A Total Curriculum Guide to Teach Your Child at Home

From the Editors of American Education Publishing

GRADE 5

Learn at Home

Reading, Language Skills, Spelling, Math, Science & Social Studies

A Full School Year of Lesson Plans • Teaching Suggestions • Reproducible Activity Sheets • Full Color

Dear Parents and Teachers,

You have just taken an important step in teaching your child at home. Designed by experts in elementary education, the Learn at Home series provides a comprehensive resource for educating your child at home or for supplementing your child's school curriculum.

The Learn at Home series provides 36 weeks of lesson plans in six curriculum areas—Reading, Language Skills, Spelling, Math, Science and Social Studies. Art, Music and movement activities are also integrated into the curriculum, as well as additional suggestions for activities beyond the "classroom."

The Learn at Home series incorporates the most current teaching methods along with background information and step-by-step instructions. This valuable resource includes:

- Reading, Writing, Language and Spelling skills in meaningful contexts
- Essential Math concepts, skills and strategies
- Hands-on Science investigations
- Thematic Social Studies units

The Learn at Home series also offers these innovative features:

- Weekly lesson plans at a glance
- Additional activity suggestions to extend learning
- Explanations of concepts and teaching approaches
- Full-color illustrations and ready-to-use activity sheets
- An answer key which provides sample solutions and concrete examples

Your child needs to build a strong academic foundation. With the Learn at Home series, your child will be well on the way to success!

Sincerely,
The Editors of American Education Publishing

Learn at Home
Grade 5

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Welcome!

Congratulations on your decision to educate at home! Perhaps you are a bit nervous or overwhelmed by the task ahead of you. *Learn at Home* will give you the guidance you need to provide your child with the best fifth-grade education possible. This book is only a guide, however, and you are encouraged to supplement your child's curriculum with other books, activities and resources that suit your situation and your child's unique interests.

Create an inviting learning environment for your child. It should be comfortable and attractive, yet a place in which your child can work without distractions. Your child's work area should include a desk or table, a chalkboard or dry-erase board, an easel, appropriate writing and art materials, a cozy area for reading (perhaps with pillows or a bean bag chair), a bulletin board for displaying work and shelves for books and storage. Hang a clock and a calendar in the room as well. Collect inexpensive materials from around your home for your child to use in art projects, as math manipulatives or for language activities. Bottle caps, cardboard tubes, dried pasta and beans, old magazines, egg cartons, small tiles and wooden cubes are certain to come in handy throughout the year.

The Learn at Home Series

The *Learn at Home* series is an easy-to-use line of resource guides for parents who have chosen to teach their children at home. The series covers grades K through 6, one volume per grade level. Each book in the series is organized the same. An introductory section called **Background Information and Supporting Activities** provides general information and activity ideas for each area of the curriculum. This section is then followed by thirty-six weeks of instruction in six curricular areas. At the fifth-grade level, these areas include Language Skills, Spelling, Reading, Math, Science and Social Studies.

Each of the thirty-six weeks is then further divided into three sections: **Lesson Plans**, **Teaching Suggestions and Activities** and **Activity Sheets**. Each week's **Lesson Plan** includes lessons and activity suggestions for all six curricular areas. Though divided into separate areas of the curriculum, many of these activities are actually cross-curricular in nature. The lesson plans are brief, but further explanations are often provided in the next section, **Teaching Suggestions and Activities**. This section generally contains detailed directions for activities mentioned in the lesson plans, as well as background information and a variety of suggestions for related activities and extensions. **Activity Sheets** round out each week's materials. These sheets are grouped by subject and arranged in the order in which they appear in the lesson plans. Activity sheets are referred to by name and page number and are highlighted by **bold** print throughout this book.

Background Information and Supporting Activities

LANGUAGE SKILLS

BACKGROUND

Language skills should be taught in real context and in all subject areas. Whenever possible, integrate your teaching of grammar, handwriting and writing skills into other areas of the curriculum, such as science or social studies. Ask your child to write on a science topic he/she is currently investigating or to answer a question in writing about a historical event.

GRAMMAR

The following language skills are taught at the fifth-grade level. Incorporate these skills into your curriculum using the activities provided in the lesson plans as well as your own original ideas.

Vocabulary Development	Antonyms, homonyms and synonyms Analogies Similes and metaphors Correct word usage
Parts of Speech	Nouns, verbs, adjectives, adverbs, prepositions, conjunctions and interjections Kinds of phrases Appositives
Punctuation	Punctuation marks Capitalization with punctuation
Sentence Structure	Complete sentences Types of sentences Subject and predicate Subject/verb agreement
Paragraphs	Paragraph organization Topic sentences Recognizing details Types of paragraphs
Editing	Writing process Proofreader's marks
Other	Writing business letters and friendly letters Alphabetical order

HANDWRITING

The weekly language lessons in this book do not include activities for practicing handwriting. Depending on your child's needs, however, you may wish to purchase an alphabet desk tape or an alphabet chart or banner to hang on the classroom wall. These can be found at most parent/teacher stores. Since there is more than one style of cursive handwriting, you should choose one that is compatible with the printing style taught at younger grades.

▶ THE WRITING PROCESS

Engage your child in meaningful writing activities each week. Use a writing lesson as an opportunity to stress a newly learned grammatical skill. While the focus of some writing activities will be correctness, others will encourage fluency. Devote at least thirty minutes each day to writing, whether it be creative writing or writing in other areas of the curriculum. The writing process is ongoing but generally includes these steps:

Prewriting The writer brainstorms ideas, gathers and organizes information.

Drafting The writer composes or writes a rough draft using prewriting ideas. He/she should not worry about mistakes at this stage. The emphasis here is on fluency, not accuracy. The writer dates the drafts and keeps them in a writing folder.

Revising The writer rereads the draft, checking to see that it is fluent, interesting and stays on topic. Then, he/she reads the rough draft to another person to gather feedback on word choice, fluency, clarity and interest. The writer makes changes as needed.

Editing The writer proofreads, then edits, the revised piece of writing for proper spelling, capitalization and grammar.

Publishing The writer copies the corrected proof and prepares to present it.

▶ PUBLISHING OPTIONS

The purpose of publishing your child's written work is to present his/her material to a real audience. Most of the writing we do as adults has a real or intended audience. Writing with a reader in mind will motivate your child to write, and he/she may take more care to express him/herself clearly and accurately.

- Reproduce your child's completed and edited story in book form, complete with illustrations and a cover. Start a "library" of your child's work.
- Arrange for your child to read a completed story to an audience.
- Submit one of your child's completed and edited written pieces to a children's magazine such as *Cricket, Stone Soup* or *Highlights for Children*.
- Create a quarterly literary magazine to publish your child's favorite poems, stories, articles and essays. Each week, ask your child to select a written piece to save for the magazine. Once you have collected several pieces of writing, help him/her edit and arrange the pieces to form an interesting magazine. He/she may want to supplement the pieces with pictures, ads, puzzles, riddles and editorials. Make copies of the magazine and send to relatives and friends.

▶ WRITING OPPORTUNITIES

Create opportunities to get your child writing. The more often your child writes, the more fluent he/she will become. Listed below are ten ideas to help you motivate your child to write.

Letter Writing Arrange for your child to write letters on a regular basis to a relative, friend or pen pal. Encourage a prompt response to the letters he/she receives.

Diary/Journal Have your child write in a journal every day. Let your child write about anything. Occasionally you may need to suggest journal topics. Your child's journal can be a place for personal reflection, current events, lists, jokes and riddles, descriptions of wonderful or terrible things, ideas for stories and much more.

Story Starter Write an intriguing sentence on the chalkboard. **Example:** *Elliot ran into the house, slamming the door behind him.* Ask your child to reflect on the sentence for a few minutes, then write a story based on the sentence. Use the same sentence on more than one occasion to inspire several different stories.

Descriptive Paragraph Suggest a topic or situation for your child to describe in writing, using adjectives and descriptive phrases. Ask him/her to explain the subject clearly enough that the reader can visualize the subject.

Character Description Have your child write a descriptive paragraph about a character. Ask your child to choose a favorite (or least favorite) character from a book, a person in history, a relative or another person. You may also suggest that your child write a riddle about the character. The riddle would include descriptive sentences that do not mention the character's name. The purpose of writing the riddle would be to have someone else guess who the character is. (The character must be familiar to the person guessing.)

Answering Questions Write a question on the chalkboard each day or one day each week. Ask your child to reflect on the answer before writing. Alternate questions that require no research, such as *What did you do Saturday?* with questions that may require a bit of research, such as *Where and when was the first Thanksgiving celebration?*

Expressing an Opinion Discuss a current topic of debate with your child. Then, have your child write his/her opinion on the issue, citing evidence or examples that substantiate his/her view. You may wish to use the format of a letter to the editor for this activity.

Feelings Have your child write about his/her feelings in different situations. *How does it feel to lose a game? How would you react to a growling dog? How do you react when you open a present you don't like?*

Writing Directions Have your child write detailed directions for completing a task he/she knows how to do very well, such as making a capital S, folding a sweater, making a bed or finding a specific phone number. Focus on clarity and conciseness.

SPELLING

BACKGROUND

Spelling is applicable to all areas of study, so work to integrate it into all areas of the curriculum. As your child encounters new terms in social studies, science and math, add that vocabulary to the weekly spelling lists. Add words from your child's own writing as well. Repeating spelling words during the week will help your child memorize words for a test, but it will not help him/her retain the words for the long term. The most effective technique for retaining accurate spelling is to use the words in context. Each week, engage your child in a writing activity using the spelling words. Steady exposure to words through reading will also improve your child's ability to spell.

TEACHING SPELLING SKILLS

Each weekly lesson plan contains a list of 18 vocabulary words for your child to learn. Review weeks are the only exceptions—the spelling lists for weeks 9, 18, 27 and 36 are generated by you and your child based on words from previous weeks' lists that need to be reviewed. Follow the schedule below for each week's spelling lessons.

Monday

1. Give your child a pretest of the new word list. Read each word, use it in a sentence, then read the word again. Enunciate each word clearly to avoid confusion.
2. Have your child correct his/her own pretest as you read the word aloud and spell it. Ask your child to make a check mark next to each word that is spelled correctly and circle each word that is misspelled. Have your child write each misspelled word correctly next to the incorrect spelling. These words will comprise the study list for the week.
3. Add words to the list from your child's written work or from other curriculum areas. Keep the list at around 18 words. Have your child copy the study list twice: once for him/herself and a second time for your records.
4. Discuss any spelling rules that apply to the words in the list.

Tuesday

1. Have your child complete the provided activity sheet. Ask your child to name any additional words that fit in the spelling category.
2. Have your child practice spelling each word aloud through games and physical activity. Play games such as "Hangman," "Boggle" and "Scrabble."

Wednesday

1. Have your child use each spelling word in a meaningful sentence.
2. Have your child read the completed sentences aloud.

Thursday

1. Have your child complete an activity that involves writing, forming, tracing or reading the spelling words repeatedly. Several activity suggestions are included on pages 9 to 10.
2. Have your child practice using the spelling words orally.

Friday

1. Give your child a final test on the words studied this week. Add words from previous weeks to assess whether your child has retained the correct spellings.
2. Correct the test. Add any misspelled words to future study lists.

▶ WORD BANK

Provide your child with a stack of index cards and a file box for maintaining a Word Bank throughout the year. Have your child record spelling words (one word per card) and file them alphabetically. Add words from the spelling lists each Friday. Add misspelled words that are found in writing and challenging words from other curricular areas. You can also apply dictionary skills lessons to the Word Bank. For each word, have your child write a definition, part of speech, pronunciation and a sample sentence.

▶ SPELLING ACTIVITIES

The following activities can be adapted to just about any word list. Employ a variety of activities in your teaching to keep your child challenged and motivated.

1. Have your child alphabetize the list of words.
2. Have your child write a story using the spelling words, then underline each spelling word used.
3. Have your child create word searches, crossword puzzles and other word games.
4. Copy the spelling words onto index cards, omitting the vowels. Have your child identify the spelling words and write out each word three times (with vowels). Repeat, this time omitting the consonants.
5. Write sentences on the chalkboard using the spelling words. Erase the spelling words in each sentence. Have your child read each sentence and fill in the missing word, based on context.
6. Play charades.
7. Assign each letter of the alphabet a numerical value. Have your child choose a spelling word and write it on the chalkboard. Have your child write the assigned value of each letter, add the values and write the sum of the word. Repeat for each spelling word.
8. Choose random pairs of spelling words. Have your child write an alphabetical sentence incorporating both words. your child does not need to start at the beginning of the alphabet each time. **Example:** A big caterpillar doesn't eat furiously.
9. Choose a spelling word. Have your child say the word, then spell it out, clapping for each consonant and snapping for each vowel.
10. Have your child look up a spelling word in the dictionary. Have your child copy the guide words from the top of the page, write the word with diacritical marks or divide the word into syllables.
11. Have your child make up a mnemonic device to help remember a difficult spelling. **Example:** geography—George Elliott's old grandmother rode a pig home yesterday.
12. Using grid paper and a pencil, have your child write spelling stairs. Have your child write the first letter of the spelling word in a box on the first line. On the second line, directly below the first letter, have him/her write the first and second letters of the word in two boxes. Continue until the entire word has been written. Have your child count how many steps make up the staircase and write the number at the top of the steps. Repeat with other spelling words.

13. Have your child categorize the words by parts of speech.

14. Have your child write words that rhyme with the spelling words.

15. Choose a spelling word. Say the word aloud. Have your child repeat the word, then write it out in large letters on a sheet of unlined paper. Have your child trace each letter in the word, using a pencil eraser pressed in ink on a stamp pad. Ask your child to read and spell the completed word. Repeat for each spelling word.

16. Choose a spelling word. Have your child say the word, write it in pencil on a sheet of paper and decide which letters are vowels. Then, have your child use a crayon to trace each vowel in the word. Repeat for each spelling word.

17. Ask your child to choose a spelling word and write it neatly at the top and bottom of a sheet of paper. In the center of the paper, have your child write the word a third time in large letters. He/she may write the word in cursive, doodle it, decorate it or use the letters to make a picture. Repeat for each word.

18. Have your child choose a spelling word. Ask your child to write the word vertically on a piece of paper, underlining each letter. Then, have your child write a sentence made up of words and phrases beginning with each one of the letters. Repeat for each spelling word.
Example: inside—If
no one
says
ice cream,
don't
eat.

19. Have your child roll a ball of modeling clay in the palms of his/her hands, then flatten the ball on a paper plate. Provide a spelling word to write on the smooth clay with a pencil. Have your child erase the word with his/her finger, then write the next one. *Alternative:* Have him/her roll the dough into small, thin "snakes" and use them to form assigned words in cursive.

20. Have your child look through newspapers for current spelling words. Have him/her highlight the words or cut them out.

READING

BACKGROUND

Reading ability and interests vary greatly at this age, so choose books that are appropriate for your child. You may follow the book suggestions in the lesson plans or choose your own. Use a variety of books or a basal reader for your reading curriculum. Go at an appropriate pace for your child. Read each book before you introduce it so that you will be prepared to lead a discussion, ask questions and suggest activities. Encourage your child to read material for a natural purpose as well. Have magazines, newspapers, comics, maps and other reading materials on hand for your child. Set aside thirty minutes each day for your child to do silent reading. You might also choose to read books aloud to your child. This is a great opportunity to model your own love for reading and to talk about the content of a book. For more information on this subject, see *The New Read-Aloud Handbook* by Jim Trelease.

CHOOSING A BOOK

There is no such thing as a fifth-grade level book. Determine if a book is appropriate for your child by having him/her read a short passage. Evaluate your child's fluency, understanding and interest. If your child reads without hesitation, the book is probably at his/her *independent reading level*. If your child cannot decode several words on a single page and loses track of the meaning, the book is at your child's *frustration level*; struggling through the book could turn your child against reading. Choose a book at your child's *instructional level* when you will be reading together. Your child should recognize about 85–90% of the words on his/her own and be able to answer 75% of the comprehension questions.

Survey your child's interests periodically. Choose some books based on your child's interests; choose others because they are examples of fine literature. Have your child read a variety of books: biography, fiction, nonfiction, historical fiction, mystery, adventure, mythology, science fiction and poetry. Here is a list of books to get you started:

And Now Miguel by Joseph Krumbold
Carry On, Mr. Bowditch by Jean Lee Latham
The Day It Rained Forever by Virginia Gross
Dear America Series: *A Journey to the New World* by Kathryn Lasky
When Will This War Be Over? by Barry Denenberg
The Winter of Red Snow by Kristiana Gregory
~~*Dinosaurs Before Dark* by Mary Pope Osborne~~
~~*The Egypt Game* by Zilpha Keatley Snyder~~ — awful
Flour Babies by Anne Fine
* *Gentle Ben* by Walt Morey
The Girl Who Loved Wild Horses by Paul Goble —awful
Henry Reed, Inc. by Keith Robertson
A Horse Came Running by Meindert DeJong
I Am Regina by Sally M. Keehn
Johnny Tremain by Esther Forbes
Just the Two of Us by Jan Greenberg
Mother Earth, Father Sky: Poems of Our Planet selected by Jane Yolen
Mr. Revere and I by Robert Lawson
My Life With the Chimpanzees by Jane Goodall
Mystery of the Plumed Serpent by Barbara Brenner
Nothing Is Impossible: The Story of Beatrix Potter by Dorothy Aldis
Old Yeller by Fred Gipson
~~*The Phantom Tollbooth* by Norton Juster~~
~~*Pippi Longstocking* by Astrid Lindgren~~

Poetry for Young People by Robert Frost
Rascal by Sterling North
Sam Ellis's Island by Beatrice Siegel
Sarah, Plain and Tall by Patricia MacLachlan
Shades of Gray by Carolyn Reeder
Sing Me a Story: Metropolitan Opera's Book of Opera Stories for Children by Jane Rosenberg
Smoky the Cowhorse by Will James
Songs for Survival compiled by Nikki Siegen-Smith
Through the Looking Glass by Lewis Carroll
The Trumpet of the Swan by E. B. White
The Water Babies by Charles Kingsley
A Wrinkle in Time by Madeleine L'Engle
The Yearling by Marjorie K. Rawlings

WEEKLY READING PLAN

In general, follow these steps when reading a text. Note that not all steps may apply to every book.

1. **Introduce the book**. Before reading, make a copy of **Story Organizer** (p. 33) from Week 2. Write five vocabulary words on the activity sheet and discuss their meanings. Then, ask your child to complete the page up to "Setting." Activate your child's prior knowledge by relating the story to his/her own experiences. Clarify the purpose for reading the story, if applicable.

2. **Read the book**. Ask your child to write definitions of vocabulary words as he/she reads and keep them in the Word Bank. Have your child monitor his/her own comprehension by asking questions and finding the answers him/herself. Have your child look back through pages already read to check understanding and reread any confusing passages. Ask your child to make inferences about what has happened and predictions about what might happen next. If reading nonfiction, ask him/her to take notes. Encourage your child to consult a knowledgeable person when he/she is unsure of a word or meaning.

3. **Follow up with skills or projects**. After finishing the book, have your child complete the **Story Organizer** (p. 33). As you teach your child a specific skill, look for examples in the book. Have your child reread parts of the selection for more information. Plan a project that involves thinking more deeply about the story content. Have your child evaluate a certain aspect of the book (theme, character or event).

READING CONFERENCE

Hold a reading conference with your child twice a week to discuss the current book. Discuss the characters and plot of the story. The lesson plans suggest topics for discussion and activities that focus on a variety of reading and language skills. Use the reading book to demonstrate a language skills concept, such as subject/verb agreement. Choose other activities that will sharpen your child's analysis, comprehension and interpretive skills. Ask your child to recall details, sequence events, analyze a character, compare and contrast, predict outcomes, draw conclusions and interpret facts. When you notice yourself using a particular skill in your own reading, call attention to it. Discuss how you used the skill. Mastery of these skills will help your child become an independent reader.

**BEFORE YOU BUY THE READING BOOKS RECOMMENDED:

The reading part of this curriculum is out-of-date: many of the books are hard to find and aren't as good as other, readily-available books. Here's a week-by-week overview of the reading curriculum with suggestions for alternate reads when applicable:

Week 1 - No specific book: "Ask your child to read fairy tales this week." This could have been far more specific. How about Native American tales to fit with the social studies' theme of discovery of America?

Week 2 – Paul Goble, *The Girl Who Loved Wild Horses*. NO: the story is idiotic, even for a folktale (a Native American girl loves horses so much that she turns into one). You could continue to read Native American tales or try one of Joseph Bruchac's books: Bruchac, unlike Paul Goble, is actually of Native American descent and your local library will most likely have some of his books.

Weeks 3, 4 & 5 – Laura Ingalls Wilder, *Farmer Boy*. YES. My son loved this book.

Week 6 – Phyllis Reynolds Naylor, *To Walk the Sky Path* (about the traditional world of the Seminole Indians). I don't know: we did not read this. Possibly substitute Russell Freedman, *Indian Chiefs* or Elizabeth George Speare, *Sign of the Beaver* (a Newbery Honor book).

Week 7 – No specific book: "Read the newspaper." Fine, read the newspaper . . . but also have your 5th grader read a short book like Beverly Cleary, *Dear Mr. Henshaw* or one of the international books listed below.

Week 8 & 9 – Laurie Lawlor, *Addie's Dakota Winter*. NO. There are much better books about pioneer girls which are more readily available. Read another book in the Laura Ingalls Wilder *Little House* series, Newbery Award winner *Caddie Woodlawn* by Carol Ryrie Brink, or a captivity tale like Lois Lenski's *Indian Captive: the Story of Mary Jemison.*

Weeks 10 & 11 – Theodore Taylor, *The Cay* – NO. *The Cay* is an okay book for an older reader but the themes are too adult for fifth grade. I have never seen this book recommended for younger than sixth grade. Consider instead Jean Craighead George, *My Side of the Mountain* or Christopher Paul Curtis, *The Watsons Go to Birmingham.*

Weeks 12 & 13 – Richard Atwater, *Mr. Popper's Penguins*. YES, a fun read. Then watch the Jim Carrey movie version and compare/contrast the two!

Weeks 14 & 15 – Alfred Slote, *Hang Tough Paul Mather*. NO. We had to order this book, and it bored my son to tears. It's about a boy with leukemia who ignores his doctor in order to keep playing baseball, and ends up in the hospital – but what kills the story are the monotonous play-by-play descriptions of his little league games. I recommend instead Betsy Byars, *Summer of the Swans*: a 14-year-old girl is forced to quit her preoccupation with superficial matters when her 10-year-old mentally handicapped brother wanders off, gets lost, and needs her to find him. The book is praised for its family values, and my son said he really liked it.

Week 16 – No specific book: "Have your child read a biography." YES. Biographies rock!

Weeks 17 & 18 – Robert Kimmel Smith, *War with Grandpa*. NO. First, this book wasn't in the library and we had to order it. Second, my son thought the book was just okay (not great) and admitted it's a weird, unrealistic story. Third, the premise bothers me: an 11 or 12-year-old boy is livid that he has to give up his room when his grandfather moves in and SEEKS REVENGE by doing mean, sneaky things to the grandfather . . . even though the revenge attempts usually backfire. The book is supposed to be humorous, and in the end the boy realizes he is being petty, but for me the ending doesn't justify the cringe-worthy plot. I suggest Kate DiCamillo, *The Tale of Despereaux* or Roald Dahl, *Danny, Champion of the World* instead. Both books are genuinely light-hearted and fun in the way that *War with Grandpa* attempted to be (but failed).

Weeks 19 & 20 – Natalie Babbitt, *Tuck Everlasting*. NO. You may disagree: this is a Newbery Award winner that many like, and surely will be available in the library, but I don't like the premise: that it is desirable to want to live forever and that a spring actually exists which can make that desire into reality. I suggest Frances Hodgson Burnett, *The Secret Garden* or Doris Gates, *Blue Willow*. Or, if your child did not read Joanna Hurwitz' Aldo books in third or fourth grade, fifth grade is not too late to encounter these marvelous books: *Much Ado About Aldo, Aldo Applesauce, Aldo Peanut Butter* and *Aldo Ice Cream* (can you tell that Aldo likes good food?!!!)

Weeks 21 & 22 – Candy Dawson Boyd, *Circle of Gold*. YES. A wonderful story, but it may interest girls more than boys. A boy would love Walt Morey, *Gentle Ben*.

Week 23 – Ken Mochizuki, *Baseball Saved Us* (a picture book). I don't know: we didn't read it. I'd substitute a short novel like Patricia MacLachlan, *Sarah Plain and Tall*, or one of the international books listed below.

Week 24 – John Reynolds Gardiner, *Stone Fox*. NO. This book has a very unrealistic premise and is not that great of a read. Your child is supposed to compare and contrast this book with the similar Disney film *Iron Will*, using a Venn diagram. We instead compared Kenneth Grahame's *The Reluctant Dragon* with the film *Harry and the Hendersons*, but you could use Thomas Rockwell, *How to Eat Fried Worms*, Katherine Paterson's *The Great Gilly Hopkins*, or any other youth novel which has been made into a movie. Maybe Johann D. Wyss, *The Swiss Family Robinson* or Johanna Spyri, *Heidi*? Both stories are awesome classics available at the library, and the movie versions should be at the library as well.

Week 25 – No book recommended: your child is supposed to do "life skill" reading (medicine bottles, the newspaper, cereal boxes). NO. That's not a reading assignment! Since I don't like the book for Week 26, spend two weeks on a classic like Robert C. O'Brien, *Mrs. Frisby and the Rats of NIMH*.

Week 26 – James Howe, *Bunnicula* (about a rabbit which is also a vampire). NO. I greatly dislike this book – it's creepy in a bad way – and would never recommend it. Continue reading *Mrs. Frisby* instead, as suggested above.

Weeks 27 & 28 – Lois Lowry, *Number the Stars*. YES. It's on so many lists that it's almost certainly a good book though I have not read it. Or try Jane Yolen's *The Devil's Arithmetic*, a similar, though lengthier, novel about the Holocaust. [*The Diary of Anne Frank* is more of a 6th grade book . . . .] For what it's worth, my son read either Armstrong Sperry's *Call to Courage* or Claire Huchet Bishop's *All Alone* instead; he wasn't quite ready to tackle the Holocaust.

Week 29 – Daniel Pinkwater, *The Muffin Fiend*. NO. Not in our library and I haven't read it, but it's a nonsense tale in which Mozart, the composer, acts as a detective sleuthing out who's stealing muffins across Europe. There's too much excellent literature to waste a child's time on that type of idiocy. For a short read which can be completed in one week consider Eleanor Estes, *The Hundred Dresses* or William H. Armstrong, *Sounder*. Or, for enjoyable nonsense which does not confuse a child about real history, Astrid Lindgren's classic *Pippi Longstocking*.

Weeks 30 & 31 – E. B. White, *Trumpet of the Swans*. YES, YES, YES. Love it. And my son loved it.

Weeks 32 & 33 – Wilson Rawls, *Where the Red Fern Grows*. YES. I haven't read it, but it's a classic which appears regularly on 5th grade book lists, so it's probably good. Comparable stories: Fred Gipson, *Old Yeller* or Sterling North, *Rascal*. My son read and loved both during sixth grade, but he definitely could have read them during fifth grade.

Week 34 – No book specified: "read a nonfiction book." YES. Reading non-fiction gets young readers ready for junior high subject matter reading.

Week 35 – Read a biography of Dr. Seuss, then read his book *The 500 Hats of Bartholomew Cubbins*. I don't know: I haven't read this particular Dr. Seuss book, but Dr. Seuss Day is in March, so maybe Dr. Seuss books should be read then. Maybe these last two weeks could be devoted to poetry. Look in the library for *Poetry for Young People* books: each one focuses on a different poet, like Robert Frost or Emily Dickinson.

Week 36 – No book specified: "Have your child pick a book." YES. Now might be the time to let your child pick a book you would normally roll your eyes at, like *Diary of a Wimpy Kid*. My son loved Donald J. Sobol's *Encyclopedia Brown* books at this age, so that's an option as well.

International youth fiction to consider for a fifth grader:

Linda Sue Park, *A Long Walk Home* (based on a true story and takes place in Sudan)
Deborah Ellis' Breadwinner Trilogy: *The Breadwinner*, *Parvana's Journey*, and *Mud City* (very moving stories take place in Afghanistan; short and easy to read)
Claire Huchet Bishop, *A Triumph for Toto* (takes place in Europe after WWII)
Claire Huchet Bishop, *Pancakes-Paris* (takes place in Paris after WWII)
Jade Snow Wong, *Fifth Chinese Daughter* (takes place in China)

▶ READING JOURNAL

Have your child keep a Reading Journal. Encourage your child to write in the journal on a regular basis. Assign questions to answer in the journal or allow your child to write on other topics related to the book. The best questions will ask your child to express an opinion, make a recommendation, criticize a decision or debate an issue presented in the book.

▶ BOOK PROJECT IDEAS

After reading a book, engage your child in an activity that requires imagination and creativity, as well as an understanding of the story just read. Several suggestions for follow-up activities are listed below. These activities may accompany or replace the traditional written book report. Display these choices on a chart and keep posted all year.

- Design and create a diorama.
- Write a poem about a character.
- Retell a poem in story form.
- Retell a story in poem form.
- Write a sequel.
- Write a critique of the book.
- Illustrate a favorite scene.
- Write a new ending.
- Make a filmstrip of the events.
- Prepare and perform a puppet show.
- Rewrite a scene from the book in play form.
- Compare two characters using a Venn diagram.
- Illustrate a fable and write out the moral.
- Write three questions to ask the subject of a biography.
- Design and create a commercial to sell the book.
- List things a character might say in given situations.
- Draw a comic strip with characters from the book.
- Write a sensational news story about an event in the book.
- Build a mobile representing attributes of a character.

▶ INCENTIVES

Reading can be its own reward, but your child may need a little encouragement at times. Choose an incentive that fits your child's interests and your own philosophy.

1. Make a record sheet like the one shown here. After your child finishes a book, have him/her complete one line on the chart. When each line of the chart is filled—you decide how many lines it should have—let your child choose an activity as a reward. You could play a game together, bake cookies or go ice-skating.

Title	Author	Main Idea	Rating
Through the Looking Glass	Lewis Carroll		
Mr. Popper's Penguins	Richard and Florence Atwater		

2. Set a reading goal. Choose a theme that will motivate your child. Design a bulletin board display around the theme. For each book your child reads, add something to the display. When the display is full, your child earns a reward related to the theme.

   Example: Draw a large pizza. Your child gets to add a mushroom or piece of pepperoni to the pizza for each book he/she reads. Have your child write the title of a completed book on each mushroom or piece of pepperoni. When the pizza is full of toppings, your child earns a pizza lunch with someone special.

▶ THEMATIC UNIT

A thematic unit is a way of organizing lessons from more than one subject area around one theme. For example, if you are reading a novel about the American West, design math story problems related to that theme. In science, you could set up experiments by growing different plants in sand. In social studies, you could study the geography of the West. In spelling, add words from the novel or theme-related vocabulary to the spelling list. Teaching thematically takes imagination and planning, but lessons can be more meaningful to your child if they are taught in an interesting context.

MATH

BACKGROUND

The fifth-grade math curriculum is filled with activities and exercises designed to help your child comprehend the logic behind math operations. Your child will review the fundamental concepts of place value, addition, subtraction, multiplication and division, and will learn to apply these concepts to rounding, estimation, geometry, graphing, tangrams, fractions, decimals, percents and ratios. Your child will also learn how to work with numbers in different bases, such as base ten or base two. Whatever the topic, look for opportunities to relate math to your child's own world. Show your child the practical applications of mathematics.

PROGRESS CHART

Have your child practice graphing skills while keeping a record of personal progress each quarter. Using a sheet of graph paper, have your child design a graph to record the name of each skill or assignment, the date and a range of scores (from 0 to 100 in increments of 5). For each assignment completed, your child will color in his/her score. Set a standard of excellence, such as 90%, that your child should strive to attain. Provide opportunities for your child to improve low scores, whether it be repeating an assignment after further instruction or completing a related assignment.

BOOK OF SITUATIONAL PROBLEMS

Provide a notebook for creating and solving situational problems, or word problems. Have your child design two or three situational problems using current math concepts each week. Encourage your child to relate the math concept to his/her own experience—daily activities or themes from other curricular areas. This activity will stress the importance of the math concepts and teach that they have practical applications. Have your child leave the problems unsolved until the review week. Use the term *situational problem* rather than *word (or story) problem* to encourage your child to see math in real-life situations. You may also wish to act out, draw or model problems in order to increase your child's understanding.

VOCABULARY

As new vocabulary is introduced in the math lessons, have your child record and define them in his/her Book of Situational Problems. During review weeks, have your child define the terms and provide examples when appropriate. You may also choose to add some of these terms to your child's weekly spelling lists.

SCIENCE

BACKGROUND

Fifth-grade science covers a wide range of topics. This year, your child will learn about the plant and animal kingdoms, as well as living organisms that do not belong to either of these categories. Your child will also investigate earth science, specifically various landforms, bodies of water and climate. Finally, your child will study physical science, conducting experiments to explore the concepts of force, motion and work.

THE SCIENCE LEARNING CYCLE

Encourage your child to follow the science learning cycle whenever he/she has a question related to science or when exploring a new idea.

1. Begin with a question. **Example:** *What will happen if I leave this half-eaten apple on the counter?* State a possible hypothesis.
2. Follow up the question with an exploration that involves observation, play, experimentation, debate and other methods of inquiry. Encourage your child to use descriptive language, measure when appropriate and keep a journal of observations.
3. Propose explanations and solutions for the initial question. An explanation may prove or disprove the earlier hypothesis. This is a time of writing, talking and evaluating. After this step, you may need to return to the second step of the cycle, exploring the topic further.
4. Apply the knowledge to real life. Ask: *Where have you seen this happen before? What will you do differently because of the experiment?* This fourth step may also spark a new question that will begin the cycle again.

Do not worry if you don't have answers to all of your child's questions. The science learning cycle promotes exploration and prompts your child to construct his/her own knowledge, based on experience. The more experience you provide, the clearer and more accurate your child's understanding will be. If your child presses you for an answer, you can say, *Let's find out, What do you think?* or *Where have you seen something like that?* Your child will not always be satisfied, but keep in mind that your vocabulary-filled answers are not always easy to comprehend. Science is a process of wondering. Keep the wondering alive. A good scientist asks a lot of questions!

SCIENCE PROCESS SKILLS

1. Observing
2. Classifying
3. Using numbers
4. Measuring
5. Using space-time relationships
6. Communicating
7. Predicting
8. Inferring
9. Formulating hypotheses
10. Controlling variables
11. Interpreting data
12. Defining operationally
13. Experimenting
14. Formulating models

SCIENCE LOG

Have your child keep a folder of record sheets, activity sheets and other lab notes from each unit of study. Provide your child with a notebook, or Science Log, for recording observations and writing about each lesson. At the end of the unit, the folder and Science Log will serve as excellent resources for review.

SOCIAL STUDIES

BACKGROUND

In the fifth grade, your child will explore American history in-depth, including culture, geography and economics from the time of Columbus through the Civil War. Other topics of study include physical features, natural resources, regions, famous Americans and the nation's capital. Seek a variety of resources to teach social studies, such as textbooks, posters, videotapes, films, magazines, books, audiotapes, computer software and resource books. Check your area for historians, archaeologists, geographers, inventors and politicians who might be available to speak with your child.

COMMUNITY INVOLVEMENT

Get your child involved in your community this year. Each Friday, have your child perform some sort of community service. Here are some suggested activities:

1. Tutor a young child in the primary grades.
2. Read aloud to a young child or to an older adult.
3. Volunteer at the local library to straighten shelves, dust or make photocopies.
4. Help out Habitat for Humanity in some way to build a home for a needy family.
5. Organize a fund-raising project such as a book fair, garage sale or bake sale to raise money for a community organization.
6. Help out at the humane society.
7. Volunteer at a community organization and learn more about their work.
8. Plan and prepare a warm meal for someone who is ill, elderly or busy with a new baby.
9. Run errands for someone who is ill, elderly or busy with a new baby.
10. Collect clean, used clothing and nonperishable food items for someone in need. Take the donations to a shelter, church or mission.
11. Work in a food pantry or other type of distribution center.
12. Pick up litter in a park or other public area.

SOCIAL STUDIES CENTER

Set up an area in the classroom as a Social Studies Center. If possible, put the center near a bulletin board where you can mount a large map of the United States and some of your child's work. Suggested supplies and materials for the center include maps, a globe, an atlas, books about U.S. history, almanacs, encyclopedias, video- and audiotapes, pictures of times past, copies of historical documents, games and biographies of famous people.

	Language Skills	Spelling	Reading
Monday	Discuss different reasons for writing. Brainstorm ideas with your child and create a chart for future reference. *See* Language Skills, Week 1, number 1. Then, introduce the writing process. Have your child choose a topic, make a plan for writing and begin working on a rough draft today. Guide your child through the writing process over the course of this week. For more on the writing process, see page 6.	Pretest your child on these spelling words: amaze anyway basic brace braid daisy daydream delay dismay essay faint hasten matriarch nature place raisin rate wage Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Ask your child to read fairy tales this week, some new and some familiar. Keep a chart of the story elements so your child can compare the fairy tales and make general observations. Include the following headings on the chart: *title, good characters, evil characters, elements of magic, problem, solution* and *significant numbers* (3 and 7 are common). Discuss the story elements several times over the next four days.
Tuesday	**Vocabulary Development:** Review homophones with your child. *Homophones* are words that sound alike but differ in meaning and spelling. Have your child complete **Homophones** (p. 22).	Review this week's spelling words. Have your child complete **Amazing a** (p. 24).	**Quotation Marks:** Seek out a passage in one fairy tale in which someone is speaking. Ask your child to read the passage aloud with lots of expression. Then, discuss the format of quotations and the use of quotation marks. *See* Reading, Week 1, number 1. Have your child write a quotation following the format of a quotation from the fairy tale.
Wednesday	Review *synonyms* and *antonyms*. Write several sentences on the chalkboard, underlining a key word in each. *See* Language Skills, Week 1, number 2 for examples. Ask your child to copy the sentences and replace each underlined word with a synonym or an antonym. Then, have your child read the new sentences aloud. Have your child complete **Synonym or Antonym?** (p. 23).	Have your child use each of this week's spelling words correctly in a sentence.	Ask your child to browse through several fairy tales, looking for synonyms to replace the word *said*. Help your child make a list of the words he/she finds, as well as any others you two can think of. Precise words such as *whispered, replied, yelled and exclaimed* convey an author's meaning more accurately than the word *said*.
Thursday	Review similes, *metaphors* and *personification*. *See* Language Skills, Week 1, number 3. Write several sentences on the board containing similes and metaphors. Ask your child to name the two things being compared in each case. Have your child browse through books and other materials looking for other examples of figurative language. Can your child find examples of similes, metaphors and personification? Ask your child to write his/her own figures of speech.	Have your child study this week's spelling words. For activity ideas, see pages 9 and 10.	Discuss the chart made on Monday. Ask your child to predict elements of an unfamiliar fairy tale. Then, read the tale. How accurate were your child's predictions? Teach your child the difference between direct and indirect quotations. *See* Reading, Week 1, number 2. Select five direct quotations from a fairy tale and ask your child to change them into indirect quotations.
Friday	Write several sentences containing similes, metaphors or personification. **Examples:** *The trees' shadows danced in the moonlight. The meat was as tough as a piece of leather.* Ask your child to identify and name the different types of figurative language. Then, ask him/her to describe to you the meaning of each phrase. Finally, have him/her select one sentence and draw a humorous, literal interpretation of it.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Select a few dialogues from a favorite fairy tale. Allow your child to choose one role while you play the other. Read each scene together with expression and discuss what happens.

EXPLORERS

Week 1

Math	Science	Social Studies
Place Value Discuss the usefulness of a place-value chart. Use the pattern found in Math, Week 1, number 1 to help your child create his/her own place-value chart to use. Explain the names of the places and periods on the chart. Encourage your child to use the chart to practice reading large numbers through the millions. *See* Math, Week 1, numbers 2 and 3.	**Animal Kingdom** Explain to your child that all living things are classified into five kingdoms. The two most familiar to your child will be the plant and animal kingdoms. Gather plenty of resource materials on all five kingdoms. Allow your child some time to look through these materials. Copy **The Animal Kingdom** (p. 26) for your child. Read together and discuss the information presented.	**European Settlers** Introduce the topic of American history and European settlement. *See* Social Studies, Week 1. Ask your child to interview several family members and neighbors about what it means to them to be Americans. Discuss each person's response, and have your child write a paragraph summary.
Discuss the use of large numbers with your child. Ask him/her to flip through magazines, newspapers, almanacs and other materials and point out any large numbers he/she finds. *What kinds of things are these numbers used to describe? Why is it important to understand the magnitude of these large numbers?*	Ask your child to make a glossary of terms related to the animal kingdom. *See* Science, Week 1, number 1 for a list of terms. Add these words to spelling lists as they are discussed. Have your child use information from a pie chart to create a bar graph comparing the number of species in different phyla. *See* Science, Week 1, number 2. Have your child use a different color for each bar and name three animals from each group.	Discuss why people travel to new places. *What reasons did the early European explorers have for traveling to the New World?* Have your child research the motivations of such European explorers as John Cabot, de La Salle, Columbus, Magellan, Balboa, Ponce de León, Coronado and Vespucci. Ask your child to consider the influence of the family, the church and the state on these explorers' journeys.
Have your child read the book *How Much Is a Million?* by David Schwartz. Then ask, "How much is a billion?" Try to help your child gain a sense of one billion using the counting activity described in Math, Week 1, number 4.	Collect pictures of animals from nature magazines and old books. Try to find representatives from several different phyla. Ask your child to sort the animals into meaningful categories. Discuss similarities and differences among the categories. Have your child try to name the phylum in which each animal belongs. Have your child complete **Phyla Match** (p. 27), looking up each term to determine the answers.	Help your child organize the information from his/her research on a time line, using a long sheet of butcher paper and a black marker. Draw a horizontal line along the center of the paper. Beginning at the year 1490, make a mark for each 10 years up to 1870. Label centuries and half-centuries (1500, 1550, etc.). Write events on index cards and tape or glue to the time line, or write events directly on the time line. Continue to add to the time line over the next several weeks.
Help your child practice reading and writing large numbers. *See* Math, Week 1, number 5. Write 10–12 numbers (ranging in size) on the chalkboard. Ask your child to read the numbers aloud. Then, read aloud 10–12 different numbers and ask your child to write them on the board. If your child has trouble, let him/her use the place-value chart to write out the numbers.	Choose two animals from the same phylum (chordates, arthropods, mollusks, echinoderms, flatworms, etc.). Help your child make a Venn diagram to compare the two animals. Discuss the comparisons made by your child on the diagram. Explain that scientists classify and name groups of animals using a similar process. Ask your child why it is helpful (to scientists) to classify animals.	At the time of Columbus's travels, the most important navigation tool was the *astrolabe.* What was an astrolabe and what did it do? What eventually replaced the astrolabe? Have your child find out what other tools navigators use today.
Teach your child the following rules for writing large numbers in words: 1. Place commas between periods just as if you were writing numerals. 2. Always include a hyphen between the tens and ones, as in *ninety-four.* Copy **Checks** (p. 25). Let your child write out checks for large amounts to imaginary people or companies. Explain that a check must show the amount both in numerals and in words.	Have your child make a folder to organize his/her work from the animal unit. Provide supplies for making a science folder. Your child may decorate the outside of the folder with animals. Inside the folder, have your child keep completed activity sheets and a Science Log, as well as other information and completed projects related to the animal kingdom.	Discuss the meaning of the term *community service.* Explain the importance of serving the community. Help your child brainstorm and plan some possible activities to help out in your community.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Vocabulary Development)

1. Write *Why Write?* on a piece of chart paper. Brainstorm reasons for writing. Write the reasons on the chart and keep the chart as a reference. Use the following reasons for writing to get you started: to explain (recipes, definitions), to persuade (advertisements, job applications), to entertain (stories, jokes), to relate information (letters to family and friends, journal), to inform (instructions, news, reports), to question (interviews, scientific observations) and to voice opinions (editorials, postcards).

2. Use sentences like the following for Wednesday's activity.

   Tommy's words were inaudible.
   The raging water of the stream carried our raft swiftly toward the rocks ahead.
   The fire marshal ruled that the old theater was dangerous for further use.

3. Figurative language allows a writer to emphasize or dramatize an idea in a sentence.

   Similes compare two things directly using the words *like* or *as*.
   Example: The bumblebee is like a ballerina when it demonstrates the location of the nectar.

   Metaphors state that one thing *is* another thing. A metaphor can create a more dramatic image than a simile.
   Example: The bumblebee is a dancing, twirling ballerina as it demonstrates the location of the nectar.

   Personification attributes human qualities to nonhuman things for dramatic or humorous effect.
   Example: The bee performed a honey opera for its adoring fans.

READING (Quotation Marks)

1. Give your child a sentence containing a direct quotation. Ask him/her to read aloud *only* the words spoken by the character. Look at the relationship among the quotation marks, commas and other words in the sentence. *Who is speaking? How can you tell? To whom is the character talking?* Have your child find other examples of direct quotations.

2. Collect examples of direct and indirect quotations. Discuss the differences with your child.

   Direct: Thomas said, "My sister Gina was sick yesterday."

   Indirect: Thomas said that his sister Gina was sick yesterday.

MATH (Place Value)

1. Reproduce the place-value chart below one of the following ways: draw the chart on the chalkboard; enlarge, copy and laminate the chart, allowing your child to write on it with marker; or recreate the chart on a large piece of poster board, and write the digits 0–9 on individual index cards to place on the chart.

BILLIONS			MILLIONS			THOUSANDS			ONES		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones

2. Ask your child to study the place-value chart. Discuss the elements of the chart and our numbering system.
   a. Numbers are composed of ones, tens and hundreds.
   b. Each group of ones, tens and hundreds is called a *period*.
   c. *Periods* are separated by a comma (,).
   d. The first period (on the far right) is called the *ones*, the second is called the *thousands*, the third the *millions* and the fourth the *billions*. The periods can follow the same pattern infinitely toward the left.

3. Ask your child to write a given number in a given place on the place-value chart. Then, have him/her read the resulting number out loud. Tell your child to assume there are zeros in the places not mentioned. **Examples:** *Write a 3 in the tens place.* (30) *Write an 8 in the ones place of the millions period.* (8,000,000) Repeat several times, then increase the difficulty. If the activity is too hard, spend a few days building experience with the concept of place value. Build smaller numbers using manipulatives to teach the place-value pattern.

4. Numbers as large as one billion are often difficult to comprehend, since most people will never have or even see this much money. Use the following activity to help illustrate the concept of a billion for your child.

   Collect or make 60 play dollars (or use real money if you can). Ask your child to predict how long it will take to earn a billion dollars if you give him/her a dollar every second. Watch the clock and give your child a dollar a second. After one minute, ask your child to count the bills. Then, continue to count using the calculator. (Push "+ 1" every second.) When your child grows tired of this activity, have him/her propose a method for determining how many days it will take to get to a billion seconds (and a billion dollars). There is more than one way to figure it out.

5. When reading large numbers, have your child picture the numbers on the place-value chart. Have your child read the number to the left of the first comma as if nothing followed, then name the period to which it belongs. Do the same for each succeeding period. **Note:** The word *and* is not used. As will be discussed later in this book, the word *and* is used to designate a fraction or decimal portion of a number. The number 900,016,047,245 is read as: nine hundred *billion*, sixteen *million*, forty-seven *thousand*, two hundred forty-five.

SCIENCE (Animal Kingdom)

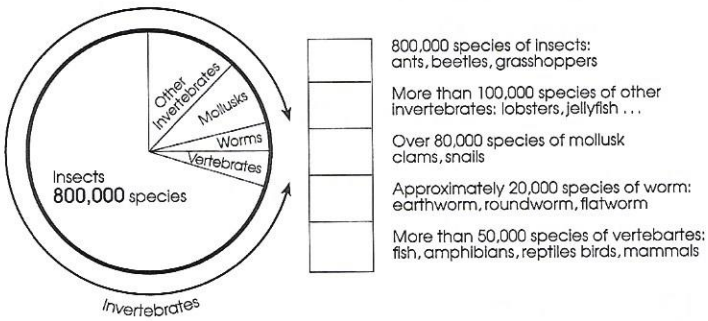
BACKGROUND

Animals' ability to move around distinguishes them from other types of living things. There are more than 1.5 million known kinds of animals. The animal kingdom is subdivided into 33 major groups called *phyla*. Each phylum is then further divided into categories that group animals according to similar features.

1. Add the following words to this week's spelling list. Have your child look up each word in a dictionary or science resource. Discuss the meaning. Have your child make a glossary of animal kingdom words. Have him/her arrange the entries in alphabetical order and write a definition for each word.

phylum	endangered	vertebrates	coelenterate	chordate
ecosystem	characteristics	invertebrates	cnidarian	endoskeleton
habitat	survival	flatworm	mollusk	exoskeleton
population	adaptation	segmented worm	echinoderm	arthropod

2. Enlarge or recreate the pie chart shown here. Have your child use the information from the chart to create a bar graph comparing the number of species in different phyla.

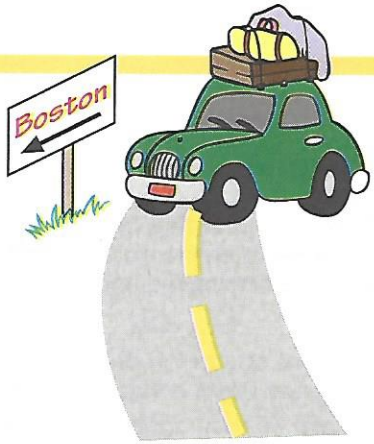


SOCIAL STUDIES (European Settlers)

BACKGROUND

The discoveries of Columbus and others paved the way for Europeans (especially the British) to cross the Atlantic and settle along the east coast of the future United States of America. They lived in small settlements (located between modern-day Maine and Georgia) under British rule until they could no longer bear the demands of the king. It was then that independence from Britain was declared, a war was fought and the United States was born. From that time on, immigrants from many countries have come to the U.S. in search of a better or freer life. The settlements spread westward as the population increased.

Homophones



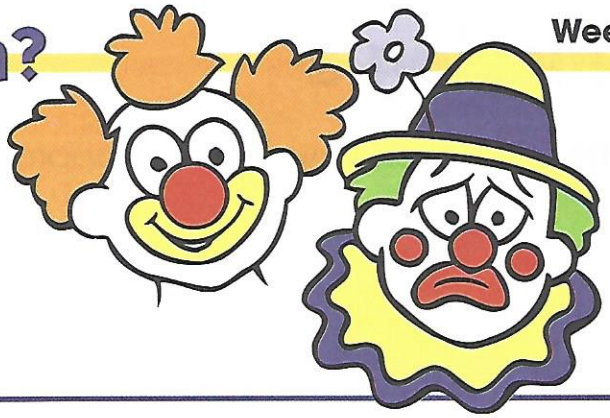
Homophones are words that sound alike but have different spellings and meanings.

Write the correct homophone in the blank.

Their house is around the corner from us. (their, there)

1. We couldn't decide _____ to visit Boston or St. Louis. (weather, whether)
2. We chose to visit Boston, the _____ of Massachusetts. (capital, capitol)
3. We drove _____ the city in _____ days. (to, too, two)
4. Our _____ was over interstate highways. (route, root)
5. We _____ many signs along the way. (read, red)
6. My brothers couldn't hide _____ excitement. (their, there)
7. We found that _____ an exciting city. (its, it's)
8. It was interesting to _____ the accent of the people. (hear, here)
9. Many people related interesting _____ to us about the city's history. (tales, tails)
10. We appreciated the _____ and quiet of the parks. (peace, piece)
11. We walked up and down _____ of houses in the historic district. (rows, rose)
12. I wore a _____ in one of my shoes from _____ much walking. (whole, hole) (so, sew)
13. Luckily, this caused me _____ _____. (know, no) (pain, pane)
14. I had to have the _____ of the shoe repaired. (soul, sole)

Synonym or Antonym?



Draw a green circle around each word that is a synonym of the first word.
Draw an orange box around each word that is its antonym. Use a dictionary to look up any words you do not know.

forfeit	choose	generous	gain	lose
adjacent	sudden	nearby	clean	remote
pompous	modest	festive	noisy	proud
nosegay	unhappy	bouquet	puncture	weeds
exquisite	careful	beyond	hideous	delightful
impeccable	flawed	perfect	scarce	painful
wary	alert	brittle	unguarded	tired
harry	furry	attract	annoy	soothe
despondently	happily	elegantly	crazily	unhappily
interrogate	cross-examine	dislike	persecute	hush
cull	answer	charge	select	scatter
elude	confront	scold	avoid	frighten

Amazing a

Write each spelling word in the appropriate spelling pattern category.

Long a

ay

a-e

a

ai

amaze
anyway
basic
brace
braid
daisy
daydream
delay
dismay
essay
faint
hasten
matriarch
nature
place
raisin
rate
wage

Checks

Fill in each check completely. Invent who you will write it to and why.

Name _____
Address _____
_____

6389A

Date _____

Pay to the Order of _____ $ _____

_____ Dollars

School Bank
5555 Fifth Street
Fifthville, GA 32132

For _____

_____
Signature

Name _____
Address _____
_____

6390A

Date _____

Pay to the Order of _____ $ _____

_____ Dollars

School Bank
5555 Fifth Street
Fifthville, GA 32132

For _____

_____
Signature

Name _____
Address _____
_____

6391A

Date _____

Pay to the Order of _____ $ _____

_____ Dollars

School Bank
5555 Fifth Street
Fifthville, GA 32132

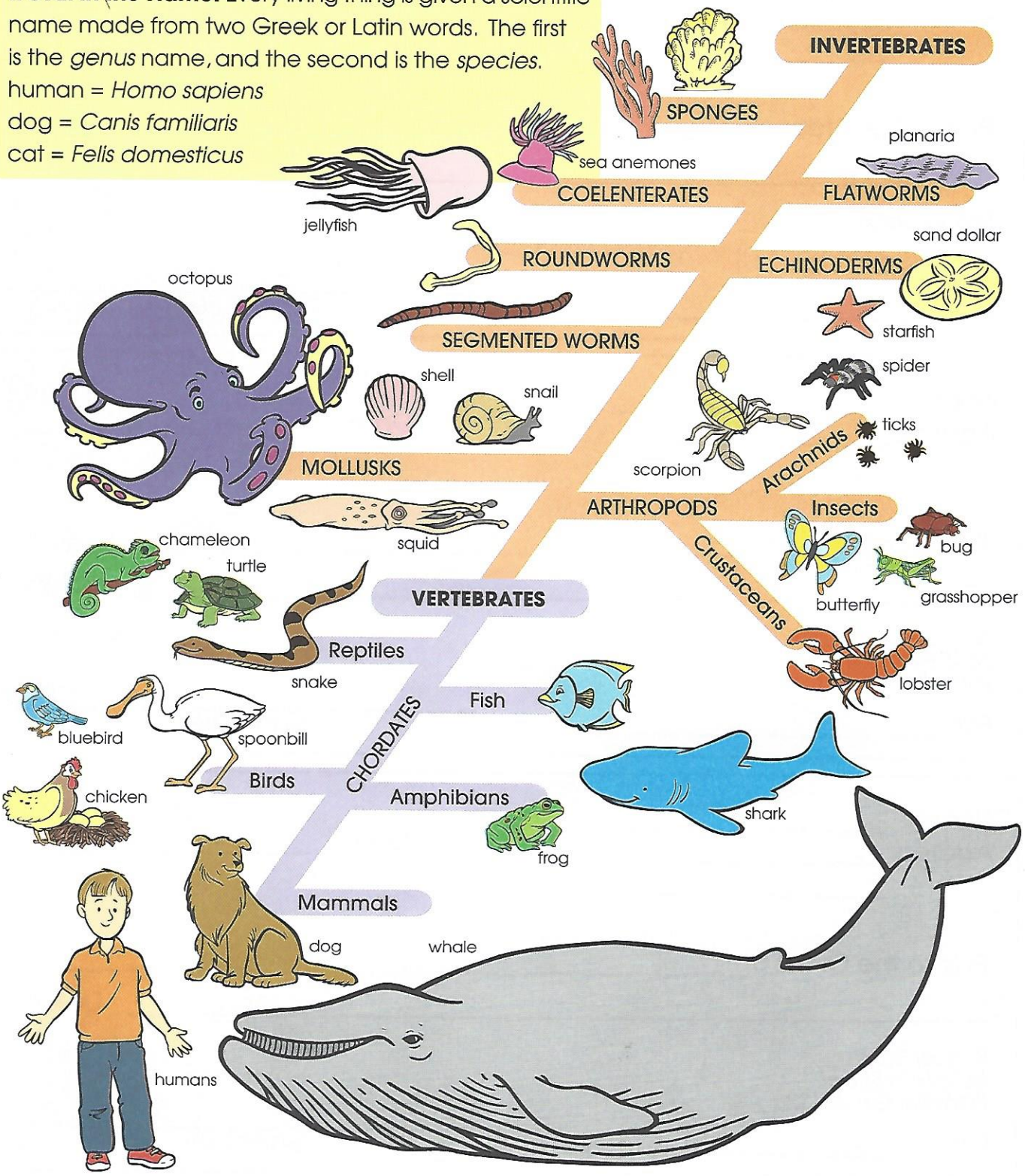
For _____

_____
Signature

The Animal Kingdom

The animal kingdom can be divided into two main groups. Animals with backbones are called **vertebrates** and those without are called **invertebrates**.

It's All in the Name! Every living thing is given a scientific name made from two Greek or Latin words. The first is the *genus* name, and the second is the *species*.
human = *Homo sapiens*
dog = *Canis familiaris*
cat = *Felis domesticus*



Phyla Match

Scientists separate animals according to their differences and group them according to their likenesses.
Draw a line from the phylum in the first column to the correct picture and then to the related characteristics. The first one is done for you.

Chordates

Echinoderms

Mollusks

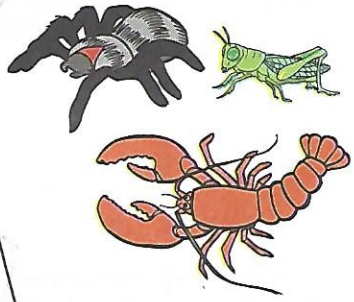
Arthropods

Coelenterates

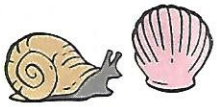
Segmented Worms

Flatworms

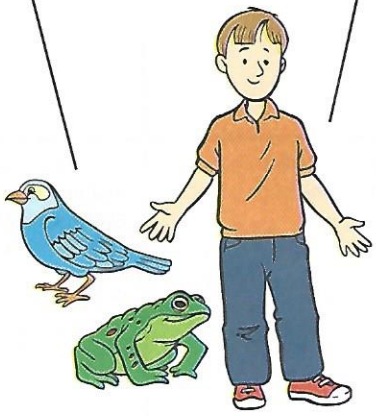
The bodies of these marine animals have limy plates with spines.



These animals have a head, thorax, abdomen and three or more pairs of legs.



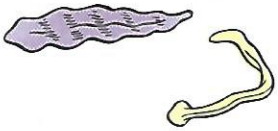
These animals have a notochord (a rod-like structure) down the middle of their backs.



These radially symmetrical animals contain a jellylike material between two layers of cells.

These soft-bodied animals are usually covered by a limy shell.

These animals have soft, thin, flat bodies made of three layers of cells.



These animals have long bodies divided into many segments.

	Language Skills	Spelling	Reading
Monday	**Vocabulary Development** Give your child a writing topic for this week, such as a fiction or nonfiction story about an animal. Encourage your child to incorporate figurative language into his/her writing. Guide your child in making a plan for writing. Are there any questions he/she needs to answer before writing the piece? Have your child do any necessary research, then begin work on a rough draft.	Pretest your child on these spelling words: breathe, breeze, crease, delight, donkey, eager, hockey, kidney, lease, plead, queen, recent, respond, screech, sleeve, squeak, steam, zebra Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Story Elements** Introduce *The Girl Who Loved Wild Horses* by Paul Goble. For a weekly reading plan and other ideas, see pages 12–13. What does your child know about horses and Native Americans? Choose vocabulary from the book that you think your child may not know. Discuss the vocabulary, then read the story. *See* Reading, Week 2, number 1. Have your child complete **Story Organizer** (p. 33).
Tuesday	Review *idioms* and *hyperbole*. Have your child look up and define these terms. Discuss the similarities and differences between these two kinds of figures of speech. *See* Language Skills, Week 2, number 1. Have your child write a short story about an imaginary superhero. Have your child come up with an apt name for the hero. The story should contain hyperbole and other figurative language.	Review this week's spelling words. Have your child complete **Breezing Through e** (p. 32).	Help your child create a character web about the girl who loved wild horses. *See* Reading, Week 2, number 2.
Wednesday	Ask your child to look up the words *anagram* and *palindrome* in a dictionary. Discuss their meanings. Can your child name some examples? **Anagrams:** star/arts, paste/tapes, teach/cheat **Palindromes:** level, noon, radar Ask your child to write sentences that contain pairs of anagrams and palindromes.	Have your child use each of this week's spelling words correctly in a sentence.	Ask your child to write a descriptive paragraph about the special relationship the girl had with horses before the storm separated her from her family.
Thursday	Encourage your child to liven up his/her writing with the use of alliteration, the repetition of a beginning sound in two or more words or syllables. *Alliteration* is often used in poetry and advertising. Using alliteration can help develop vocabulary since it will challenge your child to seek help from a dictionary. Ask your child to write a creative, yet coherent, tongue twister using alliteration.	Have your child study this week's spelling words. For activity ideas, see pages 9–10.	Introduce another book by Paul Goble. Before reading, ask your child to predict some similarities between this book and *The Girl Who Loved Wild Horses*. Have your child read the second book by Paul Goble. Have your child compare and contrast the main character in the story to the girl in *The Girl Who Loved Wild Horses*.
Friday	Help your child understand the concept of *analogy*. *See* Language Skills, Week 2, number 2 for activities to help teach about analogies. Have your child write six analogies.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Discuss the representation of nature in both books. How does the solution in each story relate to the earth?

Mental Math

Math	Science	Social Studies
Place Value and Addition Understanding place value is key to aligning large numbers for addition. Show your child that it is important to write addition problems neatly for the sake of accuracy. *See* Math, Week 2, number 1. Have your child complete **Dog's Best Friend** (p. 34).	**Invertebrates** Discuss the differences between invertebrate animals and vertebrate animals. Discuss the purpose of a backbone, then compare the backbones of different vertebrates. Have your child feel his/her own backbone or your backbone. If you have a pet such as a cat, hamster or snake, have your child feel its backbone, too. How do the animals' backbones differ? Why? Have your child complete **Sort 'Em Out** (p. 39).	**Colonial America** Introduce your child to life in Colonial America. *See* Social Studies, Week 2. Have your child read about the Pilgrims and the Plymouth Colony. *Why did the Pilgrims come to America? When did they arrive?* Have your child add this date to the time line. Discuss the legend of Plymouth Rock.
Review rounding with small numbers. **Examples:** *Round 33 to the nearest ten.* *Round 125 to the nearest ten.* Then, teach your child to round to a given place. *See* Math, Week 2, number 2. Have your child complete **Rounding** (p. 35).	Provide materials about flatworms and roundworms for your child's reference. Name and show examples of each. *Where do these worms live?* Introduce the terms *parasite* and *scavenger.* Ask your child to take notes on flatworms and roundworms in his/her Science Log. Have him/her draw and label an example of each type of worm.	Discuss aspects of colonial life in America. *What were some of the hardships the early settlers faced? How did they dress? Where did they live? What did they eat?* Have your child read about the colony at Jamestown. Ask your child to think of an appropriate symbol for Jamestown, then make a flag bearing the symbol to be flown over the fort there.
Review rounding numbers to a given place. Have your child complete **Number-Line Rounding** (p. 36). Then, ask your child to do some mental math. Give him/her numbers to round without using paper. Can he/she do it?	Provide reference materials about segmented worms and ribbon worms. Obtain a living earthworm from outside or from a bait shop. Ask your child to observe the worm's appearance and behavior. Ask him/her What type of worm it is? When you are done observing, return the earthworm to the soil. *How do earthworms benefit gardeners?* Ask your child to take notes and draw illustrations of segmented worms and ribbon worms in his/her Science Log.	Have your child read about the Virginia Company of London. The Virginia Company tried to encourage the Jamestown men to stay in the struggling colony by sending young women from England to marry colonial bachelors. Ask your child to imagine that he/she is a young woman traveling to America or a young man living in Virginia waiting for his bride. Have the child write a journal entry expressing his/her feelings about the future.
Teach your child how to use rounding to estimate the solution of an addition problem. *See* Math, Week 2, number 3. Give your child two addition problems to estimate, then solve. Have your child compare his/her answers with the estimates. If the numbers are not close, ask your child to double-check his/her addition. Have your child complete **Estimating Sums** (p. 37).	Work with your child to create a mealworm habitat. Then, observe the mealworm's life cycle. *See* Science, Week 2, number 1.	Have your child read about the winter of 1609–1610 at Jamestown. Have your child read ~~*The Serpent Never Sleeps* by Scott O'Dell~~. * Elisa Lynn Carbone, Blood on the River: James Town 1607
Quiz your child on place-value concepts. Have your child complete **Place Value** (p. 38). Reteach any concepts, if necessary.	Discuss coelenterates. *See* Science, Week 2, number 2. Ask your child to take notes and draw illustrations of coelenterates in his/her Science Log.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Vocabulary Development)

1. Read each sentence below out loud. Ask your child whether the sentence contains hyperbole or an idiom. Then, have your child paraphrase the sentence to demonstrate its meaning.

The suitcase weighed a ton!
Don't cry over spilled milk.
Mike and Liz are two peas in a pod.
The money was burning a hole in her pocket.
We could hardly see the street over the mile-high snowdrifts.
Rita was on pins and needles the day before her new job began.

2. Use the following activities to help teach your child about analogies.

   a. Write several analogies on the chalkboard. Ask your child to underline the key elements in each one.

   Examples: A foal is to a horse as a calf is to a cow.
   Yellow is to sun as blue is to water.
   A staple is to paper as a nail is to wood.

   b. Write incomplete analogies on the board for your child to complete.

   Examples: Leaf is to _____ as knife is to knives.
   Gas is to car as _____ is to person.
   Women are to _____ as men are to boys.

   c. Write groups of four words (in any order) on the chalkboard. Ask your child to use the four words in each group to write an analogy that makes sense.

   Examples: nests, squirrels, people, homes
   Nests are to squirrels as homes are to people.
   listening, seeing, eyes, ears
   Ears are to listening as eyes are to seeing.
   hands, fingers, toes, feet
   Toes are to feet as fingers are to hands.

READING (Story Elements)

1. Most stories contain five basic elements: setting, characters, problem, events and solution. The *setting* is when and where a story takes place. Setting can range from specific (12:00 noon at a café in downtown Chicago) to vague (springtime on a faraway island). Though not always obvious, the setting is usually identifiable. *Characters* are the people who appear in the story. There is usually one main character and sometimes several other characters with whom the main character interacts. The main character typically encounters a *problem* or series of problems in the story that he/she must address. These problems eventually lead to a climax. There are usually a series of *events* in a story as well. These events may be the main character's attempts at solving the problem. And finally, there is a *solution*. This is how the problem is solved (or *not* solved) or the goal is achieved (or *not* achieved). Sometimes the solution is different than you'd expect. Be sure your child understands these elements before asking him/her to fill out **Story Organizer** (p. 33). Use the **Story Organizer** with other stories read throughout the year.

2. Ask your child to write the main character's name in the center of a sheet of paper, then write adjectives that describe the character all around his/her name. Draw a line connecting the character's name to each adjective. Then, draw a line out from each adjective and write an incident from the story that demonstrates that adjective.

MATH (Place Value and Addition)

1. Maintain the place value of numerals when adding numbers of several digits. If the number 35 were carelessly written in the hundreds and tens place, it would be 350, causing a gross error in the addition.

18,742 + 35 + 812 + 7,044 =

correct	incorrect
18,742	18,742
35	35
812	8 12
+ 7,044	+ 7,044

2. Teach your child the following steps to round numbers to a given place. Draw number lines so your child can see where a number actually lies between two others. Encourage your child to do the same when practicing rounding on his/her own.

Step:	**Example:**
a. Locate and highlight the place to which the number is to be rounded.	*Round 3,**1**63 to the nearest 100.*
b. Look at the digit to the right of the designated place. If this number is 5 or greater, round *up* the highlighted number. If this number is 4 or less, round the highlighted number *down* by keeping the digit the same.	*The number to the right is 6. Six is greater than 5, so round the number in the hundreds place up.*
c. Rewrite the original number with the amended digit in the highlighted place and change all of the digits to the right to zeros.	*The rounded number is 3,200.*

3. To estimate the answer to an addition problem, round each of the addends to the same place. Round to the highest place of the smallest number.

Example:

Problem		*Highlight the thousands place*	*Round to estimate*
27,345		27,345	27,000
3,529	(smallest number)	**3**,529	4,000
+ 12,001		+ 1**2**,001	+ 12,000

SCIENCE (Invertebrates)

1. Help your child create a mealworm habitat. Obtain some mealworms from a pet or bait shop. The mealworm is the *larval* stage of the mealworm beetle. The mealworm changes first into a *pupa*, then into an *adult*. The adult beetle lays eggs, beginning the life cycle all over again. Mealworms can be kept in any cardboard or plastic container. Line the bottom of the container with about an inch of bran flakes, add a few scraps of apple or potato and cover the worms with a wet paper towel. During the next seven weeks, have your child remove the towel and observe the mealworms each day. The mealworm habitat can be maintained as long as you wish.
2. Provide reference materials about coelenterates (also known as cnidarians). Show your child colorful pictures of hydra, jellyfish and sea anemones and discuss the characteristics of these animals. Explore the habitats of these animals and their protective devices. *Why is the sting from (some of) these animals so painful?*

SOCIAL STUDIES (Colonial America)

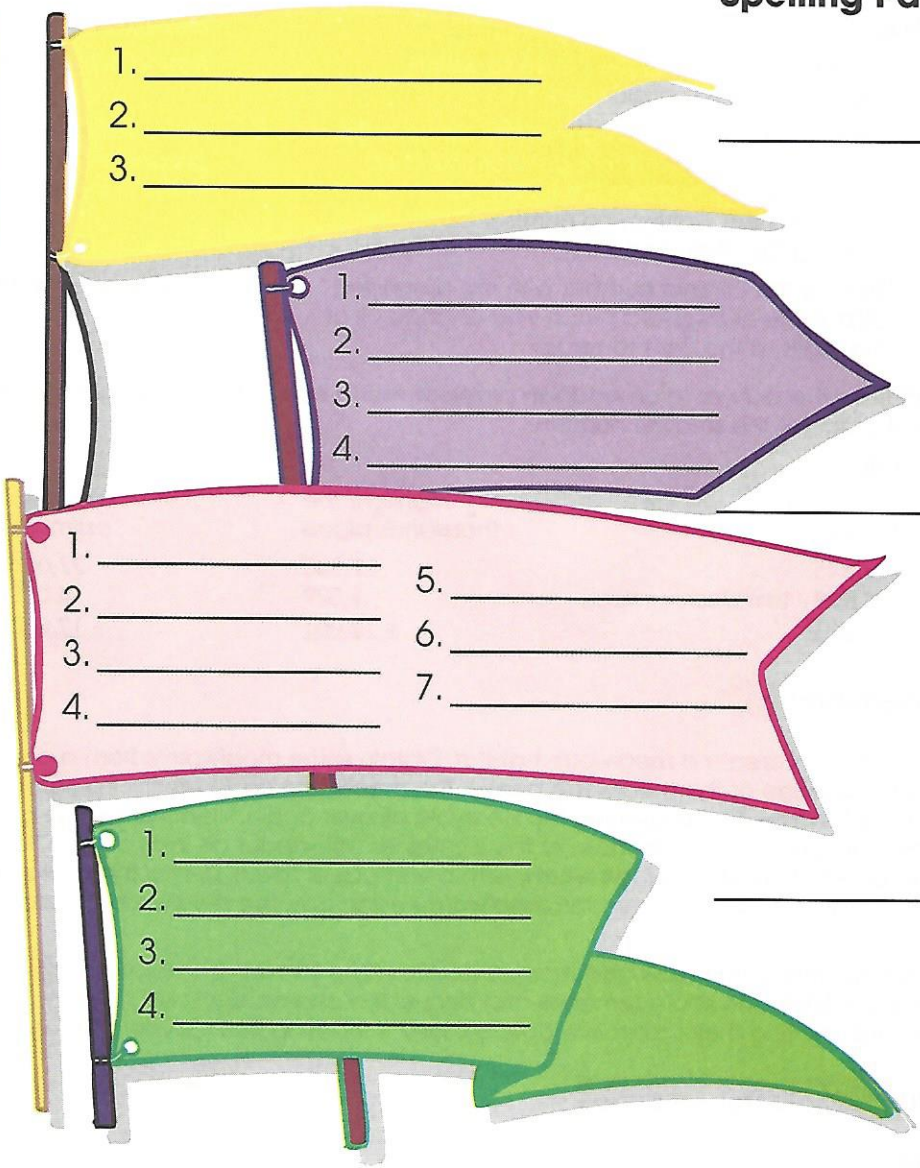
BACKGROUND

The colonial period in America began in 1607 with the founding of Jamestown and ended in 1775 with the start of the Revolutionary War. While the majority of colonists were English, settlers also came from other western European countries. At that time, much of western Europe was engaged in a fierce competition for power. Colonies in the New World could provide their mother countries with valuable materials and help bolster trade. Many new arrivals, however, came for entirely different reasons. Some came because life was intolerable at home; others came purely for adventure. Still others were brought against their will. Nevertheless, they all brought skills that helped forge a new nation.

Breezing Through e

On the flags, **write** the spelling words according to the **long e** spelling patterns. Indicate the spelling pattern to the right of each flag.

breathe
breeze
crease
delight
donkey
eager
hockey
kidney
lease
plead
queen
recent
respond
screech
sleeve
squeak
steam
zebra



Spelling Pattern

_____

_____

_____

_____

Write four generalizations about words with the **long e** sound.

1. _____
2. _____
3. _____
4. _____

Story Organizer

Date _____ Title _____

Vocabulary	Definitions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Setting: _____

Characters: _____

_____

Problem: _____

_____

Events: _____

_____

_____

_____

_____

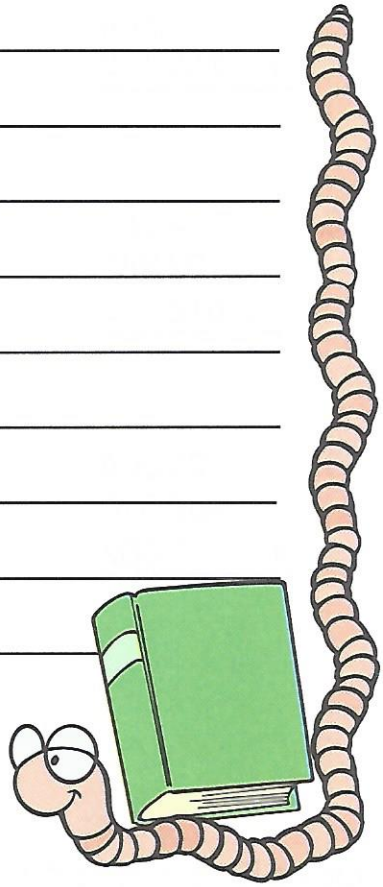
Solution: _____

_____

_____

Did you enjoy this story? 1 2 3 4 5 6

Not at all — Very much!



Dog's Best Friend

Bob the butcher is popular with the dogs in town. He was making a delivery this morning when he noticed he was being followed by two dogs. Bob tried to climb a ladder to escape from the dogs. Solve the following addition problems and shade in the answers on the ladder. If all the numbers are shaded when the problems have been solved, Bob made it up the ladder. Some answers may not be on the ladder.

1. 986,145 + 621,332 + 200,008

2. 1,873,402 + 925,666 + 4,689

3. 506,328 + 886,510 + 342,225

4. 43,015 + 2,811,604 + 987,053

5. 18,443 + 300,604 + 999,999

6. 8,075 + 14,608 + 33,914

7. 9,162 + 7,804 + 755,122

8. 88,714 + 213,653 + 5,441,298

9. 3,244,662 + 1,986,114 + 521,387

10. 4,581 + 22,983 + 5,618,775

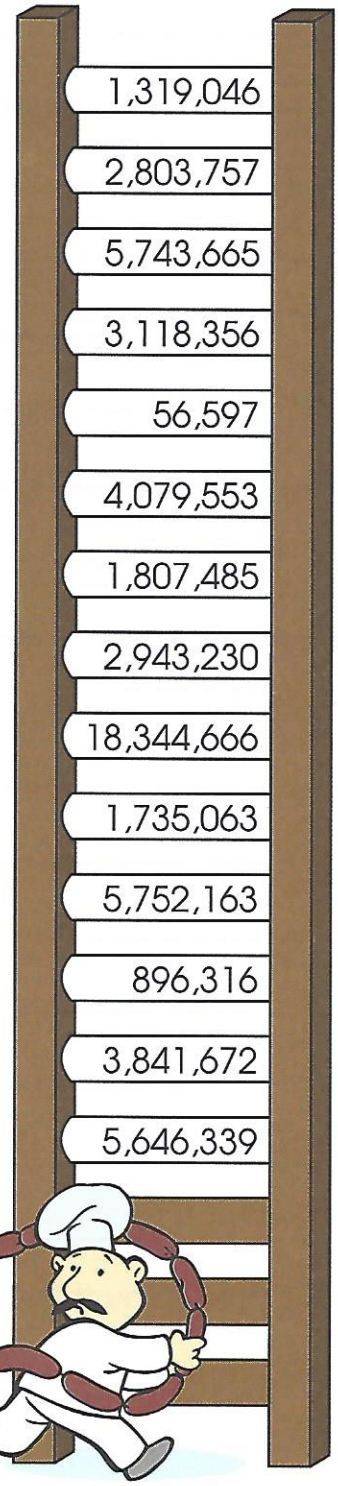
11. 818,623 + 926 + 3,260,004

12. 80,436 + 9,159 + 3,028,761

13. 25,004 + 862,010 + 9,302

14. 5,043,666 + 4,589,771 + 8,711,229

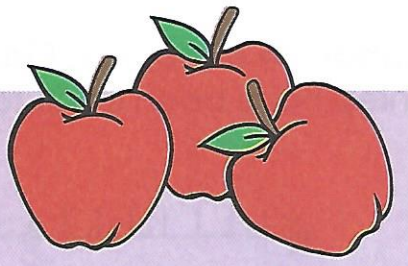
15. 432,188 + 900,000 + 611,042



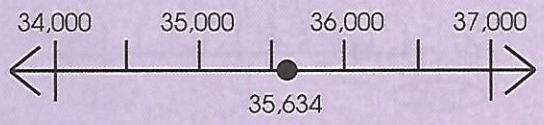
Does Bob make it? _____

Rounding

Follow these steps to round numbers to a given place.



Example: Round 35,634 to the nearest thousand.



a. Locate and highlight the place to which the number is to be rounded.

► Highlight the digit in the thousands place: 3**5**,634

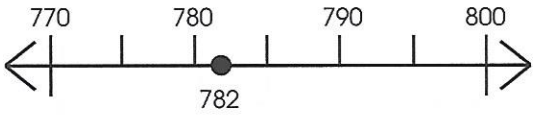
b. Look at the digit to the right of the designated place. If the number is 5 or greater, round the highlighted number up. If the number is 4 or less, round the highlighted number down by keeping the digit the same.

► Six is greater than 5, so round the highlighted number up.

c. Rewrite the original number with the amended digit in the highlighted place and change all of the digits to the right to zeros.

► The rounded number is 36,000.

Example: Round 782 to the nearest 10.



► Highlight the digit in the tens place: 7**8**2

► Two is four or less, so round down by keeping the tens digit the same. 782

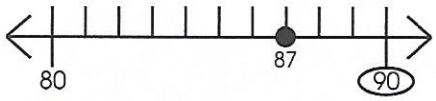
► The rounded number is 780.

Round each number to the given place.

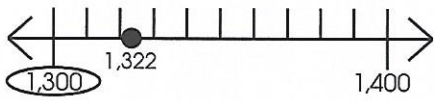
nearest 10:	1. 855	_____	2. 333	_____
nearest 100:	3. 725	_____	4. 2,348	_____
nearest 1,000:	5. 4,317	_____	6. 8,650	_____
nearest 10,000:	7. 25,199	_____	8. 529,740	_____
nearest 100,000:	9. 496,225	_____	10. 97,008	_____

Number-Line Rounding

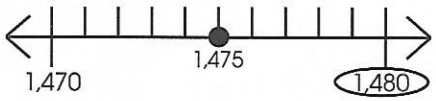
Label the endpoints. **Plot** the given number. **Circle** the closer endpoint. The first three have been done for you.

1. 

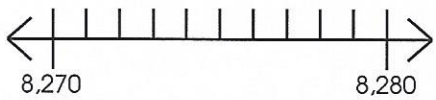
Round 87 to the nearest ten.

2. 

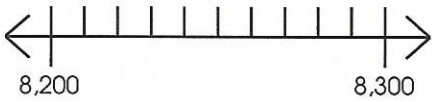
Round 1,322 to the nearest hundred.

3. 

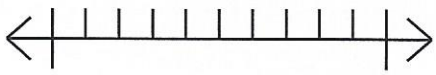
Round 1,475 to the nearest ten.

4. 

Round 8,274 to the nearest ten.

5. 

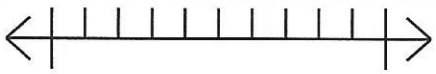
Round 8,274 to the nearest hundred.

6. 

Round 1,452 to the nearest thousand.

7. 

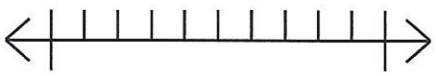
Round 1,452 to the nearest ten.

8. 

Round 6,937 to the nearest thousand.

9. 

Round 8,485 to the nearest thousand.

10. 

Round 25,683 to the nearest ten thousand.

Estimating Sums

Estimate by rounding before you add.

Nearest Ten	Nearest Hundred	Nearest Thousand
88 → 90 + 51 → + 50 139 → 140	244 → 200 + 776 → + 800 1,020 → 1,000	4,566 → 5,000 + 3,320 → + 3,000 7,886 → 8,000
Actual = 139 Estimated = 140 Difference = 1	Actual = 1,020 Estimated = 1,000 Difference = 20	Actual = 7,886 Estimated = 8,000 Difference = 114

When you do not have to be exact, estimating can be easy and close to the actual sum.

Estimate the sums. Round numbers to the highest place value of the smaller number.

1. 52 → 50
+ 66 → 70

2. 618
+ 384

3. 3,477
+ 8,611

4. 44
+ 91

5. 222
+ 479

6. 1,190
+ 7,625

7. 36
+ 19

8. 566
+ 818

9. 4,533
+ 7,498

Place Value

Read and solve.

1. Write the number 2,058,763 in words. _____

   _____

2. Write the following in numerals: eight billion, two hundred thirty-seven million, eighty-five thousand, three hundred four.

   _____

3. In the number 9,876,543,210 . . .

   which digit is in the hundred thousands place? _____

   which digit is in the ones place? _____

   in what place is the 9? _____

4. Add.

   3,259 + 32,769 + 305 = _____

   8,759,233 + 3,410 + 655,200 = _____

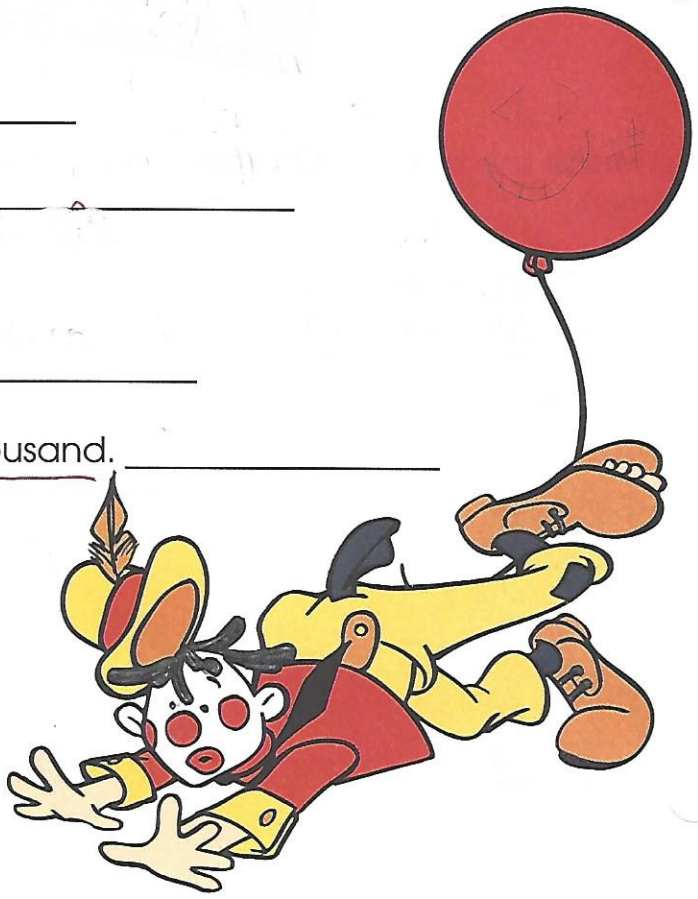
5. Round . . .

   84,239 to the nearest ten. _____

   7,857,355 to the nearest ten thousand. _____

6. Estimate the sum.

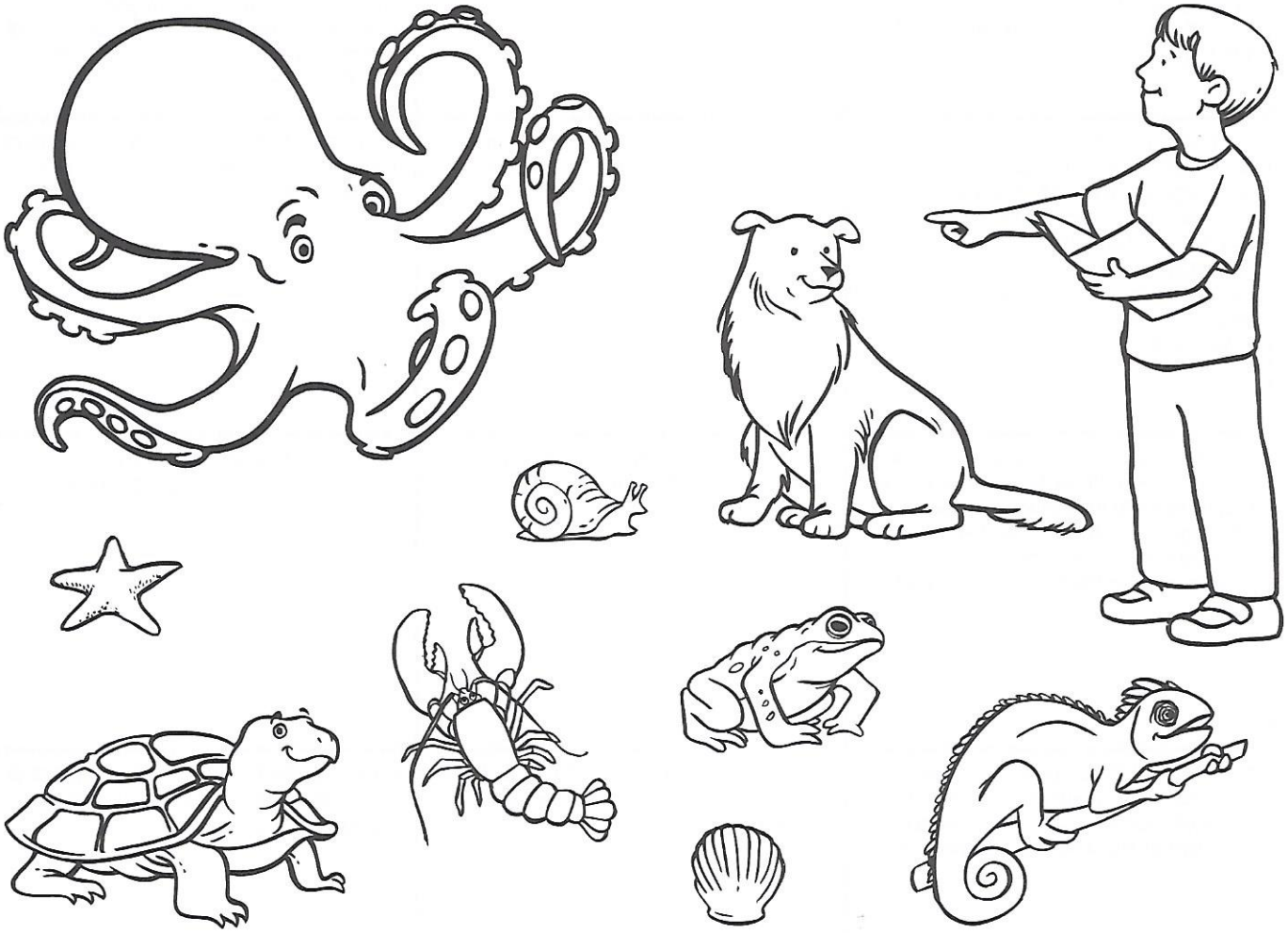
   34,396 → _____
   + 5,875 + _____



Sort 'Em Out

Vertebrates are animals with backbones. Animals without backbones are called **invertebrates.** At the bottom of the page are pictures of both kinds of animals. **Write** the name of each animal under the correct heading below.

Vertebrates	Invertebrates
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____



Color and **cut out** all the vertebrates. On a separate sheet of paper, make a background using felt-tip markers for your vertebrate animals and **glue** them on it. Label your drawing: **Vertebrates**.

	Language Skills	Spelling	Reading
Monday	A writer's intention determines the type of paragraph he/she will write. Teach your child to recognize *descriptive, expository, narrative* and *persuasive* paragraphs. *See* Language Skills, Week 3, number 1. Seek out examples of each type of writing to show your child. Ask your child to write a descriptive paragraph about a favorite place. Encourage your child to use all the senses when describing the place.	Pretest your child on these spelling words: arrive, childhood, chime, climate, delight, digest, fighting, grind, ideal, prize, sight, silence, spying, style, thigh, timing, title, violin Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Introduce *Farmer Boy* by Laura Ingalls Wilder. For a weekly reading plan and other ideas, see pages 12–13. Ask your child to draw a picture of Almanzo based on Wilder's description of him in chapter 1.
Tuesday	**Parts of Speech:** People often confuse the words *good* and *well, bad* and *badly*. *Good* and *bad* are adjectives that should be used to describe nouns. *Well* and *badly* are adverbs that should be used to modify verbs. Teach your child to use these words correctly. Include several examples. *See* Language Skills, Week 2, number 2. Have your child complete **Good, Bad; Well, Badly** (p. 44).	Review this week's spelling words. Have your child complete **Mile-High i** (p. 45).	The characters in *Farmer Boy* face a series of problems. Have your child write a plot profile for each problem or obstacle as he/she reads. Each profile should include the character(s), the problem, the events leading to the solution and the solution. It may be presented as a list, paragraph, chart or line graph of excitement levels. Have your child read 2–3 more chapters of *Farmer Boy* and write a plot profile for a problem in the story.
Wednesday	Teach your child to recognize *demonstrative* and *interrogative* pronouns. *See* Language Skills, Week 3, number 3. Ask your child to scan *Farmer Boy* for examples of demonstrative and interrogative pronouns. Have your child copy the sentences from the book onto the chalkboard and underline the pronoun(s) in each one.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read 2–3 more chapters of *Farmer Boy* and write a plot profile for a problem in the story.
Thursday	Teach your child the correct usage of *who* and *whom*. Provide sentences for your child to complete with the correct form. *See* Language Skills, Week 3, numbers 4 and 5. Have your child write a persuasive paragraph using the correct forms of *who*.	Have your child study this week's spelling words. For activity ideas, see pages 9–10.	Have your child read 2–3 more chapters of *Farmer Boy* and write a plot profile for a problem in the story.
Friday	Ask your child to compose a narrative paragraph about something that happened this week. Remind your child to tell about the events in the order that they occurred.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Have your child read 2–3 more chapters of *Farmer Boy* and write a plot profile for a problem in the story.

Math	Science	Social Studies
Introduce your child to the commutative property of addition. The *commutative property* states that a series of numbers can be added in any order and results in the same sum. **Example:** 4 + 3 + 2 = 9, 3 + 4 + 2 = 9, 2 + 3 + 4 = 9, 4 + 2 + 3 = 9 *See* Math, Week 3, number 1. Have your child complete **Commutative Property of Addition** (p. 46).	**Arthropods** Have your child continue to observe the mealworm habitat created in Week 2 and record observations in his/her Science Log. Select an outdoor study site near your classroom to conduct a population study. Follow the directions on **Animal Population in a Study Site** (p. 48). Ask your child to predict what the ground will look like at the end of the week.	**Colonial America** Ask your child to classify the American colonies by region. Have your child make a simple chart with three columns, labeled *New England Colonies, Middle Colonies* and *Southern Colonies*. Have him/her name each colony and write it in the appropriate column. *How did life compare in the three areas?* Ask your child to find out. Have your child complete **The New World** (p. 49).
Review the concept that addition is simply the reverse of subtraction. Make counters for this activity. Have your child measure and cut out 80 1-inch squares from a sheet of white poster board. Use the counters to model adding two sets together. Then, remove (subtract) one of the sets from the total to show that the other set remains. Have your child complete **Opposite Operations** (p. 47).	Discuss the phylum of arthropods. *See* Science, Week 3, number 1. Provide picture books and other resources about arthropods for your child's reference. Ask your child to take notes about arthropods in his/her Science Log, describing the characteristics (and contributions) of spiders, insects, lobsters and crabs. Encourage your child to include illustrations as well.	Help your child gather resources from the library about the early American colonies. Ask your child to read about the different colonies and write a summary about each. (This may take 2 or 3 days to complete.) Have your child include a visual with each summary, such as a picture, diagram or graph relating information about the colony.
Variables: Introduce the basics of algebra by showing your child how to use a letter as a variable in an addition sentence. Replace the blank in an addition problem with a letter or *variable*. The letter stands for an unknown. **Example:** 3 + 6 = ___ $a = 9$ 3 + 6 = a Give your child addition problems to solve containing variables. *See* Math, Week 3, number 2.	Discuss the insects common to your area. Have your child read about moths and butterflies in an encyclopedia or in nature magazines such as *Ranger Rick, National Geographic* or *National Wildlife*. Ask your child to draw and label a moth and butterfly, listing the similarities and differences between them.	Allow your child to continue working on the research and writing project begun yesterday.
Chip Trading: Play a chip-trading game to help your child prepare for regrouping bases other than base 10. You will need 80 colored chips, a die and a sheet of white poster board. Color the 80 1-inch squares made on Tuesday. Color 20 squares of each color: yellow, green, blue and red. *See* Math, Week 3, number 3 for information on making the game board and playing the game.	Discuss the types of insects that live inside your home. Show your child how to collect data on the number and type of arthropods in your house. *See* Science, Week 3, number 2.	Have your child complete the colony project begun on Tuesday. Ask your child to assemble the summaries, pictures, diagrams and graphs into one book about the first colonies. Then, have him/her create a cover and bind together. Many trade routes were established from the New World to Europe and Africa. Some settlers were single people seeking to make money through trade. Discuss what was carried in each leg of the trade routes.
Play the chip-trading game from yesterday, this time using base 5 instead of base 10. In this version of the game, chip values are as follows: yellow chip = one (1) green chip = five yellow chips (5) blue chip = five green chips (25) red chip = five blue chips (125) Play this game throughout the year, using a variety of different place values (base 10, base 5, base 2, etc.).	Return to the animal population study site established on Monday. Ask your child to remove the cardboard and any rocks and boards from the study site. What kinds of organisms does your child observe at the site? Can he/she identify them? How many of each type of organism are present? Ask your child to record his/her findings in the Science Log. *See* Science, Week 3, number 3 for more questions and research ideas.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Parts of Speech)

1. A *descriptive* paragraph provides details about something to create a vivid image in the mind of the reader.
   An *expository* paragraph provides facts, gives directions, explains something or defines terms.
   A *narrative* paragraph tells about an event in story form.
   A *persuasive* paragraph expresses an opinion and tries to persuade the reader of that opinion.

2. Write the following sentences on the chalkboard, underlining the words *good* and *bad*.

   Toby was a good dog because he brought the newspaper in every morning.
   Elm Avenue was a bad street to live on because there was so much traffic.

   Write the following sentences on the chalkboard, underlining the words *well* and *badly*.

   Jay did not kick the soccer ball well, and it went out-of-bounds.
   Jennifer had a sore throat and sang badly at her recital.

3. A demonstrative pronoun is used to point out people or things. The demonstrative pronouns are *this, that, these* and *those*.

   Examples: *This* is Carrie's hat. Give me *that*.
   Those are my shoes. *These* are the books I told you about.

   Interrogative pronouns are used in questions. They are *who, whom, which, what* and *whose*.

   Examples: *Who* owns that car? *Whom* do I ask for help?
   Which socks should I wear? *Whose* pen is this?

4. The word *who* is used as the subject of a sentence or clause. **Example:** *Who left the party early?* In this case, *who* is the subject. Try replacing the word *who* with *he*. (He left the party early.) If it still makes sense, the correct form is *who*. The word *whom* is used as the object of a sentence or phrase. **Example:** *Whom did Farhad see?* In this case, *whom* is the object of *did see*. Try replacing the word *whom* with *him*. (Farhad did see him.) If it still makes sense, the correct form is *whom*. *Whom* usually follows a preposition as in *to whom, for whom* and *with whom*. Copy the following sentences and allow your child to practice using these words.

   Who/whom do you think let the dog out?
   Several people who/whom came to the party wore red.
   From who/whom did this package come?
   I do not know for who/whom this note is intended.

5. Copy the following sentences. Have your child fill in the correct form of *who*.

   There was no card to show to _____ the package should be delivered. (whom)
   Did you see _____ got the prize? (who)
   With _____ did Mike go to the party? (whom)
   Can you read _____ signed up to play baseball? (who)

MATH (Variables / Chip Trading)

1. The commutative property of addition is helpful to know when faced with adding a series of numbers, such as 2 + 2 + 2 + 9 + 2 + 1 + 2 = ___. The easiest way to add this set of numbers is to add the 2's first, then the 9, then the 1. You can also apply the commutative property when adding columns of numbers.

2. Write 10–15 addition problems with variables on the chalkboard. Ask your child to solve them. Be sure to use different letters as variables, change the number of addends and the size of each addend in the problems.

   Examples: $13 + 4 = b$ $325 + 43 + 12 = r$ $3 + 2 + 1 + 10 = k$ $75{,}432 + 3{,}700 = x$

3. *Making the game board:* Make one game board for each player. Have your child cut a rectangle measuring 15" x 18" from the sheet of poster board. Ask him/her to divide the sheet into four columns across the 18" side, then label the columns from left to right: *Red, Blue, Green* and *Yellow*. Have your child color the columns accordingly using markers or crayons. Laminate the board for durability—it will be used often.

   Object of the game: To be the first to have a red chip (counter).

   How to play:

   a. Place the 80 colored squares in a pile between the players. Roll the die to determine who goes first.

      Chip values for the **first** game (in base 10) are as follows: yellow chip = one (1)
      green chip = ten yellow chips (10)
      blue chip = ten green chips (100)
      red chip = ten blue chips (1,000)

   b. Player 1 rolls the die and places that number of yellow chips in the yellow column of his/her game board.

   c. Player 1 must read and write down the value of his/her chips before play passes to Player 2. To read the value, the player tells how many chips lie in each colored section of his/her game board. Later in the game it may read, "2 blue, 4 green and 3 yellow." (You may wish to create a record sheet that looks like a small version of the game board for the players to record the value of their chips.)

   d. Players take turns repeating steps b and c, each time adding chips to their game boards.

   e. Each time a player has enough yellow chips (10 in this game), he/she must trade for a green chip. The player returns the (10) yellow chips to the center and places the equivalent green chip in the green column of the game board. When a player has enough green chips, he/she must trade them for a blue chip. Blue chips are traded for a red. The first player to get a red chip wins the game.

SCIENCE (Arthropods)

1. The phylum *Arthropoda* includes invertebrates such as insects, arachnids and crustaceans. An arthropod is characterized by an *exoskeleton* and segmented body. Review the terms *antennae, head, thorax* and *abdomen*. Insects make up the largest group of arthropods. Ask your child to name as many kinds of insects as he/she can. Discuss the harmful and beneficial effects of insects. Next, show your child pictures of spiders, mites, ticks and scorpions. Compare these arachnids to insects. How are they similar? How are they different? Much of the seafood we eat—including crab, crayfish, shrimp and lobster—is also from the phylum *Arthropoda*. Explore the habitats and habits of these creatures with your child.

2. Help your child conduct a search for arthropods at home. Have your child record his/her findings on a simple chart like the one shown here.

number of legs	number of body segments	color	type of movement	insect or spider
6	3	black and green	walks and flies	insect (housefly)

3. Ask your child to respond to the following questions and directions. Some may require further research.

   a. Give a description of your study site.

   b. What types of organisms did you find under the wet cardboard?

   c. How many were there?

   d. Describe the organisms and their movements.

   e. Did you accurately predict the types of organisms that might be found at the site?

   f. What conditions do you think the organisms prefer?

   g. Why would scientists want to map a study site and know the number of organisms at that site?

Good, Bad; Well, Badly

Good and **bad** are adjectives that modify nouns or pronouns. **Well** and **badly** are adverbs that modify verbs.

Examples:
A guitar is a **good** instrument to play on a hayride.
Bringing a piano along would be a **bad** choice.
It's hard to play the accordion **well** while you're dancing.
I played **badly** because my arm was sore.

Complete each sentence below with the correct adjective or adverb found in parentheses. In the blank at the end of the sentence, **write** whether an adjective or adverb has been used.

1. Michele used to play the clarinet _____ (bad, badly) when she first started. _____
2. I felt Mark's choice to learn how to play the piano was a _____ (good, well) one. _____
3. Curt sang very _____ (good, well) at the graduation ceremony last night. _____
4. Alan made a _____ (bad, badly) choice when he quit music class before the session ended. _____
5. Debra made a _____ (good, well) decision when she brought the music home to practice over vacation. _____
6. Mr. Sutton said that I display _____ (good, well) rhythm. _____
7. Leaving an expensive instrument out where it can get damaged is a _____ (bad, badly) thing to do. _____
8. Gwen performed the trumpet solo _____ (good, well) because she practiced every day. _____

Mile-High i

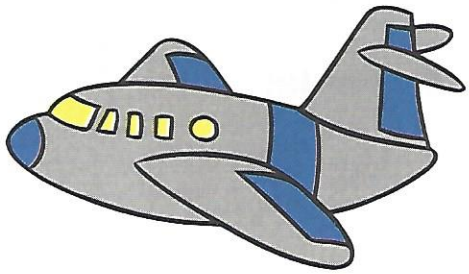
arrive
childhood
chime
climate
delight
digest
fighting
grind
ideal
prize
sight
silence
spying
style
thigh
timing
title
violin

These planes have sighted four spelling patterns for the **long i** sound. **Write** each spelling word in the correct category.

y

_____

_____



i-e

_____

_____

_____

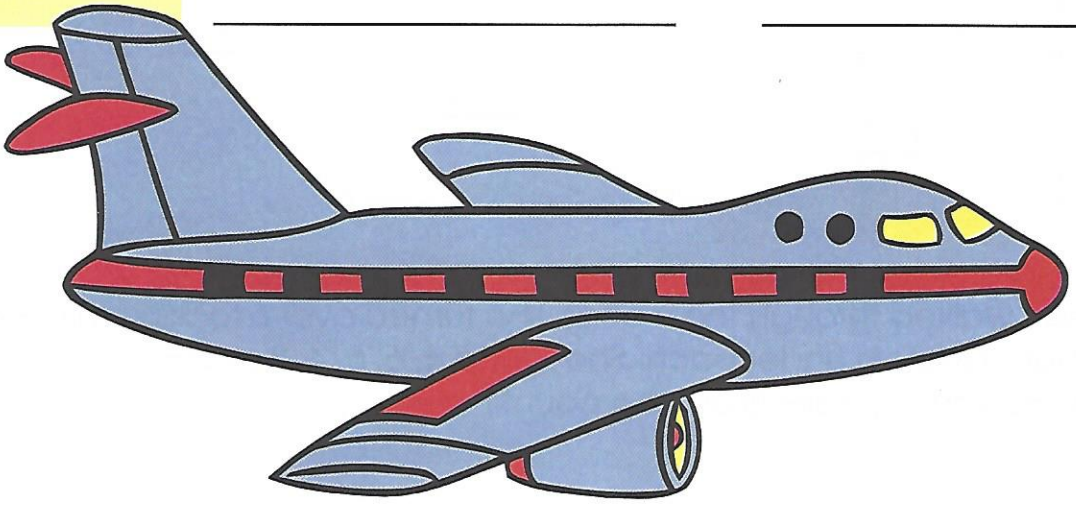
igh

_____

_____

_____

_____



i

_____ _____ _____

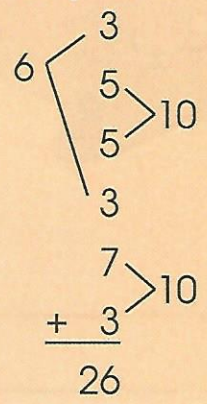
_____ _____ _____

_____ _____ _____

Commutative Property of Addition

An easy way to add a column of single-digit numbers is to find all those that equal ten first. Show how you would group these numbers, then add them to find the sums.

Example:



1. 7 3 4 5 + 6

2. 2 5 4 5 + 6

3. 7 5 6 3 + 4

4. 1 5 + 9

When a number shows up several times, add those digits first.

Example:

2 2 5 2 + 2

four 2's = 8

8 + 5 13

5. 4 2 2 2 + 2

6. 3 7 7 + 7

7. 5 4 5 4 + 4

8. As Jean walked through the woods, she turned over 6 rocks and counted the number of insects under each. She found 4, 6, 6, 4, 8 and 2 insects under the rocks. How many insects did she count?

9. The number of Atlanta Braves batters in the nine innings were 3, 3, 4, 5, 5, 3, 3, 3 and 6. How many Braves batters were there in the game?

Opposite Operations

5 + 4 = 9

5 = 9 − 4

10 + 3 = 13

10 = 13 − 3

10 + 3 = 13

13 − 10 = 3

Complete the addition and subtraction sentences.

1. 8 + 6 = ___

___ − 8 = 6

2. 7 + ___ = 11

___ − ___ = ___

3. 12 + ___ = 20

___ − ___ = ___

4. 12 + ___ = 18

___ − ___ = ___

5. ___ + 108 = 200

___ − ___ = ___

6. ___ + 13 = 226

___ − ___ = ___

7. 22 − ___ = 12

___ + ___ = ___

8. 144 − ___ = 68

___ + ___ = ___

9. ___ − 8 = 17

___ + ___ = ___

10. 14 = ___ − 7

___ = ___ + ___

11. 39 = ___ − 12

___ = ___ + ___

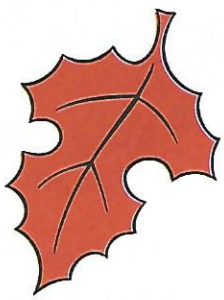
12. 11 = ___ − 9

___ = ___ + ___

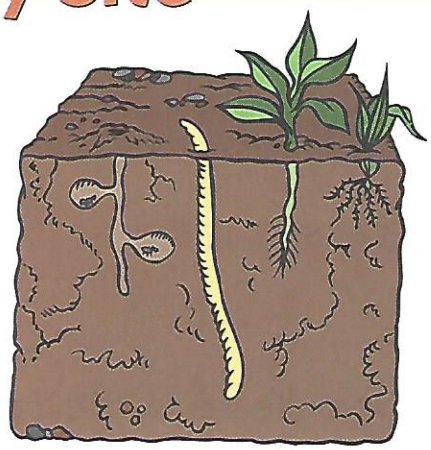
13. After 6 more people walked into the museum, there were 14 people inside. How many people were inside before the 6 entered?

14. When I added 11 more rocks to my collection, I had 37 rocks. How many rocks did I have before?

15. On a Sunday afternoon, we drove to the lake to view the fall colors. We drove a total of 58 miles. If the return trip was 29 miles, how far was the trip there?



Animal Population in a Study Site

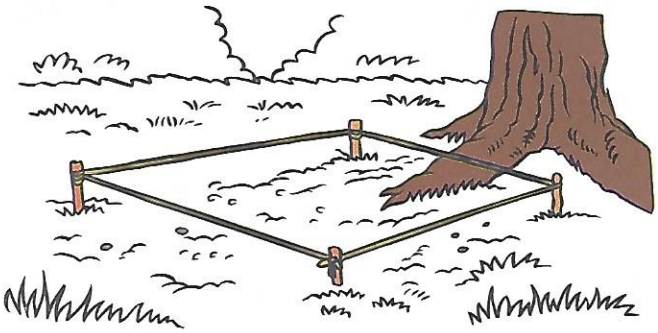


In a natural environment, many small organisms will seek out those conditions most favorable to their survival. Wet leaves, compost piles, grass cuttings and garden mulch will attract a variety of small organisms, such as isopods, snails, spiders, insects, slugs, ants and worms.

You will need:
wet pieces of corrugated cardboard, potato slices, knife

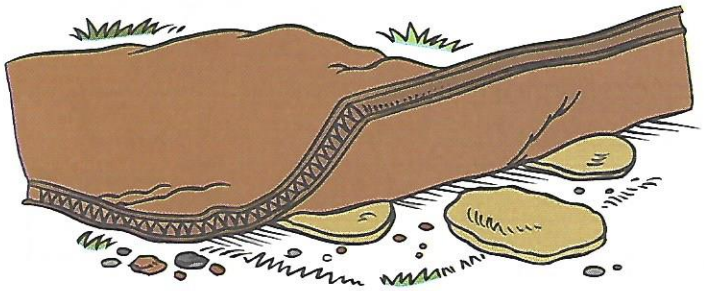
Directions:

1. Locate an outdoor study site that is shaded and contains loose, rich soil.



2. Slice a raw potato into thin slices. Place these slices on top of the soil in your study site.

3. Thoroughly wet pieces of a small corrugated box, and place the pieces over the potato slices. (Rocks or boards may be used to keep the cardboard in place.)

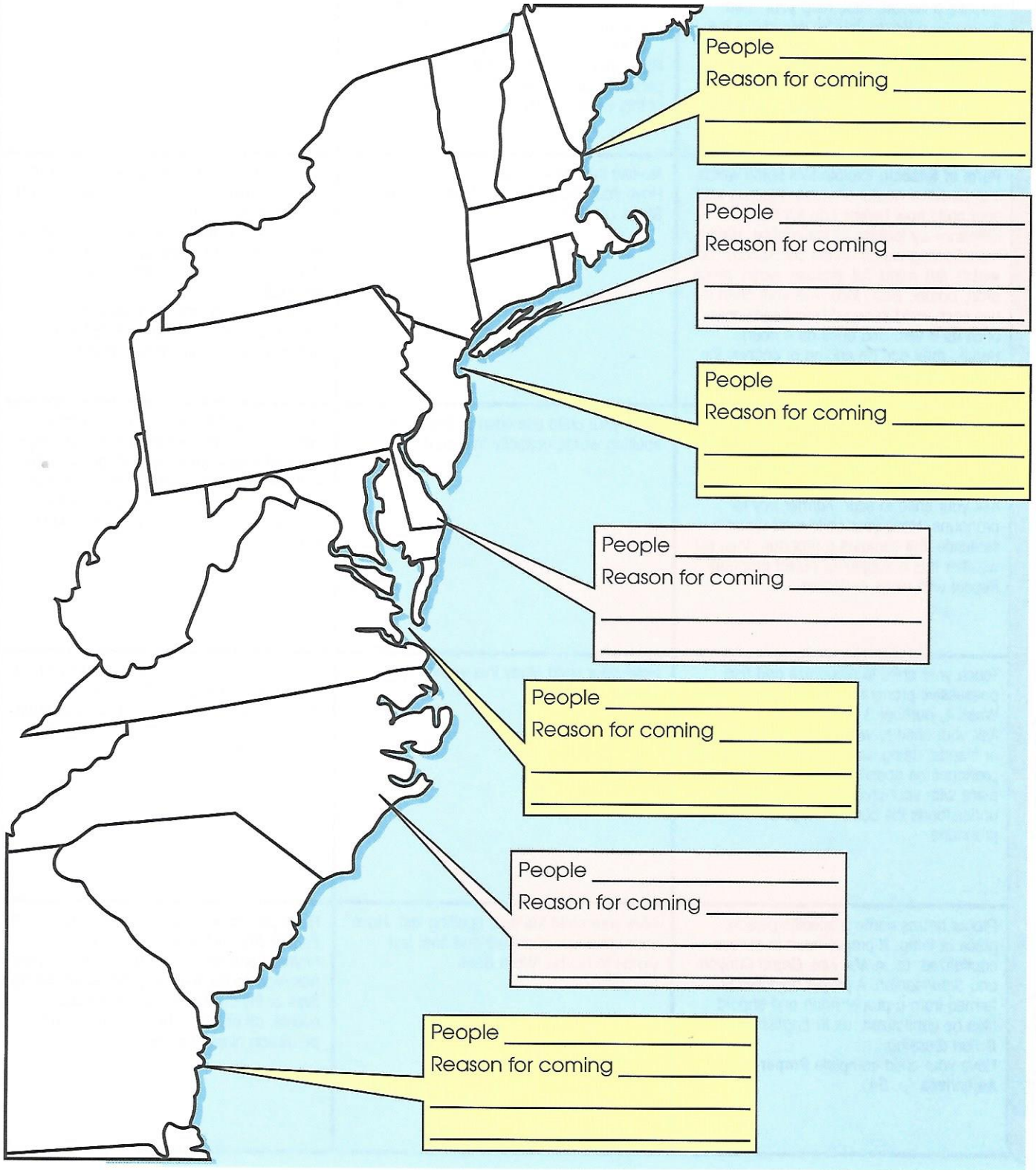


4. Do not disturb the study site for several days.
5. After several days, remove the cardboard pieces (and the rocks and boards if they were used).

6. Observe any small organisms at the site. Try to identify and count the different organisms.

The New World

Label and **color** the first American colonies on the map below. In the blocks, **write** the names of the groups of people who were settling there and their reason(s) for coming to the New World.



	Language Skills	Spelling	Reading
Monday	Have your child read some of Aesop's fables. Discuss how animals are used in the stories to teach practical lessons. Have your child write an original story that teaches a lesson. First, help your child decide on a lesson he/she would like the story to teach. Then, encourage your child to choose an animal character to help illustrate that lesson. Once a topic is chosen, have your child make a plan and start a rough draft for the fable.	Pretest your child on these spelling words: arrow, buffalo, burro, chose, chrome, cloak, compose, cove, foam, gopher, grown, knowing, loan, loaves, roast, rows, soak, solo Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Have your child read 2–3 more chapters of *Farmer Boy* and write a plot profile for a problem in the story.
Tuesday	**Parts of Speech:** Explain that some words can be either nouns or verbs. Discuss with your child how he/she can tell the difference by looking at the context. Write the following words on the chalkboard: *bat, watch, felt, mind, hit, answer, wash, pinch, drop, border, bark, laps.* Ask your child to use each word in two different sentences: once as a verb and once as a noun. He/she may add an ending or change the tense if needed.	Review this week's spelling words. Have your child complete **Honing Long o Skills** (p. 55).	Discuss the concept of reading for details. We can breeze through a story just to catch the meaning of the story line or we can read carefully and make mental pictures of the characters and settings along the way. Wilder is very good at writing detailed descriptions. Have your child read 2–3 more chapters of *Farmer Boy*. Ask your child to draw a picture of an image created by the author.
Wednesday	Pronouns can take different forms. Teach your child to distinguish subject pronouns from object pronouns. *See* Language Skills, Week 4, numbers 1 and 2. Ask your child to scan *Farmer Boy* for pronouns. Have your child read aloud a sentence that contains a pronoun, then tell whether it is a subject or object pronoun. Repeat with other sentences.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read 2–3 more chapters of *Farmer Boy*. Ask your child to recall details as he/she describes aloud what happened in those chapters. Listen carefully to your child's description and ask questions to encourage him/her to fill in more details from the reading.
Thursday	Teach your child to recognize and use possessive pronouns. *See* Language Skills, Week 4, number 3. Ask your child to write about his/her family or friends, using as many of the possessive pronouns as possible. Review the finished piece with your child to see that he/she understands the correct usage of the pronouns.	Have your child study this week's spelling words.	Have your child read 2–3 more chapters of *Farmer Boy*. Ask your child to write a detailed description of Almanzo's character. Encourage your child to avoid a merely physical description.
Friday	Proper nouns name a specific person, place or thing. A proper noun is always capitalized, as in *Ms. Lee, Grand Canyon* and *Smithsonian*. A proper adjective is formed from a proper noun and should also be capitalized, as in *English tea* or *Italian dressing*. Have your child complete **Proper Adjectives** (p. 54).	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Have your child read 2–3 more chapters of *Farmer Boy*. Ask your child to write in his/her Reading Journal about what he/she has read so far, including details about the lives of the characters, a list of major events, an opinion about an event and a prediction of what is yet to come.

Math	Science	Social Studies
Addition and Subtraction Examine a ruler with your child. Brainstorm a list of situations in which you measure things in inches and feet. Measure the height of your child. Then, create math problems in which your child has to add inches to his/her height. Since a foot is equal to 12 inches, this may be a difficult exercise. *See* Math, Week 4, number 1. Have your child complete **Adding Inches and Feet** (p. 56).	**Echinoderms** Continue to record observations of the mealworm habitat from Week 2. Provide materials (on echinoderms) for your child's reference. *See* Science, Week 4, number 1. Ask your child to take notes on echinoderms in his/her Science Log. Have him/her draw and label three favorite echinoderms.	**Colonial Life** Have your child read about the responsibilities and daily lives of Puritan children. *See* Social Studies, Week 4, number 1. Ask your child to read the following proverbs and rewrite them in his/her own words. *Lost time is never found again.* *Don't throw stones at your neighbor's house if you live in a glass house.* *Don't throw the baby out with the bathwater.*
Today, brainstorm a list of situations in which you measure things in ounces and pounds. Measure the weight of a package to be mailed. Then, create math problems in which your child has to add ounces to the package weight. Since a pound is 16 ounces, your child will be adding and subtracting in base 16. Play the chip-trading game in base 16. Have your child complete **Adding Ounces and Pounds** (p. 57).	Visit a local aquarium, if possible. Many aquariums and zoos have tide pool exhibits where people can touch and see echinoderms and other marine creatures up close. If such a trip is not feasible, show your child color photographs of echinoderms such as starfish, brittle stars, sand dollars, sea cucumbers and sea urchins. Explain *radial symmetry* and other unusual physical characteristics of echinoderms. *See* Science, Week 4, number 2.	Read about crafts and toys from the colonial period. *What is a sampler? Who made them and why?* Look at pictures of colonial toys and discuss how they were made. Ask your child to make a sampler or to design a simple toy, instrument or game board. Provide needle and thread, corncobs, material scraps, yarn, markers, glue, pieces of balsa wood, small stones, boards and wire for the project.
Look at a clock with your child and ask him/her to tell you the current time. Then, create math problems in which your child has to add minutes to the current time. Since there are 60 minutes in an hour, your child will be adding in base 60. Play the chip-trading game in base 60. Have your child complete **Adding Minutes and Hours** (p. 58).	Have your child continue to read about echinoderms in encyclopedias, books and nature magazines or explore these creatures on CD-ROM or via the Internet. Ask your child to make identification cards for several types of echinoderms. Each card should include a picture of the animal, as well as a description of its habits, habitat and usefulness to humans.	Arrange to visit a historical museum where some of the tools, instruments, toys and clothing of the early settlers are on display. Take a close look at the kitchen utensils and tools used by the colonists. Back at home, read about some of the foods prepared by the early settlers. Help your child prepare a dish as the colonists did. *See* Social Studies, Week 4, number 2.
Review regrouping in subtraction, which is also called *borrowing*. Ask your child to explain the steps of borrowing as he/she works a problem with regrouping in the tens or hundreds place. Make sure your child understands the process and is not merely following a procedure without comprehension. Reteach with manipulatives if necessary. Give your child several subtraction problems with regrouping to solve.	Give your child the following list of terms related to echinoderms: *radial symmetry, endoskeleton, regeneration, vascular system, tube feet, rays* and *detritus*. Ask your child to create a word game that incorporates these terms as well as names of specific echinoderms. The game can be any format—crossword, word search, riddle, etc. Encourage your child to be creative!	Have your child read about the relationship between the early American settlers and the Indians. Discuss. *See* Social Studies, Week 4, number 3. Have your child read about Pocahontas and Squanto, two famous Native Americans who helped the settlers. *In what ways did they help the settlers? How might the settlers have fared, had these two people not helped them?*
Quiz your child on the addition concepts covered so far. Have your child complete **Addition** (p. 59). Reteach concepts if necessary. Teach your child how to subtract with regrouping when there are zeros in the minuend. *See* Math, Week 4, number 2.	Provide books and articles on sponges for your child's reference. Explore the structure and habits of the sponge. Where in the home are sponges most useful? Ask your child to take notes on sponges in his/her Science Log. Have your child include a labeled illustration as well.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Parts of Speech)

1. *Pronouns* can replace nouns in any part of a sentence, so they can be subjects or objects. A pronoun may take a different form, depending on the case. If a pronoun acts as the subject, it is in the nominative case. If a pronoun acts as the object, it is in the objective case. The following pronouns are used in each case:

Nominative case (subject)	Objective case (object)
I	me
you	you
he	him
she	her
it	it
we	us
they	them

Ask your child to use each of these pronouns correctly in a sentence. Then, write or read aloud several sentences, omitting the pronouns. Have your child complete each sentence with the correct pronoun.

2. People sometimes use the incorrect pronoun when the pronoun appears in a compound subject or object. To determine the correct case, try reading each subject (or object) separately in the sentence. You will need to make the verb singular when you do this.

Example: *Mark and me like to skate.*
Try *Mark likes to skate.* and *Me like to skate.*
Since that doesn't sound right, try *I like to skate.*
Correct: Mark and *I* like to skate.

3. The *possessive pronouns* are *my, mine, your, yours, his, her, hers, its, our, ours, their* and *theirs.* Some of these possessive pronouns are used to modify nouns, as in *my house.* In this case, the possessive pronoun is also considered to be an adjective.

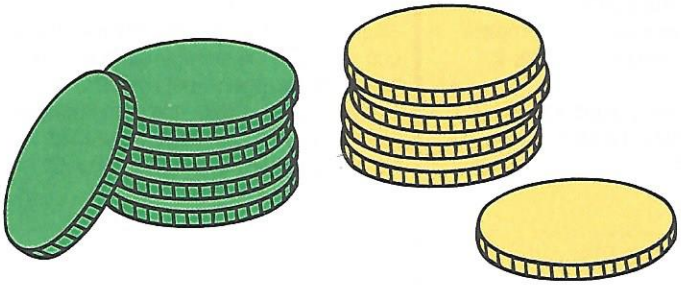
MATH (Addition and Subtraction)

1. Adding inches and feet involves working in base 12. We usually work in base 10, which means we carry to the next place when we reach 10. Use last week's chip-trading game to practice this skill. *See* Math, Week 3, number 3. For today's game, a green chip is equal to 12 yellow chips (i.e., yellow chips are inches, green chips are feet).

2. Teach your child how to borrow when there are zeros in the minuend. If the adjacent place has a value of 0, continue to move to the left until you arrive at a place with a number from which you can borrow. Borrow one unit from that place and regroup it to the right. This changes the value of that zero to a value of 10 units for that place. Continue until you reach the place that originally required a number to be borrowed.

Example:

$$\begin{array}{r} {\scriptstyle 0\ 9\ 9\ \ 9\ 14} \\ \cancel{1}\cancel{0}\cancel{0},\cancel{0}43 \\ -\ 64,261 \\ \hline 35,782 \end{array}$$



SCIENCE (Echinoderms)

1. Gather pictures, articles and reference materials on echinoderms to place in your science center. *Echinoderms* are often called "spiny-skinned" sea animals. If possible, check out a collection of preserved starfish, sand dollars and other echinoderms from a local museum or nature center. Have your child examine the textures and external features of the animals by touch and with the use of a magnifying glass. Discuss the symmetry of these animals and the patterns formed on the outer skin. Have your child sketch illustrations of some of the echinoderms in his/her Science Log. Point out the tiny tube feet on the underside of the animals. These act as suction cups and enable the animals to move and to grasp their prey. Use an eyedropper to demonstrate how the suction of the tube produces a grasping action. Ask your child to depress the rubber bulb, place the tip of the eyedropper on his/her hand and release the bulb.

2. Illustrate the terms *radius* and *radial symmetry* with the following demonstration. Cut a circle from construction paper. Ask your child to indicate the center of the circle with a dot. Fold the circle into halves, quarters or eighths. As the circle is unfolded, observe the lines made by the folds. These lines are the radii (plural of *radius*) of the circle. They extend from the center of the circle to its outer edge. The design made by the folds demonstrates radial symmetry. Have your child look again at the photographs of echinoderms. Can he/she see the radial symmetry in some of the animals?

SOCIAL STUDIES (Colonial Life)

1. Puritans raised their children to follow the word of God, respect those in authority and work hard to live a clean, useful life. Once they reached the age of six, Puritan children were dressed as miniature adults and were expected to act like adults. They were given jobs such as feeding chickens, cleaning the fireplace, making soap or spinning wool. Reading was very important to Puritans because they needed to be able to read the Bible. Children learned to read from an early school book, called a primer. A horn book was also used for lessons because paper for books and writing was scarce. Many early lessons came from familiar proverbs that taught the children how to behave.

2. Some staples of the early settlers' diet included succotash, hominy, mush, hoecakes, johnny cakes, beef jerky and corn pone. Native Americans helped the early settlers survive by introducing them to three main crops: corn, beans and squash. Make one or more of the following recipes with your child.

   a. **Succotash**

      1 can of whole kernel corn
      1 can of lima beans
      2 tbsp. of butter or margarine
      $\frac{1}{2}$ cup light cream

      Combine ingredients and add salt and pepper. Heat gently in a saucepan.

   b. **Hoecakes**

      In a mixing bowl, stir together cornmeal and water to make a thick mixture. Add salt to taste. Spoon about $\frac{1}{4}$ cup of the mixture onto a hot, greased griddle. Turn with a spatula until browned on both sides.

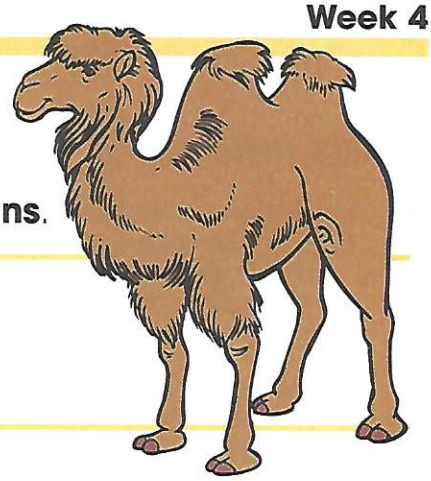
   c. **Buffalo or Beef Jerky**

      Slice meat into strips that are 1" wide and $\frac{1}{8}$" thick. Gently stretch each strip as you place it on a baking rack over a pan. Place the rack in the oven on a low setting. Dry overnight, keeping the oven door open. For added flavor, soak the meat slices in a bit of soy sauce before drying them. Jerky will keep for three months in an airtight container (or longer if frozen).

3. Ask some of the following questions in a discussion about the colonists and Indians.

   When the settlers arrived, in what ways were they inconsiderate of the people already living there?
   How did the Indians feel about the new settlers? Why?
   In what ways did the Indians and settlers get along?
   How were the Indians helpful?
   When did the Indians and settlers not get along?

Proper Adjectives



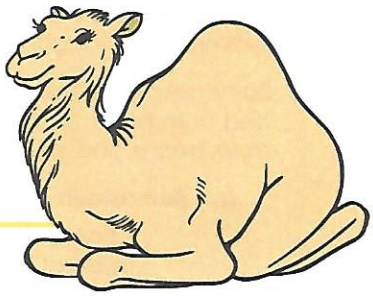
Adjectives are words that describe nouns. **Proper adjectives** are formed from proper nouns, and they must be capitalized. Other adjectives are called **common nouns**.

Examples:

proper adjectives: ***French*** *toast,* ***American*** *flag*
common adjectives: ***cold*** *toast,* ***waving*** *flag*

Circle all the adjectives in the sentences below.

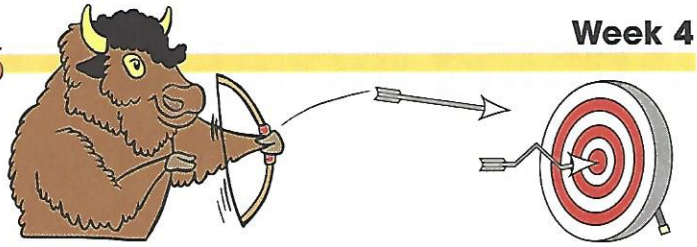
1. Camels have carried loads across desert sands for centuries.
2. They were once the only means of transporting goods across the Sahara Desert and Middle Eastern deserts.
3. The Sahara Desert is in the North African desert region.
4. The Arabian camel has one hump, while the Bactrian camel has two humps.
5. The Bactrian camel got its name long ago from a Central Asian country known as Bactria.
6. Both types of camels are used in some Asian regions.
7. In wars, fighting men have ridden the faithful camel.
8. The camel Napoleon rode during his Egyptian campaign was later put in an exhibit.



Write each circled adjective under the proper heading.

Proper Adjectives	Common Adjectives
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	
10. _____	

Honing Long o Skills



Write each **long o** word in the appropriate category.

Classy Long o Categories

o	oa	o-e	ow

arrow
buffalo
burro
chose
chrome
cloak
compose
cove
foam
gopher
grown
knowing
loan
loaves
roast
rows
soak
solo

Now, **write** each word, indicating the part of speech in the parentheses. Use these abbreviations: N = noun, V = verb, A = adjective.

1. _____ ( )
2. _____ ( )
3. _____ ( )
4. _____ ( )
5. _____ ( )
6. _____ ( )
7. _____ ( )
8. _____ ( )
9. _____ ( )
10. _____ ( )
11. _____ ( )
12. _____ ( )
13. _____ ( )
14. _____ ( )
15. _____ ( )
16. _____ ( )
17. _____ ( )
18. _____ ( )

Adding Inches and Feet

When adding inches, regroup 1 foot for every 12 inches.

Example:

a. 1 ft. 8 in.
+ 1 ft. 8 in.
16 in.

16 in. = 1 ft. 4 in.

b. 1
1 ft. 8 in.
+ 1 ft. 8 in.
4 in.

c. 1
1 ft. 8 in.
+ 1 ft. 8 in.
3 ft. 4 in.

1. 2 ft. 4 in.
+ 1 ft. 9 in.

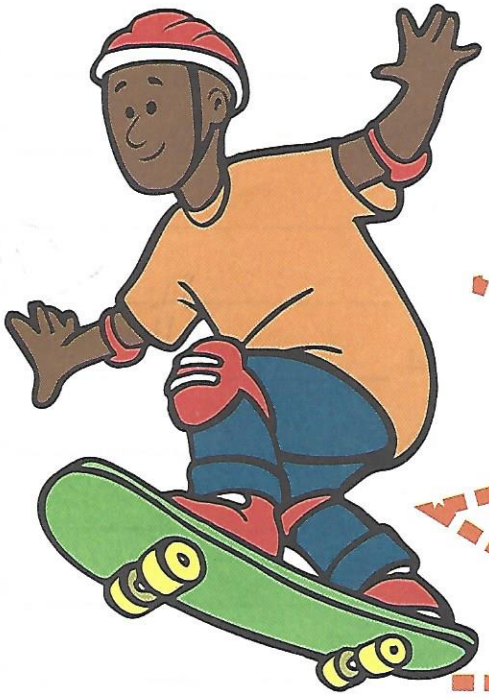
2. 12 ft. 10 in.
+ 1 ft. 5 in.

3. 12 ft. 7 in.
+ 8 ft. 8 in.

4. 1 ft. 5 in.
+ 3 ft. 6 in.

5. 1 ft. 6 in.
+ 1 ft. 6 in.

6. 7 ft. 4 in.
+ 5 ft. 5 in.



7. 28 ft. 8 in.
+ 4 ft. 9 in.

8. 8 ft. 9 in.
+ 7 in.

9. 3 ft. 3 in.
+ 6 ft. 7 in.

Adding Ounces and Pounds

When adding ounces, regroup 1 pound for every 16 ounces.

Example:

a. 8 lb. 12 oz.
+ 1 lb. 8 oz.
20 oz.

b. 1
8 lb. 12 oz.
+ 1 lb. 8 oz.
4 oz.

c. 1
8 lb. 12 oz.
+ 1 lb. 8 oz.
10 lb. 4 oz.

20 oz. = 1 lb. 4 oz.

1. 2 lb. 7 oz.
+ 1 lb. 11 oz.

2. 3 lb. 11 oz.
+ 1 lb. 11 oz.

3. 27 lb. 12 oz.
+ 9 lb. 12 oz.

4. 114 lb. 8 oz.
+ 59 lb. 10 oz.

5. 1 lb. 8 oz
+ 1 lb. 8 oz.

6. 1 lb. 2 oz.
+ 1 lb. 14 oz.

7. 7 lb. 12 oz.
+ 13 oz.

8. 15 oz.
+ 3 lb. 5 oz.

9. 15 lb. 6 oz.
+ 17 lb. 9 oz.

10. Twins were born at St. Vincent Hospital today.
One weighs 5 lb. 8 oz.
The other weighs 5 lb.12 oz.
How much do the babies weigh together?

Adding Minutes and Hours

When adding hours and minutes, regroup 1 hour for every 60 minutes. The first one has been done for you.

1.
$$\begin{array}{r} {\scriptstyle 1} \\ 2\text{ hr. }34\text{ min.} \\ +\ 3\text{ hr. }31\text{ min.} \\ \hline 6\text{ hr. }5\text{ min.} \end{array}$$

2.
$$\begin{array}{r} 5\text{ hr. }24\text{ min.} \\ +\ 7\text{ hr. }19\text{ min.} \\ \hline \end{array}$$

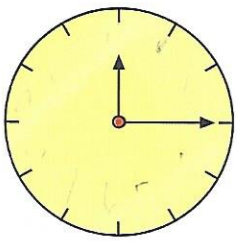
3.
$$\begin{array}{r} 2\text{ hr. }39\text{ min.} \\ +\ 5\text{ hr. }41\text{ min.} \\ \hline \end{array}$$

4.
$$\begin{array}{r} 16\text{ hr. }51\text{ min.} \\ +\ 4\text{ hr. }8\text{ min.} \\ \hline \end{array}$$

5.
$$\begin{array}{r} 3\text{ hr. }43\text{ min.} \\ +\ 2\text{ hr. }51\text{ min.} \\ \hline \end{array}$$

6.
$$\begin{array}{r} 3\text{ hr. }14\text{ min.} \\ +\ 6\text{ hr. }72\text{ min.} \\ \hline \end{array}$$

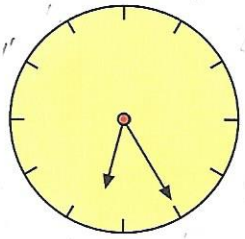
7.



+ 50 minutes

Time: _____

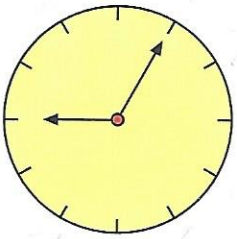
8.



+ 1 hour 5 minutes

Time: _____

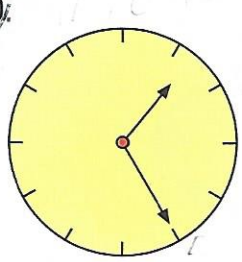
9.



+ 30 minutes

Time: _____

10.



+ 4 hours 35 minutes

Time: _____

11. Geneva worked on her sculpture this week.

Monday:	2 hr.	14 min.
Tuesday:		30 min.
Wednesday:	1 hr.	16 min.
Thursday:	3 hr.	25 min.
Friday:	1 hr.	45 min.
Sum total:	_____	_____

Addition

Solve.

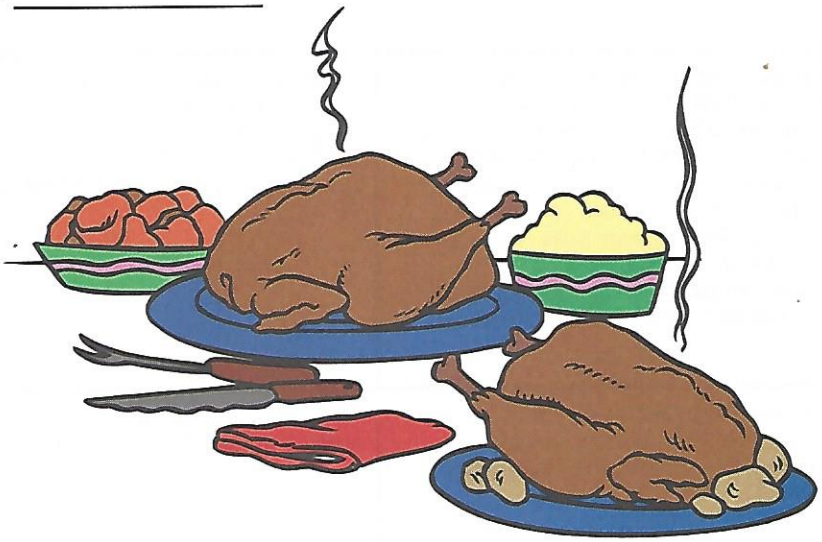
1. 3,256,289 + 17 + 2,569 = _____

2. 3 + 7 + 5 + 4 + 6 + 5 + 3 = _____

3. 15 + ____ = 27

4. ____ + 19 = 23

5. 209 + 327 = ____

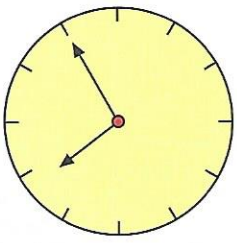


6.
```
   8 ft.  11 in.
+  2 ft.   5 in.
```

7.
```
   16 lb.  14 oz.
+   5 lb.  12 oz.
```

8.
```
    4 hr.  44 min.
+   5 hr.  33 min.
```

9.



+ 2 hours 20 minutes

Time: _____

10. The Grant family is having a large crowd for Thanksgiving dinner. They bought two turkeys for dinner. One turkey weighs 15 lbs. 8 oz. The second turkey weighs 19 lbs. 10 oz. How much turkey do they have?

	Language Skills	Spelling	Reading
Monday	For this week's writing activity, have your child write and perform a radio commercial. *See* Language Skills, Week 5, number 1 for more information on this project. Once your child has chosen a topic, have him/her make a plan for writing and work on a rough draft of the commercial.	Pretest your child on these spelling words: argue excuse rude blue include statue confuse issue tissue due museum truth duke plume tube dune ruby tulip Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Vocabulary** Have your child continue to read 2–3 chapters of *Farmer Boy* each day. As your child reads this week, have him/her copy unfamiliar words or phrases, as well as the pages on which they're found, into the Reading Journal. Discuss the meaning of the words and phrases with your child. Encourage your child to reread sections of the book containing these words/phrases to increase comprehension.
Tuesday	**Verbs:** Discuss verb conjugation. Explain that each verb has an infinitive. The infinitive begins with the word *to,* as in *to eat, to drive* and *to smell.* The infinitive is considered the basic form of the verb from which all the tenses and persons are formed. *See* Language Skills, Week 5, number 2. Give your child a list of five regular verbs to conjugate in all the persons and tenses.	Review this week's spelling words and how to divide words into syllables. (*See* Language Skills, Week 23, number 1 for rules on dividing syllables). Have your child complete **The Truth About u** (p. 66).	Have your child read 2–3 more chapters of *Farmer Boy.* Have him/her make notes of any unfamiliar vocabulary.
Wednesday	Review linking verbs with your child. *See* Language Skills, Week 5, number 3. Have your child complete **Linking Verbs** (p. 64).	Have your child use each of this week's spelling words correctly in a sentence.	Some words and phrases are considered archaic or obsolete and are no longer used in common speech or writing. Discuss these words in their original context and find background information whenever possible. For example, discuss the event of the butter-buyer coming to test the butter that Almanzo's mother made. Have your child read 2–3 more chapters of *Farmer Boy.*
Thursday	Review helping verbs with your child. Demonstrate how they can be used to change the action in sentences. *See* Language Skills, Week 5, numbers 4 and 5. Have your child complete **Forms of Be, Do and Have** (p. 65).	Have your child study this week's spelling words.	Have your child finish reading *Farmer Boy.* Choose a final book project that will allow your child to synthesize his/her learning. For book project ideas, see page 13.
Friday	Review subject/verb agreement. Write several sentences on the chalkboard, some with errors in agreement. Ask your child to read each sentence aloud, then underline the simple subject and circle the verb. *Do the subject and verb agree?* If not, ask your child to make the correction. Then, have your child write a story, focusing on subject/verb agreement. Give him/her 10 subject and verb pairs (e.g., waves/to splash) to make sentences to include in a story.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Discuss *Farmer Boy* with your child. Engage in a dialogue in which you both express your opinions about the story and compare the story and characters to similar stories.

Math	Science	Social Studies
Subtraction *Rounding* can be used to estimate answers in subtraction problems, just as in addition problems. *See* Math, Week 5, number 1. Give your child two subtraction problems to estimate, then solve. Have your child compare his/her answers with the estimates. If the numbers are not close, ask your child to double-check his/her subtraction. Have your child complete **Estimating Differences** (p. 67).	**Mollusks** Have your child continue to record observations of the mealworm habitat established in Week 2, Thursday. Provide books and other resources on mollusks for your child's reference. *See* Science, Week 5, number 1. Ask your child to take notes on mollusks in his/her Science Log. Have your child illustrate and label at least two animals that belong to this group.	Ask your child to imagine that a group of humans goes to another planet to establish a colony. When they arrive on the planet, they encounter a civilization that is already established there. How should the humans approach this civilization? How might both parties avoid conflict and foster a positive relationship with each other? Ask your child to imagine and describe in writing the initial encounter and subsequent events.
Use manipulatives to model the relationship between subtraction and addition. *See* Math, Week 5, number 2. Have your child complete **Opposite Operation of Subtraction** (p. 68).	Have your child write and illustrate an imaginative poem or short story about his/her favorite kind of mollusk.	**Southern Colonies:** Have your child research the reasons people went to the South and the challenges they met there. The Southern Colonies were populated by farmers vying to get rich through trade, Africans brought to the New World against their will and those enticed to come through gifts of land or promises of freedom. Have your child compare the Southern Colonies with the New England Colonies. *See* Social Studies, Week 5.
Show your child how to use a letter as a variable in a subtraction sentence. Replace the blank line in a subtraction problem with a letter (a variable). The letter stands for what is unknown. **Example:** $9 - 4 = b$ Have your child complete **Variables in Subtraction** (p. 69).	Seashells come in many colors, shapes and sizes. Observe actual shells or pictures of shells. *See* Science, Week 5, number 2. If you have a seashell collection at home, have your child make a chart outlining specific characteristics of each type. Make four columns: *Name, Appearance, Length* and *Mass*. Help your child measure each shell with a centimeter ruler and gram weights. Have your child fill in the chart.	In what ways did the Africans teach and influence the white settlers? Ask your child to write about the beginnings of African-American heritage.
Have your child practice subtraction by providing change from a purchase. Help your child create a "store." Use pictures from a grocery store advertisement or put price tags on household objects. You play the role of customer, while your child plays salesclerk. Choose one or two items (total under $5) and pretend to pay with a $5 bill. Have your child calculate the change using subtraction. Use real money, if possible, for making the change. Repeat with other items.	Ask your child to identify mollusks that live in the sea. Have him/her describe their physical characteristics. What do they eat? How do they move? How do they fend off predators? Have your child read articles from nature magazines about these animals and about occupations that depend on these animals.	Ask your child to write about the Southern Colonies. Have your child write about the contributions (or impact) of two key figures in the history of the Southern Colonies, describe how the colonies might have developed without the existence of slavery or examine the history of the House of Burgesses. If your child has another idea, let him/her research and write about that topic.
Today, have your child make change by counting *up* from the purchase price to $5. Use the same materials as yesterday. Teach your child to say the amount of the purchase and then count the change up to $5. *See* Math, Week 5, number 3.	Set up a freshwater snail habitat. *See* Science, Week 5, number 3. Have your child continue to observe the habitat over the next several weeks.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs)

1. Record a radio commercial for a product that will appeal to your child (movie, sporting event, food, music, etc.). Listen to the tape together and discuss the selling techniques of the commercial. Use the following questions and comments to guide your discussion:

   Was the commercial easy to understand?
   Did the commercial make the product or event seem appealing?
   Were the voices pleasant?
   Was the commercial too noisy?
   What did you notice about the timing?

   Encourage your child to incorporate some of the selling techniques used in the commercial into his/her own ad. Ask your child to write and design a persuasive commercial for a familiar product. The commercial should last about 30 seconds when read aloud.

2. Verb *tense* indicates when the action of the sentence occurred—in the past, present or future. The *person* indicates the subject of the sentence. Review the following conjugation of the verb *to laugh*.

	Present	**Past**	**Future**
First Person (singular)	I laugh	I laughed	I will laugh
Second Person	you laugh	you laughed	you will laugh
Third Person	he/she/it laughs	he/she/it laughed	he/she/it will laugh
First Person (plural)	we laugh	we laughed	we will laugh
Second Person	you laugh	you laughed	you will laugh
Third Person	they laugh	they laughed	they will laugh

3. A linking verb joins or *links* the subject of a sentence to a word in the predicate. The most common linking verbs include *am, is, are, was* and *were*. A linking verb may be followed by a predicate noun, which renames the subject, or a predicate adjective, which describes the subject.

   Examples: Clarissa is a singer. (*singer* (noun) renames Clarissa)
   Clarissa is talented. (*talented* (adjective) describes Clarissa)

   Give your child practice in recognizing predicate nouns and predicate adjectives. Write the following sentences (or make up your own) on the chalkboard. Ask your child to circle the linking verb in each sentence and write *adjective* or *noun* after the predicate. The first one has been done for you.

   The children (were) sleepy. (adjective)
   My mother is a doctor.
   The cinnamon rolls are warm.
   I am hungry!
   The hallway is narrow.
   The kitten was a stray.
   Jesse's shoes were muddy.
   Her brother is an actor in New York.

4. A *verb phrase* is made up of a main verb and one or more helping verbs. The helping verb helps the main verb express action.

   Some common helping verbs:

am	has	are	had	will be	can be	will have been
were	did	do	is	will have	has been	might have
can	was	may	have	can have	could be	must have

   Have your child use each of these helping verbs in a sentence.

5. Write the following unfinished sentences on the board. Direct your child to use a helping verb and a form of the verb shown to write the action in either the past or present.

   bark
   The dogs _____ . (present)
   The dogs _____ . (past)

   run
   The horse _____ . (present)
   The horse _____ . (past)

   laugh
   The crowd _____ . (present)
   The crowd _____ . (past)

   cry
   The baby _____ . (present)
   The baby _____ . (past)

MATH (Subtraction)

1. To estimate the solution to a subtraction problem, round both numbers to the highest place of the smaller number. In the following example, the numbers are rounded to the hundreds place.

$$\begin{array}{r} 4{,}279 \\ -\ 312 \end{array} \longrightarrow \begin{array}{r} 4{,}300 \\ -\ 300 \\ \hline 4{,}000 \end{array}$$

2. Use manipulatives to demonstrate the subtraction problem 56 – ___ = 21. Build the first number (minuend) on a place-value chart. This is the total, the largest number in the equation. The second number (subtrahend) is missing. The solution (difference) is the part of the total remaining when the subtrahend is removed. Use the manipulatives to separate the total number into the two parts: the known difference and the unknown subtrahend. Give your child the manipulatives and ask him/her to solve the problem ___ – 4 = 5. your child should discover that by adding the subtrahend and difference, he/she can solve for the minuend.

3. To make change by counting up, follow this example:

The customer gives you $5.00 for a $2.43 purchase.

1. Say the purchase price, *$2.43.*
2. Put down one penny and say, *$2.44.*
3. Put down one penny and say, *$2.45.*
4. Put down one nickel and say, *$2.50.*
5. Put down one quarter and say, *$2.75.*
6. Put down one quarter and say, *$3.00.*
7. Put down one dollar and say, *$4.00.*
8. Put down one dollar and say, *$5.00.*

SCIENCE (Mollusks)

1. Look at pictures of snails, slugs, clams, oysters, octopuses and other examples of mollusks. Discuss the physical characteristics and habitats of these creatures. Have your child observe and describe some snail, oyster or clam shells. Direct your child to research the values and uses of some of these animals. Observe the movement of a snail or slug. Discuss the damage to gardens and plants caused by snails and slugs.

2. Gather and display a large collection of seashells or use a seashell picture guide. Have your child observe the various patterns, shapes and colors of the shells. Ask your child to use the guide to identify the shells: cowrie, cone, whelk, conch, scallop, etc. Discuss the different uses of seashells throughout history as money, jewelry, buttons and collectibles.

3. Help your child set up a freshwater snail habitat. Purchase some freshwater snails from a pet shop. Place some gravel in the bottom of a large clear jar or an aquarium. Add some aquatic plants and fill with water. Use a magnifying glass to observe the snails over a period of several weeks. Notice the egg sacs that are deposited on the container. Observe any damage to the plants. Have your child record his/her observations in the Science Log.

SOCIAL STUDIES (Southern Colonies)

Use these questions to guide a discussion comparing the New England Colonies with the Southern Colonies.

How did their reasons differ for coming to the New World?

How did their crops differ?

How did family life differ?

Both suffered from disease. How were the diseases the same? different?

Who were the workers in the South?

Where were there more wealthy people? Why?

How did education differ in New England and the Southern Colonies?

Where would you rather have grown up? Why?

What role did religion play in the lives of both groups?

Linking Verbs

Linking verbs link the subject to a word in the predicate. The linking verbs most often used are **am**, **is**, **are**, **was** and **were**.

Example:
*We **were** happy about the outcome.*

A linking verb may be followed by a **predicate noun**, which renames the subject, or a **predicate adjective**, which describes the subject.

Examples:
*Harry is a **teacher**.* (predicate noun)
*Harry is **confident**.* (precicate verb)

Complete each sentence with a predicate noun.

1. Sarah is a _____ .
2. Her best friend is a _____ .

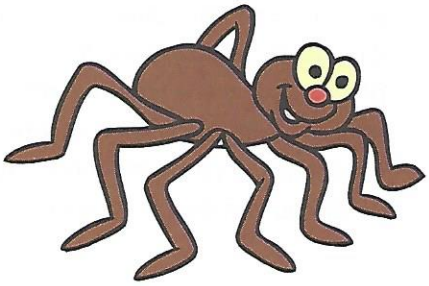
Circle each predicate noun. **Underline** the noun or pronoun in the subject that is renamed.

1. The children were actors.
2. The setting of the play was a garden.
3. Butterflies are main characters in the play.
4. Ralph is the star.

Complete each sentence with a predicate adjective.

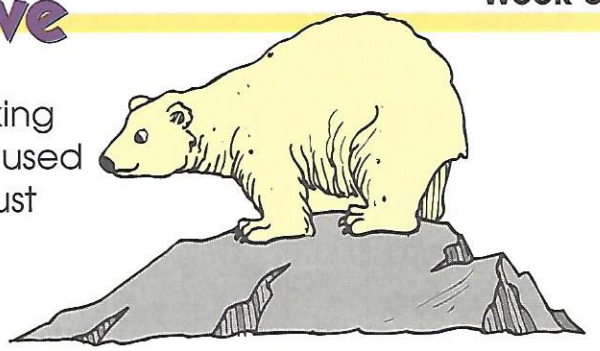
1. Today's weather is _____ .
2. Tom will be _____ .

Circle each predicate adjective. **Underline** the noun or pronoun in the subject that is described.



1. The trap-door spider is clever.
2. Its building skills are amazing.
3. The webs covering the walls were soft and silky.
4. The trap was invisible.

Forms of Be, Do and Have



Some forms of the verb **be** can be used as linking or helping verbs. Three forms of **be** cannot be used alone as verbs: **be**, **being** and **been**. These must always be used with helping verbs.

Examples:
*Polar bears **are** carnivores. (**be** as linking verb)*
*The polar bear **is** hunting the seal. (**be** as helping verb)*
*A polar bear **has been** seen near here. (**be** with helping verb)*
Forms of ***be***: ***am, is, are, was, were, be, being, been***

Complete each sentence below with the correct form of the verb **be** found in parentheses. Add helping verbs where needed.

1. Polar bears _____ excellent swimmers. (is, are)
2. The polar bear _____ seen running at a speed of 35 miles per hour. (was, being)
3. I _____ sure I saw a polar bear swimming in the water. (am, are)
4. Polar bears _____ seen swimming many miles from shore. (been, have been)

The verbs **do** and **have** can be used as main verbs or as helping verbs.

Examples:
*I **have** traveled to Canada to see polar bears. (helping verb)*
*I **did** my report on polar bears yesterday. (main verb)*
Forms of **do**: ***do, did, done*** Forms of ***have***: ***have, has, had***

Complete the story below using the correct forms of the verbs **do** and **have**.

I _____ believe polar bears are very beautiful. I _____ seen them along the coast of Alaska. I _____ see one come up to our tour bus. By the age of 10 years, a male polar bear _____ grown to its full size. Countries around the Arctic have _____ a very good job of trying to save the polar bear from extinction. Polar bears _____ beautiful coats which _____ attracted hunters. Now the bears _____ protection from hunters by law.

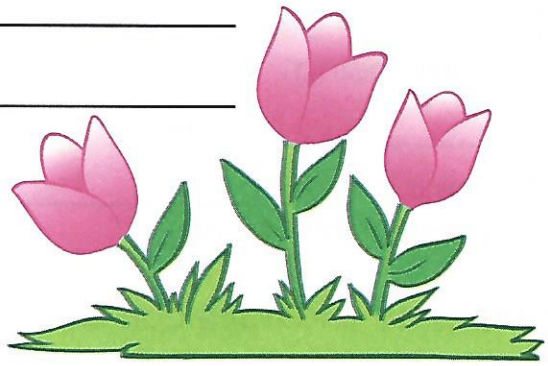
The Truth About u

argue
blue
confuse
due
duke
dune
excuse
include
issue
museum
plume
ruby
rude
statue
tissue
truth
tube
tulip

The words in the list have the **o͞o** or **yo͞o** sound. **Write** each word in the appropriate category.

Classy o͞o Categories

u-e	ue	u
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	
_____		
_____		



Oops! We have elephant words. Just like elephants, we must remember that a few words make the **o͞o** or **yo͞o** sound spelled with **iew**, as in **review**, **o-e**, as in **lose**, or **eau** as in **beauty**. **Write** the five elephant words in alphabetical order. Note the number of syllables each word contains in the parentheses ( ).

Elephant Words

review whose beautiful preview lose

1. _____ ( )
2. _____ ( )
3. _____ ( )
4. _____ ( )
5. _____ ( )

Estimating Differences

To estimate differences, round the numbers and then subtract. This skill can be used daily. An example of this would be when you travel by car. If you have a distance of 862 miles to travel and you've gone 381, you can round and subtract in your head—900 – 400 leaves approximately 500 more miles to go.

Nearest Ten	Nearest Hundred	Nearest Thousand
48 → 50	841 → 800	6,780 → 7,000
− 13 → − 10	− 289 → − 300	− 1,912 → − 2,000
35 → 40	552 → 500	4,868 → 5,000
Actual = 35	Actual = 552	Actual = 4,868
Estimated = 40	Estimated = 500	Estimated = 5,000
Difference = 5	Difference = 52	Difference = 132

Keep in mind that these answers are approximate, so this method should not be used if you want an exact answer.

Subtract by estimating.

1. 93 → 90
   − 68 → 70

2. 571
   − 139

3. 4,899
   − 1,916

4. 88
   − 19

5. 912
   − 778

6. 8,211
   − 5,928

7. 71
   − 28

8. 622
   − 266

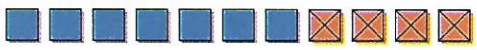
9. 6,935
   − 2,899

Opposite Operation of Subtraction

Write the missing number in each subtraction sentence. Check your answer with addition. The first one shows you how.

1. ___ − 10 = 5
   5 + 10 = 15
2. ___ − 12 = 24
3. ___ − 8 = 40
4. ___ − 8 = 9
5. ___ − 12 = 20
6. ___ − 10 = 37

Two subtraction problems can be made from the same model. **Complete** the subtraction sentences below. **Write** a second subtraction sentence for each based on the same model.



11 − 4 = 7

11 − 7 = 4

7. 12 − ___ = 7
   12 − ___ = 5
8. 33 − ___ = 11
9. 87 − ___ = 56
10. 20 − ___ = 12
11. 85 − ___ = 25
12. 187 − ___ = 122

13. After I gave my friend 12 rocks from my collection, I still had 15 rocks. How many rocks were in my collection before I gave some away?

14. The bag of cookies had 20 cookies in it. Joe took some out for his lunch and left 12 in the bag. How many cookies did Joe take for lunch?

Variables in Subtraction

A **variable** is a letter in an equation that stands for what is not known. **Solve** for the missing number. The first one has been done for you.

1. $25 - 13 = x$

   $x = 12$

2. $17 - 13 = p$

   $p =$ _____

3. $85 - 50 = y$

   $y =$ _____

4. $27 - 13 = z$

   $z =$ _____

5. $109 - 88 = n$

   $n =$ _____

6. $69 - 54 = h$

   $h =$ _____

7. $356 - 89 = r$

   $r =$ _____

8. $2{,}859 - 1{,}765 = k$

   $k =$ _____

9. $26{,}251 - 287 = c$

   $c =$ _____

10. $5{,}222 - 133 = a$

    $a =$ _____

11. $22{,}041 - 1{,}850 = s$

    $s =$ _____

12. $23{,}001 - 1{,}243 = w$

    $w =$ _____

13. $57{,}005 - 36{,}996 = f$

    $f =$ _____

14. $11{,}221 - 11{,}221 = m$

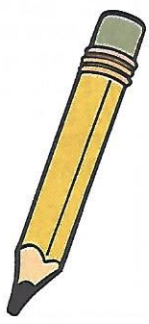
    $m =$ _____

15. $865{,}397 - 356{,}286 = b$

    $b =$ _____

16. $5{,}322 - 1{,}451 = e$

    $e =$ _____



Substitute Russell Freedmen, Indian Chiefs? p.105 in More Creative Connections has reading guide ↓

Week 6

	Language Skills	Spelling	Reading
Monday	Brainstorm ideas for this week's writing topic. Use some of this week's spelling words as a starting point. Once your child has chosen a topic, have him/her make a plan for writing and start working on a rough draft for a story.	Pretest your child on these spelling words: barnyard, blastoff, brand-new, chairperson, cupboard, hide-and-seek, homesick, ice skate, jack-o'-lantern, peanut butter, polar bear, post office, seagull, snowstorm, topsy-turvy, town crier, yardstick, zip code Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Compare and Contrast** Introduce *To Walk the Sky Path* by Phyllis Reynolds Naylor. While reading this book, your child will have several opportunities to compare his/her world with the traditional world of the Seminole Indians. Have your child read chapters 1 and 2 of *To Walk the Sky Path*, then compare Billie's family life with his/her own. Have your child list similarities and differences, then combine the list into an organized paragraph.
Tuesday	**Verbs:** *Regular* verbs take the *ed* ending to show the past tense. **Example:** help/helped. *Irregular* verbs are verbs that do not add *ed* in the past tense but do undergo a change in spelling. **Example:** sleep/slept. Can your child think of other examples of irregular verbs? Have your child complete **Irregular Verbs** (p. 74).	Review this week's spelling words. Have your child complete **Conquering Compounds** (p. 76).	Have your child read chapters 3 and 4 of *To Walk the Sky Path*. Ask your child to use a Venn diagram to compare and contrast the ways of the Tommie family with the ways of the non-Indian people they encounter.
Wednesday	**Adverbs:** Review adverbs. *See* Language Skills, Week 6, number 1. Write ten sentences containing adverbs on the chalkboard. Ask your child to underline the adverb in each sentence and circle the word it modifies. Have your child sort the adverbs into three categories: those that tell when, those that tell how and those that tell where.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapters 5 and 6 of *To Walk the Sky Path*. Ask your child to describe Billie's experience staying overnight at Jeff's house. Include Billie's feelings and impressions.
Thursday	Adverbs can modify adjectives and other adverbs, as well as verbs. *See* Language Skills, Week 6, numbers 2 and 3. Have your child complete **Adverbs Modify** (p. 75).	Have your child study this week's spelling words.	Have your child read chapters 7 and 8 of *To Walk the Sky Path*. Ask your child to write in his/her Reading Journal about Billie's life. *Do you think Billie will have a better life than his grandfather and brother? Support your opinion with examples from the book.*
Friday	Teach your child how to use the endings *er* and *est* to form comparative forms of adjectives and adverbs that do not end in *ly*. Explain that the words *more, most, less* and *least* can also be used to indicate a comparison. *See* Language Skills, Week 6, number 4.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Have your child read chapters 9 and 10 of *To Walk the Sky Path*. Ask your child to answer the following question in his/her **Reading Journal:** *Can Billie be a* true *Indian in the white man's world? Support your answer with passages from the book and predict what Billie's life will be like when he grows up.* Review the literary device *onomatopoeia*. *See* Reading, Week 6.

Math	Science	Social Studies
Chip Trading With Subtraction Play the chip-trading game from Week 3. Play the game in base 10, this time using subtraction. *See* Math, Week 6, number 1 for more detailed instructions.	**Vertebrates** Discuss the differences again between invertebrates and vertebrates. Then, look together with your child at the information sheet, **Vertebrates** (p. 79). Gather a variety of pictures of different vertebrates (fish, amphibians, reptiles, birds and mammals) and have your child sort the pictures into the five groups. Discuss the important characteristics of each group. *See* Science, Week 6, number 1.	Ask your child to do some research on colonial careers. Have him/her find resources at the library in which to read about the following careers: *blacksmith, barber, miller, cooper, tailor* and *wheelwright*. Ask your child to choose one occupation and write a brief report on it. Have your child include an illustration of the proper attire worn by the worker, as well as some of the tools of his/her trade.
Play the chip-trading game again today. Play with subtraction, but this time using a base other than base 10. Try base 12 or base 5.	Explore the meaning of the terms *warm-blooded* and *cold-blooded* with your child. *See* Science, Week 6, number 2. Encourage your child to continue taking notes on vertebrates in his/her Science Log.	**Middle Colonies:** The Middle Colonies were settled from the mid-1600s through the mid-1700s. Colonists were attracted to the area's temperate climate, rich soil, fertile land and the religious freedoms offered there. The Middle Colonies became known as "the bread colonies" because they farmed grains and milled flour for bread. The flour was then sold to all the colonies. Ask your child to do some research, then draw a picture or diagram of a mill.
In Week 4, you showed your child how to add inches and feet using base 12. Review your discussions from that day. Then, create subtraction problems involving inches and feet, days and weeks. Have your child complete **Subtracting Different Units** (p. 77).	Ask your child to identify some of the fish and mammals that live in the sea. Have your child read about these unique animals. Ask your child to choose one fish and one sea mammal and compare them using a Venn diagram. Next, read about the economic value of some of these creatures to humans. Several ocean-dwelling mammals are in danger of extinction. Discuss some of the laws that have been instituted to protect them.	Ask your child to read about William Penn, the founder of Pennsylvania. *What was Penn's background? What kind of a relationship did he establish with the Indians? What did he hope to accomplish in Pennsylvania? Was he ultimately successful?*
In Week 4, you showed your child how to add ounces and pounds. Now teach your child how to subtract ounces and pounds. There are 16 ounces in a pound, so use base 16 for subtraction. Create several practice problems involving pounds and ounces, minutes and seconds. Guide your child in solving the problems. Have your child complete **Subtracting in Different Bases** (p. 78).	Create a word search or crossword puzzle for your child to solve. Use the following terms: *gills, scales, cartilage, fins, spawning, swim bladder, lamprey* and *roe*. Ask your child to write a poem or short story about fish or fishing. Encourage your child to include some of these new terms in his/her poem or story.	The people who settled in the Middle Colonies came from varied backgrounds. What impact did this have on life in these colonies? How did it make the Middle Colonies a better place to live?
Quiz your child on subtraction concepts. *See* Math, Week 6, number 2 for a sample quiz. Reteach concepts if necessary.	If possible, take your child fishing or plan a trip to a fish hatchery. *What kinds of fish are common to your area? What kinds do you see?* Help your child become familiar with the categories of scientific classification: *kingdom, phylum, class, order, family, genus* and *species*. Explain that each category is more specific than the one before it—i.e., *species* is the most specific category.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs / Adverbs)

1. An adverb can tell when, how or where, indicating time, manner or place. An adverb can be used to modify a verb, an adjective or another adverb.

   Adverbs of time tell *when* or *how often*. They usually modify verbs.
   Example: I went to the dentist *yesterday*.

   Adverbs of place tell *where*. They usually modify verbs.
   Example: Sue decided to go *back*.

   Adverbs of manner tell *how* or *in what manner*. They usually modify verbs.
   Example: My parents taught me to look *carefully* before crossing the street.

2. Compare adjectives and adverbs. Write the sentences below on the chalkboard. Have your child underline the adjectives and circle the adverbs in each sentence. Discuss the words as your child works. Ask your child to tell whether the adverbs tell time, manner or place.

   The lumbering bear is a large, fur-bearing mammal.
   The huge animals are found mainly in northern countries.
   A surprised bear can be a dangerous animal.
   Bears have long, strong claws that handily provide food.
   Hungry bears will eat almost anything voraciously.
   Thick, shaggy fur easily protects bears from the stings of angry bees.

3. Adverbs are often formed by adding *ly* to an adjective. If the adjective ends in *y*, change the *y* to *i*, then add *ly*.

   Examples: sad → *sadly* exact → *exactly*
   busy → *busily* remote → *remotely*

   Have your child copy the following adjectives on the chalkboard. Then, have him/her rewrite each one as an adverb: *eager, happy, quick, wary, angry, speedy, glad, hungry, lazy, close, neat, easy*.

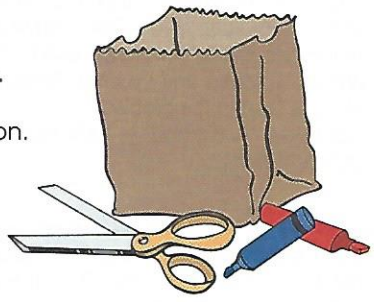
4. Adjectives and adverbs may change form to show comparison. The endings *er* and *est* are added or the comparison words *more, most, less* and *least* are used. Do not use comparison words **and** *er* or *est* words. The following comparison examples are incorrect. The corrected sentences follow in italics.

   I have the most best dog in the world.
   I have the best dog in the world.

   He ran more slowlier than she did.
   He ran more slowly than she did.

   Copy the following sentences on the chalkboard. Have your child rewrite each sentence correctly.

   Masks can be made more easilier from paper bags than from cloth.
   The most cheapest masks are made of bags.
   Find a position where the bag rests most comfortabliest on your shoulders.
   More better features can be drawn on the bag by your friend.
   The most best circles can be drawn by tracing around a coin with a crayon.
   Use markers to color the features on your mask more brightlier.
   The most perfectest use for yarn on the mask is as hair.
   After finishing, we laughed most hardest at the mask I made.



READING (Compare and Contrast)

To Walk the Sky Path contains several examples of onomatopoeia. Words that imitate the sounds they are associated with—such as *quack* or *whir*—are considered onomatopoetic. We can hear a lot of the sounds of Billie's camp through the author's choice of words. **Example:** "the kachung of the bull frogs." Have your child write a descriptive poem using onomatopoeia. Here are some words to get him/her started:

beep	buzz	clink	crash	ding-dong	hiss	ping	squeal
blip	chirp	clomp	creak	grind	honk	rustle	squish
bow-wow	chug	crack	cuckoo	growl	moo	smack	thump

MATH (Chip Trading With Subtraction)

1. Each player will begin the game with one red chip. On the first roll, each player will need to trade the red chip for 10 blue chips, 1 blue chip for 10 green chips and 1 green chip for 10 yellow chips. Each turn, the player will roll the die and remove the number of yellow chips indicated. As a player runs out of yellow chips, he/she can trade in another green chip for 10 more. The object of the game is to be the first player to subtract all of his/her chips.

2. Here is a sample quiz:

Subtract.

1. 356,710 − 247,356

2. 86,044 − 15,852

Estimate the answer.

3. 3,457 − 1,135

Subtract.

4. ___ − 29 = 12

5. 16 − ___ = 7

6. 58 − 19 = *r*
   r = ___

7. 11 min. 34 sec. − 9 min. 40 sec.

8. 4 lb. 8 oz. − 3 lb. 11 oz.

9. 3 weeks 5 days − 1 week 6 days

Solve.

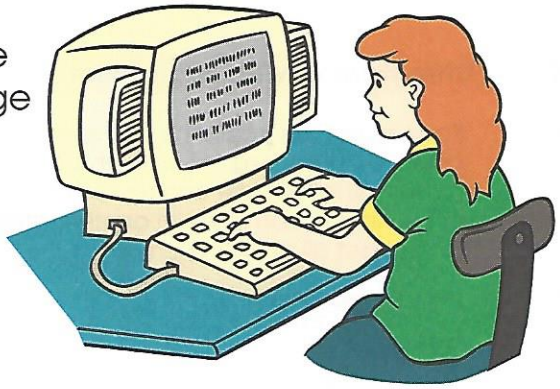
10. A grocery store cashier was given a five-dollar bill to pay for $3.37 in groceries. How much change should the customer receive? _____

SCIENCE (Vertebrates)

1. The phylum *Chordata* is made up of animals with backbones. The name *vertebrates* comes from the vertebrae, the bone segments that make up the spinal column. There are five classes of vertebrates: fish, amphibians, reptiles, birds and mammals. Find a resource book that shows the skeletons of some of these animals. Discuss the function of the backbone and vertebrae in the support and protection of an animal's body. Have your child sort the pictures of vertebrates into those that live in the air, in water and on land. Encourage your child to glue or tape some of the pictures in his/her Science Log or to sketch some of the animals.

2. Ask your child to look up the terms in the dictionary. A *cold-blooded* animal is one whose body temperature changes with the temperature of its environment, and a *warm-blooded* animal is one whose body temperature remains constant. Can your child think of examples of each type of animal? Have your child describe the actions of a snake, lizard or salamander when it wants to become warmer or cooler. Ask your child to write his/her own definitions of *warm-blooded* and *cold-blooded* in his/her Science Log. Have your child also include an illustration of one animal from each category.

Irregular Verbs



Verbs that do not add **ed** to show the past tense are called **irregular verbs**. Irregular verbs change in spelling in the past tense.

Examples:

Present	Past	Past with helpers
begin	*began*	*(has, have) begun*
see	*saw*	*(has, have) seen*
drive	*drove*	*(has, have) driven*

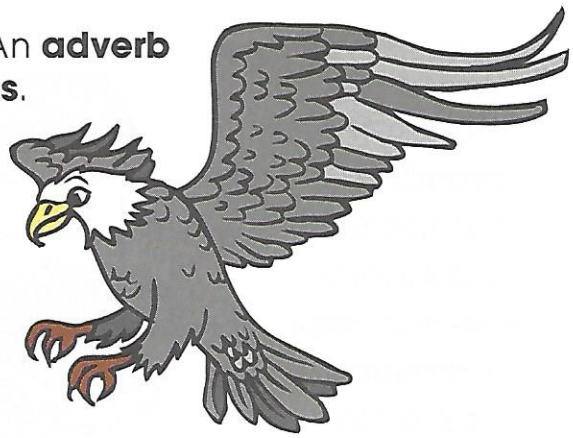
Fill in the blanks on the chart. You may refer to a dictionary.

Present	Past	Past with helpers
speak		
		taken
		ridden
choose		
	rang	
	went	
drink		
		driven
	drew	
know		
		eaten
do		

Underline the correct verb in each sentence below.

1. Martha has (began, begun) her research project.
2. First, she (chose, chosen) the topic.
3. She (drove, driven) many places to locate information.
4. Martha made a list of the interviews she had (did, done).
5. She (spoke, spoken) to people of many ages.
6. Many (knew, known) a great deal about the subject.
7. While interviewing people, Martha had (took, taken) notes.
8. Diagrams were (drew, drawn) for the project.

Adverbs Modify



You have learned that adverbs modify verbs. An **adverb** can also modify **adjectives** and **other adverbs**. These adverbs usually tell **how much** or **to what degree**.

Examples:

*The eagle's descent was **very** steep.*
(modifies "steep," an adjective)
*The eagle attacked the fish **quite** suddenly.*
(modifies "suddenly," an adverb)

Underline only the adverbs in the sentences below that modify an adjective or another adverb. **Draw** an arrow to the word that each modifies. In the blank, **write** if the modified word is an adjective or an adverb.

1. The eagle spread its wings very wide. *adverb*
2. It had to fly quite far to the lake. _____
3. The eagle is an extremely graceful bird. _____
4. It is much larger than most birds. _____
5. Its hooked beak is rather sharp. _____
6. The eagle watched the lake very carefully. _____
7. A large trout is really tasty food for the eagle. _____
8. A beautiful rainbow trout jumped quite suddenly out of the water. _____
9. The eagle has extremely sharp eyesight. _____
10. It swooped almost instantly toward the fish. _____

Complete each sentence with an adverb that modifies the adjective or adverb.

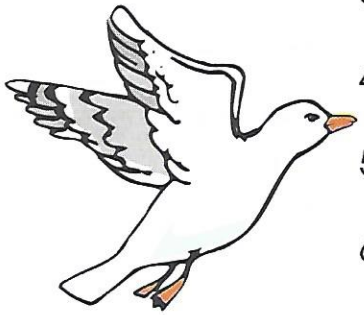
1. The eagle flew _____ low over the water's surface.
2. Then, it flew _____ high into the blue summer sky.
3. It landed in its nest _____ gently.
4. The eagle is a _____ majestic bird.
5. It has to be _____ patient as it hunts for food.

Conquering Compounds

barnyard
blastoff
brand-new
chairperson
cupboard
hide-and-seek
homesick
ice skate
jack-o'-lantern
peanut butter
polar bear
post office
seagull
snowstorm
topsy-turvy
town crier
yardstick
zip code

There are three types of compound words: (1) **closed compound**—two separate words joined together, that create a new meaning and written as one word; (2) **open compound**—two separate words create a new meaning, but the two words are not joined together; (3) **hyphenated compound**—two or more words, written separately but connected by a hyphen, create a new meaning.

Add a word or words to each word below to form a compound word from the spelling list.



1. cup _____
2. snow _____
3. home _____
4. barn _____
5. chair _____
6. yard _____
7. sea _____
8. hide- _____
9. brand- _____
10. polar _____
11. ice _____
12. peanut _____
13. blast _____
14. post _____
15. topsy- _____
16. town _____
17. zip _____
18. jack- _____

Subtracting Different Units

Subtract the units. Regroup the feet and inches.

Example:

3 ft. 5 in.	2 + 12 in.	2
	~~3~~ ft. 5 in.	~~3~~ ft. 17 in.
− 1 ft. 8 in.	− 1 ft. 8 in.	− 1 ft. 8 in.
		1 ft. 9 in.

Cannot take 8 from 5, so regroup 1 foot.

1. 5 ft. 8 in. − 3 ft. 9 in.

2. 17 ft. 3 in. − 5 in.

3. 11 ft. 5 in. − 8 ft. 6 in.

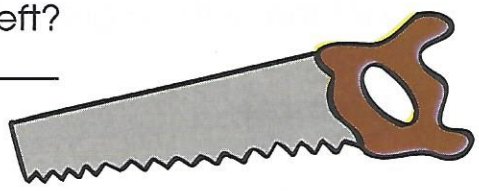
4. 20 ft. 4 in. − 6 ft. 8 in.

5. 17 ft. 0 in. − 1 ft. 6 in.

6. 115 ft. − 7 ft. 8 in.

7. The carpenter's board was 8 ft. 8 in. long. She cut off 1 ft. 10 in. to use on a bench. How much of the board was left?

_____



Subtract the units. Regroup the days and weeks.

Example:

3 weeks 1 day	2 + 7 days	2
	~~3~~ weeks 1 day	~~3~~ weeks 8 days
− 1 week 5 days	− 1 week 5 days	− 1 week 5 days
		1 week 3 days

Cannot take 5 from 1, so regroup 1 week.

8. 4 weeks 2 days − 2 weeks 5 days

9. 3 weeks 5 days − 1 week 2 days

10. 11 weeks 4 days − 7 weeks 4 days

Subtracting in Different Bases

Subtract the units. Regroup the pounds and ounces.

Example:

17 lb. 3 oz.	16 + 16 oz.	16
	~~17~~ lb. 3 oz.	~~17~~ lb. 19 oz.
− 12 lb. 5 oz.	− 12 lb. 5 oz.	− 12 lb. 5 oz.
		4 lb. 14 oz.

1. 5 lb. 8 oz. − 3 lb. 8 oz.

2. 17 lb. 3 oz. − 12 lb. 11 oz.

3. 9 lb. 11 oz. − 3 lb. 14 oz.

4. 2 lb. 5 oz. − 8 oz.

5. 1 lb. 8 oz. − 9 oz.

6. 7 lb. − 1 lb. 9 oz.

Subtract the units. Regroup the minutes and seconds.

Example:

3 min. 25 sec.	2 + 60 sec.	2
	~~3~~ min. 25 sec.	~~3~~ min. 85 sec.
− 1 min. 45 sec.	− 1 min. 45 sec.	− 1 min. 45 sec.
		1 min. 40 sec.

7. 7 min. 46 sec. − 3 min. 29 sec.

8. 4 min. 47 sec. − 3 min. 28 sec.

9. 9 min. 23 sec. − 8 min. 51 sec.

10. 4 min. 21 sec. − 2 min. 53 sec.

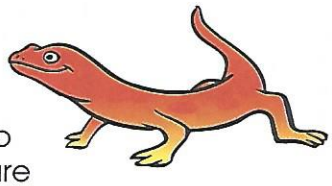
11. 12 min. 19 sec. − 8 min. 42 sec.

12. 16 min. 42 sec. − 8 min. 25 sec.

Vertebrates

Vertebrates are animals with a backbone. Most vertebrates have a bony backbone, called a spinal column. The spinal column is made of bones called **vertebrae**.

AMPHIBIANS
Because a frog, like other amphibians, is cold-blooded, it is able to lower its body temperature to hibernate in a cold pond in the winter.

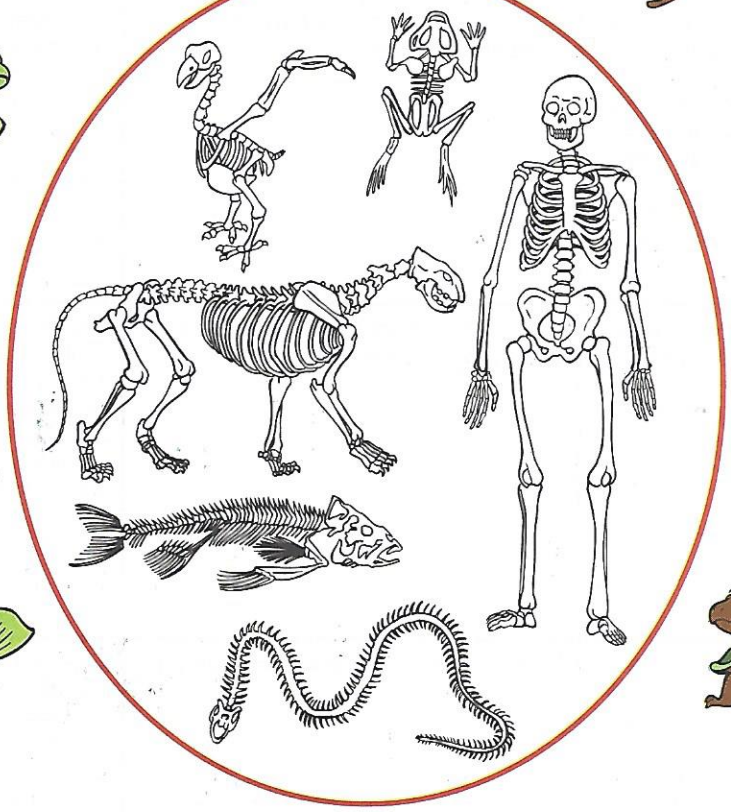


salamander

roadrunner

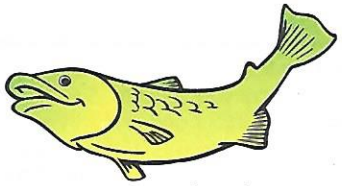
BIRDS
Birds are warm-blooded vertebrates that can be found in regions of all temperatures.

frog



arctic tern

FISH
In cold mountain streams or the warm waters of the tropics, cold-blooded fish can adjust to the temperature of their environment.



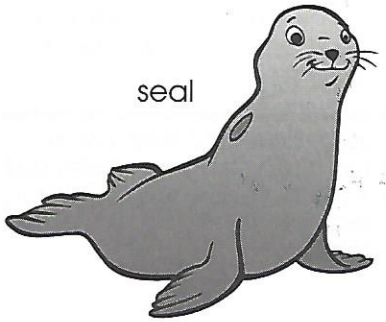
trout

REPTILES
Cold-blooded turtles can sometimes be seen layered one atop another absorbing the warm rays of the sun.

turtle

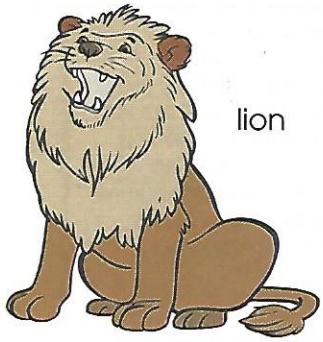
rattlesnake

MAMMALS
A layer of body hair helps regulate the body temperature of warm-blooded mammals.



seal

armadillo



lion

	Language Skills	Spelling	Reading
Monday	Have your child choose a topic to write about in the form of a newspaper article. See today's Reading lesson. Then, have your child make a plan for writing and begin working on a rough draft of the story.	Pretest your child on these spelling words: baseball, basketball, breakfast, classroom, driftwood, firefly, flagpole, harmless, knickknack, lifetime, motorcycle, paperback, playhouse, railway, switchboard, taxicab, textbook, tiptoe Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Reading the Newspaper** Have your child read the daily newspaper this week. You will find daily activity suggestions listed here in the lesson plan. *See also* Reading, Week 7, numbers 1–7. Ask your child to read several short articles out loud today. Review the basic elements of a news story: *headline, byline, lead* and *body*. Have your child go back through the articles read today and highlight and label each of these elements.
Tuesday	**Prepositions:** Review prepositions and prepositional phrases. *See* Language Skills, Week 7, number 1. Play a game like "Simon Says." Direct your child with commands containing prepositional phrases. If you say *Simon says,* your child must repeat the prepositional phrase and perform the action. **Example:** You say, *Simon says put your hand on the table.* Your child says, *on the table* and then puts his/her hand on the table.	Review this week's spelling words. Have your child complete **Puzzling Compounds** (p. 85).	Cut out several articles and headlines from the newspaper. Put the articles in one pile and the headlines in another. Then, have your child try to match each article with the correct headline. Cut out another article from the front page of the newspaper. Leave off the headline. Have your child read the article, then dream up a headline that is catchy and expresses the main idea of the article.
Wednesday	Teach your child that prepositions may act as adjectives or adverbs. *See* Language Skills, Week 7, number 2. Have your child complete **Prepositional Phrases** (p. 84).	Have your child use each of this week's spelling words correctly in a sentence.	Use the newspaper to test your child's sorting and sequencing abilities. Cut apart several comic strips, frame by frame. Mix up the frames in one large pile. Have your child first sort the frames by comic, then arrange the frames of each comic in a sequence that makes sense.
Thursday	Have your child write directions for someone else to follow. Each sentence should contain a preposition, and the directions should lead to a hidden prize. Have your child give the directions to another person to follow. **Example:** *Stand at the back door. Walk two steps into the entry and turn to the left. Jump over the shoes lying on the floor. Walk around the dining room table. Look next to the bowl on the kitchen counter. Find the surprise hidden under the towel.*	Have your child study this week's spelling words.	Look at the editorial page in your local newspaper. Have your child read some of the letters to the editor and look at the political cartoons. Discuss an issue that your child feels strongly about. Then, have him/her write a brief letter to the editor on that topic. If there is time, have your child also draw a political cartoon on the same subject. If the topic is relevant, help your child submit his/her letter and cartoon to your local paper.
Friday	Give your child a list of common prepositions: *about, above, across, against, around, at, before, behind, below, beside, between, by, down, for, from, into, of, on, over, through, toward, under, up, with.* Then, have your child write ten original sentences containing prepositions. Once he/she has written the sentences, have your child tell you a story based on the sentences.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Look at the national and world news in your local newspaper. Have your child read several articles. For each one, have your child locate the cities, states and countries mentioned.

Math	Science	Social Studies
Multiplication Review the multiplication facts. *See* Math, Week 7. Have your child complete a five-minute timed test, **Timed Multiplication** (p. 86). *See* Math, Week 7, number 1. Reteach, if necessary, until your child has memorized the multiplication facts. Record the time it took your child to complete the test, as well as his/her accuracy. Give your child the test again later this week or next week. Compare the results.	**Amphibians and Reptiles** Provide books and other resources on amphibians and reptiles for your child's reference. *See* Science, Week 7, number 1. Have your child take notes on amphibians and reptiles in his/her Science Log. Have him/her list examples of each type of animal and describe their characteristics. *How are these animals useful to humans?*	**Revolutionary War** Many events and government acts in the mid-1700s fueled the colonists' resentment of the British. Have your child read about the Boston Massacre and Boston Tea Party. *What government acts led to these events? See* Social Studies, Week 7, number 1. Have your child continue to add events to the time line begun in Week 1.
Review the commutative and associative properties of multiplication. *See* Math, Week 7, numbers 2 and 3.	Have your child create a chart or diagram to compare and contrast amphibians and reptiles. Have him/her select one representative from each category as an example for the comparison. Have your child take the information from this chart and write an organized paragraph that explains the similarities and differences.	Have your child read about Parliament's "Intolerable Acts." Have your child think about the struggle between the British and the American colonists in terms of *cause and effect*. Have your child write a cause and effect statement about the "Intolerable Acts."
Teach multiplication with regrouping. When a product is 10 or more, the value of the ones place is written in the product, but the value of the tens place is carried over to the next place to be added to that product. **Example:** $\begin{array}{r} {\scriptstyle 1} \\ 25 \\ \times\ 3 \\ \hline 75 \end{array}$ Have your child complete **Multiplication (One-Digit Multiplier)** (p. 87).	Discuss reasons why certain amphibians and reptiles have become endangered. What measures have been taken to help protect these animals? Discuss the many theories about the extinction of animals, such as dinosaurs. *See* Science, Week 7, number 2.	Have your child read about the significance of Paul Revere's ride. *See* Social Studies, Week 7, number 2. Discuss the events of the battles at Lexington and Concord. Have your child find Lexington and Concord on a current map of Massachusetts. Have your child read "Paul Revere's Ride," a poem written by Henry Wadsworth Longfellow.
Show your child how easy it is to multiply by tens. To multiply by 10, simply add a final zero to the other factor. **Example:** 42 x 10 = 420 To multiply by 20, multiply the other factor by 2, then add a final zero. **Example:** 3 x 20 = 60 When multiplying by a multiple of ten, bring down the same number of zeros and multiply by the remaining single digit. *See* Math, Week 7, number 4.	If possible, arrange a trip with your child to a nearby zoo or nature center to observe amphibians and reptiles. *See* Science, Week 7, number 3.	Have your child read about and discuss the men who were pivotal in relations between the colonies and England from 1754 to 1775. *See* Social Studies, Week 7, number 3. Have your child begin a chart (arranged in chronological order) of famous Americans. *See* Social Studies, Week 7, number 4. Allow your child to personalize the chart with pictures or other information, if desired. Keep the chart posted in the room for quick reference.
Teach your child how to use estimation in multiplication problems. To estimate a product, round the factors. Round both factors to the highest place of the smaller number. **Example:** $\begin{array}{r} 176 \\ \times\ 24 \end{array} \rightarrow \begin{array}{r} 180 \\ \times\ 20 \\ \hline 3{,}600 \end{array}$ Give your child a series of multiplication problems to estimate, then solve. Have your child check his/her work if the answer and estimate are not close.	Have your child write "What-Am-I?" riddles about amphibians or reptiles. Possible subjects for the riddles might include frogs, salamanders, alligators, dinosaurs, crocodiles, turtles, boa constrictors, rattlesnakes, coral snakes, garter snakes and cobras. Encourage your child to be creative!	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Prepositions)

1. *Prepositions* are words that show relationships between other words, such as *above, between, over* and *under.* A preposition never stands alone; it always appears in a phrase. This phrase is called a prepositional phrase. **Examples:** *in* the doghouse, *after* a huge dinner, *before* noon

2. Prepositional phrases may act as different parts of speech, such as adjectives and adverbs. When a prepositional phrase modifies a noun, it acts like an adjective. **Example:** *The house around the corner is red.* When the phrase modifies a verb, it acts like an adverb. **Example:** *The dog ran around the tree.*

READING (Reading the Newspaper)

1. Have your child look through the newspaper without any discussion at first. Then, talk about the way the paper is organized by section and page number. Refer to the index to find various features. Point out the headline, byline and body of an article. Ask your child to find given sections or features by using the index.

2. People do not usually read a newspaper from cover to cover—they scan the headlines and read first paragraphs to determine which stories might interest them. The first paragraph contains the who, what, where, when and why of the article. This piques the reader's interest and "leads" him/her into the story. For that reason, it is called the lead. Have your child read several leads and list the who, what, when, where and why of one article.

3. Use a black marker to black out every tenth word in an article before you give it to your child to read. Have your child fill in the missing words using context clues.

4. Send your child on a newspaper scavenger hunt. Prepare questions that can be answered by searching in the newspaper. Think of questions that will lead your child to look in different areas of the newspaper.

   Examples: What store is having a 50% off sale?
   What team won the game played in Los Angeles yesterday?
   What European leader met with the U.S. president today?
   What will the weather be like on Tuesday?
   What chemical gained approval from the FDA last week?

5. Have your child locate parts of speech and special types of words. For example, tell your child to circle all the nouns in an article in red, the adjectives in yellow and the verbs in blue. Or, tell your child to underline possessives and circle compound words and contractions.

6. Have your child write a newspaper article about an event from a familiar book of fiction.

7. If an article in the newspaper captures your child's interest, find a book in the library on that same topic.

MATH (Multiplication)

BACKGROUND
Memorizing multiplication facts is an important basis for success at higher math. Being able to quickly solve simple multiplication problems will allow your child to consider the meaning and application of a lesson, rather than concentrating on the routine operation of multiplication.

1. Provide your child with a few tips on how best to approach a timed test.
   a. Quickly review the problems and solve those you have memorized.
   b. On a second pass, solve the problems which take a little more concentration.
   c. On a third pass, make an educated guess on those with which you are having greater difficulty.

Watch your child complete the problems on **Timed Multiplication** (p. 86). Observe the facts that are difficult for your child. Note his/her strategies for solving the facts that are not memorized. Discuss your observations with your child. Then, focus your teaching on the areas your child finds most challenging.

2. The commutative property of multiplication asserts that the factors in a multiplication problem may be arranged in any order and still produce the same product.

   Examples: 4 x 3 = 12 2 x 6 x 4 = 48 3 x 275 = 825
   3 x 4 = 12 4 x 2 x 6 = 48 275 x 3 = 825

3. The associative property of multiplication asserts that the factors in a multiplication problem may be grouped in different ways and still produce the same product.

   Example: (6 x 7) x 2 = 6 x (7 x 2)
   (42) x 2 = 6 x (14)
   84 = 84

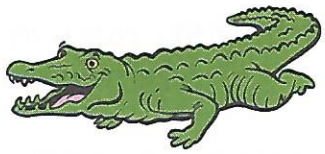
4. When multiplying by a multiple of 10, multiply by the single digits and add a zero.
   When multiplying by a multiple of 100, multiply by the single digit then add two zeros.

   Examples: 12 x 30 = 36**0** 4 x 200 = 8**00**

SCIENCE (Amphibians and Reptiles)

1. Both amphibians and reptiles are cold-blooded animals. Have your child compare amphibians to reptiles. *How are they alike? How are they different?* Have your child describe their habitats, skin, movement, appearance, diet and means of reproduction. Introduce the term *metamorphosis*. If possible, obtain some frog eggs or tadpoles. Create a frog habitat with a large jar and some pond water. Have your child observe the frog eggs in the water for several weeks, recording any changes in the Science Log. Once the tadpoles begin to develop, transfer them to a large, shallow container with a rock for the frog to sit on. Feed the tadpoles tiny bits of cooked vegetables or meat. Have your child review his/her observations and draw a diagram of the frog's life cycle.

2. Obtain a list of endangered animals. Ask your child to read through the list and highlight the names of those animals that are amphibians or reptiles. Discuss the various reasons why animals have become endangered or extinct: destruction of habitat, change in climate, loss of food source, disease, domination of other animals, overkill by humans, catastrophic events (earthquakes, volcanoes or meteor collisions), natural selection. Discuss efforts being made to protect endangered animals. How can your child help in these efforts? Encourage him/her to find out!



3. Have your child prepare a list for the trip to the zoo or nature center. The list may contain predictions about what he/she will see or questions for caretakers. Call ahead to check on feeding times and shows. Ask if special programs on amphibians or reptiles are offered.

SOCIAL STUDIES (Revolutionary War)

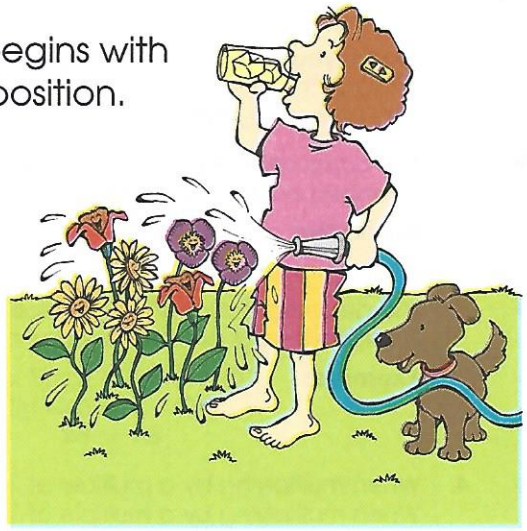
1. Have your child research one of the following acts of British Parliament: the Sugar Act, the Quartering Act, the Stamp Act, the Townshend Acts, the Tea Act. Have him/her write an organized paragraph about the events leading up to the act and those following it.

2. Have your child read a biography or biographical sketch of Paul Revere from an encyclopedia or reference book. Then, have your child list some key facts about him in chronological order.

3. Your child should know the following names: John Adams, Samuel Adams, John Hancock, Patrick Henry, Thomas Paine and George Washington. Have your child do research to become familiar with the contributions of these men.

4. Have your child make a chart with five columns. Write *Early Settlers/Colonists* at the top of column one and *Believers in Freedom (1754–1775)* at the top of column two. Have your child list names of men and women studied so far who fit into each of these categories. Leave the remaining columns open for now.

Prepositional Phrases



A **prepositional phrase** is a group of words that begins with a preposition and ends with the object of the preposition.

Example: *Water makes up about 65 percent* ***of the human body****.*

Circle the prepositional phrases in the sentences.

1. An adult skeleton consists of about 200 bones.
2. The body of a 160-pound man contains about 5 quarts of blood.
3. People who live in high altitudes may have more blood flowing in their veins.
4. Our skin helps protect our inner tissues from the outside world.

If a prepositional phrase modifies a noun or pronoun, it acts as an **adjective**.
If a prepositional phrase modifies a verb, it acts as an **adverb**.

Examples: *Fluids* ***in the inner ear*** *help us maintain our balance.* (adjective)
The doctors talked ***in loud voices****.* (adverb)

Circle the prepositional phrase in each sentence. Then, identify it as an **adjective** or **adverb** on the line.

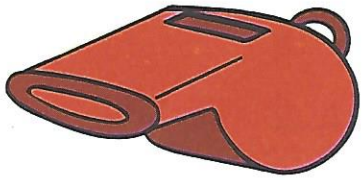
1. The muscles in the human body number 600. _____
2. All adults should brush their 32 teeth with great care. _____
3. Our skin might burn in the hot sun. _____
4. Every person on the earth is warm-blooded. _____
5. The man went through the hospital doors. _____
6. The temperature inside the body is about 98.6°. _____
7. The dentist looked inside my mouth. _____

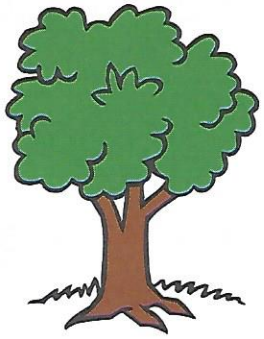
Puzzling Compounds

baseball	basketball	breakfast	classroom	driftwood	firefly
flagpole	harmless	knickknack	lifetime	motorcycle	paperback
playhouse	railway	switchboard	taxicab	textbook	tiptoe

Write a spelling word that matches each clue.
Then, read down the boxed letters to solve the riddle.

1. a place to learn ☐ _ _ _ _ _ _ _ _
2. the morning meal _ ☐ _ _ _ _ _ _ _
3. not capable of hurting _ ☐ _ _ _ _ _ _
4. game played with a bat and a ball ☐ _ _ _ _ _ _ _ _
5. to walk softly ☐ _ _ _ _ _
6. sometimes called a lightning bug _ _ ☐ _ _ _ _
7. one's entire period of existence _ _ _ ☐ _ _ _ _
8. it supports Old Glory _ _ _ _ _ _ _ ☐





Riddle: *Which tree is the most difficult to get along with?*

Answer: _____

Write a spelling word that belongs in each group.

1. hoop, whistle, _____
2. tracks, railroad, _____
3. school, subjects, _____
4. toys, games, _____
5. wood, ashore, _____
6. circuit, panel, _____
7. read, novel, _____
8. 2-wheeled, helmet, _____
9. fare, driver, _____
10. trinket, decoration _____

Timed Multiplication

1 x 1	9 x 3	4 x 10	8 x 3	2 x 10	5 x 7	7 x 4	12 x 3
10 x 3	12 x 9	10 x 5	4 x 9	7 x 5	11 x 2	6 x 6	3 x 2
5 x 8	10 x 4	9 x 4	3 x 3	5 x 9	9 x 6	8 x 5	6 x 7
4 x 8	11 x 3	12 x 5	1 x 4	7 x 7	10 x 6	2 x 7	4 x 7
3 x 4	6 x 8	9 x 5	5 x 10	11 x 9	3 x 5	10 x 7	1 x 5
2 x 6	8 x 7	9 x 2	4 x 6	9 x 8	8 x 8	7 x 9	4 x 5
10 x 8	3 x 6	6 x 10	11 x 6	9 x 7	2 x 5	12 x 10	7 x 10

Multiplication (One-Digit Multiplier)

Example A (no regrouping)

```
  234
x   2
-----
  468
```

Step 1 Multiply ones. 2 x 4 = 8
Step 2 Multiply tens. 2 x 3 = 6
Step 3 Multiply hundreds. 2 x 2 = 4

Example B (regrouping)

```
  2 1
  563
x   4
-----
2,252
```

Step 1 Multiply ones. 4 x 3 = 12 ones = 1 ten 2 ones. Carry the 1.
Step 2 Multiply tens. 4 x 6 + 1 = 25 tens = 2 hundreds 5 tens. Carry the 2.
Step 3 Multiply hundreds. 4 x 5 + 2 = 22 hundreds = 2 thousands 2 hundreds.

Example C (regrouping and zeros)

```
  7 5
7,086
x   9
-----
63,774
```

Step 1 Multiply ones. 9 x 6 = 54 ones = 5 tens 4 ones. Carry the 5.
Step 2 Multiply tens. 9 x 8 + 5 = 77 tens = 7 hundreds 7 tens. Carry the 7.
Step 3 Multiply hundreds. 9 x 0 + 7 = 7 hundreds.
Step 4 Multiply thousands. 9 x 7 = 63 thousands = 6 ten-thousands 3 thousands.

Multiply.

1. 323 x 8

2. 1,132 x 2

3. 789 x 5

4. 4,008 x 7

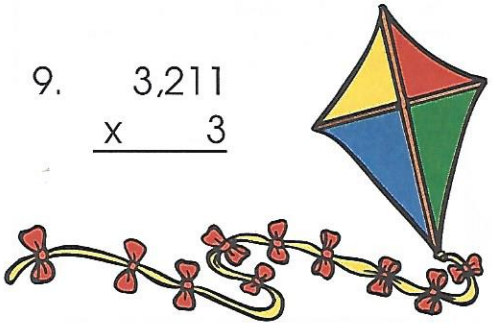
5. 2,580 x 3

6. 888 x 6

7. 4,234 x 4

8. 589 x 9

9. 3,211 x 3



	Language Skills	Spelling	Reading
Monday	Have your child write a plot summary for an episode of his/her favorite television show. The summary should include the names of the characters, the setting and the main idea of the episode. To plan the writing, have your child list ideas for the problem, events leading to the climax and the solution to the problem. Once your child has mapped out the plot, have him/her begin work on a rough draft for the story. *See* Language Skills, Week 8, number 1.	Pretest your child on these spelling words: aren't I'd wasn't can't isn't weren't couldn't let's we've didn't shouldn't wouldn't hasn't they're you'd he's they've you're Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Pronouns** Introduce *Addie's Dakota Winter* by Laurie Lawlor. Have your child read chapter 1, then write in his/her Reading Journal about Addie's changing feelings as she walked to school. Teach your child about the different cases of pronouns. *See* Reading, Week 8, number 1.
Tuesday	**Conjunctions:** Teach your child how to use conjunctions to join words, phrases or sentences. The most common conjunctions, which your child should already recognize, include *and, but* and *or.* Other conjunctions include *unless, because, neither/nor, while* and *as if.* Have your child complete **Conjunctions** (p. 92).	Review this week's spelling words. Have your child complete **Contraction Action** (p. 95).	Have your child read chapters 2 and 3 of *Addie's Dakota Winter.* Then, have him/her answer the following questions in his/her Reading Journal: *Why do you think finding a friend is so important to Addie? Do you believe Tilla's stories?*
Wednesday	**Interjections and Direct Address:** Teach your child the proper use of interjections. Also discuss the use of direct address in a sentence. *See* Language Skills, Week 8, number 2. Have your child complete **Interjections and Direct Address** (p. 93).	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapter 4 of *Addie's Dakota Winter.* Review similes. *See* Language Skills, Week 1, number 3. Write ten similes related to the story. **Example:** *Tilla's brother is as strong as an ox.* Have your child underline the two things being compared in each sentence. Then, give your child a list of partial similes. **Examples:** *Miss Brophy is... , ...as red as a fire engine.* Have your child finish each phrase.
Thursday	Teach your child to distinguish between definite and indefinite articles. *See* Language Skills, Week 8, number 3. Have your child complete **Articles** (p. 94).	Have your child study this week's spelling words.	Have your child read chapters 5 and 6 of *Addie's Dakota Winter.* Then, have him/her answer the following questions in his/her Reading Journal: *Do you think Miss Brophy was right to whip the Connolly brothers? Explain. Tell about the incident from the Connolly brothers' point of view. What would you have done about the antelope if you were George and Addie's parents?*
Friday	Help your child publish a piece of his/her writing. For more information on publishing your child's work, see page 6.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Have your child read chapter 7 of *Addie's Dakota Winter.* Review pronouns. Introduce the term *referent.* Explain that a referent is the word to which a pronoun refers. **Example:** *Billie visited the Miller family. He thought they ate unusual food.* In this case, the pronouns *he* and *they* refer to *Billie* and *the Miller family,* respectively. *See* Reading, Week 8, number 2.

Math	Science	Social Studies
Teach your child how to perform multiplication with a two-digit factor. *See* Math, Week 8, number 1. Have your child complete **Multiplication (Two-Digit Multiplier)** (p. 96).	**Birds** Provide books, field guides and other resources on birds for your child's reference. *See* Science, Week 8, number 1. Have your child take notes on birds in his/her Science Log. Have him/her list examples of different types of birds (waterfowl, flightless, etc.) and describe their characteristics. *In what ways are birds useful to humans? What kinds of products come from birds?*	**Revolutionary War** Have your child read about George Washington's role in the Revolutionary War. Then, have your child write a persuasive article about why George Washington was the right leader for the Americans. Have your child continue to add dates and events to the time line begun in Week 1.
Teach your child how to multiply with a three- or four-digit multiplicand. **Examples:** 3,492 x 23 176 x 19 Have your child complete **Multiplication Maze** (p. 97).	If possible, arrange to attend an Audubon Society meeting or a bird-watching event. Discuss the equipment needed for bird-watching. Have your child prepare a list of questions to ask one of the members or naturalists concerning birds and the member's interest in birds. You could also plan to visit an aviary or wetland preserve.	The Declaration of Independence was penned by Thomas Jefferson. The Americans wanted the world to know why they were breaking away from England. Read the Declaration of Independence with your child and discuss. *See* Social Studies, Week 8, number 1. Have your child write a summary of the important points of the Declaration of Independence. *See* Social Studies, Week 8, number 2.
Assess concepts that your child is having trouble with and review. If you have time, take a few minutes to review basic multiplication facts with the activity sheet, **Timed Multiplication** (p. 86). Memorizing these basic facts will help your child with the more complex multiplication problems being discussed this week.	Introduce bird-watching as a hobby. Teach your child how to use a field guide and binoculars. Select an outdoor study site for bird-watching. You're bound to see many different types of birds at a location where two habitats meet (e.g., a field near a lake or stream). Have your child bring along and fill out the **Bird-Watcher's List** (p. 99).	Discuss the signing of the Declaration of Independence. Use the following questions to guide your discussion: *How many delegates signed the Declaration of Independence? Why is John Hancock's signature at the top and so large? Why didn't George Washington sign it? Did this document signal the beginning or the end of the Revolutionary War? Where is the Liberty Bell located? Why did it ring on July 4, 1776? Why is its name so appropriate?*
Teach multiplication with a three-digit multiplier. *See* Math, Week 8, number 2. Have your child complete **Puzzling Cross Number** (p. 98).	Have your child identify your state bird. Then, give your child an outline map of the U.S. You may use **United States Map** (p. 205). Have your child fill in the name of each state's state bird. Several states may have the same state bird. Once finished, have your child write a story or poem from the perspective of his/her favorite bird. The story may be funny or serious. Have your child include an illustration with the story or poem.	Have your child consider the significance of July 4. How might life be different today had the Declaration of Independence not been signed? Have your child write an essay on the importance of Independence Day.
Give your child a lesson in economics. Help him/her design a project that requires shopping for large quantities of different products. (You do not need to carry out the project.) Project suggestions include setting up a lemonade stand, planning a family picnic or building a fort. Have your child determine the price and quantity of each item needed for the project. Using multiplication and addition, have your child estimate, then figure the actual cost of the project.	Have your child build a simple bird feeder from a paper or plastic milk carton. *See* Science, Week 8, number 2. Keep a field guide near the window so that you and your child can identify the species of any visitors.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Conjunctions / Interjections and Direct Address)

1. Have your child continue to work on writing and editing the television script all week. For a creative way to publish this script, have your child make a mini-television from a cardboard box. Let your child draw several scenes from the story and tape them together in a long horizontal strip, then pull the strip through the mini-television set while narrating the episode.

2. An *interjection* is a word or phrase that expresses emotion and is set apart from the rest of the sentence. Interjections are separated from the rest of the sentence by commas, or they can stand alone. Strong interjections are separated by exclamation points; mild ones are separated by commas. When someone is addressed directly, the name is set off by a comma.

   Direct address is when someone is being spoken to directly. The person's name is set apart by a comma.

   Examples: *Wow!* Did you see that?
   Please, I have asked you twenty times to stop cracking your knuckles.
   Hurry! Look over there!
   Suzanne, here is a note for your dad.

3. There is just one definite article: *the*. *The* refers to a particular person, place or thing. Indefinite articles, on the other hand, are less specific. The articles *a* and *an* do not identify a particular object, but rather any of that type of object. Demonstrate this difference with the following pair of sentences: *I ate the apple. I ate an apple.* Ask your child which sentence is more specific. Why? Write the following noun phrases on the chalkboard and discuss why each article is used. Ask your child to use each phrase in a sentence.

a rainy day	an ugly duckling	a white rabbit
the tall boys	a house	a wonderful dinner

READING (Pronouns)

1. There are three cases of pronouns. Teach your child to recognize when to use each case. Have your child look for examples of each in *Addie's Dakota Winter.*

   a. *Subjective Case:* The pronoun is the subject, as in ***I** rode my bike on the bumpy sidewalk.* Subjective pronouns include *I, you, he, she, they* and *it.*

   b. *Objective Case:* The pronoun is the direct object, as in *Addie rode with **me**.* Objective pronouns include *me, you, him, her, us, them* and *it.*

   c. *Possessive Case:* The pronoun shows possession, as in *Felix borrowed **my** pencil.* Possessive pronouns include *my, mine, your, yours, his, her, hers, our, ours, their, theirs* and *its.*

2. Gather (or write your own) sentences that contain pronouns and their referents. In each case, have your child underline the pronoun, circle its referent and draw a line to connect the words. Then, have your child use pronouns to write five or six sentences about *Addie's Dakota Winter* (or other favorite story). Have your child underline each pronoun and circle its referent.

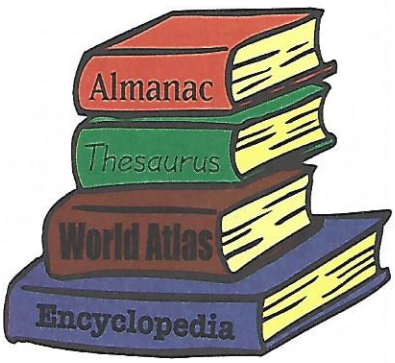
MATH (Multiplication)

1. A two-digit number can be written as the sum of two parts: tens and ones.

   Examples: 39 = 30 + 9 42 = 40 + 2 77 = 70 + 7

   In a multiplication problem with a two-digit multiplier, the tens and ones are multiplied separately. The products are then added together.

$$\begin{array}{r} 42 \\ \times\ 21 \\ \hline \end{array} = \begin{array}{r} 42 \\ \times\ 1 \\ \hline \mathbf{42} \end{array} + \begin{array}{r} 42 \\ \times\ 20 \\ \hline \mathbf{840} \end{array} = \begin{array}{r} \mathbf{42} \\ +\ \mathbf{840} \\ \hline \mathbf{882} \end{array}$$



2. A three-digit number can be written as the sum of three parts: hundreds, tens and ones.

   Examples: 127 = 100 + 20 + 7 348 = 300 + 40 + 8 777 = 700 + 70 + 7

   In a multiplication problem with a three-digit multiplier, the hundreds, tens and ones are multiplied separately. The products are then added together.

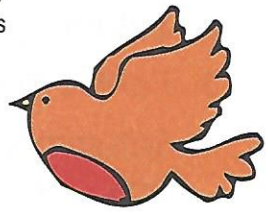
246		246		246		246		**246**
x 321	=	x 1	+	x 20	+	x 300	=	**4,920**
		246		**4,920**		**73,800**		**+ 73,800**
								78,966

SCIENCE (Birds)

1. There is a great variety of bird species. Read the different characteristics below. Have your child name one or two birds that are known for each characteristic. The first one has been done for you.

small (*hummingbird, wren*)	large	has few enemies
brightly colored	dull color	has large wingspan
lives in cold climates	lives in warm climates	has small wingspan
cannot fly	can swim	endangered
predatory	scavenger	extinct
kept as pets	noisy	lives along the seacoast
dives into water	never found near water	lives in forests
eats mostly fish	eats mostly insects	likes to wade in water
eats mostly worms	eats mostly seeds	likes to swim
eats mostly nectar	eats mostly berries	can mimic human voices
migrates over long distances	does not migrate	sings beautiful songs
builds nests on the ground	builds nests in trees	has long legs
has a long neck	has a short neck	has short legs

2. Cut a hole in the side of a milk carton. A bird should be able to perch on the edge of the hole and reach inside. Fill the carton with seeds up to the bottom of the hole. Hang the feeder from a tree branch just outside a window. If you have pine cones in your area, you can make another bird treat. Cover a cone with a peanut butter and suet mixture, then roll the sticky cone in birdseed. Hang from a tree branch.



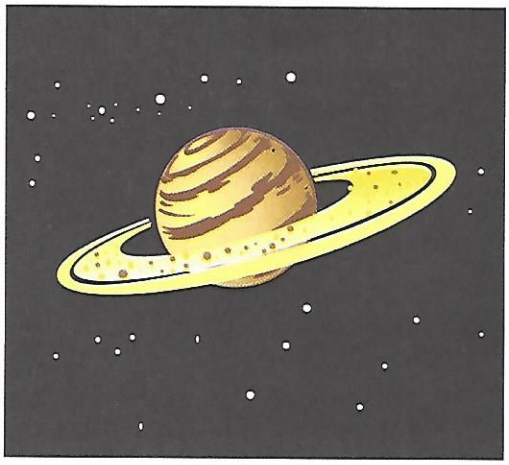
SOCIAL STUDIES (Revolutionary War)

1. Through reading and discussion, your child will come to recognize the people and events surrounding the writing and adoption of the Declaration of Independence. Discuss the importance of self-government as opposed to the monarchy of England and other European countries. Richard Henry Lee proposed that the colonies should be free and independent of England, and an agreement was made at the Continental Congress to write a document in which this expression of freedom would be known to the world. Have your child read about the writing and debating of the Declaration of Independence.

2. Obtain a copy of the Declaration of Independence. The original document is preserved in a special case in the National Archives Building in Washington, D.C. The Declaration of Independence can be divided into four main parts: the Preamble (which gives the reasons for writing the document), a Declaration of Rights (a description of rights summarized below), a Bill of Indictment (27 statements of abuse from the king), and a Statement of Independence (the king left them no other option than to declare independence). Some of the most important rights that the document declared were these: all people are created equal, and all people are born with certain rights that no one can take away, including life, liberty and the pursuit of happiness.

Conjunctions

A conjunction joins words, groups of words or entire sentences. The most common conjunctions are **and**, **or**, **but**.



Examples:

*Christian Huygens **and** Jean Cassini made discoveries about Saturn.* (joins subjects)

*The Italian astronomer Galileo first saw Saturn's rings through a telescope, **but** the rings weren't very clear.* (joins sentences)

*He discovered the rings in the early 1600s **and** thought they were large satellites.* (joins predicates)

Add a conjunction to each sentence below.

1. Did you know that Saturn takes about 29$\frac{1}{2}$ Earth-years to orbit the Sun, _____ are you still looking up that fact?
2. Saturn _____ Earth have very different day lengths.
3. Earth's day is about 24 hours, _____ Saturn's is only about 10$\frac{1}{2}$ hours.
4. Saturn has 23 satellites that have been discovered, _____ Earth has only one.
5. Saturn's natural satellites all have different names, _____ Earth's satellite is just called "the Moon."
6. Saturn has many rings that surround it, _____ Earth has none.

Add a conjunction to each phrase below that describes Saturn.

1. beautiful _____ majestic
2. far away, _____ gigantic
3. larger than Earth, _____ lighter in comparison
4. shorter days than Earth _____ faster rotation
5. atmosphere of mostly hydrogen _____ helium
6. beautiful rings _____ not the only planet with them

Interjections and Direct Address

Strong interjections, which show great feeling, are followed by exclamation points.

Mild interjections, such as **now**, **well** and **yes**, are set apart by commas.

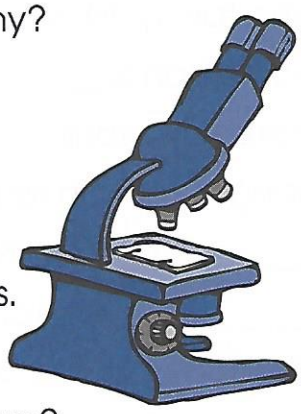
A comma or commas are used to set apart the name of a person being directly spoken to, or addressed, in a sentence. This is called **direct address**.

Examples:

Ugh! *That soup is horrible.* (strong interjection)
No*, I haven't finished my homework yet.* (mild interjection)
Sue*, please hand me the pencil.* (direct address)
Thank you, ***Jean****, for your contribution.* (direct address)

Add commas and exclamation points where they are needed in the following sentences.

1. Yes we will finish the science project soon.
2. Wow I forgot that it must be completed by Friday.
3. Oh I forgot that the materials for the experiment are at home.
4. Jim bring the microscope to the science lab.
5. Now Leonard it's your turn to work on the experiment.
6. Will the research for the project be completed soon Amy?
7. No Mrs. Clarke it will take at least another week.
8. Yikes That was a scary experiment you did Mark.



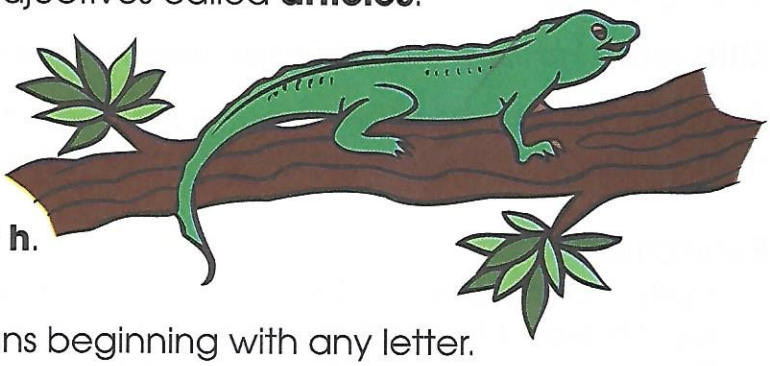
Add commas and exclamation points where they are needed in the following sentences. In the blank, **write** the letter of the reason each punctuation mark is used. Some have two answers.

A. Interjection **B.** Direct Address

1. ____ Lewis will you attempt this experiment on air pressure?
2. ____ No I need to work on my electricity project Sam.
3. ____ I need some help Mr. Johnson with my electrical circuit.
4. ____ The science lab is too crowded to set up the project Ms. Chang.
5. ____ Cool I would love to use the other lab.
6. ____ Yes I'll try to set up the project in that room Sarah.
7. ____ Well that solved my problem.

Articles

A, **an** and **the** are special kinds of adjectives called **articles**.



Use **a** before singular nouns that begin with a consonant sound.
Example: ***a*** *lizard*

Use **an** before singular nouns that begin with a vowel sound or a silent **h**.
Examples: ***an*** *insect* ***an*** *hour*

Use **the** before singular or plural nouns beginning with any letter.
Examples: ***the*** *lizards* ***the*** *branch*

Write a, an or **the** in the blanks to complete the paragraph.

There are nearly 3,000 different kinds of lizards. _____ lizard may have _____ tail that is much longer than its body. _____ lizard may even leave its tail behind when escaping from _____ enemy. _____ lizard then grows _____ new tail. *Dinosaur* is _____ word that means "terrible lizard." But _____ dinosaur and _____ lizard are not in _____ same family. Most lizards hatch from _____ leathery egg. _____ chameleon is _____ type of lizard that actually changes color for many different reasons. _____ chameleon may change color if it is frightened. It also changes color in response to _____ change in temperature or light. _____ chameleon gets close enough to shoot out its tongue to capture _____ insect to eat. _____ chameleon's tongue may be as long as its body. Lizards are truly _____ interesting type of animal!

Complete each sentence below using **a, an** or **the**.

1. _____ insect would not taste as good to me as it does to lizards!
2. _____ lizard could lose its tail while escaping from its enemies.
3. _____ chameleon's eyes can move in two different directions at once.
4. Some geckos make _____ loud sound.
5. _____ claws of some gecko lizards can be drawn in like a cat's.

Contraction Action

aren't
can't
couldn't
didn't
hasn't
he's
I'd
isn't
let's
shouldn't
they're
they've
wasn't
weren't
we've
wouldn't
you'd
you're

Write the correct contraction for each word pair.

you are _____ should not _____

would not _____ did not _____

I had _____ could not _____

let us _____ was not _____

we have _____ are not _____

you had _____ is not _____

has not _____ they have _____

he is _____ can not _____

they are _____ were not _____

Now, put the contractions into word families.

(n't) not family

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

('s) is family

_____

('s) us family

_____

('re) are family

_____

_____

('d) would/had family

_____

_____

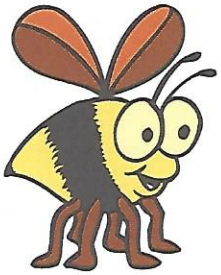
('ve) have family

_____

_____

Multiplication (Two-Digit Multiplier)

Example A
(no regrouping)



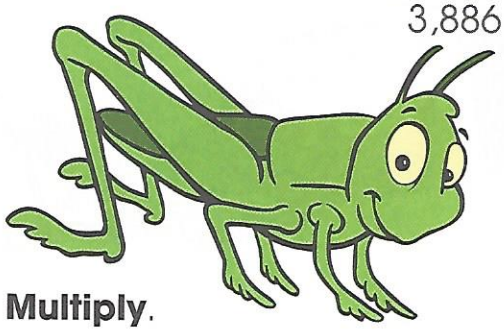
```
  21
x 44
  84
+ 840
 924
```

Step 1 Multiply by ones.
4 x 1 = 4
4 x 2 = 8

Step 2 Multiply by tens.
Add zero in the ones column.
4 x 1 = 4
4 x 2 = 8

Step 3 Add.
84 + 840 = 924

Example B
(regrouping)



```
  67
x 58
 536
+3,350
3,886
```

Step 1 Multiply by ones.
8 x 7 = 56 (Carry the 5.)
8 x 6 + 5 = 53

Step 2 Multiply by tens.
Add zero in the ones column.
5 x 7 = 35 (Carry the 3.)
5 x 6 + 3 = 33

Step 3 Add.
536 + 3,350 = 3,886

Multiply.

1. 43 x 33

2. 55 x 46

3. 78 x 68

4. 39 x 27

5. 21 x 87

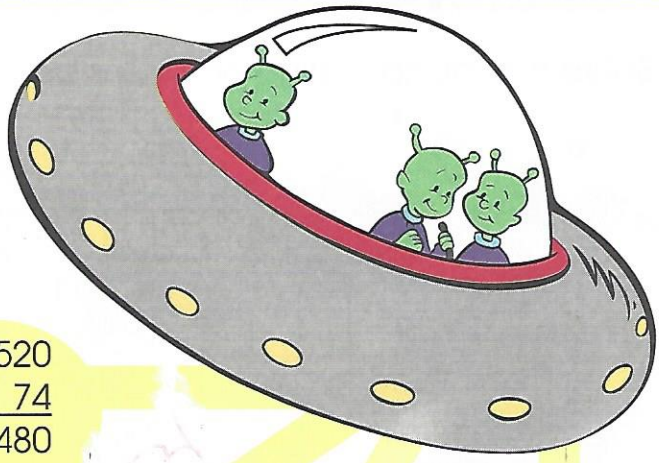
6. 77 x 24

7. 44 x 16

8. 80 x 71

9. 65 x 49

Multiplication Maze



These multiplication problems have already been done, but some of them are wrong. Check each problem. **Connect** the problems with correct answers to make a path for Zerpo to get back to his ship. Then, **correct** each wrong answer.

863 x 24 = 21,712

904 x 93 = 85,072

6,520 x 74 = 582,480

663 x 54 = 53,802

392 x 28 = 11,976

485 x 53 = 24,605

925 x 68 = 62,900

199 x 98 = 19,502

566 x 74 = 35,884

2,576 x 92 = 236,992

466 x 18 = 8,388

1,530 x 93 = 152,290

4,516 x 22 = 98,352

5,563 x 35 = 194,705

719 x 82 = 69,958

239 x 15 = 4,585

329 x 16 = 5,624

534 x 34 = 28,156

1,344 x 49 = 65,856

671 x 68 = 45,628

793 x 81 = 64,233

651 x 83 = 34,738

861 x 57 = 50,077

1,524 x 43 = 64,532

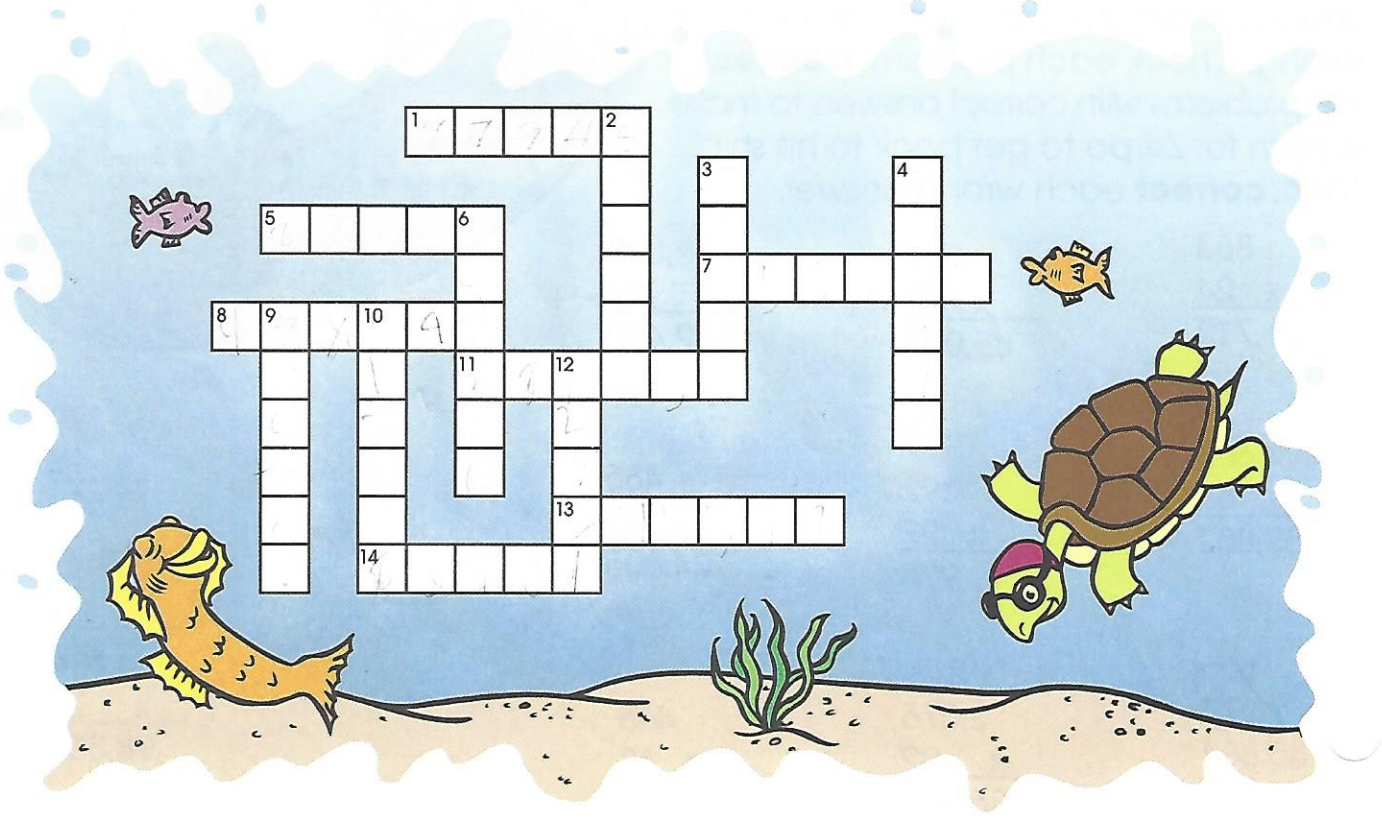
819 x 76 = 52,244

2,316 x 27 = 62,532

4,110 x 28 = 125,080

Puzzling Cross Number

Solve the multiplication problems below. **Write** the answers in the puzzle.



Across

1. 462 x 212

5. 234 x 101

7. 926 x 815

8. 624 x 783

11. 832 x 458

13. 336 x 817

14. 801 x 101

Down

2. 634 x 755

3. 208 x 422

4. 672 x 833

6. 547 x 900

9. 926 x 950

10. 698 x 741

12. 111 x 111

Bird-Watcher's List

Almost every bird-watcher keeps a list of the birds that he/she sees. Use the chart below to record the species of birds that you see, as well as the date, time and place that you see them. Accurate identification may also be made by identifying the sound of a bird. If a species is only heard and not seen, place an "**H**" after its name.

Observer _____

Date _____

SPECIES	DATE	TIME	LOCALITY

What bird did you see?

Look at the following.

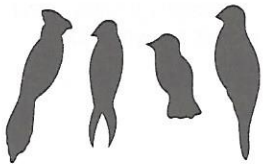
1. Size

Is it bigger or smaller than a sparrow? robin? crow?

2. Shape

of head 

of wings 

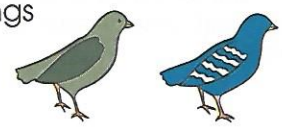
of tail 

3. Color and Marks

on body 

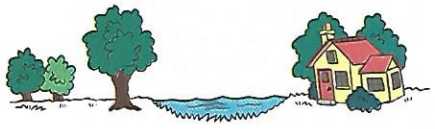
on tail 

on head 

on wings 

4. Habitat and Behaviors

What was it doing? 

Where was it? 

How does it fly? 

	Language Skills	Spelling	Reading
Monday	**Review** Teach your child how to use a picture as inspiration for a writing topic. *See* Language Skills, Week 9, number 1. Give your child a picture for inspiration. Have your child follow the steps discussed to choose a topic, make a plan for writing and start working on a rough draft for a story.	Select words from the past eight weeks for this week's pretest. Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Have your child read chapters 8 and 9 of *Addie's Dakota Winter*. Then, have your child construct a story map for these two chapters. A story map should include the following elements: characters, setting, problem, events and solution. Have your child present this information in a creative way.
Tuesday	Review vocabulary-building activities. Create a word puzzle for your child to solve. Then, have your child create his/her own word puzzle around a given topic. *See* Language Skills, Week 9, number 2 for another fun word game.	Write several pairs of guide words on the chalkboard. **Examples:** dairy – desert mercury – monster sleep – summer Have your child find all the spelling words from the past eight weeks that fall between each pair of guide words. Have your child write the words in alphabetical order beneath the appropriate set of guide words.	Read ahead of your child (chapters 10–11) and write a list of questions (a study guide) for him/her to answer in writing. Include questions that ask your child to recall details and some that require personal reflection. Have your child read chapters 10 and 11 of *Addie's Dakota Winter* and answer the prepared questions.
Wednesday	Review figurative language. Have your child define the terms *simile, metaphor, hyperbole* and *idiom*. Can he/she give an example of each? *See also* Language Skills, Week 9, number 3.	Have your child sort this week's spelling words by number of syllables. Which category contains the most words? Which category contains the fewest?	Have your child read chapters 12 and 13 of *Addie's Dakota Winter*. *See* Reading, Week 9 for a related activity on identifying proper nouns.
Thursday	Review regular and irregular verbs, action verbs and state-of-being verbs. Have your child complete **Review of Verbs** (p. 104). Reteach verb tenses or helping verbs, if necessary.	Have your child write a silly story using as many of the past eight weeks' spelling words as possible. Then, have him/her go back through the story and underline each spelling word. Further test your child's comprehension of the spelling words by asking him/her to replace some of the words with synonyms.	Have your child read the final chapters of *Addie's Dakota Winter*. Discuss your child's impressions of the book. Did he/she like it? What was his/her favorite part? What didn't he/she like about the book? Then, have your child compare *Addie's Dakota Winter* with another book he/she has read. How are the two books similar? How are they different?
Friday	Have your child write a story about a favorite mammal. The story can be fiction or non-fiction, but should include the different parts of speech studied so far. Provide your child with a detailed list of elements to include, such as adjectives, adverbs, linking verbs, helping verbs, interjections, prepositions, conjunctions and figurative language. Assess whether your child understands the proper use of each of these elements.	Give your child the final spelling test.	Have your child write a review of *Addie's Dakota Winter* as if for a newspaper. The review should include a summary of the story as well as your child's own opinions. Discuss who might be the audience for this piece of writing. Encourage your child to keep the audience in mind when writing. Edit the article and have your child proofread it carefully. You may wish to submit the finished piece to a children's magazine.

By Ann McGovern Read Secret Soldier: The Story of Deborah Sampson (girl who dressed as a boy so she could fight in Rev. War — More Creative Connections has reader's guide pp. 151-157

Week 9 — Review

Math	Science	Social Studies
Multiplication and Division Introduce your child to division. Show your child that division is the opposite operation of multiplication, and thus can be used to solve for missing factors in multiplication. *See* Math, Week 9, number 1. Have your child complete **Multiplication's Opposite** (p. 105).	**Mammals** Have your child make final observations of the mealworm and freshwater snail habitats. Have him/her write a paragraph summary of the changes observed in each animal. Provide materials on mammals for your child's reference. *See* Science, Week 9, number 1. Have your child take notes on mammals in his/her Science Log.	**Revolutionary War** Have your child add dates and events related to the war to the time line begun in Week 1. Have your child read and discuss the events of the Revolutionary War: *Where were battles fought? Who was involved? What were the outcomes of these battles? See* Social Studies, Week 9, number 1. Have your child draw a picture of Valley Forge. What was the "Winter of Despair"?
Teach your child how to use a letter as a variable in a multiplication sentence. Simply replace the blank in a multiplication problem with a letter (a variable). The letter stands for what is unknown. **Example:** 4 x 6 = *c* *See* Math, Week 9, number 2.	Brainstorm a list of mammals that live in fields, grasslands and meadows. Have your child read about different prairie mammals, then look at pictures to identify them and note the characteristics of each. Have your child complete **Endangered** (p. 107).	Help your child empathize with the colonists who sought independence. Discuss the concept of independence and why people hold it so dear. *See* Social Studies, Week 9, number 2. Have your child write about a time when he/she felt his/her rights were being violated.
Review basic multiplication facts. Have your child complete **Timed Multiplication** (p. 86). Compare your child's time and score with earlier tests taken Monday, Week 7 and Wednesday, Week 8. Review multiplication concepts taught so far. Have your child practice multiplication with multiple digits. Give him/her several relevant story problems to solve.	Brainstorm a list of mammals that live in the sea. Have your child read about different sea animals, then look at pictures to identify them and note the characteristics of each. Have your child complete **A Whale of a Story** (p. 108).	Have your child read about weapons used in the Revolutionary War. *How accurate were muskets?* Have your child compare them with the weapons used in today's battles.
Test your child's understanding of material learned in the first nine weeks. Have your child complete **First Quarter Test** (p. 106).	Brainstorm a list of mammals that live in forests and jungles. Have your child read about different forest mammals, then look at pictures to identify them and note the characteristics of each. Have your child categorize mammals by given characteristics. *See* Science, Week 9, number 2.	*What role did women play in the Revolutionary War? How did they help the Continental Army?* Have your child choose one of the following female war heroes to research: Molly Pitcher, Sybil Ludington, Margaret Corbin or Deborah Sampson. Have your child read about her life and accomplishments. Then, have your child prepare a speech praising the woman's achievements and recommending her for a special honor.
Reteach any concepts that your child had trouble with on the test.	Review the different phyla of the animal kingdom. Reteach concepts, if necessary. Discuss the interdependence of animals in the world. Review the concept of a food chain or food web. Have your child complete **The Prairie Food Web** (p. 109). Discuss with him/her that the arrows point to the consumer.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Review)

1. Show your child an interesting picture. First, have your child describe the mood or feeling that the picture inspires. Then, have your child make a list of things he/she sees in the picture. Have your child imagine what has just happened (or what is *about* to happen) in the scene. How are the lives of the characters connected? Finally, have your child map out a story by using these observations to piece together the elements: setting, characters, problem, events and solution.

2. Give your child a pair of 4-letter words. Challenge him/her to change the first word into the second word in as few steps as possible. your child may change only one letter in each step, and each change must produce a new word.

   Examples: *skit* to *play*
   skit—slit—slat—slay—*play*

   horn to *yard*
   horn—born—barn—yarn—*yard*

   Have your child try with the following word pairs: *hark* to *bird*, *pill* to *gate*, *wash* to *mist*, *sink* to *hand*, *goal* to *lost*, *joke* to *palm*

3. Have your child write the following sentences on the chalkboard. Then, have him/her underline each figure of speech and indicate whether it is an example of a metaphor, simile, hyperbole or idiom.

   The hen laid a million eggs.
   The man turned red as a beet.
   That topic was too hot to discuss.
   The donkey was as slow as molasses.
   The wind was a locomotive.
   My feet grew like weeds over the summer.
   It was raining cats and dogs last weekend.

READING (Proper Nouns)

Test your child's understanding of proper nouns. Give your child the following sentences, as written. Have your child find and circle the proper nouns in each, then rewrite the sentence with correct capitalization.

Miss brophy grew up in lake champlain, new york.
Addie had to visit the settlement of ree heights to see tilla.
Addie carried her doll ruby lillian everywhere she went.
your children really enjoyed the stories mr. fency told them when he visited.
Addie and her family were living in hutchinson county.
Malcolm and daniel connolly were very mischievous boys.
The mills had moved from sabula to oak hollow.
Miss brophy often recited poetry written by henry wadsworth longfellow.
Addie wrote a poem titled "the wild prairie rose."
tilla, katya, addie and nellie all went on a picnic down by the creek.

MATH (Multiplication and Division)

1. Multiplication and division are complementary processes, just like addition and subtraction. In a multiplication sentence, the *multiplicand* is the number of items in a group. The *multiplier* is the number of groups. The *product* is the total number of items. If you know the product and the multiplicand, you can use division to solve for the multiplier; if you know the product and the multiplier, you can use division to solve for the multiplicand. Use manipulatives to demonstrate several multiplication and division relationships. Then, have your child work through several problems with you. This will help solidify the concept for your child.

2. Substitute a letter variable for a factor or product in a multiplication sentence. Then, solve for the letter.

Examples: $3 \times 5 = a$ $\quad a = 15$ $\qquad 3 \times b = 6$ $\quad b = 2$ $\qquad c \times 4 = 16$ $\quad c = 4$

Now, have your child solve these multiplication problems for the variables.

Exercises: $15 \times 29 = p$ $\quad p =$ ___ $\qquad b \times 29 = 4{,}495$ $\quad b =$ ___ $\qquad 12 \times y = 744$ $\quad y =$ ___

$1{,}223 \times 23 = r$ $\quad r =$ ___ $\qquad 863 \times 39 = n$ $\quad n =$ ___ $\qquad t \times 22 = 352$ $\quad t =$ ___

SCIENCE (Mammals)

1. All mammals share the following characteristics: mothers nurse their young with milk they produce, mammals nurture and protect their young more than other animals, all mammals have hair at some time in their lives, they are warm-blooded and they have larger brains than other animals. Most mammals give birth to live young, although some species give birth to poorly developed offspring that develop in a pouch. Still other species lay eggs.

2. Read aloud the characteristics below, one at a time. Have your child name one or two mammals that are known for each characteristic. The first one is done for you.

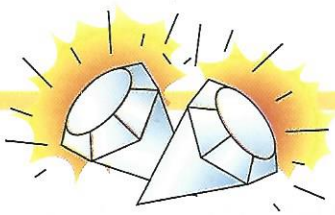
flies (*bat*)	swims
lays eggs	has a pouch for developing young
lives in cold climates	lives in a warm climate
burrows in the soil	has sharp claws
has no teeth	travels in herds
is kept as a pet	is endangered
eats plants	eats meat
has horns	has tusks
hibernates	migrates
is nocturnal	has a beak
has a long neck	has a short neck
lives in trees	eats insects
gnaws	is a common food source for humans

SOCIAL STUDIES (Revolutionary War)

1. Some of the key battles in the Revolutionary War took place at Lexington, Concord, Saratoga, Valley Forge, Trenton, Philadelphia, Yorktown, Fort Ticonderoga, Bunker Hill and Charleston. Have your child locate these sites on a map of the colonies. Have him/her research some of these battles to find out how many soldiers were on each side, which side was better equipped and trained and which side eventually won the battle. Discuss the hardships the Americans endured. Have your child find out why the French and Spanish were willing to help the American cause.

2. Have your child think about what life would be like if the government controlled where we lived, what we paid for goods and who could pass laws. Compare life in America with that in other countries today that do not have the same freedoms we have. Discuss the meaning of *independence*. Ask your child to define independence and name several examples of how he/she is independent.

Review of Verbs



Underline the complete verb in the following sentences. Be sure to include any helping verbs. **Write** if the verb is an **action** verb or **being** verb and whether the main verb is **regular** or **irregular**.

action *regular* **He <u>stepped</u> onto the plane.**

_____ _____ 1. Black soot and brilliant diamonds are both carbon.

_____ _____ 2. Diamonds are crystals of carbon.

_____ _____ 3. The carbon must be pressed very hard.

_____ _____ 4. It must be heated very hot at the same time.

_____ _____ 5. Miners usually find diamonds deep in the ground.

_____ _____ 6. For centuries, most diamond mines were in India.

_____ _____ 7. Now the biggest diamond mines are found in Africa.

_____ _____ 8. One day in 1866, some children saw a pretty pebble in a river near Hopetown, South Africa.

_____ _____ 9. It looked like frosted glass.

_____ _____ 10. The children brought it home with them.

_____ _____ 11. One day a neighbor offered money for it.

_____ _____ 12. The children gave it to him for nothing.

_____ _____ 13. The children did not know the value of the stone.

_____ _____ 14. It was a diamond.

_____ _____ 15. Word about this discovery spread quickly.

_____ _____ 16. Other people hunted for diamonds nearby.

_____ _____ 17. Many of them were disappointed.

_____ _____ 18. However, some people found diamonds in the area.

_____ _____ 19. They were blessed with good fortune.

_____ _____ 20. Diamonds were discovered in other parts of Africa as well.

Multiplication's Opposite

Use the multiplication problem to help solve the division problems.

Example:
6 x 7 = 42
42 ÷ 7 = 6
42 ÷ 6 = 7

1. 4 x 8 = 32
   32 ÷ _____ = 4
   32 ÷ _____ = 8

2. 9 x 9 = 81
   81 ÷ 9 = _____

3. 7 x 8 = 56
   _____ ÷ 8 = 7
   56 ÷ _____ = 8

4. 22 x 12 = 264
   _____ ÷ 12 = 22
   264 ÷ 22 = _____

5. 37 x 19 = 703
   _____ ÷ 37 = 19
   703 ÷ 19 = _____

Solve the following problems and **write** two related division problems for each.

6. 22 x 17 = _____

7. 45 x 29 = _____

8. 19 x 82 = _____

9. 671 x 63 = _____

10. 663 x 54 = _____

11. 719 x 73 = _____

First Quarter Test

1. Write 4,507,039,005 in words. _____

2. Write in numerals: sixty-nine million, one hundred twelve thousand, two hundred seven. _____

3. Round 3,760 to the nearest hundred. _____ Round 28,343 to the nearest ten. _____

4. $3 + 7 + 4 + 5 + 5 = a$ $a =$ _____

5. $26{,}309 + 811 = x$ $x =$ _____

6. $59 +$ _____ $= 78$

7. 22 ft. 7 in.
   + 3 ft. 6 in.

8. 7 lbs. 10 oz.
   + 3 lbs. 10 oz.

9. 8,345,246
   − 46,239

10. _____ $- 42 = 39$

11. $87 -$ _____ $= 53$

12. 17 min. 12 sec.
    − 5 min. 20 sec.

13. Provide change from $5.00 for a $2.59 purchase. _____

14. $37 \times 85 =$ ___ $\times 37$

15. $(8 \times 7) \times 6 =$ _____

16. $75 \times 7 = x$ $x =$ _____

17. Multiply: $126 \times 100 = y$ $y =$ _____

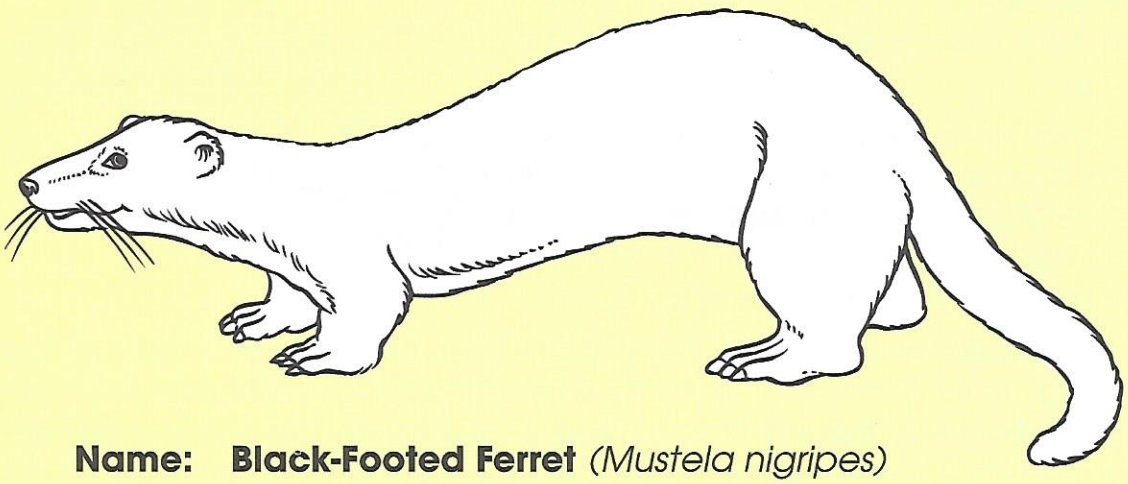
18. Estimate: $79 \times 9 = c$ $c =$ _____

19. Solve: $39 \times 48 =$ _____
    _____ $\div 48 = 39$

Endangered

Many of the animals in the grassland community are very rare, and some are in danger of becoming extinct. The American buffalo was once one of those animals. In 1889, only 551 of them remained. Today, after laws were established to protect them, there are about 15,000 buffalo in the U.S.

The black-footed ferret, which lives in the western Great Plains of North America, is an endangered species. Complete the chart below and color the picture. You will need to find information from an encyclopedia or other source to help you.



Name: **Black-Footed Ferret** *(Mustela nigripes)*

Size: _____

Color: _____

Habitat: _____

_____

Diet: _____

_____

Conditions leading to its endangered status: _____

_____

_____

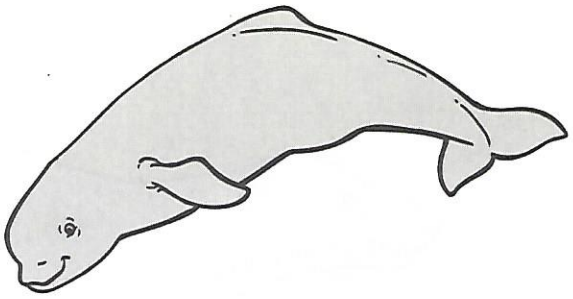
_____

_____

A Whale of a Story

Read the following information about whales. Make a glossary of the terms in bold, writing a definition for each word based on the context. Then, use as many of the words as possible to write a poem or story.

Whales belong to a group of animals called **cetaceans.** There are two major types of whales: **baleen whales** and **toothed whales**. Baleen whales have no teeth, but they have hundreds of thin plates made of material similar to human fingernails. These **baleen plates** filter out food from the water. Small, shrimplike animals, called **krill** are the main food source of baleen whales. There are ten kinds of baleen whales. These are further divided into three groups. One group, the **rorquals**, is distinguished by long grooves on their throats and chests and contains the largest of all whales, the blue whale.

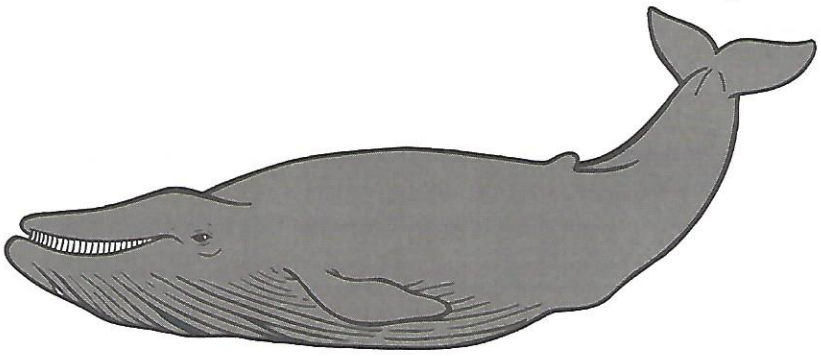


Toothed whales have teeth. There are about 65 kinds of toothed whales which are divided into five groups. One group, called the **beluga**, measures 10–15 feet long. Belugas are milk-white when fully grown and are often called white whales.

Whales are shaped like torpedoes. Every whale has a **blowhole** or a nostril on top of its head, through which it breathes. A **dorsal fin**, located on top of the body, stands upright and helps whales steer; **flippers** are also used for steering and for balance. **Flukes** are two triangular lobes that are part of the whale's tail. The flukes beat up and down to move the whale through the water. Beneath their skin, whales have a layer of fat called **blubber**. Blubber helps keep whales warm, and when food is scarce, they can live off their blubber for a long time.

Whales are some of the most intelligent animals. They communicate with one another through a variety of sounds called **phonations**, also called **whale songs**. These songs consist of groans, moans, roars, sighs, high-pitched squeaks and chirps.

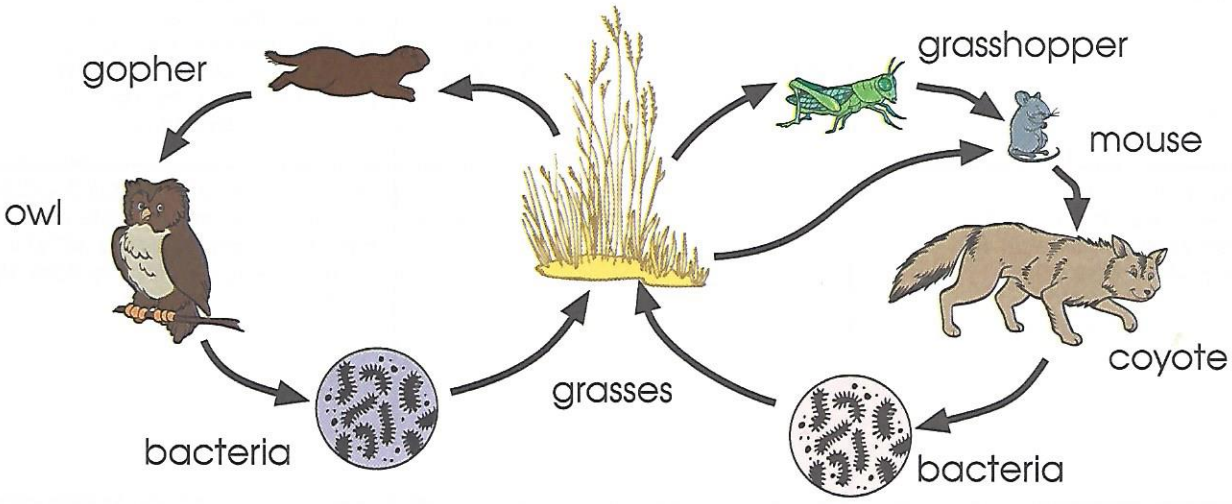
There are many more interesting facts about whales. For example, whales perform impressive leaps from the water called **breaching**. Many also **migrate** thousands of miles every year to spend the winter in warm water and the summer in cold water. Whales use a method of navigation called **echolocation**. Based on an echo or reflection of sound, whales can determine the distance and direction of an object.



Whaling has become so efficient that some whales have become **endangered**. **Whalers**, people who hunt whales, realized that some species were almost extinct. In 1946, the International Whaling Committee (IWC) was formed to protect the future of whales.

The Prairie Food Web

In complex grassland communities like the prairie, the flow of food and energy cannot be described by a simple food chain. Instead, it is represented by a series of interconnected food chains called a **food web**. The many kinds of producers and consumers in the prairie community provide a wide variety of food sources.



1. Name at least four relationships shown in the food web pictured above.
   1. _____ 3. _____
   2. _____ 4. _____
2. If there were no coyotes left in the prairie community, what would happen to the mouse population? Why? _____
   _____
   _____
3. If there was a decrease in the owl population, what would happen to the gopher population? Why? _____
   _____
   _____
4. If the prairie grasses were destroyed by fire, what would happen to the coyote population? Why? _____
   _____
   _____
5. What does it mean when we say, "The death of one species in a food web upsets the rest of the web"? _____
   _____
   _____