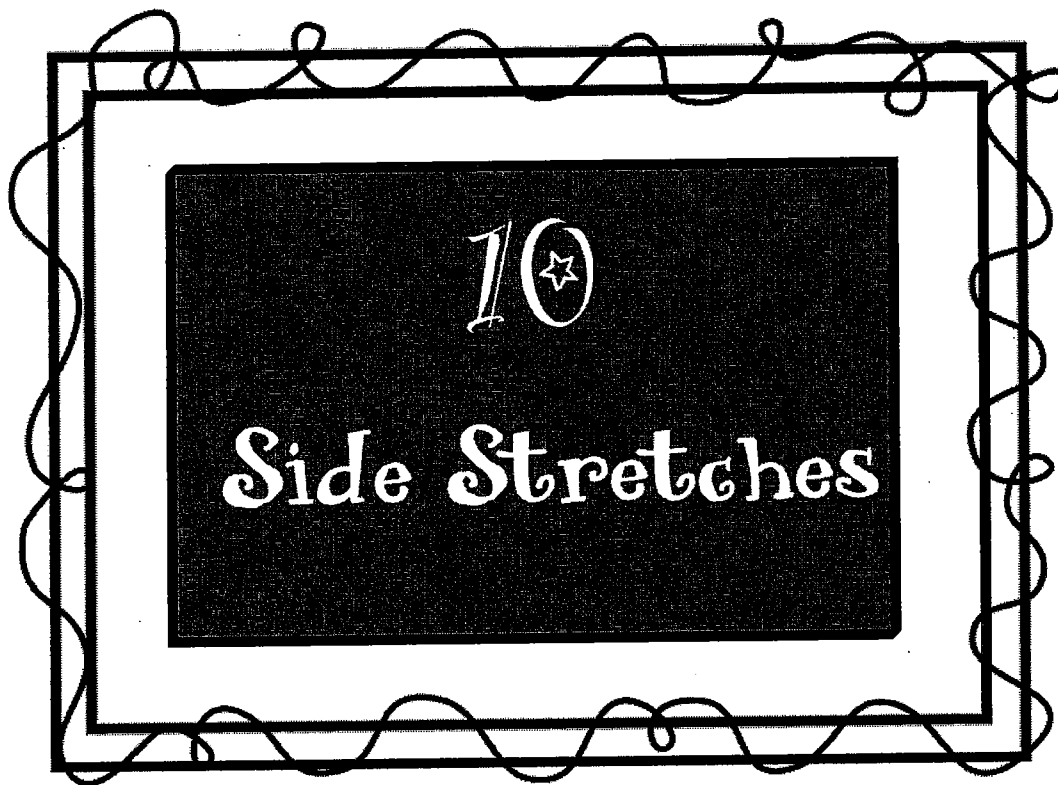
5th/6th grade work











Name _____

My 100

Exercises Checklist

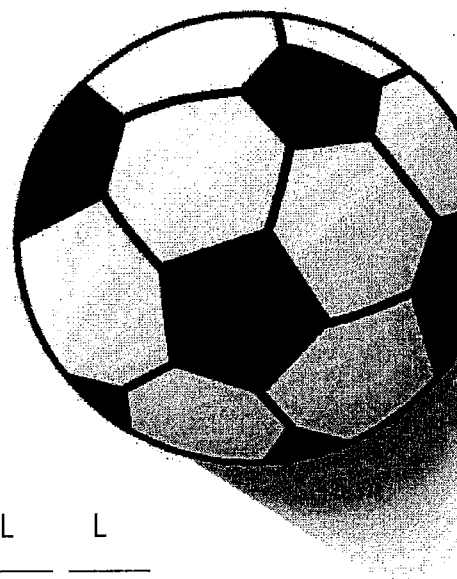
- ☐ 10 Jumping Jacks
- ☐ 10 Toe Touches
- ☐ 10 Arm Circles
- ☐ 10 Lunges
- ☐ 10 Knee Raises
- ☐ 10 Hops Side to Side
- ☐ 10 Jumps Forward
- ☐ 10 Giant Steps Backward
- ☐ 10 Windmills
- ☐ 10 Side Stretches

Name: _____

Kick It!

Written by Kelly Polark

Can you kick the soccer ball and score a goal?
Use each hint to write a word that is only one letter
different than the word above it.



B A L L

The opposite of short

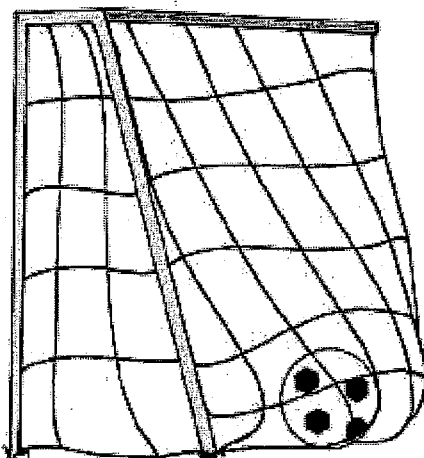
The hind part of an animal

Put to sea

Dirt

Spiral

Dark mineral used for fuel

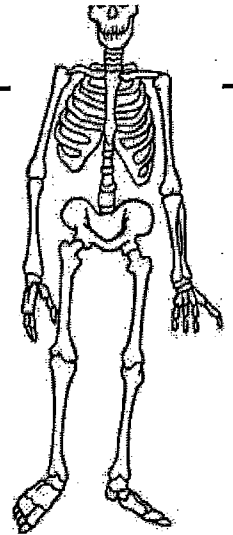


G O A L

Name: _____

Your Bones

by Cynthia Sherwood



Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

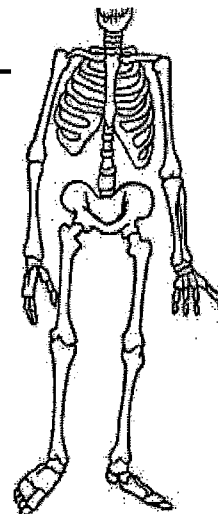
Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Your Bones

by Cynthia Sherwood



Tell whether each statement is true or false.

- a. _____ Your bones are hollow.
- b. _____ Blood cells are made inside your bones.
- c. _____ Adults have more bones than babies do.

Why are dairy products good for your bones?

Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

How many more bones do babies have than adults?

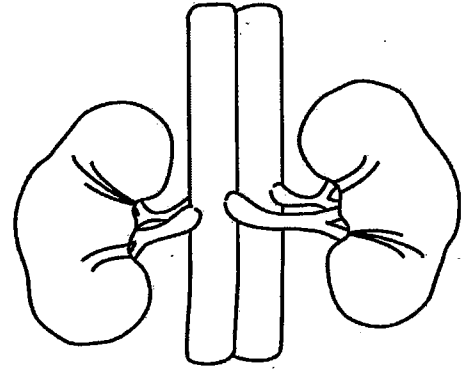
Use your math skills. Show your work.

ame: _____

Your Kidneys

by Cynthia Sherwood

Many kids have moms or dads who clean up after them. But did you know that you have body parts that clean up after you too? Your two kidneys are very important organs in your body. Without them, you could not survive. They clean your blood and get rid of waste that your body produces.



To find your kidneys, slide your hands up from your hips until you feel your ribs. Then put your thumbs on your back. You cannot feel them, but that is where your kidneys are located. Each is about the size of your fist and has a funny shape. Kidney beans were named after them because they have the same shape.

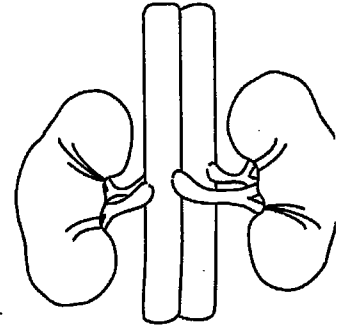
The main job of the kidneys is to filter your blood for anything your body does not need. The kidneys make this waste into urine, which is then sent to your bladder. The bladder is like a storage pouch that can expand. When your bladder starts getting full, you feel the urge to go to the bathroom.

Sometimes, the kidneys do not work like they should. People usually can survive on only one kidney, so long as it is healthy. If only one kidney becomes very sick, a doctor can remove it. Other people need a special machine to clean the blood. This is called dialysis (di-a-li-siss.) Sometimes, people need a kidney transplant. That is when another person donates a kidney to be put in the sick person's body.

Keeping your kidneys healthy is easy for most kids. Just pay attention to when you feel thirsty and drink up!

Your Kidneys

by Cynthia Sherwood



Where are your kidneys located?

How big is a kidney?

How do your kidneys help your blood?

Which is the best synonym for the word filter?

a. clean

b. create

c. blood

d. fill

What is your bladder?

What three things can doctors do for a person whose kidneys do not work properly?

a. _____

b. _____

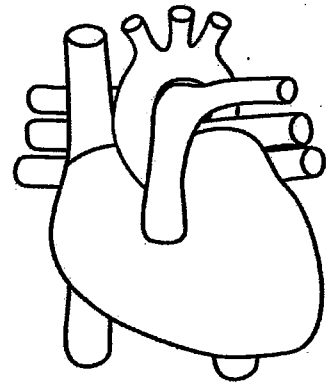
c. _____

ame: _____

Your Heart

by Cynthia Sherwood

Have you ever watched as your mom or dad pumps gas into your car? You may not realize it, but the most vital part of your body—your heart—is simply a fancy pump. It is designed to move your blood around your body. The heart is located a little to the left of the center of your chest and is about the size of your fist.



Your heart works very hard. When you run around a lot, you can feel your heart beating fast because it is pushing blood filled with oxygen and nutrients to the cells in your body. Your heart is a muscle too! It is divided into two parts. The right side receives blood from your body and pumps it into your lungs. The left side receives blood from the lungs and turns it to the rest of the body.

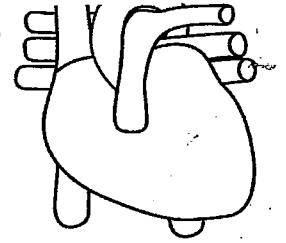
Your heart muscle beats between 80 and 120 times every minute. With each beat, blood is both entering and leaving your heart. The vessels that carry blood away from your heart are called arteries. The vessels that carry blood back to your heart are called veins.

Heart disease is common among older Americans because the heart can become clogged over time. The heart will not pump as well if someone smokes or eats a lot of unhealthy fats and sugary foods. To take good care of your heart, you should eat plenty of whole grains, fruits, vegetables, and lean proteins. You should also exercise often to get your heart pumping hard. Just like other muscles in your body, your heart needs exercise to keep strong.

If you wonder why it is so important to have a strong heart, just think about this—your heart will beat about three *billion* times in your lifetime!

Your Heart

by Cynthia Sherwood

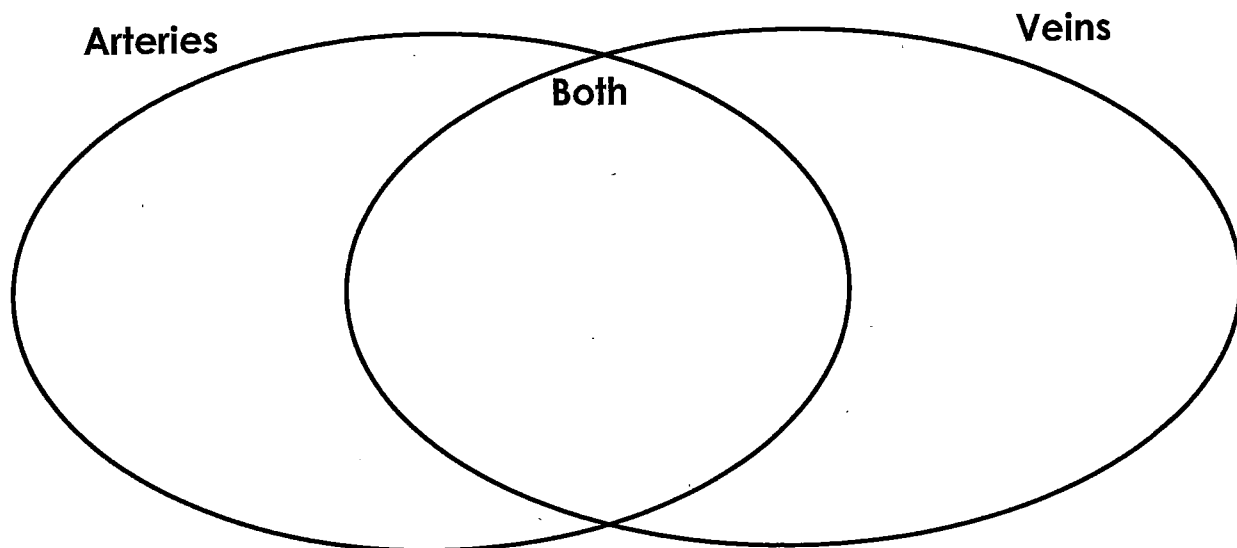


Where is your heart located?

What does your heart do for your body?

How is the left side of your heart different from the right side?

Complete the Venn diagram to compare and contrast the functions of arteries and veins.

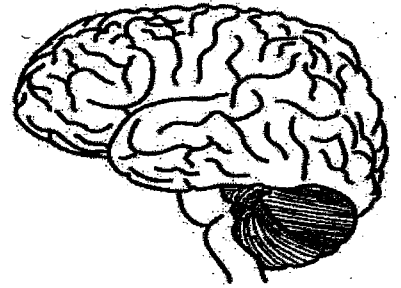


What are some things you can do to keep your heart healthy?

ame: _____

Your Brain

by Cynthia Sherwood



You may not realize that you have a boss, just like adults do work. But when it comes to your body, your brain is your boss! It is in charge of just about everything you do. When you remember what you ate for breakfast, you use your brain. When you jump up and down, you use your brain. When you draw a picture, you use your brain. Even when you are dreaming, you use your brain.

The brain looks like a wrinkled, wet sponge. In adults, it weighs only about three pounds, but it is made up of billions of nerve cells. These cells send and receive electrical signals that direct all of your body's activities. Sometimes, like when you are learning at school, you know you are using your brain. Many times, though, your brain controls your body without you even thinking about it. The "brain stem" takes care of things your body does automatically, like breathing air, pumping blood, and digesting food.

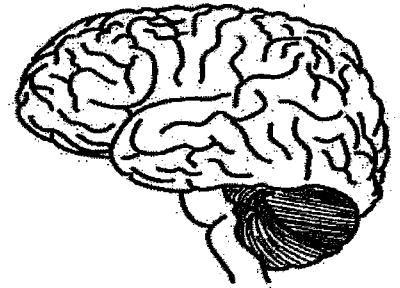
The biggest part of your brain is called your "cerebrum" (suh-ree-brum). This is the thinking part of your brain. It controls your memory, the movements you choose to make, your ability to figure things out, and your imagination. The cerebrum is made up of two halves. It may sound mixed up, but the left side controls the right side of your body and the right side controls your left side.

Even your feelings come from your brain. Scientists think emotions are controlled by a part of your brain called the "amygdala" (uh-mig-duh-luh). It is shaped like an almond and is only a centimeter long. So next time you get in a bad mood, you can blame it on your brain.

You should be glad you have a human brain. It is very complex, which means we can think in different, more complicated ways than other animals. In fact, every day your brain produces about 70-thousand thoughts. No wonder your head hurts when you have too much homework!

Your Brain

by Cynthia Sherwood



According to the information in the article, what does your brain look like and how much does it weigh?

Which part of your brain controls your memory?

Which part of your brain automatically controls parts of your body without you having to think about them?

Which part of your brain controls feelings, like happiness, sadness, frustration, and anger?

Why does the author say that your cerebrum seems "mixed up"?

Your brain is made of nerve cells. What do nerve cells do?

Which statement from the article is an opinion?

- a. Even your feelings come from your brain.
- b. Sometimes, your brain controls your body without you even thinking about it.
- c. You should be glad you have a human brain.
- d. Every day your brain produces 70-thousand thoughts.

ame: _____

Your Digestive System

by Cynthia Sherwood

is may seem like a trick question, but are you bigger than a tennis court? The answer is no, of course not! But think about this fact—your intestines have a surface area about the size of a tennis court all coiled up inside your body. They fit inside of you because your large and small intestines are like a giant Slinky that scrunches up.

These organs have a giant role to play too. They are part of your digestive system. That means they break down the food you eat. Digestion begins in the mouth when you chew and swallow. From there, your food travels through the esophagus (ee-saw-fuh-gus), which connects the bottom of your throat to your stomach. Your stomach mixes up food with liquids and then dumps it all into the small intestine.

The small intestine is a very long narrow tube. Its spongy walls soak up nutrients from your food. Then those nutrients flow into your bloodstream to be carried off to other parts of your body. Some nutrients get stored until you need them and others are used right away for all the different things your body needs to work well.

Your body cannot use every single bit of the food you eat. There will always be some that needs to be changed into waste by the large intestine. From the small intestine, leftover food gets pushed into the large intestine where it is dried up and turned into feces, or poop.

If you want to keep your digestive system healthy, you should be careful about what you eat. Healthy whole grains, fruits, and vegetables all pass through your digestive system quickly and easily. They also contain fiber, which is a nutrient that helps in digestion. Your body has a harder time digesting fatty foods, so be careful how much fat is in your diet.

Your Digestive System

by Cynthia Sherwood

What is the purpose of your body's digestive system?

- a. to help your blood move through the body
- b. to help you breathe
- c. to help your body make food
- d. to help your body break down food

After you swallow your food, what does it travel through to get to your stomach?

Which organ takes nutrients from your food and puts it in your bloodstream?

- a. stomach
- b. esophagus
- c. small intestine
- d. large intestine

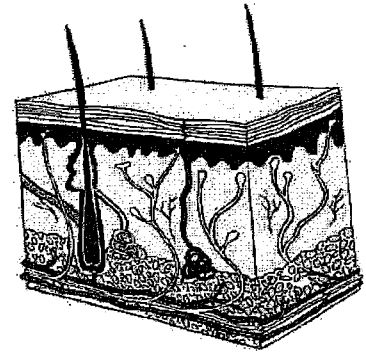
Place these events in the correct order. Number each sentence 1 - 5.

- _____ Food ends up in the small intestine.
- _____ Food is chewed up.
- _____ Food is in the large intestine.
- _____ Food travels through the esophagus.
- _____ Food waste leaves the body.

What is fiber?

Your Skin

Written by Sandie Lee



Your Largest Organ

What is the largest organ in your body? Your heart? It is the largest muscle in your body, but you do have larger organs. Your brain? The brain inside your skull is pretty big, but it's not the biggest. How about the liver? It is the heaviest organ. How about your skin? Yes, your skin is an organ, just like your heart, brain, and liver. Since your skin covers your entire body, it is, in fact, your body's largest organ.

Even though skin comes in many different colors, all skin has a very important job to do. It acts as a covering for our entire body, which protects our organs and keeps out infections. Can you imagine what your body would look like without skin?

It also regulates our body temperature and helps us perceive pain, pressure, and touch.

Layers of the Skin

The human skin is made up of three layers:

- **Epidermis** - [ep-i-dur-mis] the part of the skin on the outside of your body; it's the part you can see
- **Dermis** - [dur-mis] where blood vessels and nerves are at work
- **Hypodermis** - [hahy-puh-dur-mis] mostly made of fat; where your hair grows from

How Thick Is My Skin?

If you've ever had a cut on your skin, you know that it's not very thick at all. On average, your skin is only about 1.5 millimeters thick. It is thickest on the soles of our feet and thinnest on our eyelids.

Is it Alive?

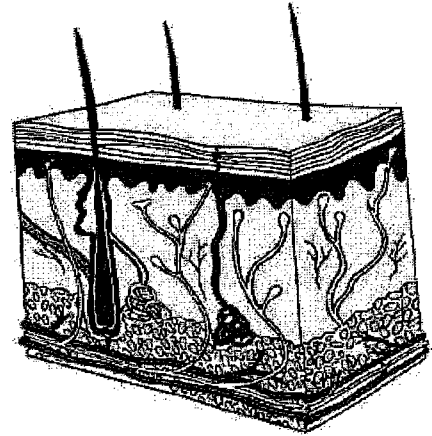
Here's something fun to try. Look down at your hands. What do you see? Anything unusual? Even though you can't see it, your skin is hard at work making new cells. It takes from two weeks to a month to make a new cell. When these cells are ready they will work their way to your epidermis, pushing the old, dead ones to the surface. So when you look at your skin, you're actually seeing dead cells. In fact, our skin loses about 30,000 to 40,000 dead cells every minute!

Skin-Tastic Facts!

- Frogs don't drink water; they absorb it through their skin.
- Polar bear's skin is black to absorb heat from the sun.
- Besides humans, pigs are the only other animal that can get sunburned skin.
- Ostrich skin makes the strongest leather.
- Some humans and animals have no 'melanin' (an enzyme that produces color in their skin. This makes them completely white.

Your Skin

Written by Sandie Lee



. What is your body's heaviest organ?

- a. brain
- b. heart
- c. liver
- d. skin

. Your skin is about as thick as....

- a. a notebook
- b. a dime
- c. pancake
- d. a plate

. Explain how our skin helps to keep our bodies healthy.

. When you look at someone,
which layer of their skin can you see?

. Which layer of skin does hair
grow from?

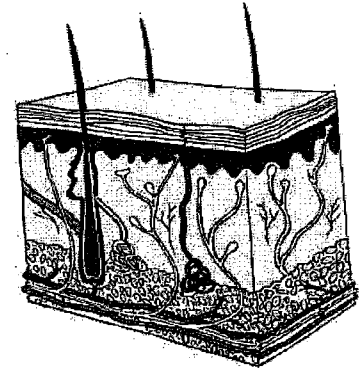
. Which layer of skin contains
blood vessels and nerves?

. What is the enzyme in skin that
gives it color?

. How does a polar bear's skin help it survive in the Arctic?

Your Skin

Vocabulary



Match each vocabulary word with its definition.

_____ brain

a. controls

2. _____ organ

b. large bird that cannot fly

3. _____ muscle

c. soaks in

4. _____ liver

d. bottoms of your feet

5. _____ absorb

e. organ that stores nutrients for your body and cleans your blood

6. _____ regulates

f. part of your body that is used for movement

7. _____ soles

g. organ that controls your entire body

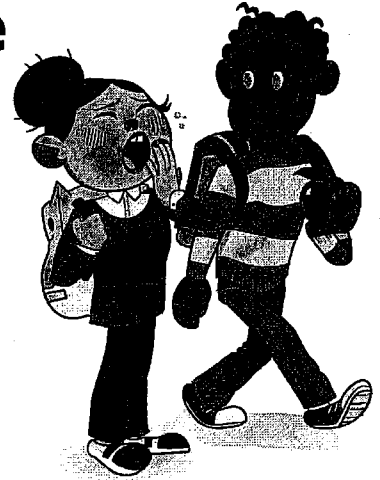
8. _____ ostrich

h. group of body tissue that performs a task (examples: heart, lungs, stomach)

Name: _____

A Healthier Choice

By Kelly Hashway



"Want to shoot hoops?" Jamal asks, as he and Aliyah step off the school bus.

Aliyah yawned. "Nah, I'm too tired. I slept well last night, but I've been yawning all day."

"Probably because you had a candy bar and a slice of pizza for lunch," Jamal said.

Aliyah shrugged. "Food is supposed to give you energy, right?"

"Not all food is good for you. Sugary foods only give you energy for a little while and then you crash and feel like..." He gestures to Aliyah, who yawns again. "Like this."

"You think I'm tired because I'm not eating right?" Aliyah shakes her head. "That's just crazy."

"Come on," Jamal said. "I want to show you something."

Jamal and Aliyah walk to her house and straight to the kitchen. Jamal opens the pantry closet and finds a bunch of sugary cereals. Then he finds a box of oatmeal. "Here."

"Ugh, oatmeal is so plain and boring. You need to add a ton of sugar to make it taste good."

"No, you don't." Jamal brings the box to the kitchen table and then opens the refrigerator. "Look, you have peaches, blueberries, and strawberries in here. If you add them to your oatmeal, it will make it sweet, and these are natural sugars so you won't feel like you need a nap twenty minutes after you eat."

Jamal walks over to the counter and holds up two loaves of bread. "Let me guess, you're eating the white bread."

"Yeah." Aliyah shrugs again.

"Try making a peanut butter sandwich on the whole wheat bread instead. Whole grains are better for you, and peanut butter has protein."

"Okay, I'll try that tomorrow, but I'm not giving up my candy bar for dessert."

"What about eating a granola bar instead?" Jamal asks.

Aliyah rolls her eyes.

"Just try it for one day and see if you're still yawning by three thirty."

Aliyah agrees reluctantly.

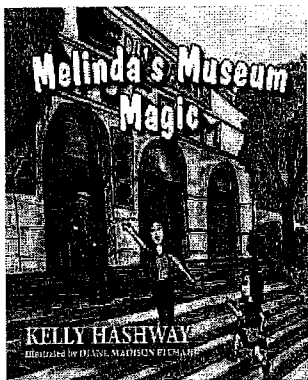
The next morning, Aliyah eats oatmeal with peaches for breakfast and takes the healthy lunch her mother packed for her. She yawns a few times in the morning, but by the end of the day, she's ready to play outside.

"Race you to my house," Aliyah says, stepping off the bus.

"I guess the healthy foods gave you more energy, huh?" Jamal asks.

Aliyah nods. "They were pretty tasty, too."

About the Author



Kelly Hashway's picture book, *Melinda's Museum Magic*, is now available!

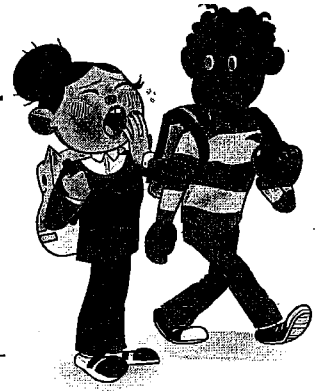
Melinda is taking her first trip to the museum, and her mother promises it will be magical. But when the exhibits start coming to life in ways that only Melinda can see, she'll learn the real magic of the museum.

Hashway, Kelly. *Melinda's Museum Magic* ISBN: 978-0615814216

Name: _____

A Healthier Choice

By Kelly Hashway



1. True or False. Sugary foods do not give you energy. _____

Explain your answer.

2. What alternative to putting sugar on oatmeal did Jamal suggest?

- | | |
|------------------|---------------------------------|
| a. chopped nuts | b. fresh fruit |
| c. peanut butter | d. looking through old pictures |

3. Jamal tells Aliyah that she can make her peanut butter sandwiches healthier by...

4. How did Aliyah feel at the end of the story after she ate healthy foods for a day?

- | | |
|--------------|---------|
| a. tired | b. sick |
| c. energized | d. full |

5. What is the author trying to teach us in this story?

Name: _____

A Healthier Choice

By Kelly Hashway



Match each vocabulary word on the left with the correct definition on the right. Write the letter on the line provided.

1. _____ gestures

a. the ability to be active

2. _____ reluctantly

b. to have raised and lowered your shoulders

3. _____ protein

c. to open your mouth wide while taking in a breath showing you are bored or tired

4. _____ energy

d. not willing or eager to do something

5. _____ shrugged

e. to say that you will do or accept something

6. _____ yawns

f. a substance found in foods such as meats, beans, and eggs that's an important part of the human diet

7. _____ agrees

g. to move your body to express an idea or feeling

◆ **Now try this:** Find all of the words above in the story and highlight them.

SPORTS MOVIE

Watch a movie based on a **true story** that involves some sport and/or physical activity (i.e. *Remember the Titans*, *Hoosiers*, or *Glory Road*) and explain the affect it had on history (past, present & future), cultures, political movements, and the people involved?

Hi Fifth Graders,

Please spend 10 minutes each day interviewing someone. It could be a family member, a friend, a neighbor. You could interview them in person, use Facetime, or call them on the phone. Below are interview questions you should use to conduct your interview. You will only need to ask them 3-4 questions.

Finished Assignment Options:

Option 1: You can write the questions on paper and write down the person's answers.

Option 2: You can type the questions and answers into a google doc and turn it in on my google classroom (see code above).

Option 3: You can record your interview (use your phone), put the video in your google drive, and turn in the video on google classroom.

Possible interview Questions

GREAT QUESTIONS FOR ANYONE

- Who has been the most important person in your life? Can you tell me about him or her?
- What was the happiest moment of your life? Tell me about it.
- Who has been the biggest influence on your life? What lessons did that person teach you?
- Who has been the kindest to you in your life?
- What are the most important lessons you've learned in life?
- What is your earliest memory?
- What is your favorite memory of me?
- Are there any funny stories your family tells about you that come to mind?
- What are you proudest of?
- If you could hold on to one memory from your life forever, what would that be?
- How would you like to be remembered?
- What does your future hold for you?

FRIENDS (questions for a good friend)

- If you could interview anyone from your life living or dead, who would it be and why?
- What is your first memory of me?
- What makes us such good friends?
- How would you describe me?
- Tell me a funny story about me that you remember?

GRANDPARENTS (questions for one of your grandparents)

- Where did you grow up?
- What was your childhood like?
- Who were your favorite relatives and why were they your favorite?
- How did you and grandma/grandpa meet?
- What was my mom/dad like growing up?
- Was she/he well-behaved?
- What is the worst thing she/he ever did?
- What were your parents like?
- What were your grandparents like?
- How would you like to be remembered?
- Are you proud of me?

PARENTS (questions for one of your parents)

- Do you remember what was going through your head when you first saw me?
- How did you choose my name?
- What was I like as a baby?
- Do you remember any of the songs you used to sing to me? Can you sing them now?
- What were my siblings like?
- What were the hardest moments you had when I was growing up?
- If you could do everything again, would you raise me differently?

- What advice would you give me about raising my own kids?
- What are your dreams for me?
- Are you proud of me?

GROWING UP (questions for an older adult)

- When and where were you born?
- Where did you grow up?
- What was it like?
- Who were your parents?
- What were your parents like?
- Did you get into trouble? What was the worst thing you did?
- Do you have any siblings? What were they like growing up?
- What did you look like as a kid?
- How would you describe yourself as a child? Were you happy?
- What is your best memory of childhood? Worst?
- Did you have a nickname? How'd you get it?
- Who were your best friends? What were they like?
- How would you describe a perfect day when you were young?
- What did you think your life would be like when you were older?
- Do you have any favorite stories from your childhood?

SCHOOL (questions for a student in elementary, middle, or high school)

- Do you enjoy school?
- What kind of student are you?
- What is the best part of your school day?
- How would your classmates describe you?
- Tell me about your friends in school?
- What are your best memories from this school year? Worst memories?
- Did you ever have a teacher who had a strong influence on your life?
Tell me about them.
- Do you have any favorite stories from school?

MARRIAGE (questions for people who are married)

- How did you meet your husband/wife?
- How did you know he/she was “the one”?
- How did you propose?
- What advice do you have for young couples?
- Do you have any favorite stories from your marriage or about your husband/wife?

WORKING (questions for adults who work or have worked)

- What do you do for a living?
- Tell me about how you got into your line of work.
- Do you like your job?
- What did you think you were going to be when you grew up?
- What did you want to be when you grew up?
- What lessons has your work life taught you?
- If you could do anything now, what would you do? Why?
- Do you plan on retiring? If so, when? How do you feel about it?
- Do you have any favorite stories from your work life?

FAMILY HERITAGE (questions for parents, grandparents, aunts, or uncles)

- Where is your mom’s family from? Where is your dad’s family from?
- Have you ever been there? What was that experience like?
- What traditions have been passed down in your family?
- Who were your favorite relatives?
- Do you remember any of the stories they used to tell you?
- What are the classic family stories? Jokes? Songs?

A note from Mrs. Moore

Hello Artists,

Here are a couple of Art activities to keep your mind in the Artistic gear.

Included in this packet are:

365 days of drawing

A drawing prompt for every day of the year! If drawing isn't your favorite thing, be creative and create a medium (type of art) that is! If you are able to take a photo of the art/ or create it digitally and post it on our Google classroom. Bring the work in when we are back, so we can create a gallery!

Materials needed: Pencil, paper, other media by your choice, and your creativity and imagination

Zentangle

Zentangle is a fun, relaxing way to doodle. Follow the eleven steps and get lost in the most fun you've ever had in a doodle!

Materials needed: Paper, pencil, black pen

Other activities to consider that we've done in class.

Aesthetics- pick something to focus on and find the beauty in it. Draw an image of it/ take a photo and write a simple paragraph using similes and metaphors to make comparisons. If you love this, do it more than once with many different subjects!

Create a piece of art based on the concept that we were just learning about in class.

5th Grade: Symmetry and pattern

6th Grade: One point linear perspective and Value scale in color

7th Grade: Proportions of the Face and Value scale in gray tones

8th Grade: Any of the Elements or Principles

A hand-drawn signature that reads "Mrs. Moore". To the left of the signature is a simple heart outline. To the right is a drawing of a paintbrush, oriented horizontally with the bristles pointing to the right. A long, thin line extends from the handle of the paintbrush, underlining the signature.

365 days of drawing

Day/ Month	September	October	November	December
1	Summer's End	Vampire	Dia de Muertos	Holiday lights
2	School Shopping	Zombie	Autumn	Wreath
3	Hurricane	Mythological animal	Election Day	Apple Pie
4	Early Autumn Sunday	Favorite classic horror movie	Corn	Holiday cookies
5	Labor Day	Mummy	Bonfire/ campfire	Holly
6	First Day of School	Jack o lantern	Native American	Menorah
7	Self Portrait	Amulet	Leaves	Hanukkah
8	Insert School theme here	Spider	Harvest	Dreidel
9	Clock	Witches	Acorn	Latkes
10	Map	Ghosts	Apple	Donuts
11	Football	Goblins	Feast	Oil lamp
12	September Flower	Skeletons	Favorite baseball team	Candle
13	Indian summer	Dragon	Squash	Star of David
14	Symmetry	Favorite horror movie	Tee Pee	Matza
15	Steampunk	Skull	Football	The Elf On The Shelf
16	Club/ Sport sign ups	Moon	Mayflower	Reindeer
17	Owl	Raven	Pie	Ornament
18	Pattern	Haunted House	Jacket	Star Wars
19	Favorite place to be in September	Cemetery	Rake	Christmas Tree
20	Something ate your homework	Mask	Cranberries	Santa Claus
21	Sparkle	Tarot cards	Yams	Hot cocoa
22	Autumn starts	Devil	Family	Winter
23	Apple	Bat	Cornucopia	Mawlid Un Nabi
24	Renaissance faire	Pumpkin Patch	Pilgrim	Gingerbread house
25	Chipmunk preparing for winter	Scarecrow	Turkey	Christmas
26	Rhythm	Favorite Urban legend	Thanksgiving	Kwanzaa
27	Autumn Fairytale	Werewolves	Black Friday	Fruit cake
28	A September Wish	The Great Pumpkin	Parade	Fireplace
29	Fall Sunset	Aliens	Farm	Presents
30	Oktoberfest	Candy corn	Favorite Hockey team	Sleigh
31		Halloween		New Years Countdown

Art

January	February	March	April
New Year's Day	A surrealist dream	Lion	Kite
New Year's resolution	Groundhog Day	Abstract expressionism	Daffodil
First day Back after winter break	Positive Space	Favorite Dr. Seuss character	Rain shower
Favorite pet or animal	Negative Space	Favorite Musician/ music group	Umbrella
Favorite cartoon character	Nothing but circles	The wind	Organic shapes
Favorite book character	A couple in love	3-D	Cherry Blossom
Favorite Actor/ Actress	Hearts	Pansy	Tulips
Your horoscope sign	Cupid	Something rough	Impressionism
Winter beach/ bay scene	Chocolates	A picture made of triangles	Rain boots
Favorite hiding place	An angel	Flower show	Emphasis
Favorite fairy tale scene	Roses	Zentangle	Basket
Original character	Romance	Shamrock	Chick
Favorite brand name logo	Sweetheart	What it means to be Irish	Thomas Jefferson
Favorite Manga character	Valentine's Day	Rainbow	Spring Break
World Religion Day	Susan B Anthony	Pot of Gold	Bunny
Martin Luther King Jr.	What inspires you	Leprechaun	Easter egg
Favorite Mythological god	George Washington	St. Patrick's Day	Lily
Your best friend	What you like to do on a 4 day weekend	Something fuzzy	Contrast
Your favorite superhero	Winter landscape	Music	Spring landscape
An action hero eating breakfast	Abraham Lincoln	Spring Equinox	Art museum
A child character all grown up	Sledding	Monochromatic	Ranunculus
Robot	Snowball fight	Dahlia	Draw yourself like a Greek sculpture
Something with tenacles	A scene from a book	Optical illusion	Value Scale
A short comic strip	Something soft	Theater	Puddles
The ultimate snowman	A scene from a tv show	Kindness	An element of nature
Favorite video game character	Radial balance	Favorite technology	Sky
Asymmetry	Draw your name in graffiti	Colorful	Take your son/ daughter to work
Chinese New Year	Mardi Gras	Cubism	Hope
A place you want to visit	Leap year	Lamb	A sunny spot
Star Trek		Intensity	An oxymoron
Favorite Snow day activity		Crocus	

Art

May	June	July	August
Pop Art	Gerber Daisy	An awesome doodle	Sunflower
Dramatic shadows	Field trip	Fireworks	Realism
Squares and rectangles	Unity	Independence Day	Dinosaur
Return of leaves on the trees	Fauvism	Zinnia	Creativity
Something prickly	Watermelon	Barbeque	Watersport on a river
Nurse	D-Day	Variety	A cool glass of iced tea
Favorite place to be in the spring	Iris	Summer landscape	Orchid
Proportion	A superhero villain	Futurism	favorite amusement park
Imaginary creature	Dance	Pineapple	Ice cream treat
Hidden word picture	Concentric circles	Rollercoaster	Stargazer Lily
Complementary colors	Fox	Fireflies	Water skiing
Maypole	Alstromeria	Favorite place to be in the summer	Movement
Catepillar	Army	Campfire	Hiking
Mother	Flag	Lemonade	Sand castle
Butterfly	Self Portrait	Lisianthus	Thunderstorm
Daisy	Garden	Starry summer night	Lifeguard
Chirping birds	Analogous colors	Luan	Lazy summer day
Freesia	Father	How you deal with the heat	Cricket
Spring fairy	Beach	A trip to the lake	Road trip
Armed forces	American Eagle	Navy	Snappedragon
Peonies	Calla Lily	Belly flop	Favorite summer sport
Duckling	Sunglasses	Heat lightning	Waves
Babbling brook	Favorite beach towel	Magnolia	Surfing
Marine	Outdoor concert	Sun 'n fun	Official beach bum
Mother nature	Unicorn	Boardwalk	Summer sunset
Pink flamingo	Waterpark	Tent	Constellations
Cornflower	Ladybug	Popsicle	Coast Guard
Picnic	Happiness	Road trip	Dandelions
Memorial Day	Pool party	Smores	Something hiding in the dark
Parade	Delphinium	Beach volleyball	Water ice
A perfect spring day		Sailboat	Farmer's market

WHAT IS ZENTANGLE?

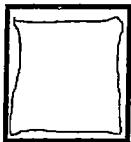
The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns.

Almost anyone can use it to create beautiful images. It increases focus and creativity, provides artistic satisfaction along with an increased sense of personal well being. The Zentangle Method is enjoyed all over this world across a wide range of skills, interests and ages.

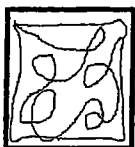
We believe that life is an art form and that our Zentangle Method is an elegant metaphor for deliberate artistry in life.

How to start drawing a zentangle tile

1. With a pencil, draw a border



2. With the pencil, draw the string



3. With the fine tip black pen or marker, outline the border and the string. Then start the tangles.

4. After all the tangles are filled, use a pencil to shade areas (value) to create a 3-D appearance

The Eleven-Step Zentangle Process

Relax.

Breathe.

Admire the paper and tools.

Appreciate this opportunity.

Draw the border.

Draw the string.

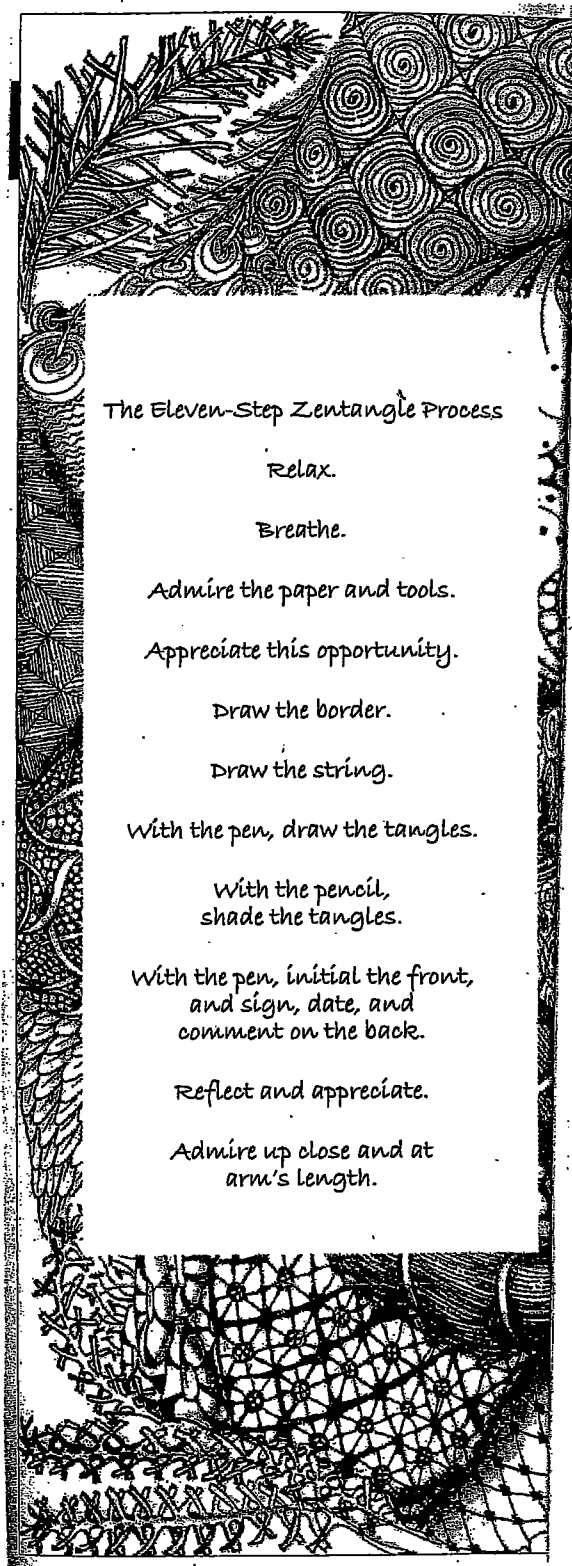
With the pen, draw the tangles.

With the pencil,
shade the tangles.

With the pen, initial the front,
and sign, date, and
comment on the back.

Reflect and appreciate.

Admire up close and at
arm's length.



INSIDE THE MIND OF MADCARVER

"It's like a movie in my mind"—that is how Randall Stoner aka "Madcarver" of Orange County, California, pictures the dragons, trolls, ogres and a variety of otherworldly creatures as he brings them to life in his carvings. His unique style transports the viewer into a world of mystical imagination and storytelling far beyond the physical boundaries of a block of wood.

Finding a lot of his inspiration in sci-fi/fantasy novels, Randy often forms an emotional connection with a certain passage in a book that he feels compelled to reread over and over. Those words that capture his imagination stay with him long after he puts the book down. "If those words really affect me, I want people to feel that same emotion in the carvings I create, whether they have read it or not," he said. "I want to express that scene and exemplify that character as I imagined it from the book."



JENNIFER - HIGEL TAYLOR

Why “Madcarver”?

Is he really a *mad carver*? Well, his friends may have accused him of being crazy, Randy laughed. “They say, ‘How do you do that? You work all day then go straight to the garage and carve all evening.’ So yeah, they think I’m kinda crazy.” Maybe obsessed is a better word. He is also an online gamer who had to come up with a username. “So I changed ‘crazy’ to ‘mad’ and ‘madcarver’ became my handle.”

He was first introduced to carving on a Boy Scout trip. Watching the instructor create something from a piece of wood piqued young Randy’s interest. “He was so good at it. Slice off a piece here, a piece there. Wow, that was so cool,” he recalled. He carved his first piece on that trip—a small, bobble head caricature “kinda like Bugs Bunny.” That Christmas, he received a knife and eventually earned his Wood Carving Merit Badge.

Randy credits his artist grandfather with encouraging the grandkids to draw, paint, or in Randy’s case, carve. “I was relegated to the back porch because I couldn’t get chips in the house,” he said. Though his grandfather was a commercial artist and lithographer as well as an accomplished painter—who turned down a job offer with Disney to stay near his family—he wasn’t a carver. “But he knew the art. He was great at teaching, gently guiding you and leading you forward.”

Discovery Moments

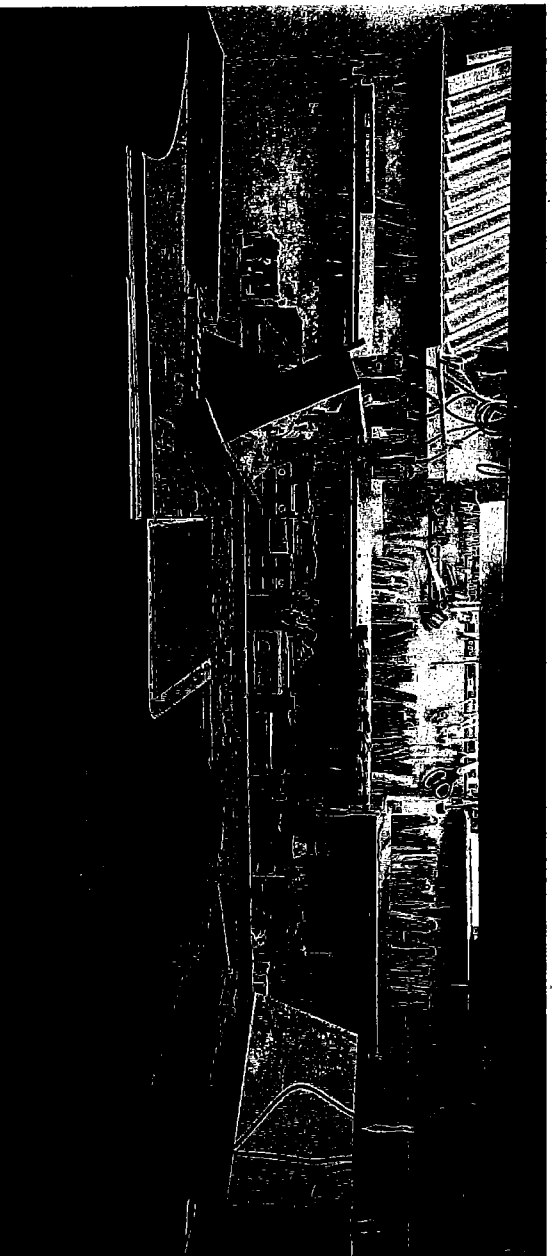
Randy’s early carving days were sporadic but that changed when he returned from Japan in his later 20s after an extended stay to study the Japanese martial art of Yoshinkan Aikido at the headquarters in Tokyo. He carved an Aikido practitioner, which led to a similar commissioned piece. Something ignited in Randy’s spirit. He knew: “Carving is what I should have been doing all along.”

Another thing he brought home from Japan: his wife of 21 years now, Yoko. Yoko now works in logistics and Randy works in IT near their home in southern California. When asked if they had children, he laughed: “No, that’s why I can carve.” They do have two cats.

As he was learning the ins and outs of carving, Randy said he often felt that certain knife-style tools were dangerous. "I have the scars to prove it," he said. A nonslip mat on the work surface made all the difference. "When I put a block of wood on a non-slip mat, I became a much better carver because I could focus more on my work instead of worrying so much about hurting myself."

The Master's Tools

Randy added to his carving tool collection over the years, usually making purchases at his local Woodcraft store or online at woodcraft.com. "I would often spend my last dollar," he told. "I wanted good tools so I started picking up chisels. I wanted to be able to go look at them, feel them in my hand."



Woodworking Article & Review

Ms. Sweeney

He incorporates the use of any number and size of chisels when creating his works of art. For bulk removal of materials, he often relies on a power carver to limit the amount of stress on his hands. He has more than a dozen rotary tools on standby—each ready with a specific carving tip—and buys up to 10 new ones every year as they wear out.



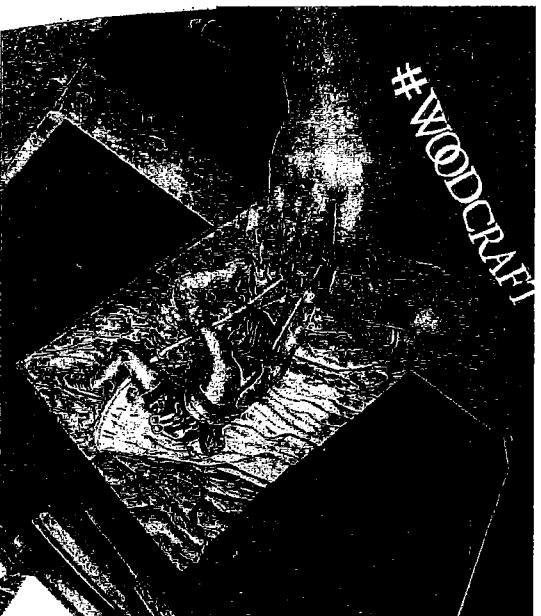
Woodworking Article & Review

Ms. Sweeney

One Block of Wood

Each of Randy's carvings is typically created from one block of wood, usually basswood. He said 90% of each project is carved in relief style, though the angles and depth suggest a much more 3-D look. "I never do just a profile. It boils down to the angles each carving presents. I want each one to be a challenge. You can only carve so many trolls and goblins," he laughed.

For instance, for the "Climber," Randy shifts the perspective so the woman's upper body appears closer to the viewer while the left foot against the rock looks to be at a lower elevation. As he carves into the block of basswood creating depth to the scene, the flat surface starts to draw the eye into the piece as if it was a bird's-eye view. Randy was raised by strong women, who have become an inspiration for his carving. "I love carving heroines," he shared. "I like putting female characters in traditionally male roles. Most women are doing all the same things men do in this modern time."



Often, the background of Randy's carvings is almost as important as the main subject. "I feel like anyone can create a main subject," he explained.

"However, creating a super fine detailed background is in itself a story beyond the main subject and my ultimate goal. My intention is to take the viewer into the story. I want them transported there with me."

Randy uses varying amounts of color on his projects, but often merely a combination of woodburning and stain to obtain the desired look. Occasionally he will add a whitewash for something like mortar and stone.

One of the biggest nods to the realism of his carvings was received on a commissioned piece—and it wasn't from a human. He carved a family's departed dog. Though the wife cried over its stunning likeness, the other family pooch growled from the other side of the room.



Woodworking Article & Review

Ms. Sweeney

Madcarver's Menagerie

The characters that Madcarver creates can be seen in castles, taverns, dungeons, and climbing mountaintops. Wizards, dragons, scuba divers, Wild West gunfighters, weary travelers, unsavory pirates, wildlife, and beloved pets have all come to life through Randy's talented hands.

See Randy's transformation from roughed-out scene to completed in his carving entitled "Deep Dread" (below) along with a few other masterpieces. A deep diver, having gained the attention of at least one octopus, begins to panic as his face shield cracks.



Woodworking Article & Review

Ms. Sweeney

Woodcarving as Art

Randy wants to change how people view woodcarving, and his skewed high bas-relief style is a great start. "Many people see carving as 'folk art', a hobby that takes little to no skill, imagination or forethought," he said. "However, each year, more and more artisans are using wood as a medium to craft intriguing works of fine art, where only the imagination of the artist is the limit."

Always willing to share his process, Randy's active social media channels provide a way to document his work while imparting tips and tricks for viewers. He shows the methods used, discusses challenges and answers questions. He teaches tool use and sharpening, frame creation and anything in between.

One carving on Madcarver's "someday" list is the Cerberus, the Greek mythology creature often called the Hound of Hades, a multi-headed dog guarding the gates of the underworld.

Article Review:

On the following page, write an opinion-based article review by answering the following questions. Each answer should be written in full sentences and should be at least 2 sentences.

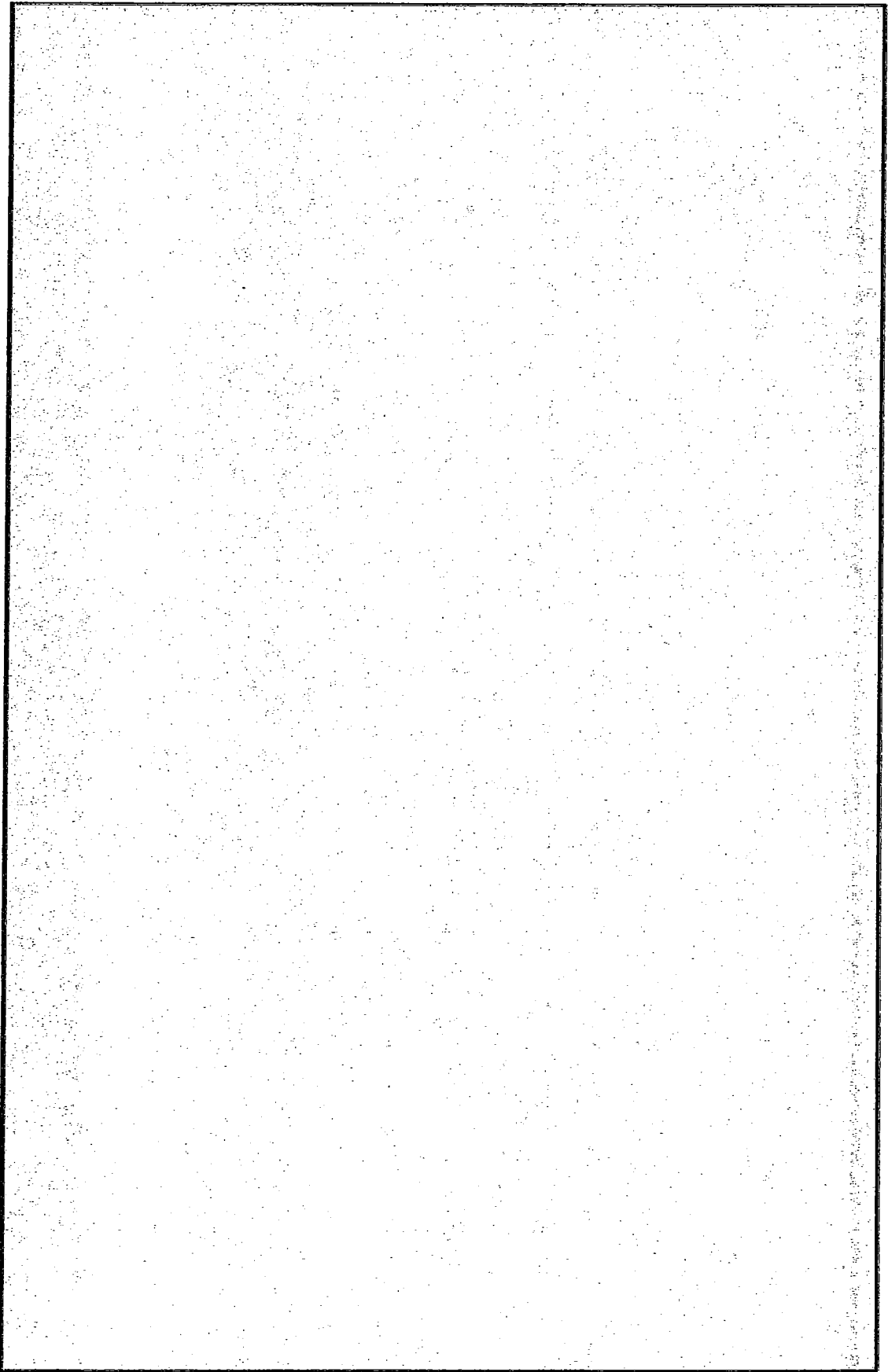
Questions:

- What gave Randy his inspiration to begin carving?
- What kind of woodworking skills did he have to learn and master in order to create his artwork?
- What woodworking tools does Randy use to create his art?
- Do you think carving is as difficult as other types of woodworking such as building a table or chair, or even large scale construction? Explain your opinion? What do all of these types of woodworking have in common?

Woodworking Article & Review

Ms. Sweeney

Write your review in the box below:



Name _____

Date _____

Random Measurement Questions

Complete the chart.

1 foot	2 feet	3 feet	4 feet	5 feet
		36 inches		

Answer each question.

1. Which is longer: 34 inches or 3 feet?
2. Which is shorter: 22 inches or 2 feet?
3. Which is longer: 56 inches or 5 feet?
4. How many inches are there in 6.5 feet?
5. How many inches are there in 9 feet?
6. How many inches are there in 5 feet and 6 inches?
7. Harry is 8 feet tall, Mary is 5 feet tall. Who is taller and by how many inches?
8. G.G.'s car is 12 feet in length, how long is her car in inches?

Name _____

Date _____

Converting Units of Distance - Focus on Feet and Inches

1. 540 Inches = _____ Millimeters
2. 89 feet = _____ Inches
3. 167 Inches = _____ Millimeters
4. _____ Inches = 596 Kilometers
5. _____ feet = 135 Meters
6. _____ feet = 167 Meters
7. 433 Inches = _____ Yards
8. _____ feet = 795 Yards
9. 739 feet = _____ Inches
10. _____ feet = 145 Kilometers
11. _____ feet = 953 Yards
12. 486 Inches = _____ Meters
13. 542 feet = _____ Kilometers
14. 962 Inches = _____ Meters
15. 789 feet = _____ Millimeters
16. _____ feet = 426 Millimeters

Measurement Helpers

1 inch = 25.4 mm

1 foot = 12 inches

1 km = 39,370.08 inches

1 meter = 3 feet $\frac{3}{8}$ inches

1 yard = 3 feet

1 kilometer = 1000 meters

Name: _____

Grade Level: _____ **A/B day**

Broadway Show Worksheet

1. What is the main story of the musical?
2. Who are the main characters of the musical?
3. What is your hypothesis on how the musical will end?
4. Did you like the musical? Why or why not? - You must be at least 2-3 reasons to support your view.

What Elements of Music Do You Hear?

Directions: Listen to 3 songs of your choice. If on school property using Google Play Music. If at home use whatever music platform you like. Using the term key below, identify the elements of music for each song.

1. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

2. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

3. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

Term Key:

Tempo = Speed of song

Dynamics = Volume of song

Melody = The part of the song that gets stuck in your head

Pitch = Does the performance sound good or bad

How Is Music Used In A Movie?

Directions: Watch any movie that you like and answer the following questions. You may take a couple days to watch the movie.

1. What is the title of the movie?
2. Who wrote the music for the movie?
3. List the instruments that you hear throughout the movie....
4. What emotions does music add to your movie??
5. Do you think the movie would be different without music? Why or Why not?

Name _____ Grade _____

Belhaven Middle School
Instrumental Music – Mrs. Robinson
Band Instrument Practice Log

- Students are expected to practice their band instrument on a regular basis as they would at home or in school
- Belhaven band students rehearse 3 times a week, for 40 minutes. They also have one 45 minute in school lesson per week.
 - Students are also expected to practice at home on an as-needed basis.
 - All band students should be reviewing the following songs for the concert:
 1. Blaze
 2. Mucho Gusto
 3. Not Tu-Bad
 4. Disney's Magical Marches
 5. Star Wars
 6. Lion King
 7. Crossings in Time
 8. Kronos
- Jazz band students should also review: 1. Aftershock 2. That's All
- Once a practice session is complete, students and/or parents must sign off to ensure the information is accurate.

Date	Song	Length of Practice	Signature

Related Services

5th & 6th Grade Guidance Packet

This packet is for the purpose of providing counseling office service remotely if needed due to school closure.

Contents:

Page 1- What do I look for in a true friend?

Pages 3-5 - Communication and Problem Solving Skills

Pages 6 & 7- Personal rights and boundary setting

Page 8- Kind acts of friendship

Mrs. Baltozer will be checking email periodically and can be reached at
jacquelinebaltozer@linwoodschoools.org

A True Friend...



41

What Do I Look for in a True Friend?



Sometimes it is important for us to reflect upon what we really look for in a friend. Some things you may already know, and some could totally shock you! Rank the friend qualities below in order from:

1 (ABSOLUTE MOST IMPORTANT QUALITY) to

15 ("DOESN'T MATTER TO ME" QUALITY)

- _____ How smart they are
- _____ What kind of home they live in
- _____ The brand of clothes they wear
- _____ How honest they are
- _____ What their hair looks like
- _____ How much they listen to you when you have a problem
- _____ If they like the same movies/TV shows as you
- _____ What kind of car their parents drive
- _____ How much fun you have with them
- _____ How popular they are
- _____ What religion they are
- _____ How much you can trust them
- _____ How much they gossip about other people
- _____ What size they are
- _____ How dependable they are

1. Read carefully over what you ranked and write down one thing you learned about yourself.
2. Is there anything else that is important to you in a friendship?
3. Write down some things that you would like to change about how you pick your friends.

"I" Messages

LESSON 7: COMMUNICATION & CONFRONTATION



"I messages" are cool because you say exactly how you feel! Nobody can tell you how you should feel. Now, let's practice using them.

You must ALWAYS begin with saying "I." Not you, me, she, he, etc.
REMEMBER, by saying "I" – you avoid blaming.

After the "I," state your feeling (you can use your feeling worksheet if you need help with a word).

"I feel _____."

❖ Next, tell the person *what* made you feel that way.

"I feel _____, because _____."

OR

"I feel _____, when _____."

❖ NOW – tell the person *why* you feel that way.

"I feel _____, when you _____,

BECAUSE _____."

❖ FINALLY, after the "I message" tell the person *what* you want.

"I feel _____, when you _____,

BECAUSE _____."

AND "I want you to _____."

OR "I need you to _____."

Practice this everywhere. With your siblings, parents, teachers and friends. It is a great way to talk about your feelings without gossiping or getting angry, which can lead to a serious implosion!

Problem Solving Worksheet

91

LESSON 7: COMMUNICATION & CONFRONTATION

So, you have this huge issue with your friend that is taking over your life. It needs to be solved right now! Think of a recent issue that you had with a friend. Summarize it in the space provided below. Next, follow the seven steps in this worksheet to figure out and fix your friendship woes. Pretty soon, you are going to be a problem solving expert!



What's the general problem?

* STEP ONE

What is the underlying concern? What are you most angry or upset about? You have to know what is wrong in order to work towards a solution.

My concern is: _____

* STEP TWO

Where/when did the concern begin? It is important to know how it started to work towards a solution.

My concern began when: _____

* STEP THREE

What have you already tried to help solve it? You need to figure out what will and won't work to help the problem.

To help the situation, I have tried to: _____

Problem Solving Worksheet continued

92

LESSON 7: COMMUNICATION & CONFRONTATION



* STEP FOUR

What do you want the outcome to be? You should have a goal in mind when trying to resolve an issue.

I want: _____

* STEP FIVE

What are some possible barriers? If you could hit a bump in the road, it is important to know ahead of time.

Possible barriers are: _____

* STEP SIX

What else could you do? We always need alternatives just in case it does not go as planned (AKA – plan B, C, D, E...)

These are other options to help resolve the issue: _____

* STEP SEVEN

How did it go? If it is not how you wanted it to be, what is the compromise or what will you try next? You should always evaluate your steps to help you in the future.

This is what happened: _____

* NEXT, I WILL TRY: _____

An Agreement to Disagree

93

LESSON 7: COMMUNICATION & CONFRONTATION

It's OK if you don't always agree with your friends. Nobody is alike and we all have different opinions. When you don't agree with your friends, here are some things you can say to them (instead of "you are so wrong!")



- * I understand where you are coming from.
- * I admire your passion.
- * I appreciate your viewpoint.
- * There's a fresh perspective!
- * I can see you have really thought about this.
- * I appreciate your insight, or...
- * Wow, what a cool point!

Never say the word, "BUT." That word usually puts people on the defense, kind of like you don't really care what they think. For example, if you said to your friend after an argument, "Now I get where you are coming from, BUT, I am still right."

If you still disagree and cannot see eye to eye, it might be time to "Agree to Disagree." Below is a sample contract – see if you can make a really cool one and put it in your journal in case of emergency.



I, _____, agree to disagree with
_____. We both have excellent opinions
and neither one of us is wrong! We refuse to fight about this, or bring our
other friends in on it because we are both entitled to our own thoughts.

Signature _____

Signature _____

Date _____

My Personal Bill of Rights

1. I have the right to ask for what I want.
2. I have the right to say no.
3. I have the right to express all of my feelings.
4. I have the right to change my mind.
5. I have the right to make mistakes.
6. I have the right to follow my own beliefs and values.
7. I have the right to decide my own priorities.
8. I have the right not to be responsible for others' behaviors, actions, feelings, or problems.
9. I have the right to expect honesty from others.
10. I have the right to be angry at someone I love.
11. I have the right to be uniquely myself.
12. I have the right to feel scared and say, "I'm afraid."
13. I have the right to say, "I don't know."
14. I have the right to my own needs for personal space and time.
15. I have the right to be in a non-abusive environment.
16. I have the right to make friends and be comfortable around people.
17. I have the right to change and grow.
18. I have the right to have my needs and wants.
19. I have the right to be treated with respect.
20. I have the right to be happy.

~ Author Unknown ~

How Others May Treat Me

How Others May NOT Treat Me

**What I will say & do if my
boundaries are not respected**

Middle School RAK 'EM UP!! Cards

Photocopy these reproducible cards onto card stock, cut them out and give them to the students. Encourage them to make a plan how to complete the act of kindness and then report back to you what they experienced. There are also blank cards for your own creative ideas.

Choose not to engage in gossip	Sit with someone different at lunch
Invite someone to hang out with you	Let someone borrow your clothes
Give someone a nice compliment	Smile at someone you don't know at school
Volunteer to tutor another student	Apologize if you accidentally hurt someone
Help someone with a problem	Talk with a new student in your class
Help someone roll their wheelchair	Challenge yourself for one day to talk with someone you do not know
Send an encouraging text message to another student	Post a nice comment on someone's message board

