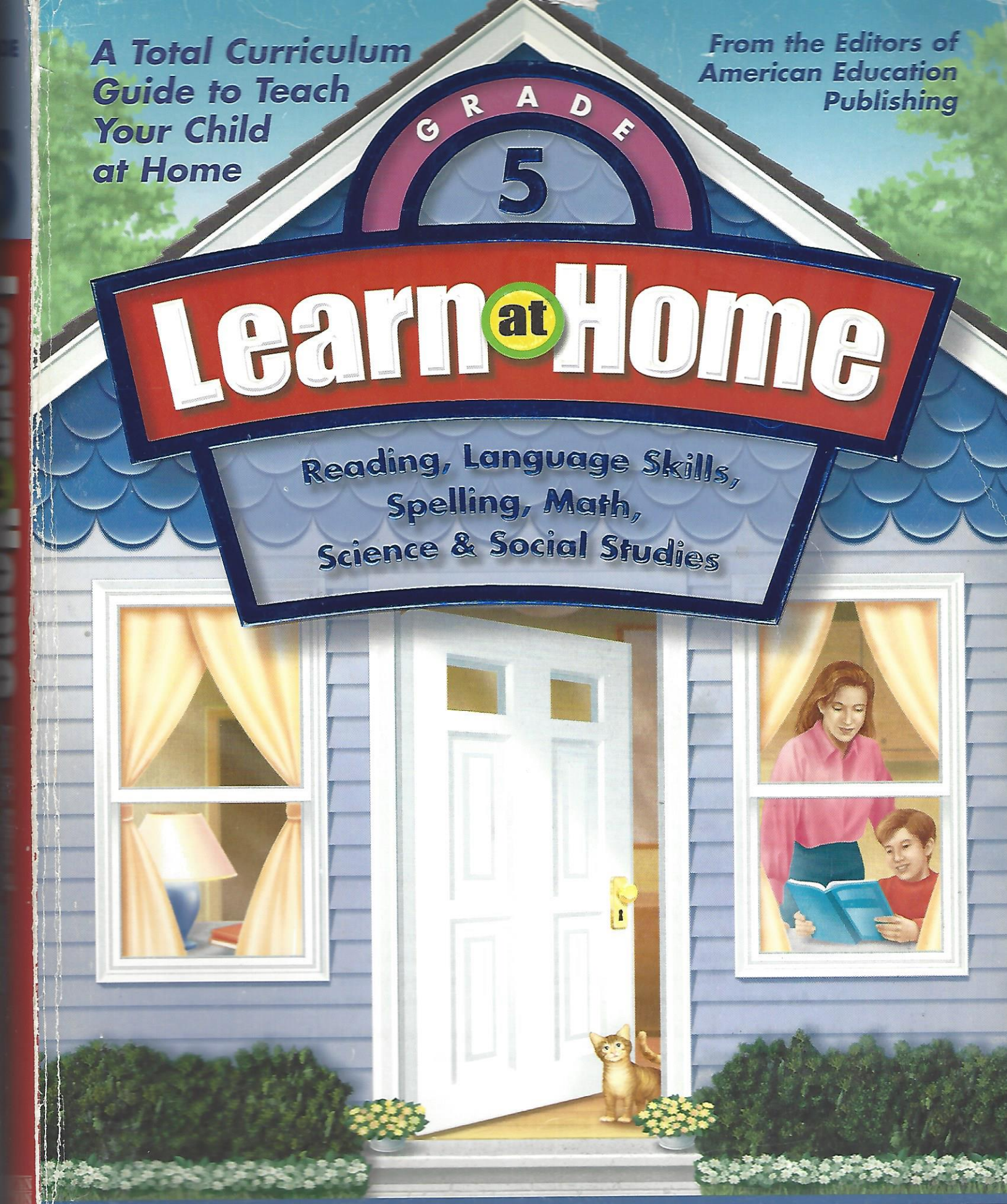
A Total Curriculum Guide to Teach Your Child at Home

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

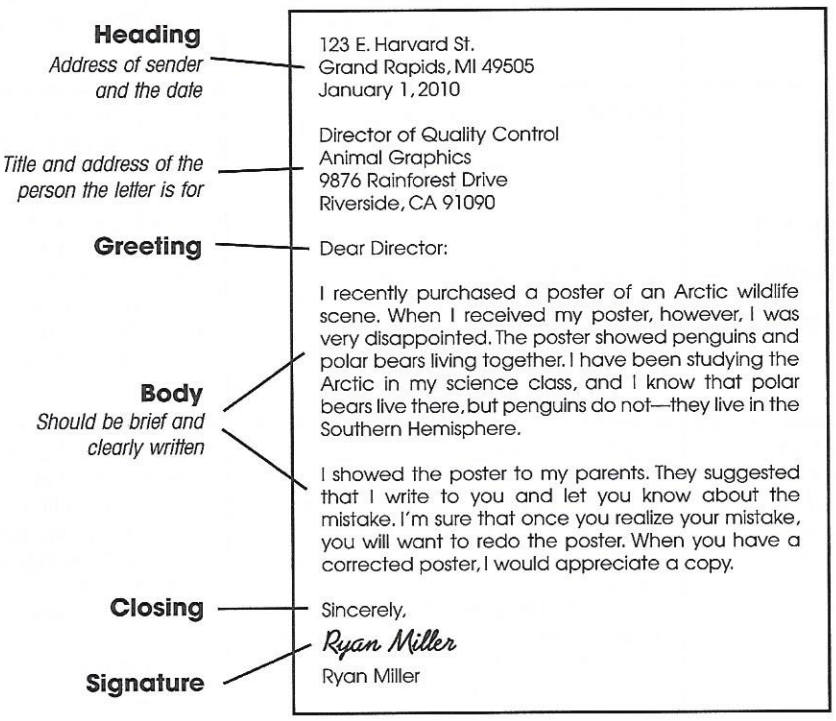
	Language Skills	Spelling	Reading
Monday	**Business Letters** Discuss the reasons for writing a business letter. Compare the purpose of a business letter with the purpose of a friendly letter. Have your child start working on a rough draft of a business letter that he/she will actually send. Your child may wish to request information, voice an opinion or call attention to a mistake. Do not worry about format at this point.	Pretest your child on these spelling words: cactus, convoy, gopher celebrate, cumbersome, gurgle cement, cyclone, gypsum certain, dangerous, Gypsy citizen, gallery, magic citrus, gesture, region Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Affixes** Introduce *Tuck Everlasting* by Natalie Babbitt. Have your child read the prologue and chapters 1 and 2. Have your child respond to this question in his/her Reading Journal: *What do you find mysterious about woods and forests?* Review and reteach the use of prefixes and suffixes this week. Have your child list words from today's reading that contain prefixes and suffixes.
Tuesday	Teach your child the proper format of a business letter. *See* Language Skills, Week 19. Have your child revise the first draft of the business letter, focusing today on format.	Review this week's spelling words. Have your child complete **Double Trouble** (p. 210).	Ask your child about the characters in the book. Ask questions that require your child to make inferences. Have your child read chapters 3 and 4 of *Tuck Everlasting*. Write a list of words that contain prefixes and suffixes on the chalkboard. Have your child underline the root words. Then, have him/her look up the meaning(s) of each prefix and suffix used.
Wednesday	Help your child revise and edit the business letter. Ask your child the following questions: *Have you included the important facts and details? Is your letter easy to read? Have you followed the business letter format?* Then, have your child check for proper punctuation, capitalization, spelling and grammar. Have your child type a final copy of the letter to send.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapters 5–7 of *Tuck Everlasting*. Discuss how to recognize the mood of a speaker even if it is not stated directly in the text. Have your child complete **How's It Said?** (p. 211). Letters that are prefixes in some words may not be prefixes in others. Give examples. Have your child look up these words: *untie, under, republish, require, inside, invent, sublet, substitute, disapprove, distant, misspell, mister.* Discuss which have prefixes.
Thursday	Review the proper way to address an envelope. Explain that the post office prefers all capital letters and no punctuation, but the traditional form with upper- and lower-case letters and punctuation is also accepted. **preferred:** DIRECTOR OF QUALITY CONTROL ANIMAL GRAPHICS 9876 RAINFOREST DRIVE RIVERSIDE CA 91090	Have your child study this week's spelling words.	Have your child read chapters 8 and 9 of *Tuck Everlasting*. Discuss whether the man in the yellow suit will tell the world about the spring. Review your discussion of reference materials from Week 18. Have your child complete **Help Me!** (p. 212).
Friday	Review run-on sentences. Write several run-on sentences on the chalkboard for your child to rewrite. Then, give your child the following sentence to rewrite: *Mother went to the store and she saw our neighbor, Mrs. Gold, there, they talked about what they were having for dinner and Mother finally bought chicken, broccoli and milk, when she got home I helped her fix dinner.*	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Discuss whether the events in *Tuck Everlasting* could really happen or not. Have your child read chapters 10 and 11. Have your child write in his/her Reading Journal about the importance of the Tuck family keeping their secret.

Math	Science	Social Studies
Fractions Your child will learn to identify fractional parts while creating a tangram set. Have your child complete **Making a Tangram Set** (p. 213). Have your child manipulate the tangram pieces until he/she can name what fraction of the whole square each piece represents.	**Earth Science** Introduce your child to the scientific study of the earth and its varied formations. Provide lots of resource materials for your child's reference. Add the following terms to the weekly spelling lists: *cleavage, crystal, facet, fracture, gem, hardness, inorganic, lapidary, luster, mineral, Mohs hardness scale, mineralogy, quarry, streak* and *streak plate*. Have your child make a glossary of these terms in his/her Science Log.	Have your child read about the California Gold Rush. Discuss how it started, the type of person that searched for gold and what his life was probably like. *How did the gold rushes help settle the West?* Have your child write a newspaper article about the California Gold Rush. Have your child imagine that he/she writes for a paper back east. The article should include events from history and boast a catchy headline.
Have your child manipulate the tangram pieces to create figures. Have your child complete **Totally Tangram!** (p. 214). Consider purchasing the tangram game Tangoes - it's fun and educational.	**Minerals:** Provide resources on minerals for your child's reference. Display some samples of minerals. Have your child examine the minerals and note the color, shape and mass of each. Explain that a mineral is an inorganic substance that occurs naturally on Earth. Discuss minerals. *See* Science, Week 19, number 1. Have your child take notes on minerals in his/her Science Log.	**Slavery:** The life of a slave was very unpleasant. Discuss the conditions in which black slaves lived and worked. Compare the lives of African-Americans today to the lives of slaves in the 1800s. Have your child imagine that he/she is a black slave working on a cotton plantation and write a dialogue he/she might have with a brother or sister about the work, working conditions or life as a slave.
Use manipulatives to compare fractions. Fraction models can be purchased, but they are also easy to create. Use modeling clay or graph paper to make physical representations of fractions. Lead your child to understand concepts such as $\frac{1}{4}$ is equivalent to $\frac{2}{8}$ and $\frac{4}{16}$. *See* Math, Week 19, number 1.	Introduce your child to Mohs hardness scale and other tests used to identify minerals. Have your child conduct some of these identification tests on your own mineral specimens. *See* Science, Week 19, number 2. Have your child answer these questions in his/her Science Log: *What is a common use of talc because of its softness? Why are many cutting instruments made from diamond dust?*	Discuss the history of opposition to slavery. *Does the Declaration of Independence or the Constitution mention slavery?* Have your child look up the words *slave* and *slavery,* then state their meanings in his/her own words. Show your child a map that illustrates how the states were divided over the issue of slavery in 1820. Discuss this division. *Why was slavery more important to the Southern states?*
Teach your child to create equivalent fractions by multiplying the numerator and denominator by the same factor. **Example:** $\frac{3}{4} = \frac{9}{12}$ (3 x 3 = 9, 4 x 3 = 12) Have your child use manipulatives to show that these two fractions are indeed equivalent. Have your child complete **Equivalent Fractions** (p. 215).	Read about gemstones and their uses. Visit a gemologist or jeweler, if possible. *See* Science, Week 19, number 3. Have your child write about the different ways the value of a gem is determined.	Have your child read about the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act. *How were these acts related? What was the impact of these decisions?* Have your child add these events to the time line. Have your child consider what the United States might have been like had each state been allowed to establish its own rules about slavery. Have your child write a paragraph on the topic.
Teach your child how to identify common factors of two numbers. *See* Math, Week 19, number 2. This is an important skill in simplifying fractions to lowest terms. Simplifying will be taught in Week 20. Ask your child: *If you multiply the numerator and denominator of a fraction by the same number, you have an equivalent fraction. Will you have an equivalent fraction if you divide the numerator and denominator by the same number?*	Have your child grow crystals using the following common household items: salt, alum and sugar. Introduce this experiment by asking your child to think of where crystals grow naturally and how quickly they grow. *See* Science, Week 19, number 4.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Business Letters)

A business letter may be a letter of request, a letter of complaint or a letter to an editor or official. Teach your child either the full block or semiblock form. The full block form is shown here.



MATH (Fractions)

1. In the tangram lesson, your child saw that two of the one-sixteenth triangles made up one of the one-eighth squares. Also, two of the one-fourth triangles made up one of the one-half triangles. Review this concept with the tangrams. Further reinforce the idea of equivalent fractions with other manipulatives and in practical situations which arise.

2. On a chart, have your child list all the factors of each of the following numbers: 2, 3, 4, 5, 6, 8, 12, 16, 18, 24, 36, 38, 42 and 50.

   Examples:

number	*factors*
2	1, 2
8	1, 2, 4, 8
24	1, 2, 3, 4, 6, 8, 12, 24

   Next, have your child list the *common* factors of pairs of numbers, such as 2 and 16 or 18 and 42. Have your child circle the greatest common factor of each pair.

   Examples: The common factors of 2 and 16 are 1 and 2. The greatest common factor (GCF) is 2.
   The common factors of 18 and 42 are 1, 2, 3 and 6. The GCF is 6.

SCIENCE (Earth Science / Minerals)

1. Guide your discussion of minerals with some of the following questions:

Is coal a mineral? Why or why not?
Can you name some common minerals?
Why are many minerals found in the oceans?
What is another name for table salt?
What is "fool's gold"? How did it get its name?
What are some minerals prized for their beauty?

2. Some simple tests using simple equipment are used to help identify minerals. Have your child read about each test. The tests look at the following attributes of the minerals:

color the mineral may be colorless, white or very distinctive in color; color can be misleading

cleavage the tendency to split along smooth, flat surfaces

fracture the characteristic appearance of the broken mineral

luster refers to the amount of light reflected; the mineral may be glassy, metallic, non-metallic, waxy, pearly or dull

streak a mineral is rubbed on a piece of white tile called a streak plate; color of streak is noted

hardness ability to be scratched; Mohs hardness scale (shown here) guides the mineralogist in determining the hardness of a mineral

Hardness	Example	Description
1	talc	scratched by fingernail
2	gypsum	scratched by fingernail
3	calcite	scratched with a penny
4	fluorite	scratched with a knife blade
5	apatite	scratched with a knife blade
6	feldspar	scratches a knife blade or glass
7	quartz	scratches a knife blade or glass
8	topaz	scratches a knife blade or glass
9	corundum	scratches a knife blade or glass
10	diamond	scratches all common materials

3. Gemstones may be found naturally or made artificially. Some common gems include amethyst, aquamarine, diamond, emerald, garnet, jade, onyx, opal, ruby, sapphire, topaz, tourmaline, turquoise and zircon. A *lapidary* is a person who cuts and polishes minerals and gemstones. If possible, visit a lapidary, gemologist or jewelry designer to view their techniques and learn more about their art. Have your child ask the expert to explain how the value of a gem is determined.

4. *You will need:* 3 glass jars, hot water, heavy cotton string, scissors, 3 wooden stirring sticks, table salt, alum (found in the spice section of a grocery store), sugar, magnifying glass and newspaper to catch any spills

Directions:

a. Fill a jar two-thirds full of hot water. Add one chemical slowly to the water, stirring until no more will dissolve.
b. Tie a piece of string to the middle of the stirrer. Lay the stirrer across the top of the jar so that the end of the string barely touches the bottom of the jar.
c. Label the jar with the chemical used and set the jar (with the string) where it will not be disturbed for several days.
d. Repeat steps a–c for the other two chemicals.
e. Each day, observe the three jars to see the crystals begin to grow.
f. After several days, lift the strings out of the jars and place them on newspapers or paper towels. Examine the crystals more closely with a magnifying glass.

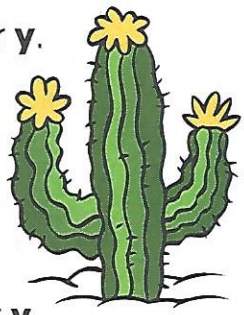
Double Trouble

cactus
celebrate
cement
certain
citizen
citrus
convoy
cumbersome
cyclone
dangerous
gallery
gesture
gopher
gurgle
gypsum
Gypsy
magic
region

The letters **c** and **g** each make two distinctly different sounds, depending on the letters following them within a word. Both **c** and **g** can make a hard sound or a soft sound.

Hard **c** sounds like **k** when followed by **a**, **o** or **u**.
Examples: cake, cobra, cut

Soft **c** sounds like **s** when followed by **e**, **i** or **y**.
Examples: cent, city, cycle



Hard **g** carries its regular sound when followed by **a**, **o** or **u**.
Examples: gate, goat, gurgle

Soft **g** sounds like **j** when followed by **e**, **i** or **y**.
Examples: gem, giant, gym

Say each of the spelling words carefully while listening for the hard and soft sounds of **c** or **g**. Then, **write** each word under the appropriate heading.

hard **c** as in **carton**

1. _____
2. _____
3. _____

hard **g** as in **gutter**

1. _____
2. _____
3. _____

soft **c** as in **center**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

soft **g** as in **gerbil**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How's It Said?

Circle the word which best describes the mood or tone of the person speaking.

1. When Winnie's grandmother heard the little melody in the woods, she said, "That's it! That's the elf music I told you about."

   resentful eager anxious

2. Winnie spied on Jesse in the woods and watched as he drank from the spring. When he saw her, Jesse cried, "What're *you* doing here?"

   stern hopeless joyful

3. When Jesse told her not to drink from the spring, Winnie questioned, "Why not? It's mine, anyway, if it's in the wood."

   stubborn reluctant worried

4. Winnie cried when she realized she was being kidnapped. Seeing this, Mae exclaimed,"Please don't cry, child! We're not bad people, truly we're not."

   angry reluctant dismayed

5. When Winnie was calmed, everyone relaxed. Jesse began to explain the family's story. "We're friends, we really are. But you got to help us."

   persuasive happy helpless

6. Miles recalled how his family reacted when he didn't age. "My wife, she left me. She went away and she took the children with her."

   stern sad stubborn

What might you say if . . .

1. . . . you were angry at your parents for not letting you go outside?_____

   _____

2. . . . you were hopelessly unprepared for your spelling test?_____

   _____

Help Me!

Circle the reference source you would use to answer each question below.

1. Which source would you use to learn how to make pancakes?
   dictionary atlas cookbook
2. Which source might show where Treegap is?
   dictionary atlas thesaurus
3. Which source would describe the peacock?
   book on insects encyclopedia newspaper
4. Which source would describe the sounds a cricket makes?
   book on insects thesaurus atlas
5. Which source would give the meaning of "constable"?
   newspaper dictionary atlas
6. Which source would describe the most recent world events?
   newspaper encyclopedia thesaurus
7. Which source would tell how to divide "accommodations" into syllables?
   thesaurus book on insects dictionary
8. Which source could give a synonym for "push"?
   thesaurus cookbook encyclopedia
9. Which source might best forecast tomorrow's weather?
   encyclopedia atlas newspaper

Use references to answer the following questions:

Which countries border Nepal?

Answer: _____

Source: _____

Page #: _____

What are the headlines in today's paper?

Answer: _____

Source: _____

Page #: _____

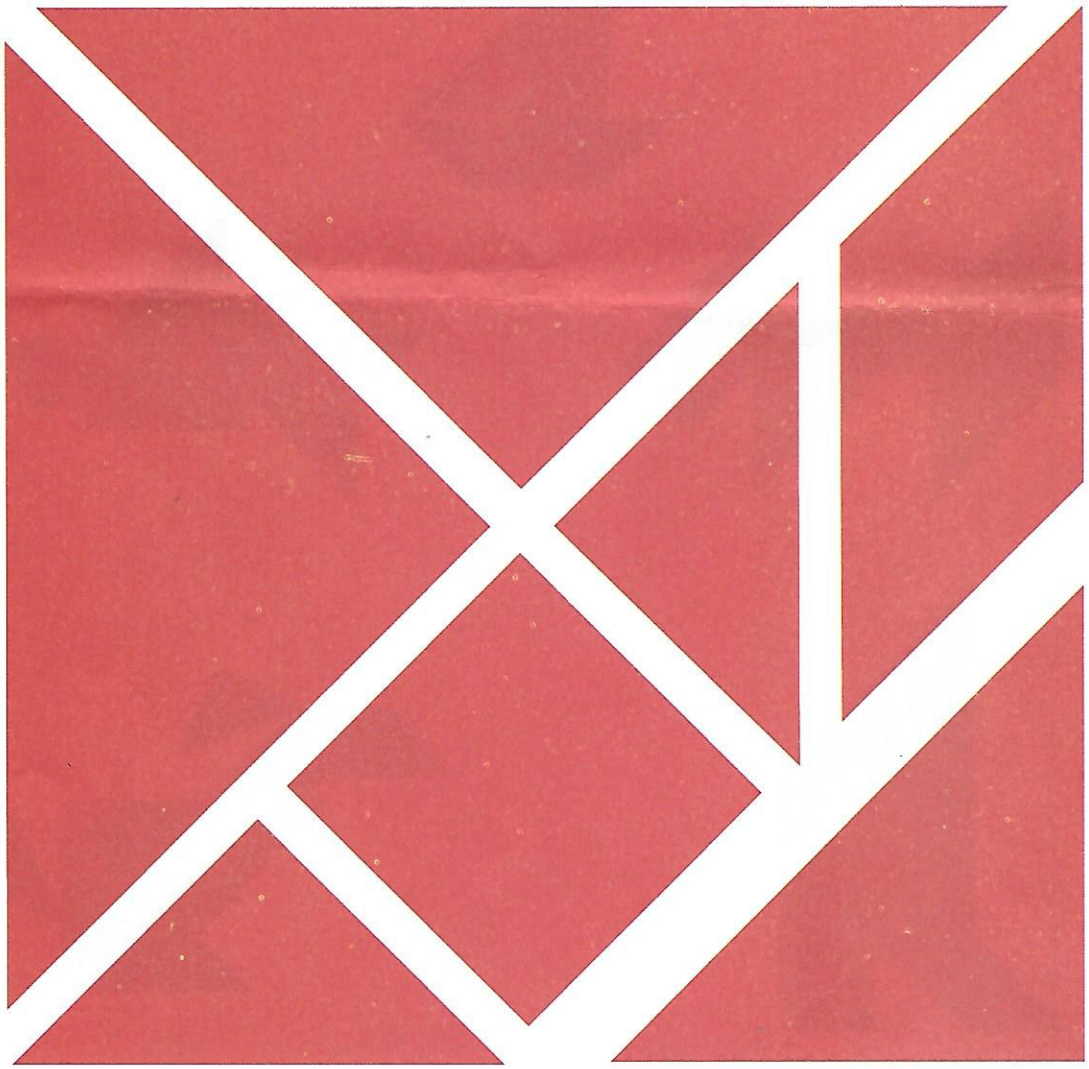
Making a Tangram Set

You will need: a piece of tagboard, a ruler, a pencil and scissors

Directions: Using the ruler to measure precisely, cut the tagboard into a 5" square. Cut the square according to the pattern below.

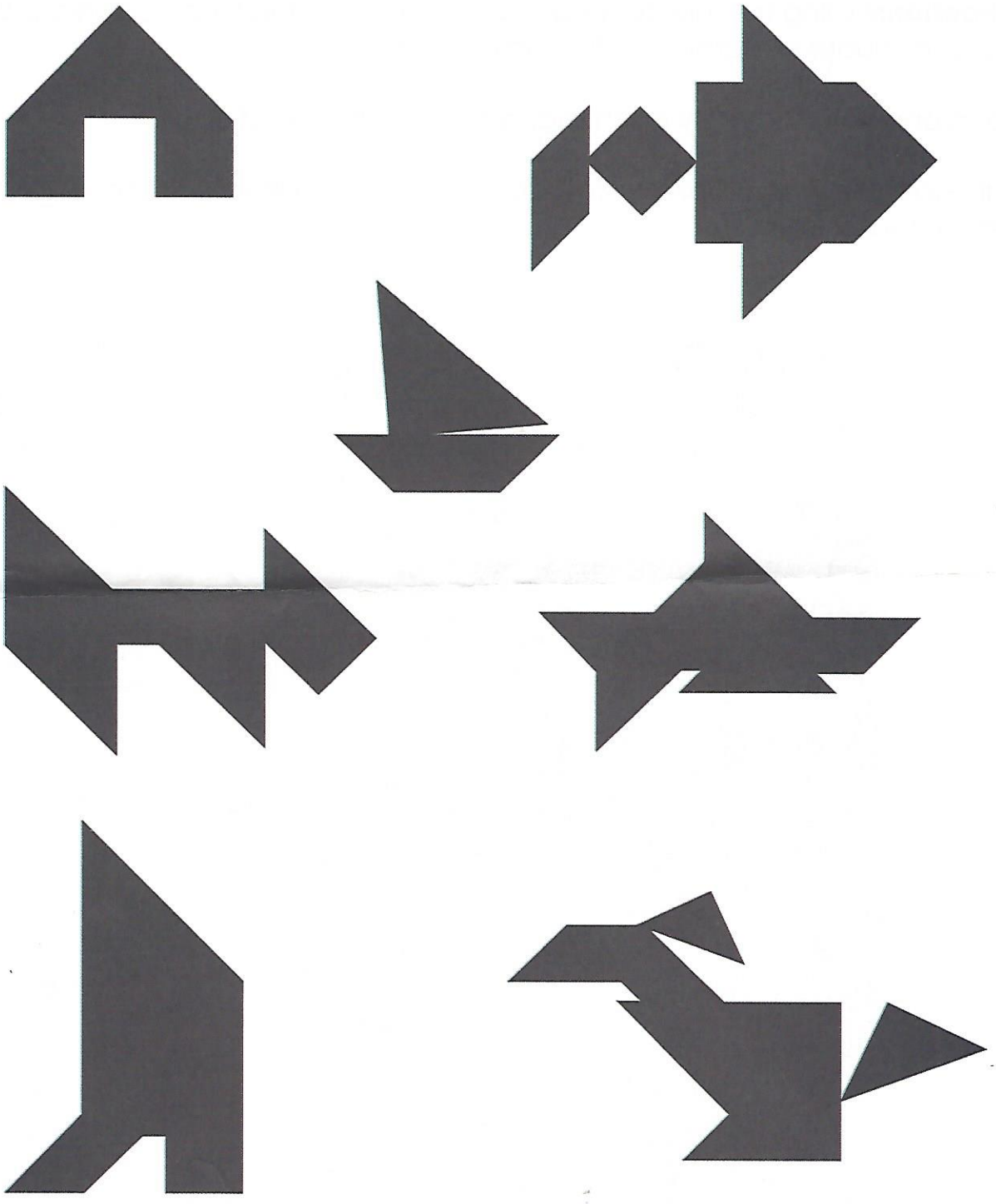
For a challenge, identify each shape and each type of angle.

Laminate the finished pieces (or cover with clear shelf paper). Save the tangram set for future use.



Totally Tangram!

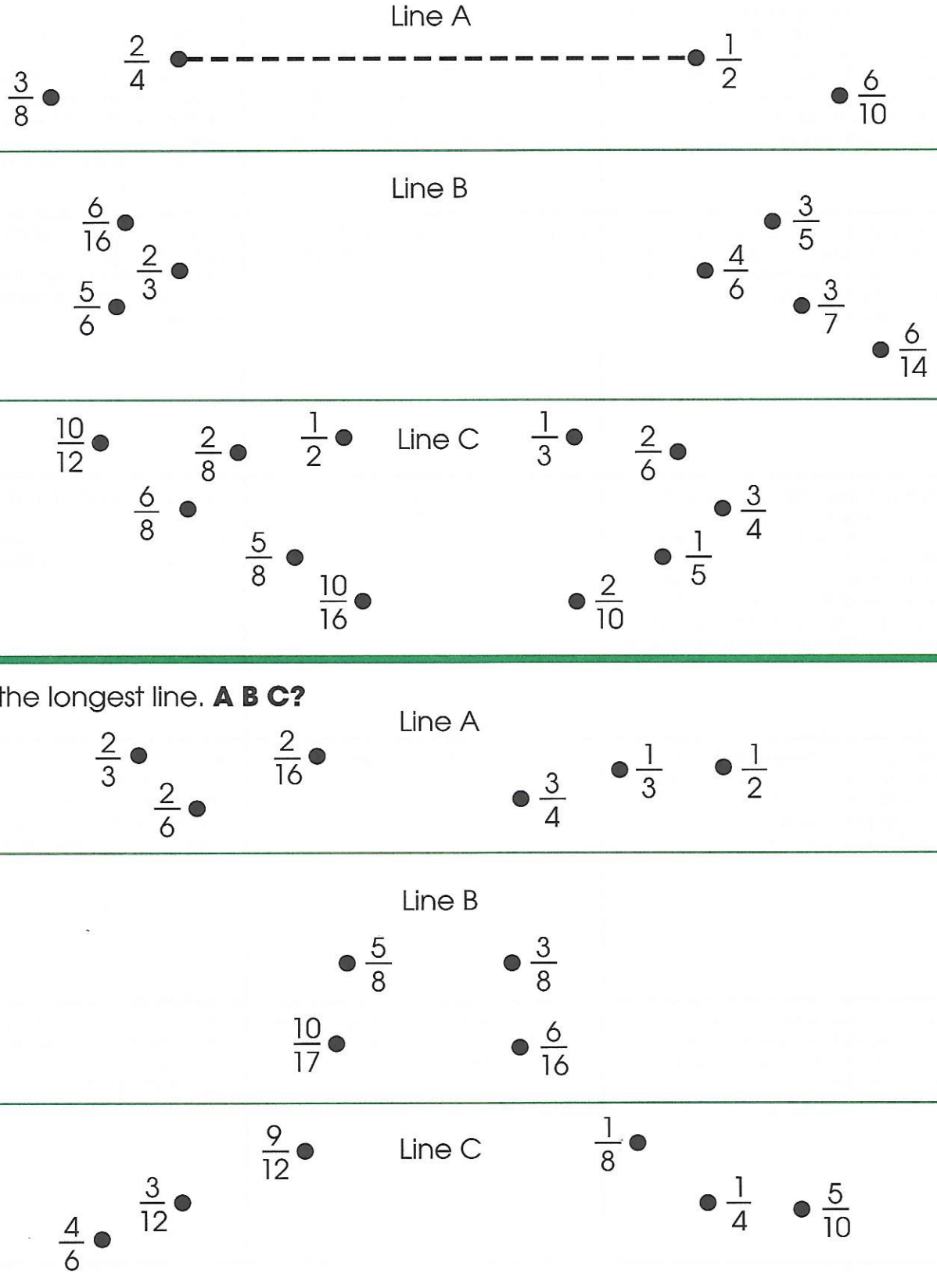
Use the Tangram pieces from page 213 to create the shapes below.



Now, use the tangram pieces to create your own pictures, shapes and designs. **Trace** around each image you make. Save the outlines and try to recreate the images another day.

Equivalent Fractions

Match the pairs of equivalent fractions to find which line is longest—**A**, **B** or **C**.



Circle the longest line. **A B C?**

	Language Skills	Spelling	Reading
Monday	**Creative Writing** The most natural story to write is one based on a real experience. This week, use this story starter: *Write about the time...* Model this type of writing for your child by writing about a shared experience such as a camping trip or a walk along a beach. Then, talk with your child about how you came up with your idea.	Pretest your child on these spelling words: affection, autograph, cough, enough, familiar, foreign, frequent, furniture, geography, laughter, muffler, paragraph, philosophy, physical, raffle, slough, stuff, tough Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Parts of Speech** Have your child read chapters 12–14 of *Tuck Everlasting.* Discuss how some words can act as either a noun or a verb. Have your child locate some words in the reading book that may be used both ways. Have your child read the sentences and tell how each word is used. Have your child complete **A Whale of an Activity** (p. 221).
Tuesday	Have your child write a story about a personal experience. Encourage your child to try to convey the mood of the experience and his/her feelings by including vivid details and descriptions.	Review this week's spelling words. Have your child complete **Fussing About f** (p. 220).	Have your child read chapters 15–17 of *Tuck Everlasting.* Have your child read part of the story aloud. Guide him/her to read with lots of expression.
Wednesday	Have your child write a story about a personal experience. Have your child read the story to a friend and ask for feedback. Have your child ask the friend questions such as these: *Does my story interest you? Could you tell how I felt when...? Are there any parts of the story that are confusing? Is there anything else you would like to know about this experience?*	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapters 18–20 of *Tuck Everlasting.* Review the concepts of cause and effect. Have your child complete **Because...** (p. 222).
Thursday	Have your child imagine that he/she is telling his/her story to someone special. Encourage your child to include words that will engage the reader. The story should sound natural, not forced.	Have your child study this week's spelling words.	Have your child read chapters 21–23 of *Tuck Everlasting.* After reading, have your child identify several pronouns in the story and the people or things to which each refers.
Friday	Have your child write a story about something that happened to someone he/she knows. Have your child write the story in the third person.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Have your child finish reading *Tuck Everlasting,* including the epilogue. Follow up the story with an activity that requires critical thinking skills as well as creativity. *See* Reading, Week 20.

Math	Science	Social Studies
Simplifying fractions makes them easier to work with and to visualize. The simplified fraction is equivalent to the original fraction. To simplify a fraction, divide the numerator and denominator by their greatest common factor. *See* Math, Week 20, numbers 1 and 2.	**Mountains** Point out the major mountain ranges of the world on a map or globe. Introduce your child to the different types of mountains: *volcanic, fold, fault-block, dome* and *erosion*. Have your child read about how these mountains are formed. Have your child add a glossary page on mountains to his/her Science Log. *See* Science, Week 20, number 1. Add the glossary words to this week's spelling list.	**Slavery** Have your child read about and discuss the Dred Scott case. Dred Scott was a slave who moved with his master to a free state. He sued for his freedom when his master died. The Supreme Court ruled that he was still a slave. *Was the outcome fair? What impact did the Supreme Court's decision have on the slavery issue?* Have your child add the date of the Dred Scott decision to the time line.
Have your child explain in a paragraph why it is easier to work with fractions that have been simplified or reduced.	Ask your child what mountain peaks he/she has heard of or seen. Can he/she locate them on a map? Have your child locate major mountains on a map or in a world atlas. *See* Science, Week 20, numbers 2 and 3. Have your child make a bar graph comparing the heights of eight of these (or other) famous mountains. Then, ask your child questions that require him/her to analyze the information presented on the graph.	Discuss the events leading up to the Civil War. Have your child read about some famous people of the time. *See* Social Studies, Week 20, number 1.
Have your child complete **Conversion** (p. 223). After completing the page, have your child describe the best strategy for solving the problems.	Inspire your child to read books set in the mountains. Some suggestions include *Grandpa's Mountain* by Carolyn Reeder, *Rip Van Winkle* by Washington Irving, *Heidi* by Johanna Spyri and *The Last of the Mohicans* by James Fenimore Cooper.	Have your child read about the organization called the Underground Railroad. *What was the Underground Railroad? What were the goals of this organization? Who were some of the key figures in its operation?* Have your child write some imaginary diary entries as a conductor on the Underground Railroad.
Since it can be difficult to understand which of two fractions is greater, teach your child to count with fractions. Cut an apple into eighths. Count the pieces: one eighth, two eighths, three eighths, four eighths, five eighths, etc. It is easy to see that five eighths is greater than one eighth. *See* Math, Week 20, numbers 3 and 4. Give your child several fraction pairs to compare using these methods.	Have your child compare the Rocky Mountains to the Appalachian Mountains. Have your child compile the information from the comparison into a chart or diagram.	Have your child imagine that he/she is a slave on a plantation and has decided to run away. Have your child write a plan for his/her escape. *See* Social Studies, Week 20, number 2 for some of the factors your child will have to consider in making this plan.
Rather than asking your child to memorize several rules for comparing fractions, encourage your child to come up with his/her own strategies. Make sure your child sees a purpose in comparing fractions by putting the fractions in a meaningful context. **Example:** Which is a larger part of a candy bar: $\frac{4}{5}$ or $\frac{6}{7}$? *See* Math, Week 20, number 5.	Have your child study a mountain biome. *What plants and animals live at different altitudes?* Have your child choose one mountain range to study. Ask him/her to write about the variety of life (both plant and animal) that can be found on that mountain range. Have your child include illustrations or photos (from magazines) as well.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

READING (Critical Thinking)

Ask your child to imagine that he/she is the author of *Tuck Everlasting*. Give your child the following list of events, and ask him/her to imagine how the story might have ended had each of these events occurred. Have your child write a summary of the story's ending for each case.

Winnie drank the spring water.

Mae was hung from the gallows.

The toad was attacked by the dog.

Mae did not kill the man in the yellow suit.

The constable discovered Winnie in the prison immediately.

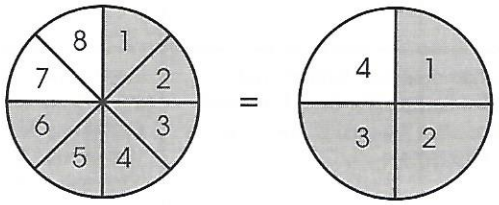
The wood and the spring were not bulldozed.

MATH (Fractions)

1. A fraction is in lowest terms when 1 is the only common factor of the numerator and denominator. To reduce a fraction, divide both the numerator and denominator by their GCF, or greatest common factor.

   Example: $\frac{6}{8}$ 2 is the largest number (GCF) that goes into both 6 and 8.

   $\frac{6}{8}\ (\div 2) = \frac{3}{4}$



2. Write these fractions on the chalkboard. Have your child reduce each fraction to lowest terms.

   $\frac{20}{25}$ $\frac{12}{18}$ $\frac{2}{11}$ $\frac{16}{20}$ $\frac{7}{21}$ $\frac{6}{9}$ $\frac{14}{49}$ $\frac{30}{50}$ $\frac{27}{63}$ $\frac{40}{64}$ $\frac{5}{13}$ $\frac{36}{96}$

3. Comparing $\frac{13}{15}$ (thirteen fifteenths) and $\frac{11}{15}$ (eleven fifteenths) is the same as comparing 13 cakes and 11 cakes. Thirteen cakes is more, just as $\frac{13}{15}$ is more. Think of the denominator as a common object. Using this method, your child will see the numerator as the number of something, or in this case, the number of parts of the whole. This method is appropriate only when comparing fractions with the same denominators.

4. When your child compares fractions with different denominators, have him/her draw a model of both fractions. Ask your child to compare the models. As an alternative, ask your child to visualize the models of the fractions. Your child should be able to estimate whether each fraction is closer to zero, one half or the whole. Based on the estimations, have your child decide which fraction represents a larger number.

5. Have your child develop strategies for determining the larger of two fractions. There are different challenges with different types of comparisons. See the following examples of different types of comparisons:

   a. Same numerators but different denominators:

      $\frac{3}{5}$ and $\frac{3}{7}$ $\frac{1}{2}$ and $\frac{1}{7}$

   b. Different numerators but same denominators:

      $\frac{2}{5}$ and $\frac{4}{5}$ $\frac{5}{9}$ and $\frac{2}{9}$

   c. Mixed numerators and denominators:

      $\frac{2}{3}$ and $\frac{5}{6}$ $\frac{1}{4}$ and $\frac{4}{9}$

SCIENCE (Mountains)

1. Have your child look up the following words in a dictionary or science resource. Discuss the meanings. Have your child make a glossary of these words, arranging the entries in alphabetical order and writing a definition for each word. You might also ask your child to include illustrations where applicable.

fault	metamorphic	subduction	crust
sedimentary	erosion	timberline	mantle
igneous	plateau	plate tectonics	altitude

2. Give your child the following list of mountain peaks to locate on a world map or in an atlas.

Aconcagua, Argentina
Chimborazo, Ecuador
Mount Everest, Tibet-Nepal border
Jungfrau, Switzerland
Kilimanjaro, Tanzania
Mount Logan, Canada
Mauna Kea, Hawaii
Mount Washington, New Hampshire
Mont Blanc, France-Italy-Switzerland border
Mount Elbrus, Russia
Mount Fuji, Japan
K2, Kashmir
Mount Kosciusko, Australia
Mount McKinley, Alaska
Matterhorn, Switzerland-Italy border
Mount Whitney, California

3. Can your child name the highest mountain on Earth? Mauna Kea, Hawaii is actually the highest mountain on Earth, because it is measured from the seafloor! It stands 33,476 feet tall.

SOCIAL STUDIES (Slavery)

1. Your child should recognize the following names and understand each person's historical significance:

John Brown	Frederick Douglass	Harriet Tubman
Henry Clay	James Forten	Nat Turner
Stephen Douglas	Sojourner Truth	Harriet Beecher Stowe

Have your child add the following to the time line: Harpers Ferry, *Uncle Tom's Cabin* and Nat Turner's rebellion.

2. Have your child consider the following questions when planning his/her escape:

Where are you starting (what state)?
What states will you pass through and why?
You may take only the clothes on your back and a pocketknife wrapped in a handkerchief.
Will you take your family?
How will you travel (by foot, boat or horse)?
How will you get food and drink?
What time of day will you travel?
How long do you expect it to take?
What is your final destination?
How will you support yourself once you get there?

Fussing About f

affection
autograph
cough
enough
familiar
foreign
frequent
furniture
geography
laughter
muffler
paragraph
philosophy
physical
raffle
slough
stuff
tough

The **f** sound can be made using the following letter combinations:

f as in **afternoon**
gh as in **rough**
ff as in **staff**
ph as in **photo**

Write each spelling word in the appropriate category.

f

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

ff

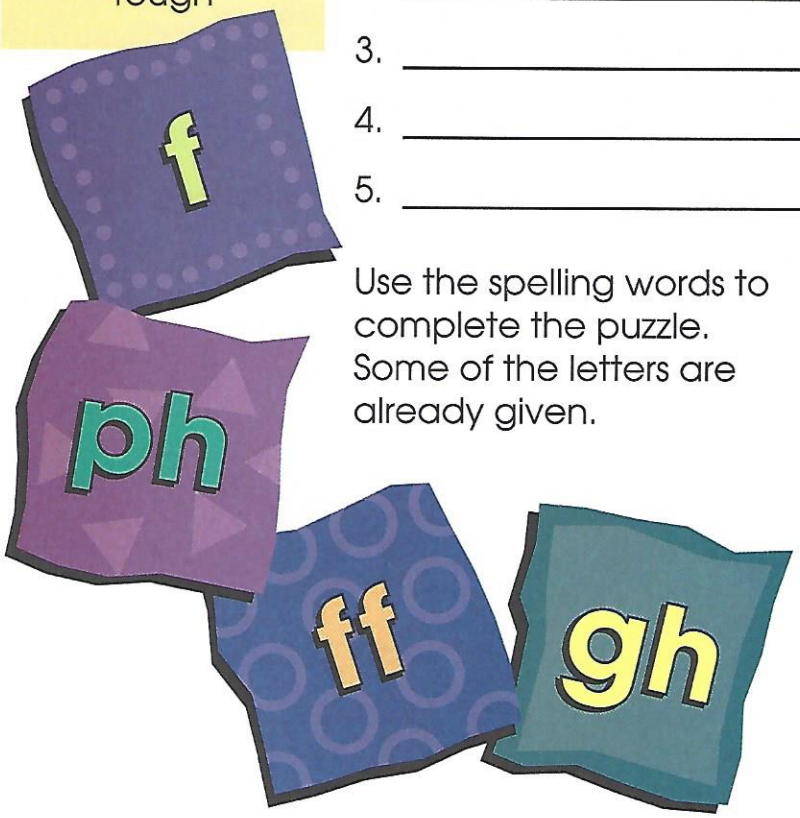
1. _____
2. _____
3. _____
4. _____

gh

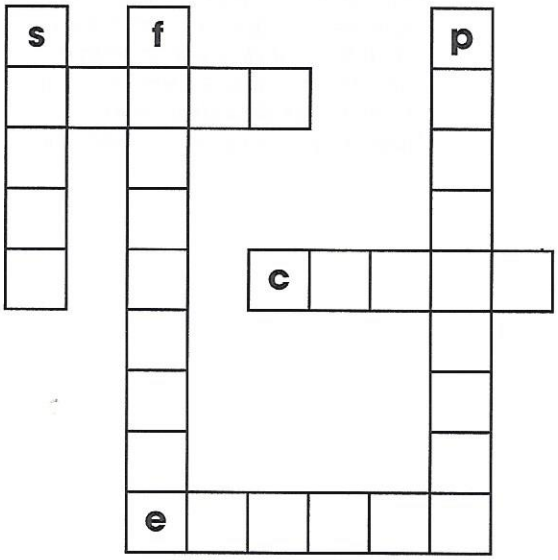
1. _____
2. _____
3. _____
4. _____
5. _____

ph

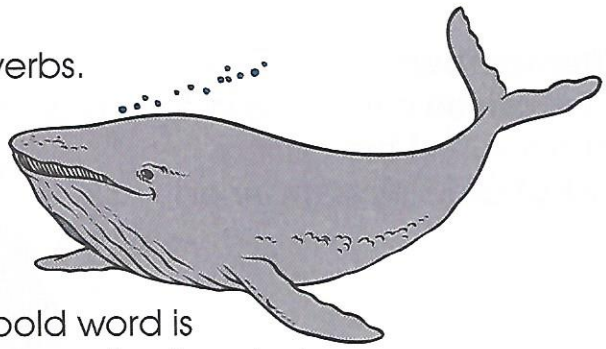
1. _____
2. _____
3. _____
4. _____
5. _____



Use the spelling words to complete the puzzle. Some of the letters are already given.



A Whale of an Activity



Some words may be used as either nouns or verbs.

Example: Fish
Fish are good to eat. (noun)
We **fish** every Saturday in the summer. (verb)

Read the paragraphs below. Decide if each bold word is used as a noun or as a verb. **Write** your answers on the lines below.

A whale is a mammal that does not live on **land**[1]. It would be impossible to **land**[2] a whale with ordinary fishing gear. A whale would not **attack**[3] a boat unless the whale was injured. However, an **attack**[4] by an injured whale could be very dangerous. Whales can **dive**[5] in the sea to a depth of more than one-half of a mile. Their powerful tails make such a **dive**[6] possible. Whales do not **fight**[7] among themselves. A **fight**[8] with a whale would be a losing battle! The skeleton of a whale is not strong enough to **support**[9] the whale's weight. Water provides the extra **support**[10] needed to hold up such huge bodies. Whales **swim**[11] across entire oceans searching for food. Such a long **swim**[12] is not unusual for a whale.

Whalers **hunt**[13] for whales in many countries of the world. In the old days, sailing ships might stay at sea for 2 to 3 years on a whale **hunt**[14]. Men would **race**[15] to get into small boats. It was a **race**[16] to see who could get to the whale first. Now, whaling boats may **catch**[17] just a few whales each year. Their **catch**[18] may not include mother whales with calves. Whalers have had to **part**[19] with old ways. They may no longer catch whales in every **part**[20] of the ocean.

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

From Natalie Babbitt, Tuck Everlasting

Because . . .

Remember:
The **cause** is the reason for the action or **why** something happened. The **effect** is the result of the action **what** actually happened.

Underline the causes.

1. Because she knew her face so well, Mae didn't need a mirror.
2. Because the Tucks had drunk water from the spring, they could not age.
3. Mae went into town, because her two boys were returning home.
4. The Tucks kidnapped Winnie, because she had discovered the spring.
5. Because Miles and Winnie brought no fish home for breakfast, the Tucks had flapjacks instead.

Circle the effects.

1. The Tuck boys never worked in the same place for long because their employers would become suspicious.
2. Because the stranger wished to obtain the property in the woods, he offered to return Winnie to her parents.
3. Because the stranger planned to sell the secret, Mae clubbed him.
4. The constable couldn't charge the Tucks with kidnapping because Winnie declared that she had gone with them of her own free will.
5. Winnie's grandmother ordered her to enter the house soon, because the heat was intense that day.

What do you think caused the most problems in the story?

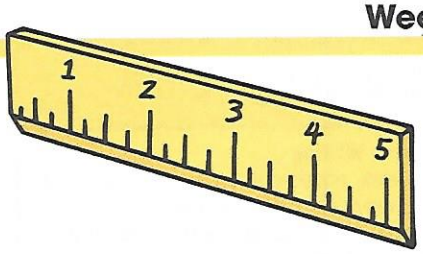
a. The Tucks' discovery of the spring
b. The stranger's greed
c. Winnie's discovery of Jesse Tuck
d. Other: _____

_____

Explain your answer. _____

_____

Conversion



Find the number of units in each fraction described.

1. If there are 12 eggs in a dozen, how many eggs are in . . .
   - $\frac{1}{2}$ dozen? _____
   - $\frac{1}{4}$ dozen? _____
   - $\frac{1}{3}$ dozen? _____

2. If there are 100 centimeters (cm) in a meter, how many cm are in . . .
   - $\frac{1}{2}$ meter? _____
   - $\frac{1}{4}$ meter? _____
   - $\frac{1}{10}$ meter? _____

3. If there are 16 ounces in a pound, how many ounces are in . . .
   - $\frac{1}{2}$ pound? _____
   - $\frac{1}{4}$ pound? _____
   - $\frac{3}{8}$ pound? _____

4. If there are 4 quarts in a gallon, how many quarts are in . . .
   - $\frac{1}{2}$ gallon? _____
   - $\frac{1}{4}$ gallon? _____
   - $\frac{3}{4}$ gallon? _____

5. If there are 60 seconds in a minute, how many seconds are in . . .
   - $\frac{1}{2}$ minute? _____
   - $\frac{1}{4}$ minute? _____
   - $\frac{3}{4}$ minute? _____

6. If there are 1,000 meters in a kilometer, how many meters are in . . .
   - $\frac{1}{10}$ kilometer? _____
   - $\frac{1}{2}$ kilometer? _____
   - $\frac{1}{4}$ kilometer? _____

7. If there are 30 days in most months, how many days are in . . .
   - $\frac{1}{3}$ month? _____
   - $\frac{1}{6}$ month? _____
   - $\frac{1}{10}$ month? _____

8. If there are 24 hours in a day, how many hours are in . . .
   - $\frac{1}{3}$ day? _____
   - $\frac{2}{3}$ day? _____
   - $\frac{1}{4}$ day? _____

9. If there are 36 inches in a yard, how many inches are in . . .
   - $\frac{2}{3}$ yard? _____
   - $\frac{1}{4}$ yard? _____
   - $\frac{1}{2}$ yard? _____

10. If there are 2,000 pounds in a ton, how many pounds are in . . .
    - $\frac{1}{2}$ ton? _____
    - $\frac{1}{4}$ ton? _____
    - $\frac{1}{20}$ ton? _____

	Language Skills	Spelling	Reading
Monday	**Creative Writing** This week, encourage your child to write an imaginative story. Getting started will probably be the hardest part, so teach your child how to make a story plan. •Decide *who* is in the story. •*Where* does the story take place? •What *activity* are the characters involved in? •What *conflict* needs to be resolved?	Pretest your child on these spelling words: ballet knight thumb castle known weight crumb knuckle wreck doubt listen wren height plumber wrench knack soften wrestle Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Introduce the book *Circle of Gold*, written by Candy Dawson Boyd. Before reading each day, discuss vocabulary from the book. Have your child read chapters 1 and 2 of *Circle of Gold*. **Vocabulary:** *superintendent, fierce, beret, jolt, anticipation, double-dutch, taunt, monitor, ghoul, irritate, sputter, grimace, accept.* After your child looks up the vocabulary words, have him/her use each in a new sentence.
Tuesday	Have your child sketch out a plan for a creative story and begin working on a rough draft today. It is okay for your child to start with only a couple parts of the plan complete. Your child's ideas are likely to change and develop as he/she writes.	Review this week's spelling words. Have your child complete **Silent Knight** (p. 228).	Have your child read chapters 3 and 4 of *Circle of Gold*. **Vocabulary:** *resist, urge, employ, rueful, wary, dole, precede, revolve, enrapture, hasty, filigree, anxious, console.* Review synonyms and antonyms. Have your child give a synonym for some of the vocabulary words. Teach your child to look in a thesaurus or dictionary for ideas. Then, have your child name antonyms for some of the vocabulary words.
Wednesday	Have your child read the rough draft of his/her story to a friend. At this point, your child may choose to revise and edit the story or write a plan and rough draft for a second story.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapters 5 and 6 of *Circle of Gold*. **Vocabulary:** *collide, deposit, vow, lacquer, croon, insure, grudge, interrupt.* Review similes and metaphors. Have your child complete **Like...a Simile!** (p. 229).
Thursday	Have your child read through his/her story. *Are the characters interesting? Is the conflict believable?* Encourage your child to do his/her best. If your child enjoys the story, so will the reader!	Have your child study this week's spelling words.	Have your child read chapter 7 of *Circle of Gold*. **Vocabulary:** *self-conscious, incident, tormentor, psychology, genuine.* Discuss how punctuation affects how you read with expression. Use passages from the book as examples.
Friday	Have your child read several books by good authors for inspiration. Have your child write a story using the characters and setting from a favorite book. Have your child change the characters' activities as well as the conflict they face.	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 8 of *Circle of Gold*. **Vocabulary:** *concern, deliberate, saunter, retort, brood, grim.* Ask your child if the story is believable or not. Could it really happen? Discuss.

Math	Science	Social Studies
Adding and Subtracting Fractions Teach your child how to add fractions with the same denominator. Use manipulatives or models to show how it is done. **Example:** $\frac{1}{4}+\frac{2}{4}=\frac{3}{4}$ Have your child make models of addition problems using fractions with like denominators. *See* Math, Week 21, number 1 for practice problems. With these models, show your child how to rename improper fractions as mixed numbers.	**Volcanoes** Have your child read about some of the major volcanoes on Earth. Discuss the Ring of Fire. *Why do so many volcanoes appear around this ring?* Watch a video on this phenomenon if possible, or look through a book with lots of photographs. Have your child add a glossary page on volcanoes to his/her Science Log. *See* Science, Week 21, number 1.	**Civil War** Abraham Lincoln came from humble beginnings and went on to become one of the greatest presidents of the U.S. Have your child read about the significant events in Lincoln's life. *See* Social Studies, Week 21, number 1. Have your child present his/her findings about the life of Abraham Lincoln.
Continue to practice addition with fractions. Have your child complete **A Trip to the Ocean** (p. 230).	Have your child arrange the names of volcanoes in order of elevation. *See* Science, Week 21, number 2.	The Civil War began after the South seceded from the Union. Lincoln's wish throughout the war was that the Southern states would return to the Union. Have your child write an expository paragraph explaining why the South refused to be part of the U.S. in 1860.
Teach your child how to subtract fractions with the same denominator. Use manipulatives or models to show how it is done. **Example:** $\frac{3}{4}-\frac{2}{4}=\frac{1}{4}$ Have your child make models of subtraction problems using fractions with like denominators. *See* Math, Week 21, number 2 for practice problems.	Have your child research a famous volcanic eruption. Have your child write a magazine article about the eruption as if he/she were an eyewitness. The article should include the volcano's location, date of eruption and other important facts. Have your child use colored pencils to draw a picture of the eruption to accompany the article.	On February 4, 1861, the Confederacy was formed. *See* Social Studies, Week 21, numbers 2 and 3. Have your child imagine that he/she is a poor farmer in a Southern state who does not own slaves and believes that the Union should not be split. Have your child write a persuasive paragraph against secession.
Continue to practice subtraction with fractions. Have your child complete **Tic-Tac-Toe Fractions** (p. 231).	Have your child match facts about volcanoes with their names. *See* Science, Week 21, number 3.	Many soldiers in the Civil War kept diaries about the battles, living conditions and their families. Have your child imagine that he/she is a soldier fighting in the Civil War. your child may choose which side he/she is fighting for. Have him/her write an entry in the soldier's diary (from early in the war). *See* Social Studies, Week 21, number 4.
Show your child an addition problem in which the fractions have different denominators. **Example:** $\frac{1}{3}+\frac{3}{10}$. Ask your child: *Can we add the numerators to solve this equation?* Lead your child to see the need for finding a common denominator when adding or subtracting fractions. *See* Math, Week 21, numbers 3 and 4. Give your child several problems to solve using the LCM as a common denominator.	Have your child read about other eruptions from beneath the surface of the earth. Then, have your child answer some questions about hot springs, geysers and fumaroles. *See* Science, Week 21, number 4.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

MATH (Adding and Subtracting Fractions)

1. Have your child model the following addition problems:

$\frac{4}{9}+\frac{8}{9}$	$\frac{11}{15}+\frac{7}{15}$	$\frac{3}{10}+\frac{1}{10}$	$\frac{9}{20}+\frac{8}{20}$
$\frac{7}{9}+\frac{5}{9}$	$\frac{12}{24}+\frac{11}{24}$	$\frac{6}{12}+\frac{4}{12}$	$\frac{4}{15}+\frac{6}{15}$
$\frac{3}{4}+\frac{1}{4}$	$\frac{10}{16}+\frac{3}{16}$	$\frac{1}{5}+\frac{3}{5}$	$2\frac{9}{20}+\frac{8}{20}$

2. Have your child model the following subtraction problems:

$\frac{8}{9}-\frac{5}{9}$	$\frac{12}{15}-\frac{7}{15}$	$\frac{3}{10}-\frac{1}{10}$	$\frac{19}{20}-\frac{8}{20}$
$\frac{2}{3}-\frac{1}{3}$	$\frac{12}{24}-\frac{10}{24}$	$\frac{6}{12}-\frac{3}{12}$	$\frac{14}{15}-\frac{5}{15}$
$\frac{9}{10}-\frac{4}{10}$	$\frac{11}{15}-\frac{6}{15}$	$\frac{11}{12}-\frac{8}{12}$	$1\frac{5}{9}-\frac{4}{9}$

3. Ask your child to explain why adding tenths and thirds is a little more difficult than adding thirds and thirds. (Thirds and tenths are not the same parts of the whole.) Lead your child to understand that he/she must first find an equivalent fraction for one or both of the fractions so the denominators are the same. When the denominators are the same, your child may add or subtract the numerators as usual to solve the problem.

4. Finding the least common multiple is a step used in adding or subtracting fractions with different denominators. You may teach it as a separate lesson as shown here.
   a. Remember that multiples are the products shown on a multiplication table.
      The first six multiples of 4 are 4, 8, 12, 16, 20 and 24.
      The first five multiples of 6 are 6, 12, 18, 24 and 30.
   b. The numbers 12 and 24 are common multiples of 4 and 6.
   c. The lowest of the common multiples is 12. The least common multiple (LCM) is 12.

   Have your child list multiples and find the LCM of several pairs of numbers, such as 2 and 3, 4 and 5, 3 and 6, 3 and 5, 4 and 8, 4 and 7, 9 and 6.

SCIENCE (Volcanoes)

1. Add the following words to your child's weekly 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 terms related to volcanoes. Have your child arrange the entries in alphabetical order and write a definition for each word.

caldera	eruption	hot springs	stratovolcano
cinder cone	extinct	lava	vent
crater	fumarole	magma	volcano
dormant	geyser	shield volcano	vulcanism

2. Have your child print the names and elevations of the following volcanoes on index cards. Then, have him/her arrange the volcanoes in order of elevation from highest to lowest.

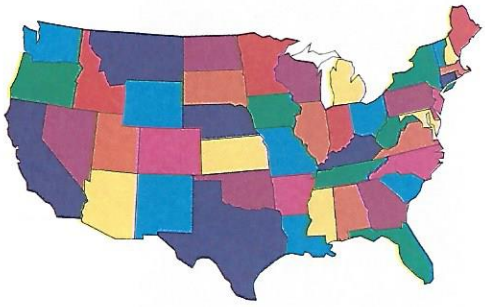
Volcano	Elevation (feet)	Volcano	Elevation (feet)
Kilimanjaro	19,340	Cameroon	13,353
Mauna Kea	13,796	Mauna Loa	13,677
Fuji	12,388	Aconcagua	22,831
Krakatoa	2,667	Rainier	14,410
Etna	11,122	El Chichón	3,478
Stromboli	3,031	Pinatubo	4,875
Thira	1,850	Tambora	9,350
Surtsey	568	Shasta	14,162
St. Helens	8,364	Nevado del Ruiz	17,717

3. Copy the following facts and names of volcanoes on the chalkboard. Have your child draw a line to match each fact with the correct volcano. Then, have your child write out the facts in complete sentences.

world's largest volcano	El Chichón
volcanic dust from 1982 eruption in Mexico encircled the earth	Tambora
1980 eruption in the state of Washington	Etna
eruption was 6 million times more powerful than an atomic bomb	Vesuvius
famous A.D. 79 eruption destroyed Pompeii	Krakatau
famous 1883 explosion produced 130 ft. waves	Mauna Loa
destructive 1669 eruption on Sicily	Thira
may be cause of the lost continent of Atlantis	St. Helens
underwater eruption formed island of same name	Surtsey

4. Volcanoes emit molten matter, ashes, rock and gases. Hot springs, geysers and fumaroles, on the other hand, emit only gases and water. Have your child read from a variety of resources to answer the following questions:

Where in the United States are hot springs found?
Which states contain cities named Hot Springs?
Why do people like to bathe in and drink water from hot springs?
How does the water become hot underground?
What is a geyser? What makes "Old Faithful" unique?
How does a thermal spring differ from a geyser?
Where are geysers found?
How is a fumarole different from a geyser?
Why can fumaroles be dangerous to people and animals?
What are some of the gases given off by fumaroles?



SOCIAL STUDIES (Civil War)

1. Divide Lincoln's life into six periods: *Childhood, New Salem, Springfield, Political Career, Presidency* and *Death*. Have your child read about Lincoln's life during each period. Then, help your child devise a way to present these facts and anecdotes in a meaningful way.

2. Give your child a copy of **United States Map** (p. 205). Have your child label the states involved in the Civil War, coloring the slave states red and the free states blue. Teach your child to label (give a title to) a map accurately and to make a key or legend.

3. Not only did the South disagree about slavery in the territories, they also believed that states had the right to leave the Union. The Southern states did not agree with Lincoln's policies on prohibiting slavery in the territories, so they did secede. They formed the Confederate States of America and elected Jefferson Davis as their president.

4. Stephen Crane's novel, *The Red Badge of Courage*, deals with the Civil War as seen through the eyes of a young soldier. You may wish to choose descriptive passages from the book to read with your child or find a version of the book on audio tape and play a passage for your child. Discuss the passage and its description of the war. *What was it like to be a soldier in the Civil War?*

Silent Knight

ballet
castle
crumb
doubt
height
knack
knight
known
knuckle
listen
plumber
soften
thumb
weight
wreck
wren
wrench
wrestle

Many words contain one or more letters that are silent. Say each spelling word aloud. **Write** each spelling word in the appropriate silent letter category. (Some words may fit into more than one category.)

silent **w**

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

silent **k**

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

silent **gh**

1. _____
2. _____
3. _____

silent **b**

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

silent **t**

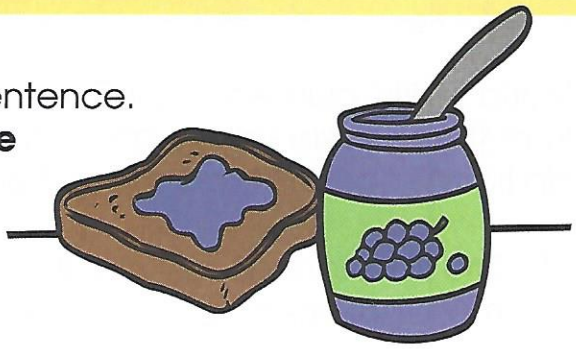
1. _____
2. _____
3. _____
4. _____
5. _____

Answer the following questions with other silent **b** words.

What . . .

1. is a part of a tree? _____
2. followed Mary to school? _____
3. means no feeling? _____
4. smooths your hair in place? _____
5. is a destructive force? _____

Like . . . a Simile!



Underline the two being compared in each sentence. On the blank, **write** if the comparison is a **simile** or a **metaphor**. Remember, a simile uses **like** or **as**; a metaphor does not.

1. Angel was as mean as a wild bull. _____
2. Toni and Mattie were like toast and jam. _____
3. Mr. Ashby expected the students to be as busy as beavers. _____
4. The pin was a masterpiece in Mattie's mind. _____
5. The park's peacefulness was a friend to Mattie. _____
6. The words came as slow as molasses into Mattie's mind. _____
7. Mrs. Stamps's apartment was like a museum. _____
8. Mrs. Benson was as happy as a lark when Mattie won the contest.

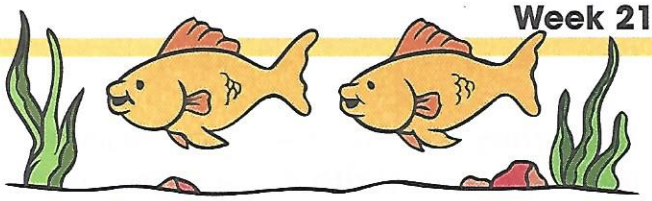
   _____
9. Mr. Phillip's smile was a glowing beam to Mattie and Mrs. Benson.

   _____
10. Mattie ran like the wind to get her money. _____
11. Angel's mean words cut through Charlene like glass. _____
12. Mr. Bacon was a fairy godmother to Mattie. _____
13. The gingko tree's leaves were like fans. _____

Complete the following similes.

1. Matt was as artistic as _____
2. Hannibal's teeth were like _____
3. Toni's mind worked fast like _____
4. Mattie was as sad as _____
5. Mrs. Stamps was like _____

A Trip to the Ocean



Maria's girls' club earned enough money from their cookie sale to go on a camping trip by the ocean. Read about their trip. **Write** your answers in complete sentences.

1. The bus started with $6\frac{1}{2}$ gallons of gasoline. When the driver added $9\frac{1}{2}$ more gallons of gasoline, how much gasoline did the bus have in it?

   _____

2. The girls and their leaders stopped for a picnic after driving $58\frac{1}{5}$ miles. After the picnic, they drove another $43\frac{4}{5}$ miles before reaching the ocean. How far were they from home?

   _____

3. Before leaving home, the girls made sandwiches for their lunch. They had $7\frac{1}{2}$ tuna sandwiches, $4\frac{1}{4}$ cheese sandwiches, $2\frac{3}{4}$ peanut butter sandwiches and $5\frac{1}{2}$ beef sandwiches. How many total sandwiches did they bring?

   _____

4. The leader cut a watermelon into 16 slices for lunch. The girls ate 8 of the slices. What fraction of the watermelon did they eat?

   _____

5. When they arrived, they took $1\frac{1}{3}$ hours to set up the tents. They spent another $\frac{2}{3}$ hour getting their bedrolls ready. How long did they work before they could play in the ocean?

   _____

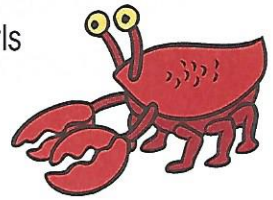
6. The girls swam and played in the water for $1\frac{3}{4}$ hours. Then, they sat in the sun for $\frac{3}{4}$ hour. How many hours did they play and sunbathe?

   _____

7. After dinner, they had a campfire. First, they sang for $1\frac{1}{3}$ hours. Then, they told ghost stories for $\frac{2}{3}$ hour. If they put out the fire and went to sleep at 10:30 P.M., what time did they begin the campfire?

   _____

8. The next morning, $\frac{3}{8}$ of the girls went fishing. The rest of the girls hunted for shells. If there were 8 girls altogether, how many hunted for shells? _____
   How many went fishing? _____



Tic-Tac-Toe Fractions

Solve each problem. Then, look in the boxes below for the answers to the problems. **Draw** an **X** over each correct answer. **Circle** the other numbers.

1. $\frac{7}{8} - \frac{5}{8}$
2. $\frac{8}{10} - \frac{3}{10}$
3. $2\frac{1}{2} - \frac{1}{2}$
4. $\frac{7}{9} - \frac{4}{9}$
5. $\frac{5}{3} - \frac{4}{3}$
6. $\frac{6}{7} - \frac{3}{7}$
7. $\frac{4}{5} - \frac{2}{5}$
8. $\frac{9}{11} - \frac{5}{11}$
9. $\frac{11}{12} - \frac{5}{12}$
10. $\frac{11}{6} - \frac{7}{6}$
11. $\frac{3}{4} - \frac{1}{4}$
12. $\frac{3}{3} - \frac{1}{3}$

$\frac{5}{8}$	$\frac{1}{7}$	$\frac{1}{3}$
$\frac{2}{4}$	$\frac{5}{10}$	$\frac{3}{4}$
2	$\frac{3}{5}$	$\frac{2}{9}$

$\frac{4}{5}$	$\frac{3}{7}$	$\frac{1}{9}$
$\frac{5}{6}$	$\frac{1}{2}$	$\frac{3}{11}$
$\frac{2}{5}$	$\frac{2}{3}$	$\frac{4}{6}$

$\frac{1}{5}$	$\frac{6}{7}$	$\frac{2}{8}$
$\frac{3}{8}$	$\frac{4}{11}$	$\frac{6}{12}$
$\frac{2}{7}$	$\frac{1}{10}$	$\frac{3}{9}$

	Language Skills	Spelling	Reading
Monday	**Writing Dialogue** Dialogue can really liven up a story. Give your child tips on writing interesting dialogue, such as avoiding dialogue that doesn't reveal something about the character or move the action along. Have your child practice writing dialogue. Have him/her write a dialogue between a boy and a girl who both want to buy the last baseball on a store shelf.	Pretest your child on these spelling words: accounts, adventures, arches, blouses, classes, compasses, couches, decisions, dresses, erasers, eyelashes, inches, indexes, larynxes, syllables, telescopes, toothbrushes, walruses Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Discuss Mattie and Toni's plan. *Was it an honest or good plan?* Have your child read chapters 9 and 10 of *Circle of Gold*. Then, have your child express his/her opinion about what happened to the bracelet in an organized paragraph.
Tuesday	Have your child write a dialogue between two good friends. Ask your child to imagine that one of the friends just lost a very valuable possession.	Review this week's spelling words. Have your child complete **Plentiful Plurals** (p. 236).	Before your child reads today, discuss how the girls' teacher might be able to get the truth from the meeting. Have your child read chapter 11 of *Circle of Gold*. Have your child write about the meeting. *Was the problem solved? Explain.*
Wednesday	Have your child write a dialogue between an 8-year-old and a 12-year-old. The younger child is frightened to go on a tour of a cave. The older child is eager to go on the tour.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child read chapter 12 of *Circle of Gold*. Discuss. Review proper nouns. *See* Reading, Week 22, numbers 1–3.
Thursday	Have your child write a story that includes some dialogue. The story may be entirely fictional or based on a personal experience.	Have your child study this week's spelling words.	Have your child finish reading *Circle of Gold*. Discuss. Have your child write in his/her Reading Journal about the story's climax.
Friday	Have your child read his/her story to a friend. Then, have him/her revise and edit the story, making sure the dialogue is realistic and interesting. Help your child publish the story for others to read.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Discuss the meaning of the title, *Circle of Gold. Is it an appropriate title? To what does the title refer?* Choose a book project for your child to complete that will demonstrate his/her reaction to and understanding of the book. For project ideas, see page 13.

Irene Hunt, Across Five Aprils (a Civil War youth novel)

Week 22

Math	Science	Social Studies
Have your child find equivalent fractions with given denominators. **Remember:** To find an equivalent fraction, you must multiply the numerator and denominator by the same number. *See* Math, Week 22 for practice problems.	**Caves** Introduce your child to the study of caves. Have your child read about how caves are formed. A *solution cave* is formed when water dissolves rock underground. Many of the beautiful formations are created by the effects of the minerals in the water. Have your child create a glossary of terms related to caves. *See* Science, Week 22, number 1.	Discuss the significance of the colors blue and gray during the Civil War. The Union Army wore blue uniforms, while the Confederate Army wore gray uniforms. Have your child read about the leaders of both sides in the Civil War. Have your child write a biographical sketch about each of the following leaders: Ulysses Grant, William Tecumseh Sherman, Robert E. Lee and Stonewall Jackson.
Show your child how to find the least common denominator before adding fractions. **Example:** $\frac{3}{8} + \frac{5}{12}$ *What is the smallest multiple that 8 and 12 have in common? (24)* *Determine the equivalent fractions with the common denominator:* $\frac{3}{8} = \frac{9}{24}, \frac{5}{12} = \frac{10}{24}$ Solution: $\frac{9}{24} + \frac{10}{24} = \frac{19}{24}$ Give your child several problems with unlike denominators to practice this concept.	Has your child ever been in a cave before? Have your child read about the dangers of spelunking. Discuss the protective gear and equipment that a spelunker should have in order to explore caves safely. Have your child draw and label a diagram showing what a spelunker must wear and carry to be safe. Then, have your child write in his/her Science Log about the hobby of spelunking. What are your child's thoughts on this activity?	Have your child read about some of the famous battles of the Civil War. *See* Social Studies, Week 22, number 1. Have your child make a chart summarizing information about these battles. The chart should include the following headings: *Battle, Location, Dates* and *Winner.*
Play a simple game to help your child memorize multiples. The game is called "Multiples Race." Name a number. Your child must respond by quickly citing the multiples of that number up to 50. **Example:** You say "Five." Your child responds, "5, 10, 15, 20, 25, 30, 35, 40, 45, 50." Repeat the game several times, naming a different number each time.	Have your child read about a famous cave or group of caves, such as Lascaux Cave, Carlsbad Caverns or Mammoth Cave. Encourage your child to learn about the features that make the cave(s) unique. Then, have your child write a travelogue presentation on that cave, including pictures. *See* Science, Week 22, number 2.	Have your child read about the battle at Gettysburg, the most famous battle of the Civil War. Have your child find Gettysburg on a current map of the U.S. Have your child create a time line of events at Gettysburg, Pennsylvania, from July 1 to July 3, 1863. Discuss the Gettysburg Address. *See* Social Studies, Week 22, number 2.
Play "Multiple Match." Write two numbers on the chalkboard. Working quickly, your child must write all the multiples (in order) of the larger number up to 50. Every time your child writes a number that is also a multiple of the smaller number, he/she must shout "Match!" and circle the number. Repeat several times, each time with a different pair of numbers.	Let your child continue working on his/her cave research and presentation.	The Emancipation Proclamation was a document that stated all slaves in the Confederacy were free. This greatly influenced the outcome of the war. Have your child read about the end of the war. *See* Social Studies, Week 22, number 3. Have your child write a newspaper account of the assassination of President Lincoln. The article should include who, what, when, where, why and how.
Have your child complete **Adding Unlike Fractions** (p. 237). To solve these problems, your child must first find the least common denominator, then create equivalent fractions and finally add the fractions.	Have your child read about cave dwellers and cave paintings. *See* Science, Week 22, number 3. Then, discuss animals that make their homes in caves. Have your child write about his/her findings in the Science Log.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

READING (Proper Nouns)

1. Ask your child to define a *common noun*, then a proper noun. A *common noun* is a person, place or thing. A *proper noun* is a *particular* person, place or thing. Have your child cite examples of each. Then, have him/her page through *Circle of Gold* to find more examples.

2. Write the following sentences on the chalkboard. Ask your child to circle the noun(s) in each sentence. Then, above each noun, have your child write whether the noun is common or proper.

   a. Mrs. Benson worked late each night.
   b. The pin was made very elegantly.
   c. The bracelet was an expensive gift.
   d. Mother's Day was an important event to the children.
   e. The telephone rang in the living room.
   f. Mr. Phillips worked at the *South Side Daily*.
   g. The children worked hard at school.
   h. The envelope had extra money in it.
   i. Hannibal was her dog.

3. Dictate the following paragraph to your child. Have him/her write the paragraph on a sheet of paper, checking it over for proper capitalization and punctuation.

   Mattie and Toni took the Jackson Park El to downtown Chicago one Saturday. They found a beautiful pin in Stern's. Mattie knew it was perfect for her mother. She began to work on an essay for the *South Side Daily*, hoping to win the prize money so she could buy the pin.

   Have your child underline all of the proper nouns in the paragraph. Then, have him/her think of a common noun that could substitute each proper noun. Have your child rewrite the paragraph using the common nouns. Ask your child to compare the two sentences. Which one does he/she like better? Which is more vivid?

MATH (Fractions)

Have your child calculate the following equivalent fractions:

$\frac{1}{4} = \frac{}{20}$	$\frac{2}{3} = \frac{}{15}$	$\frac{3}{5} = \frac{}{25}$	$\frac{3}{8} = \frac{}{32}$
$\frac{5}{9} = \frac{}{27}$	$\frac{1}{2} = \frac{}{8}$	$\frac{3}{4} = \frac{}{12}$	$\frac{3}{4} = \frac{}{16}$
$\frac{7}{8} = \frac{}{32}$	$\frac{3}{7} = \frac{}{28}$	$\frac{1}{10} = \frac{}{50}$	$\frac{1}{6} = \frac{}{48}$
$\frac{1}{5} = \frac{}{30}$	$\frac{5}{6} = \frac{}{24}$	$\frac{4}{7} = \frac{}{14}$	$\frac{2}{3} = \frac{}{21}$

SCIENCE (Caves)

1. Add the following words to your child's weekly 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 terms related to caves. Have your child arrange the entries in alphabetical order and write a definition for each word. Encourage your child to include illustrations where they might be most helpful.

cavern	guano	limestone	sea caves	speleothems	stalactites
column	lava caves	porous	speleology	spelunker	stalagmites

2. If possible, arrange for a trip to visit some nearby caves. Check with your local or state tourism office to learn about any caves or cave systems in your area. If it is not possible for you and your child to visit a cave, have your child write a letter requesting brochures and other information on a cave or cave system that is of particular interest to him/her.

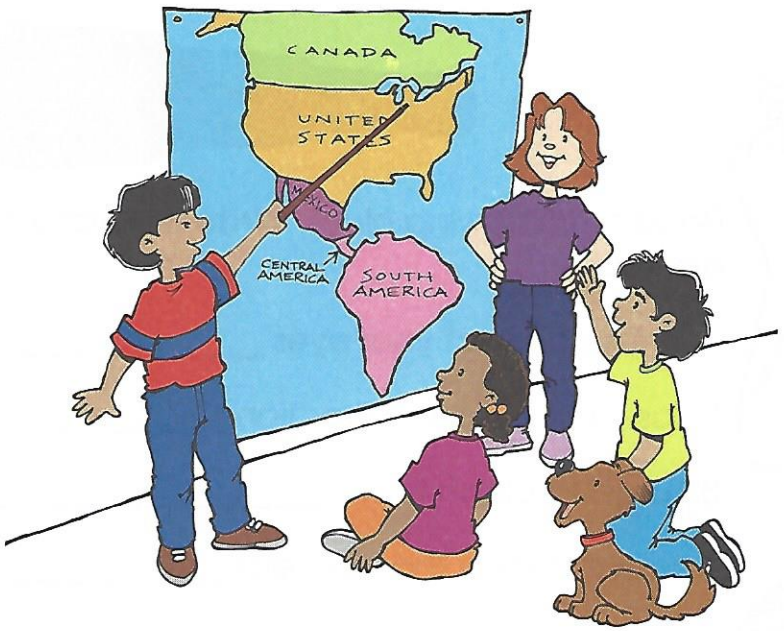
3. Caves have been used by people for hundreds of thousands of years. Archaeologists are scientists who study the cultural remains—structures, drawings, tools and other artifacts—left behind by humans. Although cave drawings and paintings have been discovered in caves throughout the world, it is believed that very few people have actually lived in caves since they are so dark, cold and damp.

SOCIAL STUDIES (Civil War)

1. Important Civil War battle sites include Bull Run, Gettysburg, Vicksburg, Atlanta, Chattanooga, Antietam, Chancellorsville, Fort Sumter, Mobile Bay and Appomattox Court House.

2. The Gettysburg Address is one of the best-known speeches in American history. Find a copy of Lincoln's famous speech for your child to read. Discuss its significance. Then, have your child memorize part of the speech—at the very least, the opening lines. Have your child recite (with expression!) the memorized parts on Thursday or Friday.

3. When Petersburg, Virginia, fell to the Union Army, General Lee knew that the end of the war was near. The North overpowered the South one last time in North Carolina, and Lee surrendered to Grant. Grant and Lee met in a home in Appomattox Court House, Virginia. Grant fed the starving Confederate soldiers and sent them home to plant their crops. The South faced many hardships after the war and harbored bitter feelings toward Lincoln.



Plentiful Plurals

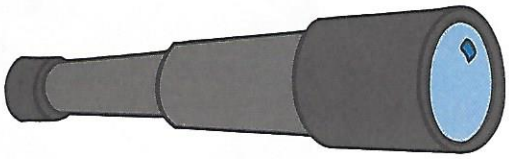
accounts
adventures
arches
blouses
classes
compasses
couches
decisions
dresses
erasers
eyelashes
inches
indexes
larynxes
syllables
telescopes
toothbrushes
walruses

The plural form of most words is formed by adding **s** to the singular form. **Example:** horse + s = horses

Singular words ending in **x**, **ss**, **sh** or **ch** usually form the plural by adding **es** to the singular.
Examples: tax + es = taxes church + es = churches

Write the singular form of each spelling word.

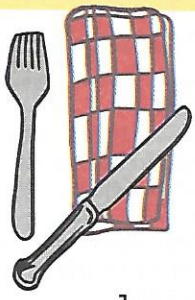
1. telescopes _____
2. inches _____
3. adventures _____
4. blouses _____
5. toothbrushes _____
6. arches _____
7. decisions _____
8. erasers _____
9. classes _____
10. indexes _____
11. walruses _____
12. compasses _____
13. eyelashes _____
14. couches _____
15. larynxes _____
16. dresses _____
17. accounts _____
18. syllables _____



Read the following clues. **Write** the word that matches each clue.

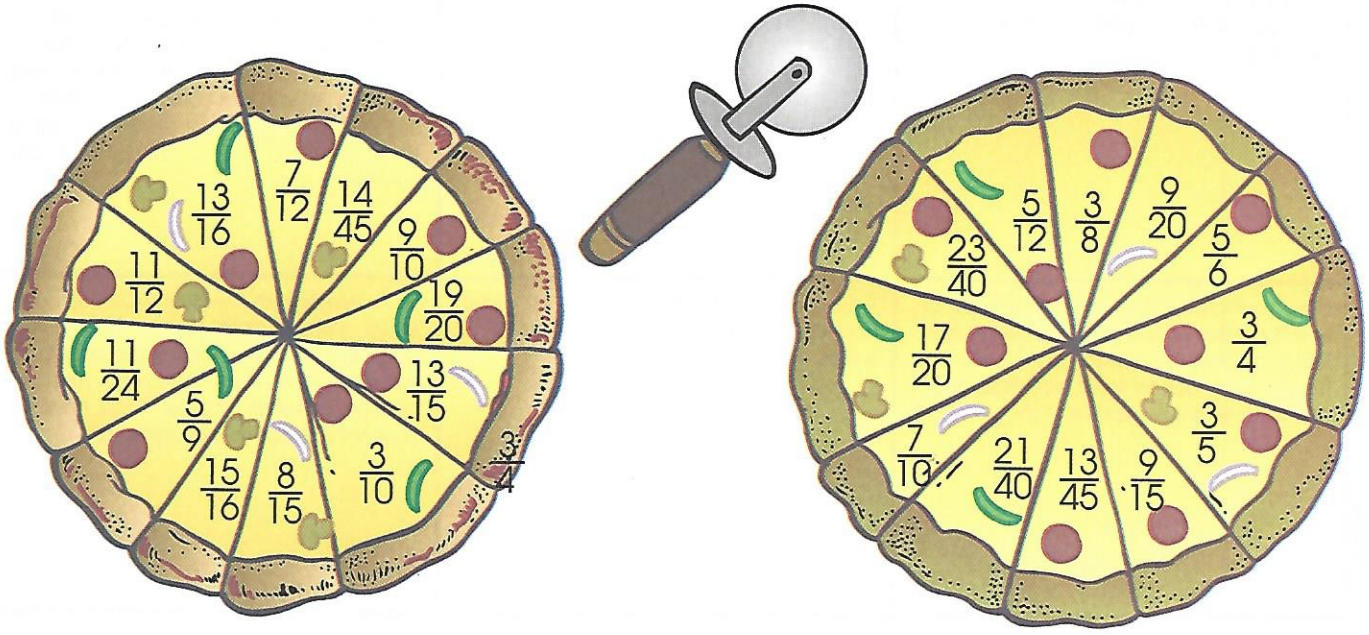
1. these protect your eyes _____
2. used to indicate direction _____
3. used to clean teeth _____
4. used to view the heavens _____
5. unit of measurement _____

Adding Unlike Fractions

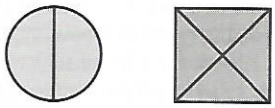


Solve the problems. **Shade** in your answers on the pizzas below to show which pieces have been eaten.

$\frac{1}{10}$	$\frac{3}{12}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{1}{5}$
$+\ \frac{4}{5}$	$+\ \frac{1}{6}$	$+\ \frac{1}{3}$	$+\ \frac{1}{5}$	$+\ \frac{1}{3}$
$\frac{2}{3}$	$\frac{5}{12}$	$\frac{2}{5}$	$\frac{1}{3}$	$\frac{3}{5}$
$+\ \frac{1}{4}$	$+\ \frac{1}{6}$	$+\ \frac{9}{20}$	$+\ \frac{2}{9}$	$+\ \frac{1}{10}$
$\frac{1}{10}$	$\frac{2}{3}$	$\frac{1}{8}$	$\frac{3}{8}$	$\frac{1}{5}$
$+\ \frac{1}{5}$	$+\ \frac{1}{5}$	$+\ \frac{1}{3}$	$+\ \frac{1}{5}$	$+\ \frac{1}{9}$



	Language Skills	Spelling	Reading
Monday	**Paragraphs** A topic sentence clearly states the subject of a paragraph. Sometimes the topic sentence also expresses a feeling about the subject. **Examples:** *The Northtown Gerbils are a really bad team.One of my favorite people in the world is my Aunt Alice.* Have your child write a topic sentence that states a subject and expresses feelings about that subject.	Pretest your child on these spelling words: anniversary, beauty, birthday, chimney, decoy, dictionary, highway, holiday, industry, monkey, mortuary, party, quantity, salary, strawberry, survey, turkey, valley Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Syllables** Review the rules of syllabication and accenting this week. Today, help your child make a chart of these rules. *See* Reading, Week 23, number 1. Introduce *Baseball Saved Us,* a picture book by Ken Mochizuki. Have your child read the book. Then, have your child write in his/her Reading Journal about the meaning of the book's title.
Tuesday	The topic sentence is often the first sentence in a paragraph. The rest of the paragraph is made up of sentences that relate back to the topic sentence. Have your child write several sentences that support the topic sentence written yesterday. Encourage your child to use both simple and compound sentences to add variety and interest to the paragraph.	Review this week's spelling words. Have your child complete **Persistent Plurals** (p. 243).	Ask questions to assess your child's comprehension of *Baseball Saved Us.* Have your child imagine what Shorty's life was like after camp and write a paragraph about it.
Wednesday	A paragraph should contain related sentences. Explain to your child that when he/she is ready to move to a new idea, he/she should start a new paragraph. Have your child read a story and determine where new paragraphs should begin. *See* Language Skills, Week 23.	Have your child use each of this week's spelling words correctly in a sentence.	Write several words with three, four and five syllables on the chalkboard. **Examples:** *admissible, communication, elaborate, fictitious, liveliest, sufficient.* Teach your child to use the same rules as discussed Monday to divide these words. **Example:** opportunity op•por•tu•ni•ty *See* Reading, Week 23, number 2 for a related activity.
Thursday	Teach your child how to identify the topic sentence in a given paragraph. Have your child complete **Dolphins** (p. 242).	Have your child study this week's spelling words.	Discuss accented syllables. Tap out a rhythm: **1**-2-3, **1**-2-3, **1**-2-3 or 1-2-**3**-4, 1-2-**3**-4, 1-2-**3**-4. Have your child tell which beat is accented. Explain to your child that words, like music, have stressed syllables. Words that contain more than one syllable have one or more accented or stressed syllables. *See* Reading, Week 23, numbers 3 and 4.
Friday	Have your child use proofreading symbols to edit a piece of his/her own writing (*see* Reading, Week 30, number 2). Have him/her also look for topic sentences and add them where necessary.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Write events from the story, *Baseball Saved Us,* on strips of paper. The events should range from the beginning of the story to the end. Cut out the sentences. Have your child arrange the events in order. Then, have your child illustrate each sentence.

Math	Science	Social Studies
Show your child a subtraction problem in which the fractions have different denominators. **Example:** $\frac{1}{3} - \frac{3}{10}$. Ask your child if you can subtract the numerators to solve this equation. Lead your child to see the need for finding a common denominator when subtracting fractions. Have your child complete **Sandwich Solutions** (p. 244).	**Canyons and Waterfalls** Ask your child to define *canyon* and *gorge*. In an encyclopedia or other resource, have your child read about how canyons and gorges are formed. Have your child add a glossary page on canyons and gorges to his/her Science Log. *See* Science, Week 23, numbers 1 and 2.	**Geographic Regions** Introduce the regions of the United States. *See* Social Studies, Week 23. Then, have your child compare the maps supplied in this book with a physical map of the U.S. *See* Social Studies, Week 23, number 1.
Teach your child to see fractions such as $\frac{2}{2}$ or $\frac{4}{4}$ as "wholes." Use several models to demonstrate this concept.  $\frac{2}{2}$ $\frac{4}{4}$	Have your child locate the major canyons and gorges of the world in an atlas. Are there any found in the Mountain States? Look at pictures of these sites in an encyclopedia or other resource. *See* Science, Week 23, number 3. Have your child write a descriptive paragraph or poem inspired by the appearance of one of the canyons.	Introduce a regional map activity that will take several days to complete. Copy the maps on pages 247–249 for this week. Provide your child with resources such as maps, a globe, an atlas, encyclopedias and other reference books. *See* Social Studies, Week 23, numbers 2–4. Have your child label and add features to **Mountain States** (p. 247). Save for Week 25.
Mixed Numbers and Improper Fractions: Use models to demonstrate improper fractions and mixed numbers. **Example:** The mixed number $1\frac{2}{3}$ is also known as the improper fraction $\frac{5}{3}$. Have your child model the mixed numbers below to rename them as improper fractions: $1\frac{1}{4}$ $3\frac{1}{2}$ $2\frac{3}{8}$ $6\frac{1}{2}$ $1\frac{11}{12}$ $2\frac{2}{5}$ $1\frac{2}{3}$ $1\frac{4}{7}$ $2\frac{3}{4}$ $3\frac{3}{10}$ $1\frac{7}{8}$ $4\frac{3}{5}$ $5\frac{1}{3}$ $3\frac{4}{5}$ $4\frac{5}{8}$	Have your child compose "Who-Am-I?" riddles about famous canyons and gorges. **Example:** I am in the state of Utah. I am up to half a mile wide. My steep walls are up to 3,000 feet high. I am known for my beautiful colors. What am I? (Answer: *Zion Canyon*)	Have your child label and add features to **North Central States** (p. 248). Save this page for Week 25.
Teach your child to convert an improper fraction to a mixed number without using models. *Divide the numerator by the denominator. If there is a remainder, the remainder is the fractional part of the divisor.* **Example:** $\frac{7}{2}$ Divide: $7 \div 2 = 3$ R1 *Place the remainder over the original denominator:* $3\frac{1}{2}$ Have your child complete **Fractions: Improper to Mixed** (p. 245).	Have your child read about, then define, waterfalls. Discuss how they are created. Can your child explain the difference between a cascade and a cateract? Have your child gather some facts about waterfalls, such as the highest falls, the falls with the greatest volume of water and the longest falls. Have him/her use this information to create a small fact sheet on waterfalls.	Have your child label and add features to **South Central States** (p. 249). Save this page for Week 25.
Teach your child to convert a mixed number to an improper fraction without using models. The multiplication method is shown here. *Multiply the whole number by the denominator.* **Example:** $2\frac{3}{4}$ $2 \times 4 = 8$ *Add that number to the numerator.* $8 + 3 = 11$ *Maintain the original denominator.* $\frac{11}{4}$ *See* Math, Week 23 for the addition method. Have your child complete **Fractions: Mixed to Improper** (p. 246).	Ask your child to choose a famous waterfall. Have your child write about the waterfall's appearance, location and other interesting facts.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Paragraphs)

Give your child a copy of the following story, as written. Have your child read the story and mark any corrections using proofreading symbols (*See* Reading, Week 30, number 2 for a list of proofreading symbols). Have your child look for proper capitalization, subject/verb agreement and correct pronouns. Teach your child how to use the paragraph symbol (¶) to show where a new paragraph should begin. Have your child rewrite the story with corrections, then add an illustration of Skooter.

How Skooter Got Her Stripes

Late one night, a baby skunk named Skooter wandered away from her mother's side. the mother skunk were not worried about her daughter when she noticed she had leaved. skooter was an independent little skunk who wanted to go off to explore the world for himself. skooter roamed through the woods, grumbling and complaining to herself because the terrain and protruding roots hurt her tired, tender feet. At the edge of the woods, skooter happened upon a cool, flat strip of black surface (known to humans as a road). it soothed her pounding paws. exhausted, she lay down in the center of the road to take a little snooze. As Skooter slept, a road crew came by to paint the white line down the center of the road. them never seen skooter as her black fur blended in with the black asphalt of the road. they painted right over him. from that night on, skooter has had a white stripe down the center of her back. her friends liked it so much that they all begged their mothers for a stripe like skooter's.

READING (Syllables)

1. Have your child make a chart of the following rules for dividing words into syllables. Remind your child that the number of vowel sounds heard is the same as the number of syllables in a word. Help your child come up with examples for each rule. Post the chart for reference.
   a. Compound words divide between the two root words.
   b. Two-syllable words with two consonants in the middle are divided between the consonants.
   c. Two-syllable words with a consonant and a blend in the middle are divided between the consonant and the blend. A blend is *never* divided.
   d. Two-syllable words with one consonant in the middle are divided *before* the middle consonant. **Exception:** If the first vowel sound is short, divide *after* the middle consonant.
   e. Two-syllable words that end with a consonant + *le* are divided in front of the consonant.
   f. When a vowel is followed by *r*, divide the syllables after the *r*.

2. Have your child divide the following words into syllables. He/she may use a dictionary if necessary.

amusement	evasive	reverently
antagonistic	extricate	ruthless
antiquated	gingerly	self-respecting
blimey	horrendous	suspect
conservatory	incidentally	unshod
conversation	minute	vanished
creatures	remotely	varmint

   Next, have your child write a brief story using as many of these words as possible. The story may be serious or silly.

3. Show your child what an accent mark looks like. Look in the dictionary at words that have accent marks. Point out that some accent marks are darker than others. Explain that the darker mark denotes the primary accent while the lighter mark shows the secondary accent. In some dictionaries, the primary accent mark is set higher than the secondary accent. **Example:** ˈpen-mən-ˌship. Teach your child to read the words with the accents.

4. Say some words that contain three or more syllables. Ask your child to listen carefully, clapping out the word if necessary, and tell which syllable is accented.

MATH (Mixed Numbers and Improper Fractions)

There are two methods of converting a mixed number to an improper fraction. Teach your child both methods and let him/her decide which one makes more sense. The multiplication method is shown in the lesson plan.

Here is the addition method:

Mixed number: $2\frac{3}{4}$
Think of the whole number as a fraction with the given denominator: $2 = \frac{8}{4}$
Add the "whole number" to the fraction to convert to the improper fraction: $\frac{8}{4} + \frac{3}{4} = \frac{11}{4}$

SCIENCE (Canyons and Waterfalls)

1. The word *canyon* comes from a Spanish word meaning "tube." Canyons are deep valleys with steep sides cut through the land by the erosive forces of water and wind. A narrow canyon with steep sides is called a *gorge*.
2. Add the following words to your child's weekly 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 words related to canyons. Have him/her arrange the entries in alphabetical order and write a definition for each word.

canyon	fiords	gorge	stream velocity	waterfall
erosion	glacier	rapids	valley	whitewater

3. Have your child locate these canyons and gorges on a map. Then, have your child look at photographs of these magnificent land formations.

Bryce Canyon	Zion Canyon	Yellowstone
Grand Canyon	Kings Canyon	Royal Gorge

SOCIAL STUDIES (Geographic Regions)

BACKGROUND
The United States is often divided into seven regions. The regions are defined by common features, such as landforms, climate and natural resources. In this book, the regions will be referred to as Mountain States, North Central States, South Central States, Northeastern States, Southeastern States, Midwest States and Pacific States.

1. Look at a physical map of the U.S. with your child. The colors of the map divide the country into natural regions. Have your child look at the regions outlined on pages 247–249 and 256–259. Then, have him/her compare the seven regions on the worksheets to the naturally occurring regions shown on the physical map. *Where are the boundaries similar?*
2. Review landforms and bodies of water. Have your child give a brief definition of each of the following physical features and name an example of each: *mountain, island, volcano, river, ocean, bay, peninsula, coast, delta* and *plain.*
3. Have your child look at the keys, or legends, of several maps before designing a legend for the regional maps. Have your child make a list of the features he/she would like to include on the regional maps, then design symbols to represent each of those features. For example, mountains may be represented by zigzags, state boundaries may be represented by solid black lines and the fishing industry may be represented by a picture of a fish. These symbols may be developed as your child reads more about each region.
4. Using a pencil, felt-tip markers and colored pencils, have your child fill in each regional map with features. The following is a list of suggestions for your child:
   a. Write each state's name within that state's boundaries.
   b. Use a symbol to indicate the location of each state's capital. Label the capital.
   c. Research each state. Add features to the map, such as natural resources found in the state, as well as land and water forms. Use the symbols in your key. (See number 3, above.)
   d. Represent the major industries of each state with different symbols.

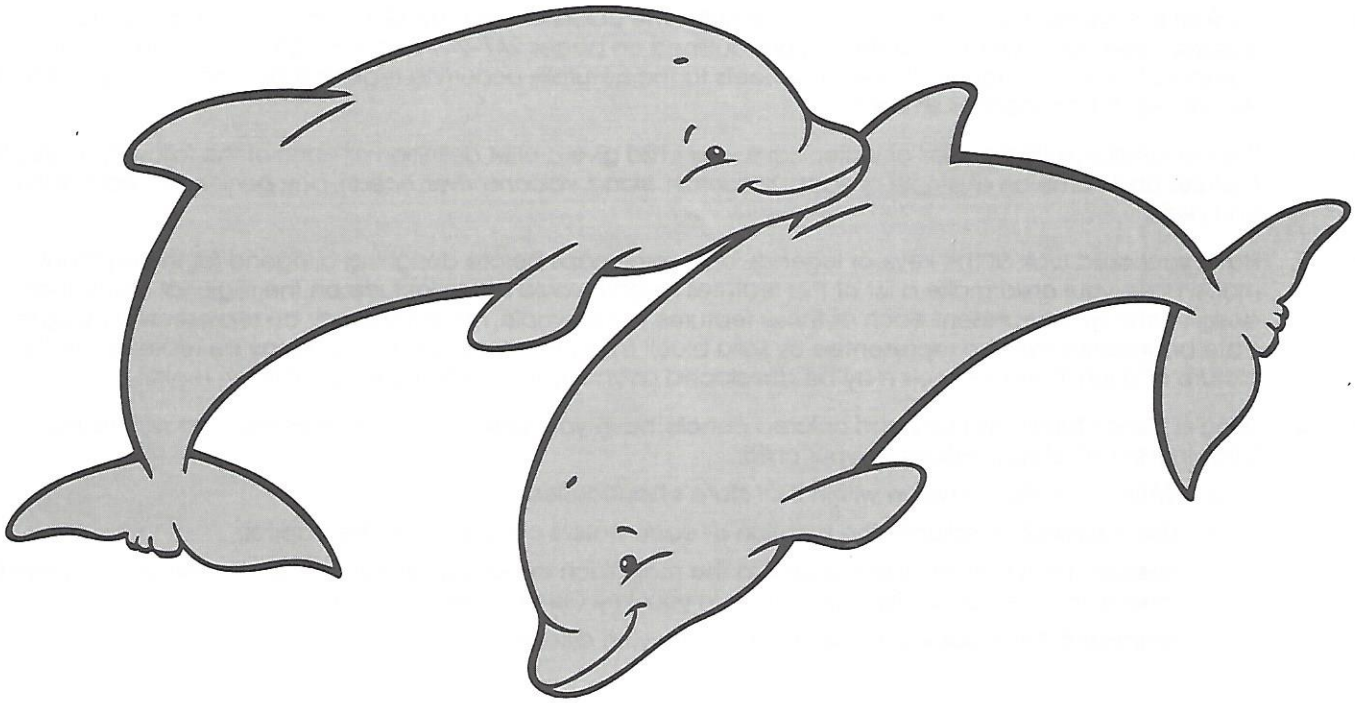
Dolphins

Underline the topic sentence of each paragraph. Add the missing punctuation.

Dolphins are among the most intelligent animals on Earth. They are playful as well as smart and are easily trained for zoo and aquarium shows. They jump through hoops and fetch and grab objects from the trainer's hands Dolphins communicate with each other in a variety of ways using clicking whistling and slapping sounds.

Dolphins can locate objects easily under the water through a system called *echolocation* This is like a built-in sonar system. The dolphin makes a series of clicking sounds then listens for the sounds as echoes bounce back from the underwater object.

Many dolphins are caught and killed. These friendly mammals are killed by hunters of several nations for their meat and oils and are often caught in fishing nets intended to catch tuna cod and other fish. Steps have been taken to try to limit the number of dolphins killed



Persistent Plurals

anniversary
beauty
birthday
chimney
decoy
dictionary
highway
holiday
industry
monkey
mortuary
party
quantity
salary
strawberry
survey
turkey
valley

Words ending in **y**, preceded by a vowel, form the plural by adding **s** to the singular. **Example:** boy → boys

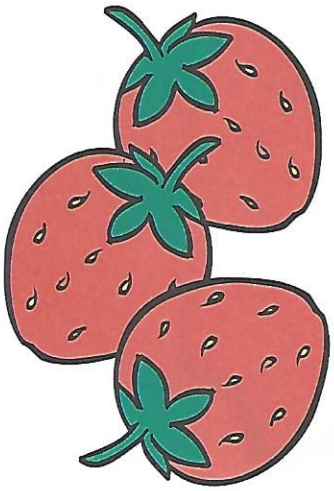
Words ending in **y**, preceded by a consonant, form the plural by changing the **y** to **i** and adding **es**.
Example: bunny → bunnies

Using the rules above, **write** the **singular** and **plural** forms of each spelling word in the appropriate category.

vowel **y** = add **s**

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____

consonant **y** = change **y** to **i** + **es**



1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____

On the lines below, **rewrite** the two rules above in your own words.

_____

_____

_____

Sandwich Solutions

Solve the following subtraction problems to find out who invented the sandwich.
Write the letter next to each problem above its answer at the bottom.

A. $\frac{3}{5} - \frac{1}{4}$

I. $\frac{7}{10} - \frac{3}{5}$

W. $\frac{13}{18} - \frac{1}{6}$

F. $\frac{18}{25} - \frac{2}{5}$

A. $\frac{5}{6} - \frac{1}{3}$

D. $\frac{1}{2} - \frac{5}{12}$

N. $\frac{2}{3} - \frac{1}{12}$

L. $\frac{8}{9} - \frac{1}{6}$

O. $\frac{4}{5} - \frac{2}{3}$

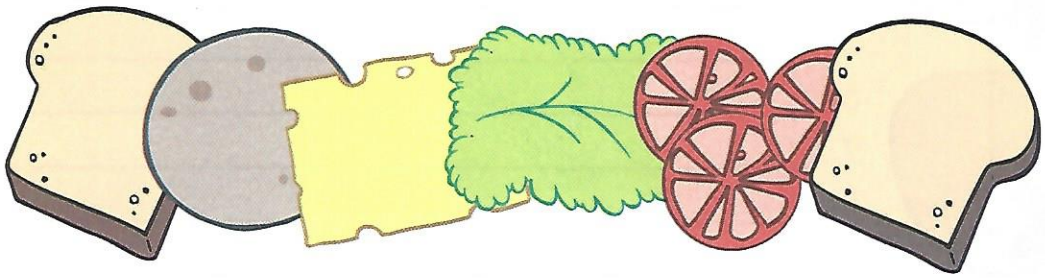
E. $\frac{9}{16} - \frac{1}{4}$

C. $\frac{7}{8} - \frac{3}{4}$

H. $\frac{19}{20} - \frac{4}{5}$

R. $\frac{5}{8} - \frac{3}{16}$

S. $\frac{1}{7} - \frac{1}{14}$



$\frac{5}{16}$	$\frac{7}{20}$	$\frac{7}{16}$	$\frac{13}{18}$	$\frac{2}{15}$	$\frac{8}{25}$	$\frac{1}{14}$	$\frac{1}{2}$	$\frac{7}{12}$	$\frac{1}{12}$	$\frac{5}{9}$	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{3}{20}$

Fractions: Improper to Mixed

Change the fractions to mixed numbers. **Shade** in each answer to find the path to the pot of gold.

1. $\frac{11}{9}$ =
2. $\frac{8}{3}$ =
3. $\frac{8}{7}$ =
4. $\frac{11}{6}$ =
5. $\frac{7}{3}$ =
6. $\frac{7}{6}$ =
7. $\frac{9}{4}$ =
8. $\frac{8}{5}$ =
9. $\frac{4}{3}$ =
10. $\frac{7}{2}$ =
11. $\frac{3}{2}$ =
12. $\frac{6}{5}$ =
13. $\frac{7}{4}$ =
14. $\frac{9}{2}$ =
15. $\frac{11}{8}$ =
16. $\frac{5}{2}$ =
17. $\frac{9}{7}$ =
18. $\frac{11}{4}$ =
19. $\frac{17}{12}$ =
20. $\frac{13}{12}$ =

$1\frac{3}{5}$ $1\frac{1}{12}$ $2\frac{3}{4}$ $1\frac{4}{7}$ $2\frac{1}{6}$ $1\frac{5}{7}$ $1\frac{3}{8}$

$1\frac{11}{12}$ $4\frac{1}{3}$ $1\frac{1}{2}$ $1\frac{4}{5}$ $3\frac{3}{4}$ $4\frac{3}{4}$ $2\frac{1}{4}$ $2\frac{5}{6}$ $2\frac{6}{7}$

$4\frac{1}{2}$ $3\frac{1}{3}$ $2\frac{1}{2}$ $1\frac{7}{12}$ $1\frac{5}{8}$ $2\frac{1}{3}$ $3\frac{1}{2}$ $1\frac{1}{5}$ $1\frac{6}{7}$

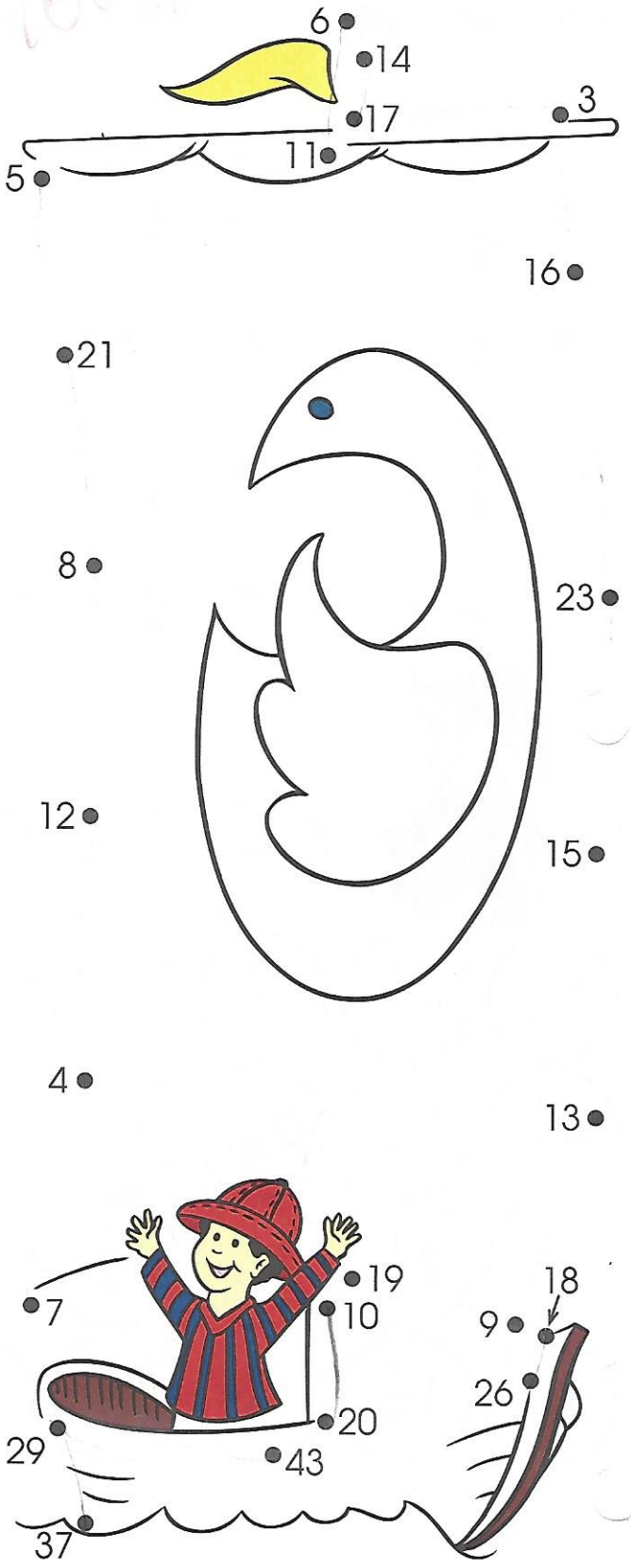
$1\frac{2}{9}$ $2\frac{1}{5}$ $1\frac{5}{12}$ $1\frac{3}{4}$ $1\frac{1}{3}$ $1\frac{5}{6}$ $3\frac{1}{6}$ $4\frac{2}{3}$ $2\frac{4}{5}$

$1\frac{1}{7}$ $1\frac{4}{9}$ $1\frac{2}{3}$ $1\frac{3}{7}$ $1\frac{1}{6}$ $2\frac{2}{3}$ $1\frac{2}{7}$

Fractions: Mixed to Improper

Solve the problems. **Connect** the dots in the order of the answers.

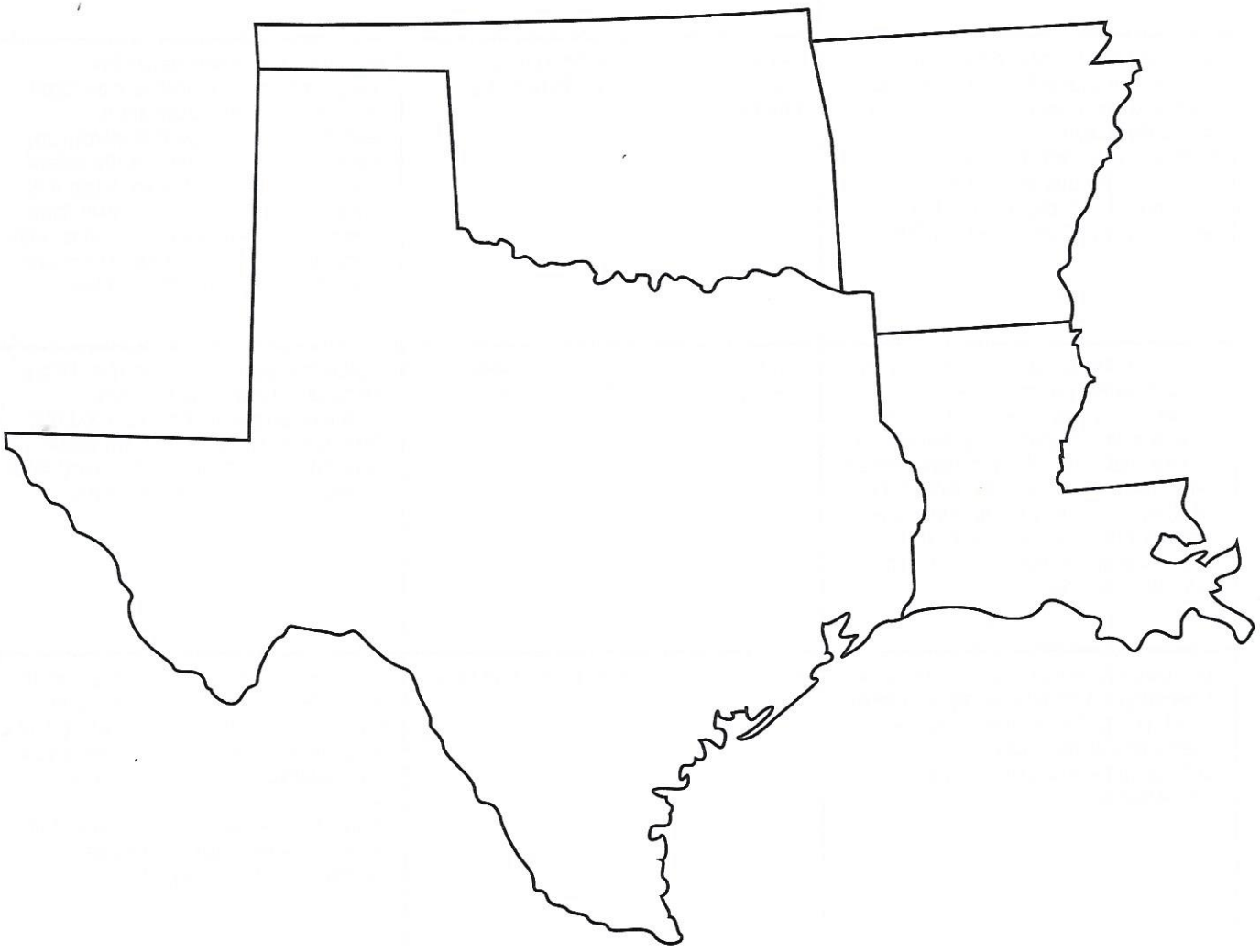
1. $1\frac{2}{5} = \frac{\quad}{5}$
2. $1\frac{1}{3} = \frac{\quad}{3}$
3. $1\frac{5}{7} = \frac{\quad}{7}$
4. $2\frac{2}{3} = \frac{\quad}{3}$
5. $2\frac{5}{8} = \frac{\quad}{8}$
6. $2\frac{1}{2} = \frac{\quad}{2}$
7. $1\frac{5}{6} = \frac{\quad}{6}$
8. $1\frac{1}{5} = \frac{\quad}{5}$
9. $2\frac{4}{5} = \frac{\quad}{5}$
10. $1\frac{1}{16} = \frac{\quad}{16}$
11. $1\frac{1}{2} = \frac{\quad}{2}$
12. $3\frac{1}{5} = \frac{\quad}{5}$
13. $1\frac{11}{12} = \frac{\quad}{12}$
14. $1\frac{7}{8} = \frac{\quad}{8}$
15. $1\frac{6}{7} = \frac{\quad}{7}$
16. $2\frac{1}{4} = \frac{\quad}{4}$
17. $1\frac{7}{12} = \frac{\quad}{12}$
18. $1\frac{3}{7} = \frac{\quad}{7}$
19. $6\frac{2}{3} = \frac{\quad}{3}$
20. $3\frac{3}{5} = \frac{\quad}{5}$
21. $1\frac{5}{21} = \frac{\quad}{21}$
22. $1\frac{7}{36} = \frac{\quad}{36}$
23. $1\frac{9}{20} = \frac{\quad}{20}$
24. $1\frac{13}{24} = \frac{\quad}{24}$



Mountain States

North Central States

South Central States



	Language Skills	Spelling	Reading
Monday	**Main Idea** Guide your child as he/she plans a report on a historical person. your child's plan should include the topic sentence (or main idea) of each paragraph. Have your child begin writing a rough draft of the report based on his/her plan. Have your child fill in each paragraph with details to support the topic sentence.	Pretest your child on these spelling words: calves heroes thieves echoes leaves tomatoes elves moose wives geese potatoes wolves halves scarves women handkerchiefs shelves yourselves Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Outlining a Story** Introduce *Stone Fox* by John Reynolds Gardiner. Teach your child how to outline the story as he/she reads. *See* Reading, Week 24. Have your child read chapters 1 and 2 of *Stone Fox*. **Vocabulary:** *examination, harmonica, churns, imagination.*
Tuesday	Show your child a picture from a magazine or book. Ask your child to study the picture, describe several details and tell the main idea of the picture. Have your child write a paragraph describing the main idea of the picture. The paragraph should begin with a topic sentence and include supporting details.	Review this week's spelling words. Have your child complete **Perplexing Plurals** (p. 254).	Have your child select descriptive paragraphs from the book to read aloud. Discuss what each paragraph is describing. Ask your child to identify any metaphors or similes used by the author. Have your child read chapters 3 and 4 of *Stone Fox*. Have your child answer these questions in his/her Reading Journal: *Can a ten-year-old live on his/her own in your town? How long could Willy continue without help?*
Wednesday	Read aloud the following related phrases: *honking horns, screaming people, policeman's whistle.* Ask your child to name how the phrases are all related or to state the main idea. There is more than one correct answer. For example, these things are all noisy, but they are also things you might hear in a city. Have your child name other words or phrases that fit under this particular main idea.	Have your child use each of this week's spelling words correctly in a sentence.	Explain the reasons for taxes and discuss the types of things that are taxed. Have your child read chapters 5 and 6 of *Stone Fox*. Have your child write about Stone Fox's dream for his people and how he helped them achieve that dream.
Thursday	Copy paragraphs from a book, magazine or newspaper. Eliminate the topic sentence in each paragraph, but leave a space where it was written. Have your child read each paragraph and write an appropriate topic sentence.	Have your child study this week's spelling words.	Call on your child to recall details from the story. Have your child locate and read aloud a sentence that tells something funny about the main character, something scary that happened or something about the setting. Have your child read chapters 7 and 8 of *Stone Fox*. **Vocabulary:** *investigate, treacherous, abrupt, jagged.*
Friday	Have your child look at a group of details to generate a possible topic sentence. *See* Language Skills, Week 24. Have your child choose one of the topic sentences to turn into a descriptive paragraph. Encourage your child to use specific language, vary the length of sentences and add adjectives to make the paragraph interesting. Have your child illustrate the paragraph if time allows.	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 *Stone Fox*. Have him/her summarize the book in outline form. Watch the movie *Iron Will* (Walt Disney Productions, 1994). Have your child compare the movie to Gardiner's book using a Venn diagram. *How are the book and the movie similar? How are they different?*

Math	Science	Social Studies
Measuring with a ruler is a natural application for fractions. All the lines on an inch ruler can be confusing (less confusing on a centimeter ruler). Help your child see the lines as logical divisions of the unit (one inch). Guide your child to see that each inch is divided into 2 halves, 4 fourths, 8 eighths and 16 sixteenths. Draw several 2-inch sections for your child to label. Have your child write the appropriate fractions at each line on the ruler.	**River Systems** Have your child read about the major rivers of the world. Have him/her locate the following rivers on a map or globe: Nile, Amazon, Niger, Mississippi, Missouri, Yangtze, Yenisei, Congo, Huang He, Lena, Mekong, Amur, Mackenzie, Ob and Volga. Have your child add a glossary page on river systems to his/her Science Log. *See* Science, Week 24, number 1.	Have your child label and add features to **Northeastern States** (p. 256). Save for Week 25.
Watch your child as he/she measures at least ten small items (each under 6 inches in length). Assess your child's ability to measure accurately to the sixteenth of an inch. Does he/she place the zero of the ruler at the edge of the item being measured? Does your child name the fraction or mixed number accurately? Does your child write the accurate measurement correctly on paper? Reteach if necessary.	Have your child read about the Mississippi, Nile and Amazon river systems. Discuss the different parts of a river system. Have your child complete **River System** (p. 255).	Have your child label and add features to **Southeastern States** (p. 257). Save for Week 25.
Demonstrate addition with mixed numbers. Use models with the same fractional parts for each equation (all fourths or all thirds). First, ask your child to model the numbers $2\frac{3}{4}$ and $3\frac{1}{4}$. Then, have him/her move the two models together to determine the sum. Write down the equation as your child works. Repeat several times, each time with different fractions. Let your child try writing the equations as well.	Have your child construct a bar graph comparing the approximate lengths of the world's fifteen longest rivers. *See* Science, Week 24, number 2.	Have your child label and add features to **Midwestern States** (p. 258). Save for Week 25.
Introduce addition of mixed numbers with different denominators. Ask your child to propose a procedure for solving the equation $\frac{4}{6} + 1\frac{3}{4}$. Try out your child's suggestion to see if it works. If it does, then continue to use it. If your child's suggestion does not work well, try another method. *See* Math, Week 24. Have your child try solving these problems: $5\frac{5}{6} + 7\frac{3}{4}$ $\quad 9\frac{1}{2} + \frac{7}{8}$ $10\frac{1}{7} + 3\frac{2}{3}$ $\quad 8\frac{1}{4} + 17\frac{3}{10}$	Teach your child about how a river delta forms. Have your child locate the world's major river deltas in an atlas or on a globe. *See* Science, Week 24, numbers 3 and 4.	Have your child label and add features to **Pacific States** (p. 259). Save for Week 25.
Demonstrate subtraction with mixed numbers. Use models with the same fractional parts for each equation (all fourths or all thirds). First, ask your child to model the number $2\frac{3}{4}$. Then, have him/her remove the fraction $1\frac{2}{4}$ and determine the difference. Write down the equation as your child works. Repeat several times, each time with different fractions. Let your child try writing the equations as well.	Have your child read about the major rivers and tributaries in your state and locate these rivers on a state map. *See* Science, Week 24, number 5 for a series of questions about your state's rivers. Have your child research the answers to these questions. Discuss with your child, then have him/her write the questions and answers in his/her Science Log.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Main Idea)

Write each group of details below on a separate index card. Have your child write a possible topic sentence on the back of each card. Keep the cards for future reference for writing activities.

good smell, hot steam, dirty dishes
dark clouds, bent trees, people running
peas, cauliflower, turnips, asparagus
people cheering, ball flying, players running
cool drinks, beaches, shady spots, fans

long distances, highways, cities, towns
bathing, feeding, petting, barking
fingers, calculator, abacus
pencils, eraser, paper, crayons, notebook
dance lesson, hockey practice, dentist appointment

READING (Outlining a Story)

Teach your child how to outline a story. Write the following skeleton outline on the chalkboard and discuss.

I. Introduction
  A. Setting
    1. Where
    2. When
  B. Characters
II. Problem
  A. Mini-plots
    1. Briefly describe the events.
    2. Number these events in order.
  B. Climax
III. Ending
  A. Solution
  B. Wrap-up

MATH (Fractions)

The following is one method of adding mixed numbers.

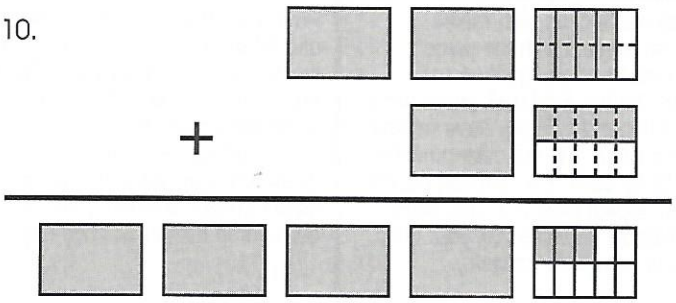
1. Find the LCM (least common multiple) of the denominators.
2. Multiply the numerator and denominator of each fraction by a number to reach the LCM.
3. Add the whole numbers.
4. Add the fractions.
5. Convert an improper fraction to a mixed number.
6. Reduce the fraction to lowest terms.

$2\frac{4}{5} + 1\frac{1}{2}$ The LCM of 5 and 2 is 10.

$2\frac{4}{5}\ {}^{(\times 2)}_{(\times 2)} + 1\frac{1}{2}\ {}^{(\times 5)}_{(\times 5)}$

$2\frac{8}{10} + 1\frac{5}{10} = 3\frac{13}{10}$

$3\frac{13}{10} = 4\frac{3}{10}$



SCIENCE (River Systems)

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 words related to rivers. Have him/her arrange the entries in alphabetical order and write a definition for each word.

alluvial fan	gradient	oxbow lake	tributary	young river
channel	headwaters	rapids	valley	
delta	lake	runoff	velocity	glacier
flood plain	meander	silt	waterfall	

2. Have your child construct a bar graph comparing the approximate lengths of the fifteen longest rivers in the world. Your child will need to do some research to find the lengths (in miles and in kilometers) of each of these rivers: Nile, Amazon, Mississippi, Missouri, Yangtze, Yenisei, Congo, Huang He, Lena, Mekong, Amur, Mackenzie, Niger, Ob and Volga. Help your child set the scale of the bar graph to fit the large numbers.

3. Have your child read about how river deltas are formed. Explain that the Greek letter *delta* is a triangle. Herodotus, an ancient Greek, first used the word *delta* to describe the triangular formation of land at the mouth of a river. Find a map of Egypt and point out the Nile delta and its shape. Deltas are formed when clay, gravel, sand, sediment and silt are deposited at the mouth of a river. Can your child name a major delta located in the United States?

4. Have your child look in a world atlas at the mouths of the following rivers in search of deltas: Mississippi, Mekong, Ganges-Brahmaputra, Rhine, Orinoco and Niger. Ask your child to ponder the following questions. Discuss your child's answers.

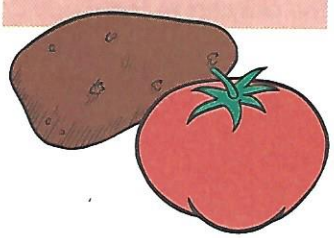
   Why are large cities often located near large river deltas?
   Why are deltas such good areas for agriculture?
   What are the dangers from flooding in a delta region?
   Why do the river channels through a delta have to be dredged for ship traffic?
   Why is the Mississippi delta called a "bird-foot" delta?
   Why do deltas keep getting larger?

5. Have your child read about the major rivers in your state. Have him/her research the answers to the following questions:

   Are any of the rivers used for hydroelectric power supply?
   Are any of the rivers used for commercial traffic?
   Are any of the rivers used for recreation?
   Do any of the rivers continue into neighboring states?
   Are any of the rivers used for fresh water supplies?
   Are any of the rivers used for agricultural irrigation?
   Have any of the rivers flooded towns and cities in recent years?

Perplexing Plurals

calves
echoes
elves
geese
halves
handkerchiefs
heroes
leaves
moose
potatoes
scarves
shelves
thieves
tomatoes
wives
wolves
women
yourselves



Some plurals involve changes in vowels or even consonants. These are called irregular plurals. Here are some common rules for spelling plurals.

Most words ending in **f** or **fe** form the plural by changing the **f** or **fe** to **v** and adding **es**. **Example:** wolf–wolves

A few words ending in **f** just add **s**. **Example:** chief–chiefs

Words ending in **o** add **s** or **es**. **Example:** buffalo–buffaloes

Some plurals involve changes within the word.
Examples: foot–feet mouse–mice

Some singular and plural forms have the same spelling.
Examples: deer–deer sheep–sheep

Write the plural form of each spelling word in the appropriate category.

f to **v**, add **es**

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

same singular and plural

_____

add **s** only

_____

vowel change

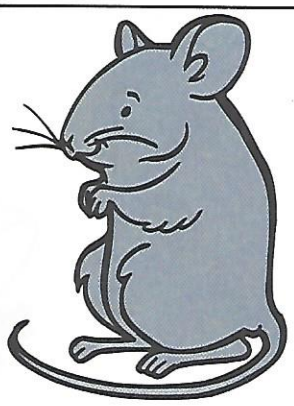
_____
_____

end in **o**, add **es**

_____ _____
_____ _____

Complete the following analogies using the spelling words.

1. **Snow** is to **shovel** as _____ are to **rake**.
2. **Boys** are to **men** as **girls** are to _____.
3. _____ are to **neck** as **belts** are to **waist**.
4. **Lives** are to **life** as **calves** are to _____.
5. **Mouse** is to **mice** as **goose** is to _____.



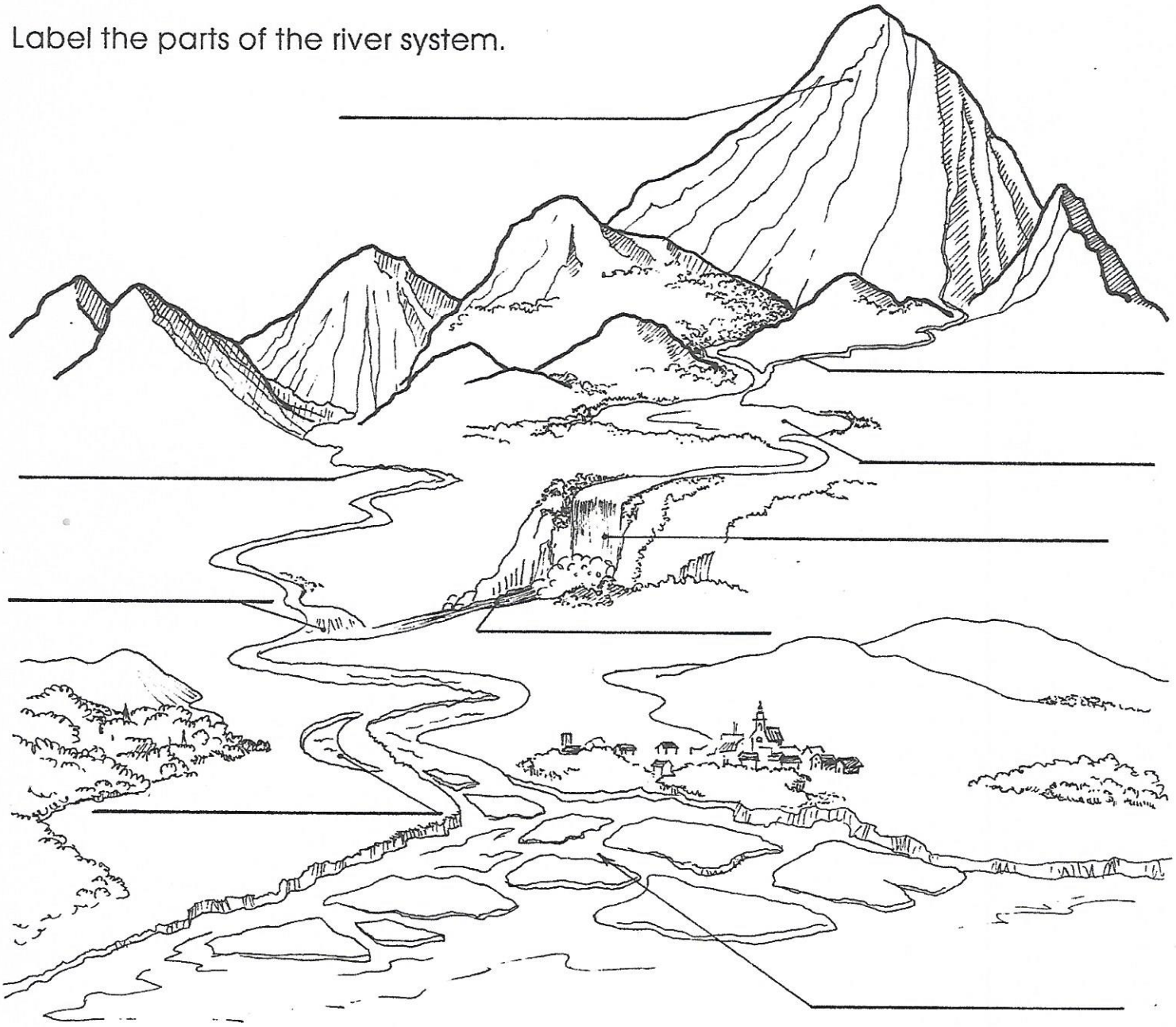
River System

Week 24

Name _____

A river may begin its journey to the sea high up in the mountains as a melting glacier, or as a number of small streams and brooks high up in the hills. As the river flows downhill the moving water reshapes the land by carrying away sand, stones, and clay. The river and all the water that flows into it make up the **river system**.

Label the parts of the river system.



WORD BANK

glacier	lake	waterfall	rapids
delta	meander	alluvial fan	tributary
oxbow lake			

Week 24

Northeastern States

p. 256

Southeastern States

Midwestern States

Pacific States

Mary Lou Olsen, More Creative Connections, has activities for Robert Lawson, Rabbit Hill pp. 95–102 (including chapter by chapter vocabulary words)

Week 25

	Language Skills	Spelling	Reading
Monday	**Paragraphs** Have your child write an article about a scientist. Have him/her plan the article by forming a topic sentence and several supporting sentences for each paragraph. *See* Language Skills, Week 25, number 1.	Pretest your child on these spelling words: conserve, constructed, impatient, imperfect, impersonate, impractical, impure, prearrange, prepaid, preview, react, recall, recharge, reclaim, redecorate, redeem, relate, retain Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	**Life Skills** This week, engage your child in practical, everyday reading exercises. Today, focus on the phone book. Have your child look at your local telephone directory. Discuss how it is arranged. Have your child look up your family's listing and the listings of your doctor, city hall, friends and relatives. Prepare an activity sheet for your child to complete independently. *See* Reading, Week 25, numbers 1 and 2.
Tuesday	Each supporting sentence in a paragraph should relate to the topic sentence. *See* Language Skills, Week 25, number 2. Have your child write a paragraph using one of the following topic sentences. Make sure each sentence in your child's paragraph supports the topic sentence. *The Yankees are the best ball team in history.* *My mother is an excellent cook.* *My brother taught me how to use a yo-yo.*	Review this week's spelling words. Have your child complete **Preparing for Prefixes** (p. 264).	Today, focus on the newspaper. Using the index as a guide, have your child find the score of last night's game, a weather report and the time the news is on tonight. When your child seems familiar with the paper, prepare a worksheet of questions, such as these: *Who came to visit the city yesterday and gave a speech in the town square? What movie is playing at the local theater? Who wrote letters to the editor? See* Reading, Week 25, number 3.
Wednesday	Teach your child to develop a paragraph by answering these six questions: who, what, when, where, why and how. Use the following topic sentence to demonstrate how answering these six questions can fill out a paragraph: *Stu's family went on a two-week vacation.* Have your child write a paragraph by first choosing a topic and asking some questions, then developing a topic sentence and supporting sentences.	Have your child use each of this week's spelling words correctly in a sentence.	Today, focus on using maps. Look at a city map with your child. Establish your location and have your child find other familiar spots. Ask your child specific questions: *How many blocks is it from the court house to the library? In what direction would you walk to get to the hospital? What is located just east of the fire station? See* Reading, Week 25, number 4. Have your child plan a route between two places and write out the directions.
Thursday	Have your child write an expository paragraph on a nonfiction topic of his/her choice. Have your child research the topic and take notes before organizing the information into an interesting paragraph.	Have your child study this week's spelling words.	Plan a scavenger hunt. Hide clues around your house and neighborhood. Draw a map and give your child the first clue. When your child gets to the place described, he/she should look to find a second clue. Arrange for your child to find a special prize or arrive at a special place at the end of the hunt.
Friday	Allow your child time to edit and revise his/her expository paragraph. Depending on the topic, your child may want to add an illustration or photograph to accompany the paragraph.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Show your child labels on medicines, cleaners, food and other household items. Discuss the importance of reading labels. Teach your child to look for and read warnings, expiration dates, ingredients, directions, uses and nutritional values on labels. Have your child look at a variety of labels to see what type of information is given on each. *See* Reading, Week 25, numbers 5 and 6.

Math	Science	Social Studies
Introduce subtraction of mixed numbers with different denominators. Ask your child to propose a procedure for solving the equation $2\frac{4}{5} - 1\frac{3}{4}$. Try your child's suggestion to see if it works. If it does, then continue to use it. If your child's suggestion does not work well, try another method. *See* Math, Week 25, number 1. Have your child solve the following problems: $9\frac{1}{3} - 3\frac{3}{4}$ $\quad 8 - 5\frac{2}{9}$ $\quad 12\frac{1}{2} - 5\frac{2}{3}$ $7\frac{1}{3} - 2\frac{5}{6}$ $\quad 10 - 4\frac{3}{7}$ $\quad 15\frac{1}{20} - 4\frac{1}{4}$	**Oceans and Seas** Provide books and other resource materials for your child's reference on the world's oceans and seas. *See* Science, Week 25, number 1. Have your child add a glossary page on oceans and seas to his/her Science Log. *See* Science, Week 25, number 2.	Have your child cut out and paste the labeled regions of the United States (pgs. 247–249 and 256–259) onto a large sheet of paper or poster board. Have your child label the map and draw a key, or legend, in the corner. Then, have your child make a chart comparing the current populations of the regions. Have him/her add the chart to the corner of the map.
Review addition and subtraction of fractions. Review and reteach concepts from Week 19 through today.	Guide your child to read about the minerals and salts found in the oceans. Help your child complete the experiment described on **The Salty Seas** (p. 266).	Have your child find the land area of each state, then add the areas together to determine the area of each region. Have your child compile this information into a chart and add to the corner of the map. Help your child analyze the results of his/her research. Look at the population and area of each region. Discuss the meaning of population density. *Which region has the highest population density? Which has the lowest? Why is this so?*
Test your child on addition and subtraction of fractions. Have your child complete **Fractions: Addition and Subtraction** (p. 265). Reteach any concepts your child missed on the test.	Have your child draw a food web of ocean-dwelling plants and animals.	Discuss the climate of your region. How would your child describe it? Introduce some terms related to climate: *alpine, steppe, tundra, mediterranean, desert, continental, subtropical, marine, tropical* and *subarctic.* Have your child look up and define each of these terms. Ask him/her to name examples of each type of climate. **Example:** mediterranean—Greece. Have your child complete **U.S. Climate Zones** (p. 267).
Multiplication of Fractions: The procedure for multiplication of fractions is simple—multiply the numerators, then the denominators, and reduce to lowest terms—but performing the procedure does not mean your child understands the concept. Use models to demonstrate this operation. Show that the same answer is produced with the models as with multiplying the numerals. Repeat with several problems. *See* Math, Week 25, number 2.	Have your child study two islands (or groups of islands) from the following list: Madagascar, Greenland, British Isles, Crete, Hawaii, Ireland, Cuba, Aleutian Islands, Sicily, New Zealand, Iceland, Cyprus. Have your child write some interesting facts about the two islands, then compare the islands to each other. *What features do they have in common? (language, location, origin, natural resources, size, population, landforms, plants, animals)*	Have your child read about some of the natural wonders found in the United States. *See* Social Studies, Week 25, number 1. Have your child choose one natural wonder to write about in a poem. *See* Social Studies, Week 25, number 2.
Provide your child with several problems to solve using multiplication of fractions. Encourage your child to use different models and procedures to solve the problems. Ask your child to explain what he/she is doing along the way.	Underwater exploration is considered by some to be the final frontier. Much of the oceans has yet to be explored. Have your child read in scientific journals about current undersea explorations. Discuss special underwater vehicles and equipment. Have your child read about the fascinating ocean floor. If possible, have your child interview a person whose hobby is scuba diving. Have your child record notes and draw illustrations in his/her Science Log.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Paragraphs)

1. To prepare for writing the article, have your child read about a scientist in an encyclopedia or biography. Have your child list facts in note form. Each fact should be written on a separate index card. Help your child organize the cards by grouping related concepts. The introductory paragraph should include the person's name, when he/she lived (or was born) and why your child selected this person. Have your child use each group of index cards to write a supporting paragraph.

2. Copy the following paragraph on the chalkboard. Have your child delete the sentence that does not belong. Discuss the fact that a supporting sentence should support the idea expressed in the topic sentence.

   My aunt and uncle's new baby is the smartest baby I have ever known. She is only four months old, but she already rolls over both ways. She is making many new sounds, such as "ba-ba-ba," "ma-ma-ma" and delighted squeals. She is very cute. What I find most impressive is that she looks carefully at the pictures when I read her a book.

READING (Life Skills)

1. The activity sheet should contain a series of questions that will familiarize your child with the phone book.

   Examples: *On what page is William Harrigan's listing?* *What is J. P. Oshman's telephone number?*
   What are the guide letters on page 178? *What is Harry Rappaport's zip code?*

2. Have your child do a similar search through the yellow pages.

3. Another newspaper activity involves reading the want ads and answering questions about specific ads.

   Examples: *What does the first ad under Homes for Sale offer?* *What kinds of pets are for sale?*
   Under what heading would you look to buy a bike? *What is the cheapest used car for sale?*

4. Following directions is a skill your child will use throughout life. Write some directions for your child to follow on a map. Have your child use a yellow highlighter to mark the route he/she would take.

   Example: *Start at the corner of Main Street and Fourth Avenue. Walk two blocks north. Turn left. Go three blocks to Spruce Street. Cross the street and turn right. In the middle of the block, turn left. Where are you?*

5. Select several labels for your child to read. Prepare a worksheet with questions about the information presented on those labels.

   Examples: *What warning is given on the cough medicine bottle?*
   How often should a dose of the cold medicine be taken and in what amount?
   Which food should you not serve because it has over 20% fat content?
   Which item will make your shoes waterproof?

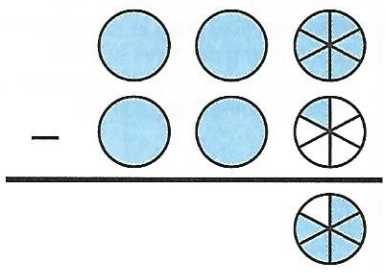
6. Obtain a list of home safety rules from your local fire department. Have your child read the rules carefully. Tell your child to use these rules as a checklist and to go through the house to see that the rules are being observed.

MATH (Fractions)

1. **Method 1 (Whole Number–Mixed Number)**
   a. Write the whole number as a mixed number ($3 = 2\frac{6}{6}$).
   b. Subtract the fractions.
   c. Subtract the whole numbers.
   d. Reduce the answer to lowest terms.

$3 - 2\frac{1}{6}$

$2\frac{6}{6} - 2\frac{1}{6} = \frac{5}{6}$



Method 2 (Mixed Number-Mixed Number)

a. Find the LCM of the denominators.
b. Multiply the numerator and denominator of each fraction by a number to arrive at the LCM.
c. When necessary, borrow a whole number and make an improper fraction ($2\frac{2}{8} = 1\frac{10}{8}$).
d. Subtract the fractions.
e. Subtract the whole numbers.
f. Reduce the answer to lowest terms.

$2\frac{1}{4} - 1\frac{3}{8}$ The LCM of 4 and 8 is 8.

$2\frac{1}{4} \overset{(x2)}{\underset{(x2)}{}} - 1\frac{3}{8} =$

$2\frac{2}{8} - 1\frac{3}{8} =$

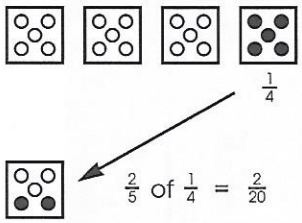
$1\frac{10}{8} - 1\frac{3}{8} = \frac{7}{8}$

2. Remind your child that 4 x 5 means four sets of five each. The meaning is the same with fractions. The problem $\frac{2}{3} \times \frac{4}{5}$ means two thirds of a set of four fifths. The confusing part to your child may be that the product is smaller than the factors. Ask your child to explore why that is true.

Model the problem $\frac{2}{5} \times \frac{1}{4}$:

a. Have your child restate the problem as $\frac{2}{5}$ of a set of $\frac{1}{4}$.
b. Draw or build a model of one fourth.
c. Divide the area designated as one fourth into fifths.
d. Shade or indicate two of the fifths to show the product.

Repeat with other problems. Then, have your child model the problems.



SCIENCE (Oceans and Seas)

1. The earth is a unique planet—water covers three fourths of its surface. This vast supply of water provides the world with food, energy, minerals and medicines, as well as a means of transportation.

Name the four oceans.
Name some of the major seas.
How do the oceans affect the climate?
Why are the oceans salty?
What role did the oceans play in early explorations?
What are some of the resources we obtain from the oceans?
What do we call the study of the oceans?

2. 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 words related to oceans and seas. Have him/her arrange the entries in alphabetical order and write a definition for each word.

bay	currents	island	oceanography	sea level	trench
coral reef	gulf	marine biology	sea	tide	waves

SOCIAL STUDIES (Geographic Regions)

1. List some of the natural wonders of the United States. Have your child research where each is located and write a description of each. Have your child make a mark and label where each natural wonder is found on the regional maps. Here are some natural wonders to get you started:

Appalachians	Lake Superior	Kilauea	Niagara Falls
Grand Canyon	Devil's Tower	Great Plains	Everglades
Mount McKinley	Carlsbad Caverns	Great Salt Lake	Mount St. Helens

2. Have your child write a diamante poem about a natural wonder, using the following guidelines.

Line 1: one noun telling where the natural wonder is located	*Alaska*
Line 2: two adjectives describing the natural wonder	*Great, tall*
Line 3: three participles telling what it is known for	*Freezing, climbing, sightseeing*
Line 4: four nouns related to the natural wonder	*Denali, High One, mountain, range*
Line 5: three participles telling what it is known for	*Soaring, scraping, peaking*
Line 6: two different adjectives describing it	*High, northern*
Line 7: the name of the natural wonder	*Mount McKinley*

Preparing for Prefixes

A **prefix** is a word part that is added to the beginning of a root word to make a new word. Every prefix has a meaning and alters the meaning of the root word.

Prefixes	
pre—before	**con**—with, together
im—not	**re**—again, back

Complete each sentence with a word containing the prefix **im**.

conserve
constructed
impatient
imperfect
impersonate
impractical
impure
prearrange
prepaid
preview
react
recall
recharge
reclaim
redecorate
redeem
relate
retain

1. Be careful! Don't drink that _____ water.
2. It is _____ to own five automobiles.
3. Don't be so _____ —this takes time to complete.
4. The comedian will _____ the president.
5. It was not a very good mold; it was _____.

Match each clue with a word containing the prefix **re**.

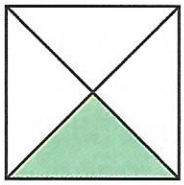
1. call again _____
2. energize the battery _____
3. to pay off, buy back _____
4. to decorate again _____
5. to tell or narrate _____
6. to respond _____
7. win in competition after losing title _____
8. to hold onto _____

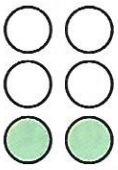
Complete the passage with words containing the prefixes **pre** or **con**.

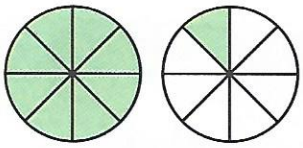
Last week, a group of teachers was asked to _____ a science-fiction TV program. We had to _____ a specific time and date with the producers. When everyone was settled, the producers described how they had _____ creatures for the program. They discussed how they tried to _____ time, money and materials by planning every detail in advance. They even _____ for all materials to take advantage of discounts. We all felt the production was informative as well as entertaining.

Fractions: Addition and Subtraction

Identify the shaded part.

1.  _____

2.  _____

3.  _____

Complete. Reduce to lowest terms.

4. $\frac{2}{3} = \frac{\quad}{15}$

5. $\frac{9}{12} = \frac{\quad}{\quad}$

6. $\frac{18}{54} = \frac{\quad}{\quad}$

Compare using > or <.

7. $\frac{13}{27} \quad \frac{12}{27}$

8. $\frac{5}{6} \quad \frac{3}{4}$

9. $2\frac{3}{4} \quad \frac{13}{4}$

Add or **subtract**.

10. $\frac{1}{5} + \frac{2}{5} =$ _____

11. $\frac{3}{8} - \frac{2}{8} =$ _____

12. $\frac{3}{4} + \frac{1}{2} =$ _____

13. $\frac{7}{8} - \frac{3}{4} =$ _____

14. $5\frac{1}{2} + 2\frac{1}{2} =$ _____

15. $2\frac{1}{8} - 1\frac{5}{8} =$ _____

16. $\frac{21}{5} - \frac{21}{10} =$ _____

17. $5\frac{1}{6} + 3\frac{2}{4} =$ _____

18. $\frac{5}{3} + \frac{2}{5} =$ _____

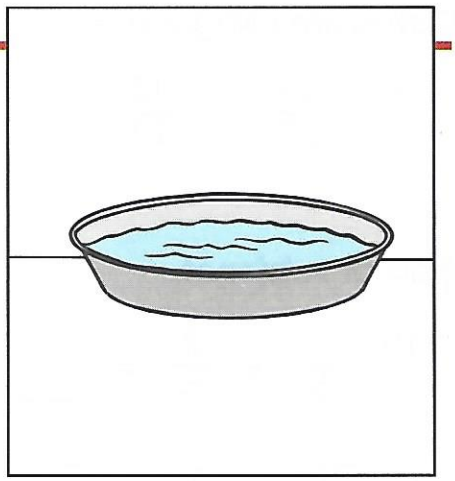
Draw a model to show each fraction.

19. $3\frac{1}{4}$

20. $\frac{10}{3}$

The Salty Seas

Swimming in the sea is easier than swimming in a lake. This is because seawater contains salty material that helps a swimmer float. Three-fourths of a sea's salty material is the same as the salt we use in our food. Seawater contains 55.2% chlorine, 30.5% sodium, 7.6% sulfate, 3.7% magnesium, 1.2% calcium, 1.1% potassium and other elements. All these ingredients are found in rocks and soil around the world. When seawater evaporates, most of the salt is left behind. When it rains, the rivers continually wash in more soil and rocks (and, therefore, more salt). But the seas do not get more salty, because the salt gets trapped with the mud and sand that builds up on the seafloor. Did you know that if all the salt was taken out of the seas and spread over the land surface of Earth, there would be a layer 500 feet thick? To learn more about evaporation, try the experiment below.



You will need: pie pan or saucer, water, salt, teaspoon

Experiment:

1. Fill the pie pan halfway with water.
2. Pour as much salt in the water as will dissolve. Stir with the teaspoon.
3. Place the salt water in a warm, dry place until the water has evaporated.

Predict:

1. What do you think will happen to the water? _____
2. How long do you think this will take? _____
3. What do you think will happen to the salt? _____

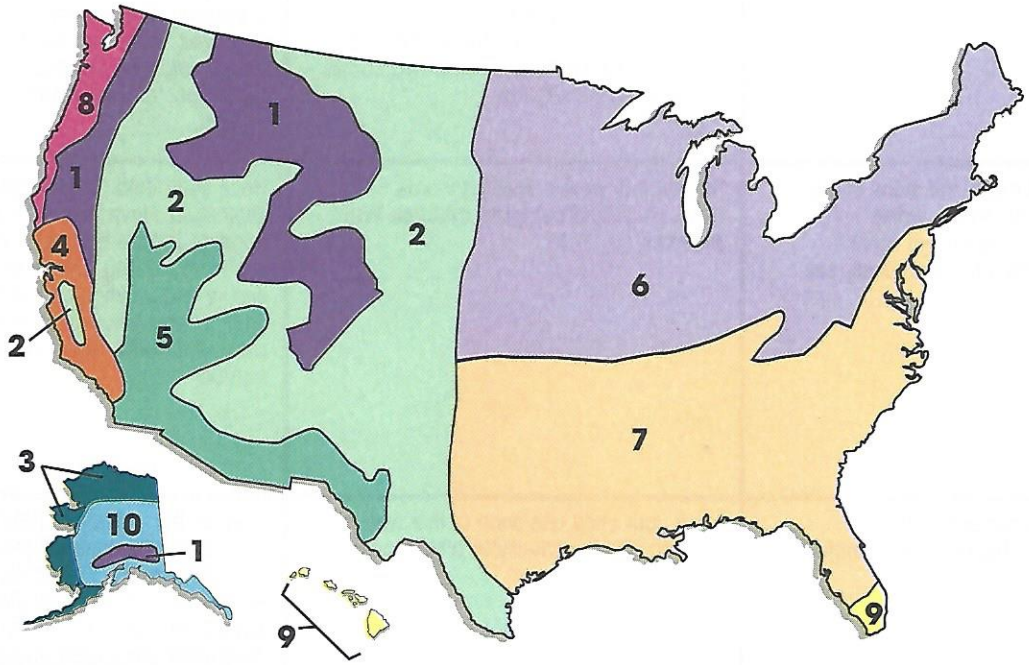
Analyze:

1. On another sheet of paper, make a chart to record the daily water level.
2. What has happened to the water? _____

   _____
3. How long did it take? _____

U.S. Climate Zones

The word **climate** is used to describe the weather in a particular place over a long period of time. Because the United States covers such a large area, it has a number of different climate zones. Some areas have long, cold winters and short, cool summers, while other areas are warm in both summer and winter.



Map Key

1 ☐ alpine	**4** ☐ mediterranean		
2 ☐ steppe	**5** ☐ desert	**7** ☐ subtropical	**9** ☐ tropical
3 ☐ tundra	**6** ☐ continental	**8** ☐ marine	**10** ☐ subarctic

Choose colors to color-code the Map Key and the climate zone map. Then, determine the . . .

climate zone you live in. _____

climate zone of the Northeast. _____

climate zones of the Rocky Mountains. _____

three climate zones found in Alaska. _____

climate zones found in Texas. _____

climate zones of Florida. _____

climate zone of Michigan. _____

	Language Skills	Spelling	Reading
Monday	**Topics for Writing** Brainstorm ideas for writing topics with your child. Have your child make lists of special people, special events, hobbies, pets, things he/she is good at, unusual characters and other creative inspirations.	Pretest your child on these spelling words: administer, advantage, adventure, defog, dehumidify, depart, derail, disagree, disappeared, dishonest, disinterested, explode, export, external, extricate, unequal, unprepared, untrue Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Introduce the humorous book *Bunnicula: A Rabbit-Tale of Mystery* by Deborah and James Howe. Read aloud the editor's note at the beginning of the book and discuss whether the story could be true. Have your child read chapter 1 of *Bunnicula*. **Vocabulary:** *admonition, bereaved, compromise, dazed, decipher, dialect, digress, hysteria, mongrel, plaintively, reverie, tranquil, traumatized, unison.*
Tuesday	Have your child follow the steps in the writing process as he/she writes independently this week. For more information on the writing process, see page 6.	Review this week's spelling words. Have your child complete **Practice With Prefixes** (p. 272).	Have your child read chapter 2 of *Bunnicula*. Have your child design a hanging mobile to display the story elements (setting, characters, problem, events and solution). Have your child continue to work on the mobile as he/she reads this week. *See* Reading, Week 26, number 1.
Wednesday	Let your child continue to work independently on his/her writing project.	Have your child use each of this week's spelling words correctly in a sentence.	Discuss the following: *Why do you think Chester is able to read? How would the story be different if he could not read?* Have your child read chapters 3 and 4 of *Bunnicula*. Have your child write a descriptive paragraph about one of the "unusual goings-on." Explain what is meant by "smart but not scholarly."
Thursday	Let your child continue to work independently on his/her writing project.	Have your child study this week's spelling words.	Have your child read chapters 5 and 6 of *Bunnicula*. **Vocabulary:** *blight, dolt, grimace, inexplicable, interjected, organic, emanated, emits, immobile, inert, pendant, renders, shrivel, strewn.* Review adjectives with your child. *Which of the vocabulary words are adjectives?* Have your child search through *Bunnicula* to locate adjectives used with certain nouns. *See* Reading, Week 26, numbers 2 and 3.
Friday	Have your child do a final edit and revision of his/her writing project.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Some of the characteristics given the animals in the story could not happen in real life. Ask your child to name four things about each pet: two that are possible and two that are not. Have your child read chapters 7–9 of *Bunnicula*. Have your child complete the story mobile.

Math	Science	Social Studies
Give your child several word problems to solve that involve fractions. Have your child illustrate each situation before solving the problem. *See* Math, Week 26, number 1.	**Deserts** Have your child draw a picture of a desert. Then, ask him/her to define the term *desert*. *See* Science, Week 26, number 1. How accurate is your child's drawing? Are there any elements missing? Have your child add a glossary page on deserts to his/her Science Log. *See* Science, Week 26, number 2.	**Maps** Explore different types of maps with your child. Find examples of maps for several different purposes. *See* Social Studies, Week 26, number 1.
Teach your child three different ways to multiply a whole number by a fraction. *See* Math, Week 26, number 2. Have your child complete **Puzzling Fractions** (p. 273).	Have your child begin research of one major desert today. Over the course of this week, have your child read about that desert and take notes for a final report. Ask your child to create a model of the desert as well. Encourage him/her to be creative.	With your child, read *Anno's Journey* by Mitsumasa Anno. Ask your child to join the traveler on his journey eastward across the United States. *See* Social Studies, Week 26, number 2.
Discuss with your child how to multiply with mixed numbers. Explain how and why to cancel numbers in fractions. Walk through the steps as shown on **Multiplication With Mixed Numbers** (p. 274). Model the sample problem. Walk your child through a second and third problem before assigning independent work. Have your child complete the problems at the bottom of the page on **Multiplication With Mixed Numbers**.	Allow time for your child to continue his/her research on the chosen desert area.	Look at a map of the U.S. Have your child plan an imaginary trip across the country. Have your child write about the route he/she would take, estimate how far he/she would travel each day and write down what sights he/she would see. Provide resource books so that your child may get accurate information.
Use models to teach your child how to divide with fractions. *See* Math, Week 26, number 3. Have your child draw models of the following division problems: $\frac{7}{8} \div \frac{3}{4}$ $\quad$ $\frac{7}{8} \div \frac{1}{2}$ $\frac{5}{4} \div \frac{2}{3}$ $\quad$ $\frac{4}{5} \div \frac{1}{2}$ $\frac{7}{5} \div \frac{2}{5}$ $\quad$ $\frac{3}{4} \div \frac{2}{4}$ $\frac{1}{2} \div \frac{1}{3}$ $\quad$ $\frac{3}{5} \div \frac{1}{4}$	Help your child perform an experiment to observe the effects of wind on sand. *See* Science, Week 26, number 3. Have your child sketch the formation and movement of the sand dunes in his/her Science Log.	Have your child make flash cards to help learn the state capitals. Have your child use the flash cards for several weeks until he/she has memorized the capitals.
Teach your child the "invert and multiply" method for dividing fractions. Use the examples on **Dividing Fractions** (p. 275). Have your child complete the independent practice problems at the bottom of the page. Have your child use the "invert and multiply" method to check his/her work from yesterday.	Have your child complete his/her desert project and present it to an audience.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

READING (Story Elements / Adjectives)

1. Use a heavy stock of paper for the mobile. Have your child cut the paper into various shapes and sizes. While reading the story, have your child write about the major events and characters. Have him/her include pictures as well. These may be drawn on both sides of the paper shapes. Have your child number the events in the order they happened. When the reading and drawings are completed, give your child a paper punch, colored yarn and a metal coat hanger. Have your child lay out the shapes in a sequential order, keeping in mind that the mobile needs to balance. Punch a hole at the top and bottom of the paper shapes. You can punch holes off-center to help balance the shapes on the mobile. Use bits of yarn to attach the cards. Teach your child to attach the top shapes to the coat hanger and suspend it from the ceiling. He/she may need to trim some paper shapes, add paper clips or add other shapes to balance the mobile.

2. Have your child scan *Bunnicula* for the adjectives used to describe the following nouns.

Chapter 4

_____ crackers
_____ cupcakes
_____ _____ sandwich
_____ book
_____ _____ _____ teeth
_____ tomato
_____ rooms
_____ handkerchiefs
_____ zucchini

Chapter 5

_____ cream
_____ beans
_____ blight
_____ Department
_____ glass
_____ bite
_____ beings
_____ sweater
_____ _____ mice

3. Have your child choose three or four of the above phrases to illustrate. Your child may want to include these pictures in the story mobile.

MATH (Multiplication and Division With Fractions)

1. Give your child the following word problems to solve. Have your child illustrate the situation presented in each case before solving the problem.
   a. After the party, Jesse put $\frac{1}{2}$ of his birthday cake in the refrigerator. Later, he ate $\frac{1}{8}$ of the remaining cake. What fraction of the whole cake did he just eat?
   b. Greg finished his math assignment in $\frac{5}{8}$ of an hour. Shauna finished her assignment in $\frac{2}{5}$ of that time. What fraction of an hour did it take Shauna to finish her assignment?
   c. Robyn read $\frac{1}{2}$ of her library book aloud. Then, she silently read $\frac{1}{4}$ of the part she had left. What fraction of the book did Robyn read silently?
   d. Carlos ran $\frac{3}{4}$ of the way to the park before he rested. He then walked $\frac{1}{2}$ of the remaining distance before he got a ride from Arne. What fraction of the total distance did Carlos walk?
   e. Two thirds of the adults in George's town were registered to vote. Only $\frac{3}{5}$ of those registered actually voted on the library expansion issue. What fraction of the adults in George's town actually voted on this issue? Is that a majority of the adults?

2. There are three ways to multiply whole numbers and fractions. All three methods will arrive at the same answer.
   a. **Method 1:** Think of the whole number as a fraction. The whole number becomes the numerator with 1 as the denominator. **Example:** $4 \times \frac{3}{5} = \frac{4}{1} \times \frac{3}{5} = \frac{12}{5} = 2\frac{2}{5}$
   b. **Method 2:** Think of $4 \times \frac{3}{5}$ as four sets of $\frac{3}{5}$. Draw or build a model of $\frac{3}{5}$. Repeat the model four times. Count the total number of fifths ($\frac{12}{5}$).
   c. **Method 3:** Reverse $4 \times \frac{3}{5}$ to $\frac{3}{5} \times 4$. The product is $\frac{3}{5}$ of 4 wholes. Draw four whole units. Divide that drawing into fifths and identify three-fifths.

3. When working with division of fractions, refer to the concept of division with whole numbers. Given a number of items, how many sets of *x* things are there?

   Example: $1\frac{1}{2} \div \frac{3}{4}$ How many sets of $\frac{3}{4}$ are in a set of $1\frac{1}{2}$? (2)

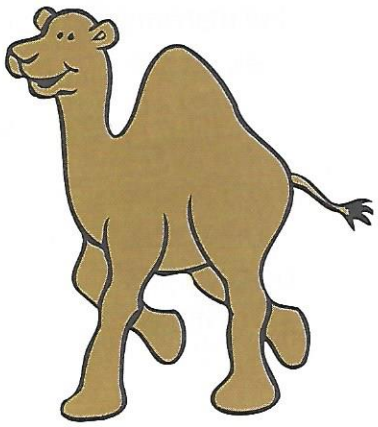
SCIENCE (Deserts)

1. A desert is a region that can support little plant life because of low amounts of moisture. Some people picture a desert as nothing but barren stretches of sand, but the world's deserts have varied landscapes and types of soil. The people, animals and plants that live in the desert have adapted to the dry climate. Provide materials so your child can read about some of the following deserts:

Sahara	Kalahari	Arabian	Gobi	Syrian
Great Victoria	Australian	Great Basin	Patagonian	Mojave

2. 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 terms related to deserts. Have him/her arrange the entries in alphabetical order and write a definition for each word.

abrasion	arid	dune	saguaro
adobe	blowout	dust bowl	semiarid
alluvial fan	dromedary	oasis	wash



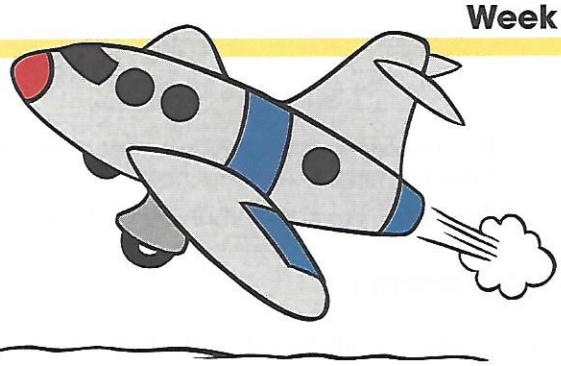
3. Have your child conduct an experiment that simulates the movement of sand in a desert and the creation of dunes. Locate an outdoor site that is about one square meter in size and cover the area with builder's sand. Have your child blow onto the sand through a cardboard tube or use a small fan to represent wind. Ask your child to describe and sketch the patterns of sand movement and the creation of dunes. Add rocks to the sand and repeat the experiment. Observe what happens.

SOCIAL STUDIES (Maps)

1. Teach your child about the different types of maps that are available. Look at a variety of maps in textbooks and other resources. Discuss the purpose of each kind of map. A *political map* shows state and country boundaries and the locations of cities. A *physical map* shows geographic features, such as mountains and rivers. A *road map* shows roadways and streets and is used to guide motorists while traveling. A *precipitation map* shows the amount of rainfall (as well as snow, sleet and hail). Maps can also show natural resources, industry, election results or historic routes and battles.

2. Have your child tell the story of America's history, culture and geography orally as he/she "rides" with the traveler eastward across the United States. Along the way, the traveler sees a variety of physical features that should be familiar to your child. Spend time observing and discussing each page with your child. When your child has completed the story, have him/her trace the journey on a large map. Compare the journey in the book with a journey that might be taken today along the same route.

Practice With Prefixes



administer
advantage
adventure
defog
dehumidify
depart
derail
disagree
disappeared
dishonest
disinterested
explode
export
external
extricate
unequal
unprepared
untrue

Prefixes

ex—out of, from
de—down, away from
dis, un—not, opposite of
ad—to, at, toward

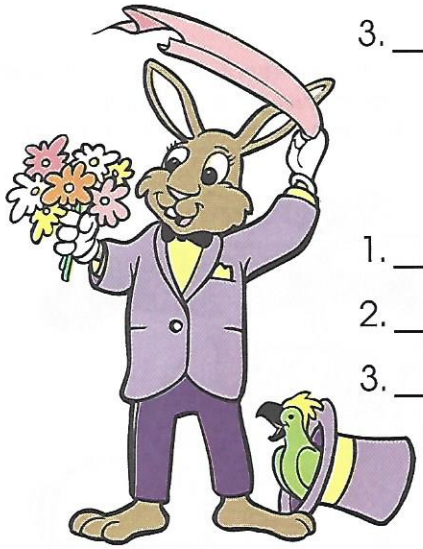
Note the prefixes in the box above and how they change the meaning of a root word. **Write** each spelling word under the appropriate category.

words with the prefix **un**

1. _____
2. _____
3. _____

words with the prefix **dis**

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



words with the prefix **ad**

1. _____
2. _____
3. _____

words with the prefix **ex**

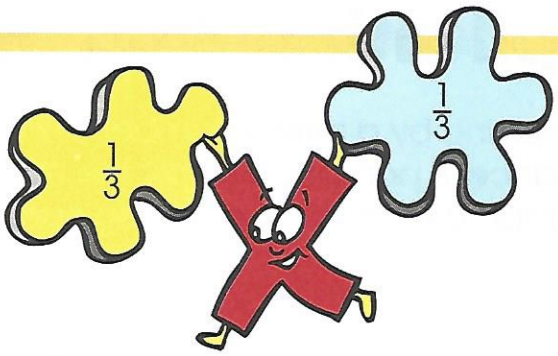
1. _____
2. _____
3. _____
4. _____

Add the prefix **de** to each of these root words. Say each word to yourself as you write it on the line.

humidify	**part**	**fog**	**rail**
_____	_____	_____	_____

Puzzling Fractions

Multiply to solve the problems.



$7 \times \frac{1}{5} =$ ____	$9 \times \frac{1}{10} =$ ____	$8 \times \frac{1}{8} =$ ____	$8 \times \frac{1}{7} =$ ____
$7 \times \frac{1}{11} =$ ____	$9 \times \frac{1}{3} =$ ____	$3 \times \frac{1}{6} =$ ____	$12 \times \frac{1}{5} =$ ____
$\frac{1}{5} \times 4 =$ ____	$\frac{1}{3} \times 9 =$ ____	$\frac{1}{5} \times 20 =$ ____	$\frac{1}{6} \times 12 =$ ____
$\frac{1}{10} \times \frac{1}{100} =$ ____	$\frac{1}{6} \times \frac{1}{10} =$ ____	$\frac{1}{12} \times \frac{1}{3} =$ ____	$\frac{1}{6} \times \frac{1}{6} =$ ____
$\frac{1}{9} \times \frac{1}{8} =$ ____	$\frac{1}{9} \times \frac{1}{10} =$ ____	$\frac{1}{10} \times \frac{1}{10} =$ ____	$\frac{1}{20} \times \frac{1}{5} =$ ____
$8 \times \frac{1}{10} =$ ____	$\frac{1}{5} \times \frac{1}{8} =$ ____	$\frac{1}{6} \times \frac{1}{7} =$ ____	$\frac{1}{100} \times \frac{1}{100} =$ ____
$\frac{1}{9} \times 9 =$ ____	$\frac{1}{8} \times 7 =$ ____	$\frac{1}{7} \times 6 =$ ____	$12 \times \frac{1}{4} =$ ____
$\frac{1}{15} \times \frac{1}{13} =$ ____	$\frac{1}{3} \times \frac{1}{7} =$ ____	$\frac{1}{8} \times 3 =$ ____	$\frac{1}{7} \times 21 =$ ____

Multiplication With Mixed Numbers

When multiplying by a mixed number, change the mixed number to an improper fraction. Cancel if possible. Multiply the numerators, then the denominators. **Write** the improper fractions as mixed numbers.

Example A: $\frac{3}{4} \times 1\frac{1}{2} = \frac{3}{4} \times \frac{3}{2} = \frac{9}{8} = 1\frac{1}{8}$

(multiply; multiply)

Example B: $2\frac{4}{7} \times \frac{5}{9} = \frac{\cancel{18}}{7} \times \frac{5}{\cancel{9}_{1}} = \frac{10}{7} = 1\frac{3}{7}$

(multiply; multiply)

Multiply.

1. $\frac{1}{2} \times 8\frac{3}{4} = \frac{1}{2} \times \frac{35}{4} =$

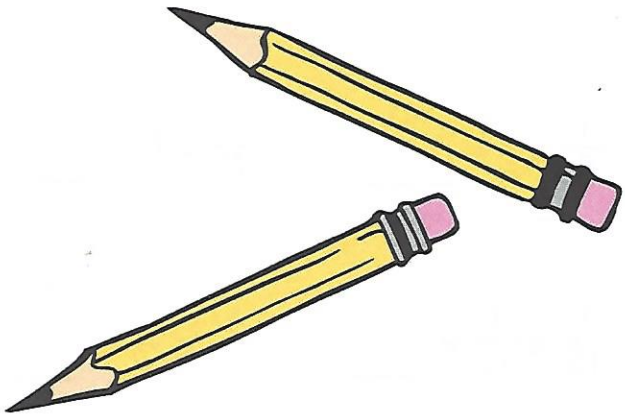
2. $5\frac{1}{3} \times \frac{6}{7}$

3. $\frac{11}{12} \times 11\frac{1}{3}$

4. $7\frac{1}{2} \times \frac{8}{9}$

5. $\frac{2}{5} \times 2\frac{1}{12}$

6. $8\frac{2}{3} \times \frac{1}{4}$



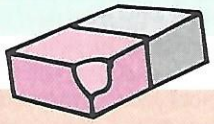
Dividing Fractions

When dividing fractions, change the problem to multiplication. Invert the divisor. Cancel if possible. Multiply the numerators, then the denominators. **Write** improper fractions as mixed numbers.

Example A: $\frac{3}{10} \div \frac{4}{5} = \frac{3}{10} \times \frac{5}{4} = \frac{3}{\cancel{10}_{2}} \times \frac{\cancel{5}^{1}}{4} = \frac{3}{8}$

multiply

multiply



Example B: $\frac{5}{12} \div \frac{3}{8} = \frac{5}{12} \times \frac{8}{3} = \frac{5}{\cancel{12}_{3}} \times \frac{\cancel{8}^{2}}{3} = \frac{10}{9} = 1\frac{1}{9}$

multiply

multiply

Divide.

1. $\frac{1}{2} \div \frac{3}{10} = \frac{1}{2} \times \frac{10}{3} =$

2. $\frac{3}{8} \div \frac{1}{4}$

3. $\frac{4}{9} \div \frac{2}{3}$

4. $\frac{3}{8} \div \frac{5}{12}$

5. $\frac{1}{10} \div \frac{2}{5}$

6. $\frac{5}{6} \div \frac{11}{12}$

7. $\frac{14}{15} \div \frac{2}{3}$

8. $\frac{4}{5} \div \frac{3}{10}$

Maryton Olsen, → More creative Connections, Grades 4-6 has activities for Number the Stars pp. 280-285

	Language Skills	Spelling	Reading
Monday	Use music as an inspiration for a story. Play a recording of Prokofiev's *Peter and the Wolf*. Allow your child to listen to and enjoy the entire musical recording. Discuss the story and the music. Leonard Bernstein narrates a version for children in which he explains the story and the use of different instruments to portray characters. Have your child make an outline of the story, then tell the story in his/her own words. *See* Language Skills, Week 27, number 1.	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.	**Using a Dictionary and a Thesaurus** Introduce *Number the Stars* by Lois Lowry. Help your child identify the setting of the story and locate the place on a map.Then, have your child read chapters 1 and 2. **Vocabulary:** *contempt, crocheting, intricate, mourned, outdistanced, sabotage, scurried, sneering, solemn, trousseau.* Review the use of dictionaries and thesauri this week. *See* Reading, Week 27, numbers 1 and 2.
Tuesday	Have your child piece together sentence fragments to form complete sentences. *See* Language Skills, Week 27, number 2. Have your child read through his/her version of the story of "Peter and the Wolf." Have your child edit the story, then proofread for proper capitalization, punctuation and paragraph breaks.	Have your child look up spelling words in a dictionary. Have him/her write down the proper pronunciation(s) on the back of each card from the Word Bank.	Have your child read chapters 3 and 4 of *Number the Stars*. **Vocabulary:** *belligerently, carousel, curfew, dawdled, disdain, dubiously, flowering, haughtily, rationed, sprawled, swastika, synagogue.* *See* Reading, Week 27, numbers 3 and 4.
Wednesday	Review grammar and parts of speech. *See* Language Skills, Week 27, number 3.	Have your child once again look up spelling words in a dictionary. This time, have him/her write a sentence using each word correctly. Record on the appropriate index cards from the Word Bank.	Have your child read chapters 5 and 6 of *Number the Stars*. **Vocabulary:** *distorted, holstered, imperious, intoned, massive, peered, probed, tentatively, unwavering.* Discuss the following questions: *What happened to Lise? Why won't Lise's parents talk about her? Why was it significant that the soldier destroyed Lise's picture? How would the story have been different if Annemarie had forgotten about Ellen's necklace?*
Thursday	Discuss what makes a good paragraph. Have your child study a paragraph from a book. Ask him/her to state the main idea of the paragraph. *What words does the author use to help the reader picture the main idea? See* Language Skills, Week 27, number 4.	Provide your child with art supplies such as paints and markers. Have him/her write out each spelling word from the past eight weeks in an artistic manner. Encourage your child to be creative, adding flourishes, pictures or other unique touches.	Ask your child to predict the outcome of the story. Have your child read chapters 7 and 8 of *Number the Stars*. **Vocabulary:** *apparently, appliqued, bobbing, distracted, relocate, Scandinavian, specter, tidier.* Have your child make a detailed drawing of the house by the sea. Have your child complete **Radical Referents** (p. 280).
Friday	Have your child choose his/her best and favorite pieces of writing so far to publish in a personal literary magazine. For more information on publishing your child's work, see page 6.	Give your child the final spelling test.	Have your child read chapters 9 and 10 of *Number the Stars*. **Vocabulary:** *condescending, deftly, poised, psalm, splintery, staccato, wail, wryly.* Ask your child: *Is it ever all right to tell a lie? Offer examples to support your answer.*

Math	Science	Social Studies
Review the four basic mathematical operations with fractions. Have your child complete **Stump the Teacher** (p. 281).	**Glaciers** Provide books and other resources on glaciers for your child's reference. *See* Science, Week 27, number 1. Have your child add a glossary page on glaciers to his/her Science Log. *See* Science, Week 27, number 2.	**Famous Americans** This week, introduce your child to famous Americans of all kinds. Discuss the men and women who have shaped and who continue to shape the history of our nation. Consider all kinds of Americans, from the fields of politics, science, society, literature, the arts and sports. Have your child try to guess famous Americans based on riddles. *See* Social Studies, Week 27, number 1.
Review and reteach multiplication and division with fractions.	Explain how glaciers move and how they shape the land as they move. If there is any glacial erosion (or glacial deposits) near your home, go see it. If not, find pictures in science resources.	Have your child study American inventors, their inventions and their impact on American life. *See* Social Studies, Week 27, numbers 2 and 3.
Test your child on multiplication and division of fractions. Have your child complete **Fractions: Multiplication and Division** (p. 282). Reteach any concepts missed on the test.	Discuss well-known glaciers. Have your child choose a famous glacier and write about how it was formed, where it is located and other interesting facts.	Have your child continue the research from yesterday's lesson. When your child is finished with the research, discuss his/her findings. Ask your child to rank the most important inventions to Americans. Have your child imagine what America (or the world) might be like today if the ____ had never been invented. Have your child write about a day in the life of an average American living without that invention.
Review the concepts taught over the past nine weeks. Repeat activities that your child found most difficult. Show your child more practical applications of fractions.	Review the different features of the earth studied over the past nine weeks. Have your child create an imaginary island filled with striking geological features. Have your child draw a picture of the island and label each of its unique features. Your child may also want to name these features (e.g., Forgotten Canyon, Mount Juniper) as well as the island itself.	Discuss the work of Thomas Edison. Have your child research Edison's life and write a one-page biography of the inventor.
Test your child's understanding of fractions. Have your child complete **Third Quarter Test** (p. 283).	Have your child plan an imaginary vacation in which you will visit many of the incredible sites studied this quarter. Have your child plan the route on a map. Ask him/her to include a time line (or itinerary) of the trip and explain what you will see.	Arrange for your child to perform some community service.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Review)

1. Help your child complete the following story frame for *Peter and the Wolf*. Using the story frame as a guide, your child will then retell the story of Peter and the wolf in his/her own words.

   There once was a _____ named _____ who _____.
   The story takes place _____.
   A problem occurs when _____.
   First, _____.
   Then, _____.
   The action continues when _____.
   The problem is solved when _____.
   The story ends when _____.

2. Write several complete sentences on 18" x 2" strips of construction paper. Cut each sentence into two or three parts: cut between the complete subject and complete predicate, and separate any prepositional phrases from the rest of the sentence. Mix up the parts. Have your child arrange the sentence parts to make sensible sentences.

3. Copy a paragraph from a book or magazine. Have your child identify given parts of speech by following these (and more of your own) directions.

   Draw a box around all prepositional phrases.
   Read all of the third person, present tense verbs aloud.
   *Draw an **X** on collective nouns.*
   Circle each action verb and draw an arrow to the receiver of its action (direct object).
   Underline all proper nouns.

4. Find a well-written paragraph in a book your child is reading or has read recently. Copy the sentences from the paragraph onto index cards (one sentence per card). Mix up the cards and have your child arrange the sentences in an order that makes sense. Have your child copy the sentences on paper in paragraph form and read the paragraph aloud. Compare to the original paragraph. Repeat with a second paragraph.

READING (Using a Dictionary and a Thesaurus)

1. Compare and contrast a dictionary and a thesaurus. Have your child look up the same words in both resources. Discuss the differences in the entries. Assess your child's understanding of the purpose of each book by asking him/her to find a word that means the same as _____ . Your child should know to look in the thesaurus.

2. Write a sentence using a vocabulary word. Underline the new vocabulary. Have your child find a similar word to use in its place. Ask your child to judge which word creates a clearer image in the sentence.

3. Have your child identify what part of speech each vocabulary word is (noun, adjective, verb, etc.).

4. Before reading, have your child look up the vocabulary words and use each one in a sentence. After reading, have your child compare the meanings of the words in the sentences with the words as used in the story.

SCIENCE (Glaciers)

1. A glacier is a large mass of flowing ice found in cold regions of the world. A glacier may be found in high mountains where snow builds up until it turns to ice. There are two types of glaciers: *continental glaciers* and *valley glaciers*. Have your child read about the differences in an encyclopedia or other resource.

2. 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 words related to glaciers. Have him/her arrange the entries in alphabetical order and write a definition for each word.

bedrock	continental glacier	drumlins	firn	moraine
cirque	crevasse	eskers	kettle	till

SOCIAL STUDIES (Famous Americans)

1. Play a game in which you give clues about a selected famous American and your child tries to guess who it is. Begin with broad clues, then gradually get more specific. Say one clue at a time, giving your child the chance to look in an encyclopedia or other resource to narrow the search. Encourage your child to guess the famous American with as few clues as possible. For a variation, have your child research a famous American and write his/her own riddle for *you* to guess! Here are four riddles to get you started.

   a. As the daughter of Quaker abolitionists, she often spoke against slavery.
   She was a good friend of Elizabeth Cady Stanton.
   The Nineteenth Amendment to the Constitution was passed 14 years after her death.
   She helped form the National Woman Suffrage Association.
   She was the first woman to be pictured on a U.S. coin.
   Answer: *Susan B. Anthony*

   b. This man was one of America's most accomplished scientists.
   He taught farmers more productive agricultural practices.
   He was named the head of the Department of Research at Tuskegee Institute in 1910.
   He is especially famous for his experiments with a type of legume.
   He developed more than 300 products from the peanut.
   Answer: *George Washington Carver*

   c. He was one of the original seven astronauts chosen for the Mercury program.
   His historic flight took place in a spacecraft called *Friendship 7*.
   In 1974, he won election to the U.S. Senate from the state of Ohio.
   In 1998, he become the oldest human ever to travel in space.
   He was the first American to orbit the earth.
   Answer: *John Glenn*

   d. This famous American was part of an expedition exploring the Northwestern States.
   This famous American belonged to the Shoshone tribe.
   She married Toussaint Charbonneau, a French-Canadian fur trader.
   Her name means "Bird Woman."
   She and her husband were guides for Lewis and Clark.
   Answer: *Sacagawea*

2. Have your child look up the words *invention* and *discovery*. Ask your child to give examples illustrating the difference between the two words: *Columbus discovered America.* (It existed but was not known to the Europeans.) *Edison invented the light bulb.* (It did not exist before.) Discuss why things are invented. Have your child explain the meaning of the saying, "Necessity is the mother of invention." Inventions may arise out of economic, military or social needs.

3. Make a list of several inventions developed by Americans. Here is a list to get you started.

adding machine	harvester	sleeping car
air conditioning	incandescent lamp	steamboat (commercial)
airplane with motor	laser	submarine
camera (Kodak)	microphone	telegraph (magnetic)
camera (Polaroid)	pen (ballpoint)	telephone
carpet sweeper	pin (safety)	television
cash register	polio vaccine	trolley car
cotton gin	reaper	typewriter
elevator	rocket engine	vacuum cleaner
frozen food	rubber (vulcanized)	washing machine

Have your child make a chart of at least ten of these inventions. The chart should have the following headings: *Inventor, Invention, Date, Function* and *Social Impact*. Have your child fill in the chart.

Lois Lowry, Number the Stars

Radical Referents

Week 27

Write the name of the person or thing to which the **bold** words refer.

1. Mama took Ellen's hand and told **her she** had beautiful hair. _____
2. After discussing the girls, Papa and Mama decided that **they** should be taken to Henrik's house. _____
3. Papa reached for the phone to call Henrik, hoping that **he** would still reach **him** at home. _____
4. Papa promised Mama and the children **they** would be safe. _____
5. A soldier on the train asked Mama where **she** was going. _____
6. Kirsti told the soldier, "**I** am going to visit **my** Uncle Henrik!" _____
7. Annemarie was surprised when Ellen said **she** had never seen the sea. _____
8. Henrik named his fishing boat the *Ingeborg* after Mama, who was **his** sister. _____

In the morning, Annemarie awoke and stumbled downstairs where **she** found her chatterbox sister feeding a kitten. Kirsti named **it** after the God of Thunder and **she** was attempting to give it water. _____ _____ _____

When Kirsti laughed, the kitten scurried off to be alone and soon **it** rested on a windowsill out of **her** reach. There it sat, licking its paws. _____ _____

Ellen was still sleeping while Mama prepared oatmeal for **her** and the others. Mama's brother Henrik no longer grew vegetables but **he** was able to provide cream and butter because of Blossom, **his** cow. _____ _____ _____

Underline the character's name hidden in each of the following sentences. The first one has been done for you.

1. May Mary Beth or Betty Ann play the game in the blizzard?
2. The fakir stirred his cauliflower soup with a spatula and a dowel.
3. The party's success was certain when Sam amazed his audience.
4. Matilda foolishly flipped and fell entirely into a foaming filth.
5. The Fieldings figured the top apartment was the best of the lot.
6. My winsome sister could shop eternally for chartreuse stockings.

Stump the Teacher

The students in Ms. Davidson's class were playing "Stump the Teacher." See if you can solve their problems.

1. If baseball cards are worth $\frac{1}{10}$ of a dollar each, how much are Brad's 54 cards worth? _____

2. If $\frac{6}{8}$ of Sally's 8 puppies are female and $\frac{1}{2}$ of the female puppies have been sold, how many female puppies have been sold? _____

3. Felipe used $\frac{2}{3}$ cup of cheese for each pizza. If he made 4 pizzas, how much cheese did he need to buy? _____

4. Francis bought $\frac{15}{16}$ of a yard of fabric. She used $\frac{1}{2}$ of it to make a dress for her doll. What fraction of a yard did she use? _____

5. If a lot is $\frac{5}{8}$ of an acre, and the house covers $\frac{1}{2}$ of it, what fraction of an acre is covered by the house? _____

6. At the track meet, Rick entered 5 sprint contests. If each race was $\frac{1}{4}$ mile long, how many miles did Rick sprint in all? _____

7. The class had $\frac{1}{4}$ of an hour to take a math quiz. Nate used only $\frac{1}{3}$ of the time. What fraction of an hour did Nate use for the quiz?

   _____

8. Lisa and Kim live $\frac{3}{8}$ of a mile apart. If they each walked $\frac{1}{2}$ of the way and met in the middle, what part of a mile did each walk?

   _____

9. This year's summer vacation was $\frac{1}{6}$ of the year. How many months long was the summer vacation this year? _____

10. Paul's dog was asleep $\frac{2}{3}$ of the day. How many hours was it awake?

    _____

Fractions: Multiplication and Division

Solve.

1. $\frac{7}{9} \times \frac{1}{4} =$ ____

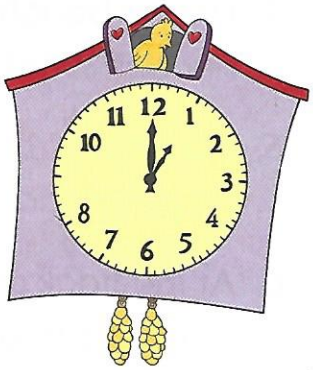
2. $\frac{5}{6} \times \frac{1}{10} =$ ____

3. $\frac{9}{10} \times \frac{2}{3} =$ ____

4. $8 \times \frac{1}{4} =$ ____

5. $\frac{1}{3} \times 15 =$ ____

6. Jaime sat in his chair for $\frac{5}{6}$ of an hour. For $\frac{1}{3}$ of this time, he worked on this assignment. What fraction of an hour did he work on this assignment?



7. $\frac{1}{2} \div \frac{1}{5} =$ ____

8. $\frac{1}{5} \div \frac{1}{2} =$ ____

9. $\frac{3}{4} \div \frac{3}{8} =$ ____

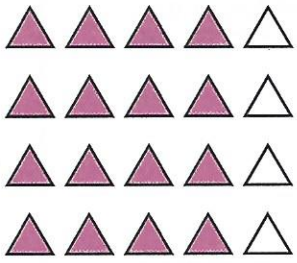
10. $\frac{7}{16} \div \frac{4}{7} =$ ____

Third Quarter Test

Identify the shaded fraction and simplify to lowest terms.

1.  _____

2.  _____

3.  _____

Compare using > or <.

4. $\frac{3}{5}$ $\frac{4}{5}$

5. $\frac{5}{8}$ $\frac{5}{11}$

6. 1 $\frac{7}{8}$

Add or **subtract**.

7. $\frac{1}{9} + \frac{5}{9} =$ ____

8. $\frac{2}{5} + \frac{1}{10} =$ ____

9. $\frac{3}{8} + \frac{1}{6} =$ ____

10. $3\frac{1}{4} + 2\frac{1}{3} =$ ____

11. $\frac{7}{9} - \frac{2}{3} =$ ____

12. $11\frac{7}{8} - 4\frac{5}{12} =$ ____

13. Change $\frac{17}{4}$ into a mixed number. ____

14. Change $3\frac{2}{5}$ into an improper fraction. ____

Multiply or **divide**.

15. $\frac{3}{4} \times \frac{1}{2} =$ ____

16. $\frac{11}{12} \times \frac{4}{5} =$ ____

17. $\frac{2}{3} \div \frac{1}{3} =$ ____

18. $\frac{1}{2} \div \frac{1}{4} =$ ____