A Total Curriculum Guide to Teach Your Child at Home

From the Editors of American Education Publishing

GRADE 6

Learn at Home

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

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

Dear Parents and Teachers,

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

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

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

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

The Learn at Home series also offers these innovative features:

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

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

Sincerely,
The Editors of American Education Publishing

Learn at Home
Grade 6

From the Editors of American Education Publishing

Learn at Home Grade 6

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Welcome!

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

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

The Learn at Home Series

The Learn at Home series is an easy-to-use line of resource guides for parents who have chosen to teach at home. The series covers grades K through 6, one volume per grade level. Each book in the series is organized the same. An introductory section called **Background Information and Supporting Activities** provides general information and activity ideas for each area of the curriculum. This section is then followed by 36 weeks of instruction in six curricular areas. At the sixth-grade level, these areas include Reading, Language Skills, Spelling, Math, Science and Social Studies.

Each of the 36 weeks is then further divided into three sections: **Lesson Plans**, **Teaching Suggestions and Activities** and **Activity Sheets**. Each week's **Lesson Plan** includes lessons and activity suggestions for all six curricular areas. Though divided into separate areas of the curriculum, many of these activities are actually cross-curricular in nature. The lesson plans are brief, but further explanations are often provided in the next section, **Teaching Suggestions and Activities**. This section generally contains detailed directions for activities mentioned in the lesson plans, as well as a variety of suggestions for related activities and extensions. **Activity Sheets** round out each week's materials. These sheets are grouped by subject and arranged in the order in which they appear in the lesson plans. Activity sheets are referred to by name and page number and are highlighted by **bold** print throughout this book.

Answer Key Pages are included in the final pages of this book for your convenience.

Background Information and Supporting Activities

LANGUAGE SKILLS

BACKGROUND

Language skills should be taught in real context and in all subject areas, rather than in isolation. The skills covered in this book include vocabulary development, parts of speech, sentence structure, paragraph structure, punctuation, using resources, poetry, public speaking, research reports, story elements and the writing process. Try to integrate your teaching of these skills with other areas of the curriculum.

THE WRITING PROCESS

Engage your child in meaningful writing activities each week. Use a writing lesson as an opportunity to stress a newly learned grammatical skill. While the focus of some writing activities will be correctness, others will encourage fluency. Devote at least 30 minutes each day to writing, whether it be creative writing or writing in other areas of the curriculum. The writing process is ongoing but generally includes these steps:

Prewriting	The writer brainstorms ideas, gathers and organizes information.
Drafting	The writer composes or writes a rough draft using prewriting ideas. Your child should not worry about mistakes at this stage. The emphasis here is on fluency, not accuracy. Have your child date the drafts and keep them in a writing folder.
Revising	The writer rereads the draft, checking to see that it is fluent, interesting and stays on topic. Then, he/she reads the rough draft to another person to gather feedback on word choice, fluency, clarity and interest. The writer makes changes as needed.
Editing	Together, the parent and child proofread the revised piece of writing for proper spelling, capitalization and grammar.
Publishing	The writer copies the corrected proof and prepares to present it.

PUBLISHING YOUR CHILD'S WORK

When writing, it is important to keep in mind one's audience. Most of the writing we do as adults has a real audience. Establish an audience and a purpose for your child's writing by publishing his/her work. Writing with the reader in mind may motivate your child to express him/herself clearly and accurately.

There are many ways to publish your child's work. Have your child turn a revised and edited story into a book, adding illustrations and a cover. Maintain a "library" of your child's writings. Arrange for your child to read some of his/her written work to an audience, such as young children or the elderly. Help your child submit a revised and edited piece to a children's magazine like *Cricket*, *Stone Soup* or *Highlights for Children*. Or, help your child create a literary magazine for publishing his/her best and favorite poems, stories, articles and essays. Help your child edit and arrange the pieces to form a magazine. Supplement with pictures, ads, puzzles, riddles and editorials. Make copies of the magazine to send to relatives and friends.

WRITING TOPICS

Assign a writing topic every Monday or allow your child to choose a topic. Brainstorm a list of topics at the beginning of the year—try to include topics from all areas of the curriculum. Some topics may require research, while others may only require imagination. Have your child keep this list of topics in a writing folder. He/she may refer to the list whenever he/she needs an idea for a writing project. Your child should follow the writing process for any writing assignment.

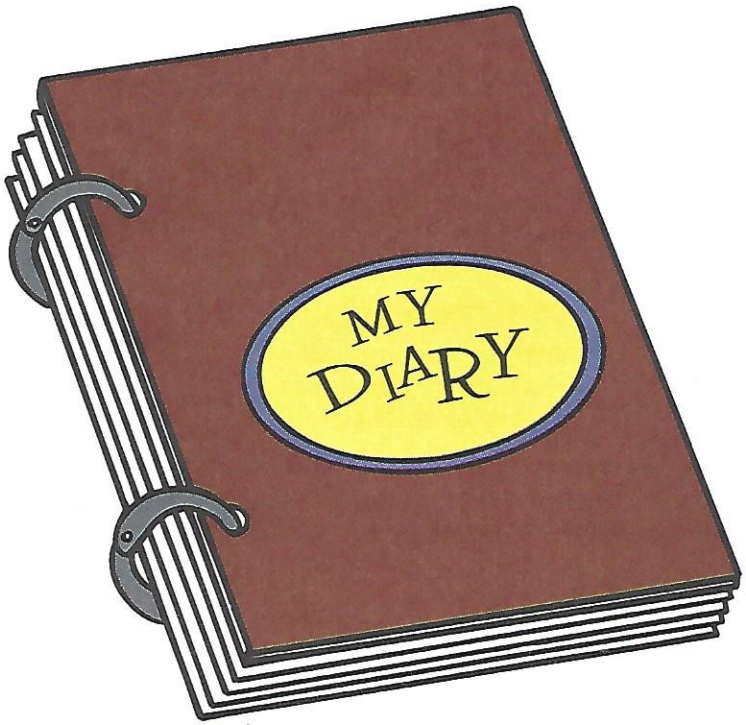
Make opportunities for your child to write every day. For example, have your child answer a question, voice an opinion or describe a character in writing. Ask your child to write an advertisement or illustrate and caption a comic strip. Write an intriguing sentence on the chalkboard and have your child turn it into a story. Encourage your child to write letters to friends and family.

PERSONAL DIARY

Have your child keep a personal diary. The objective is to help your child build fluency by writing regularly. Though you may occasionally need to suggest writing topics, allow your child to write about anything in his/her diary. Your child's diary can be a place for personal reflection, current events, lists, jokes and riddles, descriptions of wonderful or terrible things, ideas for stories and much more.

LANGUAGE CENTER

Establish a language center in your classroom. Fill a file box with a collection of activities that reinforce or enrich language skills. Allow your child to work at his/her leisure on word games, puzzles and other language activities. There are many commercial games and books available.



SPELLING

BACKGROUND

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

TEACHING SPELLING SKILLS

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

Monday

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

Tuesday

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

Wednesday

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

Thursday

1. Have your child complete an activity that involves writing, forming, tracing or reading the spelling words repeatedly. Several activity suggestions are included on page 8.
2. Have your child practice using the spelling words orally.

Friday

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

▶ WORD BANK

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

▶ SPELLING ACTIVITIES

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

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

READING

BACKGROUND

Reading ability and interests vary greatly at this age, so choose books that are appropriate for your child. You may follow the book suggestions in the lesson plans or choose your own. Use a variety of books or a basal reader for your reading curriculum. Go at an appropriate pace for your child. Read each book before you introduce it so that you will be prepared to lead a discussion, ask questions and suggest activities. Encourage your child to read material for a natural purpose as well. Make available magazines, newspapers, comics, maps and other reading materials. Set aside 30–45 minutes each day for your child to do silent reading. You might also choose to read books aloud to your child. This is a great opportunity to model your own love for reading and to talk about the content of a book. For more information on this subject, see *The New Read-Aloud Handbook* by Jim Trelease.

CHOOSING A BOOK

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

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

The Adventures of Robin Hood by Roger L. Green
Anne of Green Gables by L. M. Montgomery
The Bellmaker by Brian Jacques
Beyond the Divide by Kathryn Lasky – there are better books!
Big Red by Jim Kjelgaard
The Black Stallion by Walter Farley
The Blue Door by Ann Rinaldi
Caddie Woodlawn by Carol Ryrie Brink
Children of the Dust Bowl: A True Story of the School at Weedpatch Camp by Jerry Stanley
The Diary of Anne Frank with an introduction by Eleanor Roosevelt
The Egyptian Cinderella by Shirley Climo
The Endless Steppe by Esther Hautzig
The Great Depression (a Cornerstones of Freedom Book) by Richard Conrad Stein
Greek Myths by Ingri and Edgar Parin D'Aulaire
Gulliver's Travels by Jonathan Swift – very old fashioned
Hans Brinker by Mary Mapes Dodge
Harriet the Spy by Louise Fitzhugh – awful
The High King by Lloyd Alexander
Immigrant Kids by Russell Freedman
Just So Stories by Rudyard Kipling – ARF!
Letters from Rifka by Karen Hesse
The Manhattan Project (a Cornerstone of Freedom Book) by Richard Conrad Stein
My Friend Flicka by Mary O'Hara
The Odyssey retold by Robin Lister
The Red Badge of Courage by Stephen Crane
Robinson Crusoe by Daniel Defoe – way too long
The Secret Garden by Frances Hodgson Burnett
Song of the Gargoyle by Zilpha Keatley Snyder
The Swiss Family Robinson by Johann Wyss
Tales From Shakespeare by Charles and Mary Lamb
Treasure Island by Robert Lewis Stevenson
The Trojan War by Olivia Coolidge
20,000 Leagues Under the Sea by Jules Verne
The Vietnam War by John Devaney
Walk Two Moons by Sharon Creech – not the best
When Hitler Stole Pink Rabbit by Judith Kerr
White Fang by Jack London
The Wind in the Willows by Kenneth Grahame

READING CONFERENCE

Hold a reading conference with your child twice a week to discuss the current book. Discuss the characters and plot of the story. Have your child complete a copy of Story Organizer (p. 19) as he/she reads each book. The lesson plans suggest topics for discussion and activities that focus on a variety of reading and language skills. Use the reading book to demonstrate a language skills concept, such as subject/verb agreement. Choose other activities that will sharpen your child's analysis, comprehension and interpretive skills. Ask your child to recall details, sequence events, analyze a character, compare and contrast, predict outcomes, draw conclusions and interpret facts. When you notice yourself using a particular skill in your own reading, call attention to it. Discuss how you used the skill. Mastery of these skills will help your child become an independent reader.

When your child finishes a book, have him/her complete a project that involves thinking about the content and meaning of the material. Ask your child to write a sequel, rewrite the ending, create a diorama, make a mobile, pen a letter to the author or critique the book.

READING JOURNAL

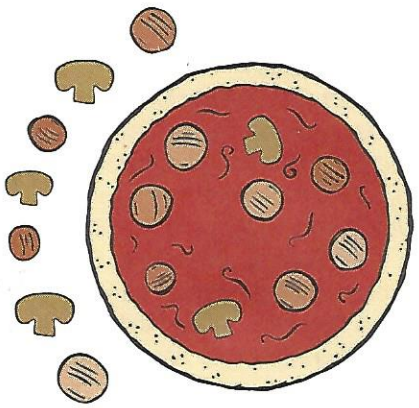
Have your child keep a Reading Journal. Assign questions for your child to answer in the journal or allow your child to write on other topics related to the book. The best questions will ask your child to express an opinion, make a recommendation, criticize a decision or debate an issue presented in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

INCENTIVES

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

1. Make a record sheet like the one shown here. After your child finishes a book, have him/her complete one line on the chart. When each line of the chart is filled—you decide how many lines it should have—let your child choose an activity as a reward. You could play a game together, bake cookies or go ice-skating.
2. Set a reading goal. Choose a theme that will motivate your child. Design a bulletin board display around the theme. For each book your child reads, add something to the display. When the display is full, your child earns a reward related to the theme. **Example:** Draw a large pizza. Have your child add a mushroom or piece of pepperoni to the pizza for each book he/she reads. Have your child write the title of the completed book on each mushroom or piece of pepperoni. When the pizza is full of toppings, your child earns a pizza lunch with someone special.

Title	Author	Main Idea	Rating



**2017: BOOKS SUGGESTED BY THIS CURRICULUM ARE OUT OF DATE

The book list on p. 9 is out-of-date: there are much better books for sixth grade. Here is a list I recommend, with ** indicating the ones I recommend the most for this age group.

**Hendrik Van Loon, *The Story of Mankind* (Newbery)
**Jean Craighead George, *My Side of the Mountain* (Newbery Honor)
**Jean Craighead George, *Julie of the Wolves* (Newbery)
**Christopher Paul Curtis, *Bud, Not Buddy* (Newbery)
**E. L. Konigsburg, *The View from Saturday* (Newbery)
**Gary Paulsen, *Hatchet* (Newbery Honor)
**Lois Lowry, *The Giver* (Newbery) + sequels
**Mildred D. Taylor, *Roll of Thunder, Hear My Cry* (Newbery)
**Irene Hunt, *Up a Road Slowly* (Newbery)
**Lois Lenski, *Strawberry Girl* (Newbery)
**Daniel Keyes, *Flowers for Algernon*

Marion Dane Bauer, *On My Honor* (Newbery Honor)
Armstrong Sperry, *Call it Courage* (Newbery)
Louis Sachar, *Holes* (Newbery)
Natalie Savage Carlson, *The Family Under the Bridge* (Newbery Honor)
Virginia Hamilton, *The House of Dies Drear*
Betty Smith, *A Tree Grows in Brooklyn*
Mildred D. Taylor, *The Land* (prequel to *Roll of Thunder*)
Louisa May Alcott, *Little Women*
Kate Di Camillo, *Tale of Despereaux* (Newbery)
Avi, *Crispin: The Cross of Lead* (Newbery)

Animal Stories
**Walt Morey, *Gentle Ben*
**Sterling North, *Rascal* (Newbery Honor)
**Marjorie Kinnan Rawlings, *The Yearling* (Pulitzer Prize)
**Wilson Rawls, *Where the Red Fern Grows*
Sheila Burnford, *The Incredible Journey*

Historical Fiction - Ancient History
Marjorie Cowley, *Dar and the Spear Thrower* (prehistoric boy)
Ann Turnbull, *Maroo of the Winter Caves* (prehistoric girl)
**Eloise Jarvis McGraw, *The Golden Goblet* (Ancient Egypt)
**Marjorie Cowley, *The Golden Bull* (Ancient Mesopotamia)

Historical Fiction - Middle Ages
Karen Cushman, *The Midwife's Apprentice* (Newbery Honor)
Marguerite de Angeli, *The Door in the Wall* (Newbery)
Karen Cushman, *Catherine, Called Birdy* (Newbery Honor)

Historical Fiction – 1600's to the Present
Jean Lee Latham, *Carry On, Mr. Bowditch*
**Elizabeth George Speare, *The Witch of Blackbird Pond* (Newbery)
Ian Serraillier, *The Silver Sword*
**Harper Lee, *To Kill a Mockingbird*
**Christopher Paul Curtis, *The Watsons Go to Birmingham: 1963* (Newbery Honor)
Bette Green, *Summer of My German Soldier*

Classic Novels
**John Steinbeck, *The Pearl*
**John Steinbeck, *Of Mice and Men*
**George Orwell, *Animal Farm*
**William Golding, *Lord of the Flies*
**Mark Twain, *The Adventures of Tom Sawyer*
Mark Twain, *The Prince and the Pauper*
Ernest Hemingway, *The Old Man and the Sea*
Alexandre Dumas, *The Three Musketeers*
Miguel de Cervantes, *Don Quixote*
Irving, Washington, *Rip Van Wrinkle, The Legend of Sleepy Hollow and Other Tales*

Short Story Collections
**O. Henry, *The Gift of the Magi and other short stories*
James Herriot, *All Creatures Great and Small*
Gary Soto, *Baseball in April and Other Stories*
Francisco Jimenez, *The Circuit: Stories from the Life of a Migrant Child*

Biography
Robert Kraske, *Marooned: the Strange but true adventures of Alexander Selkirk, the real Robinson Crusoe* (MUCH BETTER than Daniel Defoe's unreadable *Robinson Crusoe*)
Ann McGovern, *The Secret Soldier: The Story of Deborah Sampson*

Autobiography

**Helen Keller, *The Story of My Life*
**Frederick Douglass, *Narrative of the Life of Frederick Douglass*
**Maria Augusta Von Trapp, *The Story of the Trapp Family Singers* (sequel to *Sound of Music* when the family comes to America)
Booker T. Washington, *Up From Slavery*
Ruby Bridges, *Through My Eyes*
Maya Angelou, *I Know Why the Caged Bird Sings*
Thor Heyerdahl, *Kon Tiki: Across the Pacific In a Raft*
Homer H. Hickam, Jr., *Rocket Boys*
**Malala Yousafzai, *I am Malala*
Leon Leyson, *The Boy on the Wooden Box*
Leland Melvin, *Chasing Space (Young Reader's Edition*
Zac Unger, *Working Fire: The Making of a Fireman*
When I was Your Age: Original Stories about Growing Up

Exploring Other Cultures

**Anne Frank, *The Diary of Anne Frank* (Germany during WWII and the Holocaust)
Louise Erdrich, *The Birchbark House* (Native American)
**Deborah Ellis, *Breadwinner Trilogy: The Breadwinner, Parvana's Journey,* and *Mud City* (Afghanistan)
*Jade Snow Wong, *Fifth Chinese Daughter* (China)
Ishmael Beah, *A Long Way Gone: Memoirs of a Boy Soldier* (Sierra Leone, Africa)
Alma Flor Ada, *Where the Flame Trees Bloom* (Cuba)
Yoshiko Uchida, *A Jar of Dreams* (Japanese American during WWII)
Quang Nhuong Nhuong, *The Land I Lost: Adventures of a Boy in Vietnam* (Vietnam)
Minfong Ho, *Rice without Rain* (Cambodia)
Mark Mathabane, *Kafir Boy* (South Africa during apartheid)
Sandra Cisneros, *House on Mango Street* (Mexican-American girlhood)

Since at least of half the books your child reads this year should be non-fiction, one idea is to pick reading material related to that week's social studies theme. Here are my suggestions, each week's social studies theme listed in **bold letters**.

Weeks 1 – "Have child select a book." **Reconstruction**: I suggest a book about Lincoln, or Elizabeth Yates, *Amos Fortune, Free Man* or Tony Bolden, *Cause: Reconstruction America 1863- 1877*. For other ideas on middle grade reads related to Reconstruction: www.goodreads.com/list/show/91810.Reconstruction_in_YA_Middle_Grade_Fiction

Week 2 – "Have child select a non-fiction book." **Westward Expansion**: I suggest a youth biography of Sitting Bull or Crazy Horse, or Joseph Medicine Crow, *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond* (National Geographic 2006). Or, Jean Van Leeuwen's *Bound for Oregon* is a fictionalized account of a 9 year-old and her family traveling westward on the Oregon Trail in 1852. Finally, if your child is mature enough to handle learning about the tragedy at Donner's Pass, PBS' *American Experience: The Donner Party* (2009) is an excellent documentary.

Week 3 – "This week's reading selection is C. S. Lewis, *Lion, Witch and the Wardrobe*." Meh. I loved this book as a child, but the writing style is dated and it is more appropriate for 4th or 5th grade. If your child really wants to read a fantasy novel, Tolkien's *The Hobbit* would be a far superior choice. **Industrial Revolution**: Katherine Paterson's *Lyddie* is an excellent short novel about the grueling life of an 11 year-old girl who works in a cloth factory. Or, you and your child could read along to an audio of Charles Dickens' *Oliver Twist* and then compare the novel to one of the many movie versions.

Week 4 – "Choose a non-fiction book." **The Gilded Age of Robber Barons**: you could introduce your child to Howard Zinn's *A People's History of the United States* and read the chapter on robber barons, or check out Mark Twain's satire of greed and corruption which gave the age its name: *The Gilded Age: A Tale of Today.* Consider also Grant Segall, *John D. Rockefeller: Anointed with Oil* (120 page biography) and other short biographies of Gilded Age tycoons.

Week 5 – "Choose a book." I suggest continuing to read the books from last week. **Industrial Revolution: Monopolies**.

Week 6 – "Choose a historical fiction book," and Eleanor Coerr, *Sadako and the Thousand Paper Cranes* is suggested. NO. This story is cringe-worthy because Sadako believes that if she folds a thousand origami cranes, she will be healed of leukemia – but, of course, that is not how life works. Instead, choose one of the books listed above, possibly from the 'exploring other cultures' column. **Capitalism & the Stock Market**.

Week 7 – "Have child select a book." **Industrial Revolution: the Transcontinental Railroad**: the legend of John Henry. Consider Scott Reynolds Nelson, *Ain't Nothing but a Man: My Quest to Discover the Real John Henry* (National Geographic) and James Barter, *A Worker on the Transcontinental Railroad* (112 pages, perfect for sixth grade).

Week 8 – "Read Lynne Reid Banks, *The Return of the Indian* and explore Native American culture." NO. *Indian in the Cupboard* is full of stereotypes about Native Americans, and this sequel undoubtedly is too. **Industrial Revolution**.

Week 9 – "Choose a non-fiction book." **Immigration**. John Burdick, *Ellis Island: Gateway of Hope*. Jeannie Mobley's *Katerina's Wish* tells the story of a 13-year-old girl who emigrates to the U.S. from Bohemia with her family in 1900. Or you and your child could read along to an audio of Willa Cather's *My Antonia*, a fictional yet authentic story of Bohemian immigrants who rough it in an underground sod house in the Great Plains.

Week 10 – "Choose a book." **Immigration: tenement neighborhoods**. There are many decent youth novels which explore the immigrant experience. Deborah Hopkinson, *Shutting Out the Sky: Life in the Tenements of New York, 1880-1924*; Katherine Ayres, *Under Copp's Hill* (American Girl History Mystery); Russell Freedman, *Immigrant Kids*. Donna Jo Napoli, *The King of Mulberry Street*; M J Auch, *Ashes of Roses*.

Week 11 – "Compare and contrast two books." Your child could compare two autobiographies, two of the Encountering Other Cultures books, or two of the animal-oriented novels listed above. **Turn of the Century/Spanish-American War**. A biography of Theodore Roosevelt and his Rough Riders might be appropriate.

Week 12 – "Read Norton Juster, *The Phantom Tollbooth*." NO. This book is escapist nonsense that should not be on any student reading list. Most people who rave about it are adults who say they like it because of the witty wordplay, but the wordplay will sail right over the head of most sixth graders. And the plot of the story is, again, nonsense.

Week 12 (cont.) **Opening of the Panama Canal.** Sue Vander Hook, *Building the Panama Canal* or Margarita Engle, *Silver People: Voices from the Panama Canal.* Check out PBS' *Panama Canal: Gateway to the American Century* (DVD).

Week 13 – "Choose a non-fiction book." One of the autobiographies listed above would be great. **20th Century & WW I.** Or Dhan Gopal Murkerji, *Gay-Neck: the Story of a Pigeon* (Newbery): the training of a carrier pigeon and its service during WWI revealing the bird's courageous and spirited adventures over the housetops of an Indian village, in the Himalayan Mountains and on the French battlefield.

Week 14 – "Choose a book." **WW I.** Consider Barroux, *Life of Fire: Diary of an Unknown Soldier* — graphic adaptation of a 100-year-old diary brings the events of the first two months of WWI to life — or David Hill, *My Brother's War* where two brothers have very different experiences during WWI.

Week 15 – "Read Scott O'Dell, *Island of the Blue Dolphin.*" IDK: I liked this book when I was in sixth grade, but many of the others listed above are better. Since the social studies topic continues to be **WWI,** maybe Kate Seredy, *The Singing Tree* (Newbery Honor) is a better choice: it takes place in Hungary at the start of WWI.

Week 16 – "Choose a book." **Roaring Twenties.** BTW: check out the awesome PBS documentary *Prohibition (A Film by Ken Burns*). Also, an excellent online resource is http://wmpeople.wm.edu/asset/index/gamcea/roaringtwenties

Week 17 – "Choose a book." **The Great Depression.** Please do your child a favor and do not assign Karen Hesse's *Out of the Dust*. It takes an already depressing subject and makes it far worse by having the child protagonist accidentally cause her mother's death. Christopher Paul Curtis' **excellent** *Bud, Not Buddy* is set during the Depression, as is Doris Gates' sweet *Blue Willow* (though it's more of a 4th or 5th grade read).

Week 18 – "Choose a book." **The Great Depression.** In addition to *Bud, Not Buddy*, Mildred Taylor's book *Roll of Thunder, Hear My Cry* and Jackie French Koller, *Nothing to Fear* are both set during the Depression.

Week 19 – "Read Phyllis Reynolds Naylor, *Shiloh.*" NO. The following quote from an Amazon review summarizes why I do not recommend this book: "I like a book with redeeming values. This book is about a boy who lies to get what he wants. . . . This book pulls at the heartstrings because of a possible abused animal, but the end results teaches deception." *Old Yeller*, *Gentle Ben* and *Where the Red Ferns Grow* are all better animal-related books. **WWII.** Now would be a good time to read Yoshiko Uchida, *A Jar of Dreams* (set during WWII and listed above under 'Exploring Other Cultures.')

Week 20 – "Choose a book." **WWII: Pearl Harbor.** I suggest Joseph Bruchac, *Code-Talker: A Novel About the Navajo Marines of WWII* as well as Dorinda Nicholson, *Pearl Harbor Child: A Child's View of Pearl Harbor.*

Week 21 – "Choose a book." **WWII: Holocaust.** I suggest *Diary of Anne Frank* or Leon Leyson, *Boy on the Wooden Box* (autobiography of child saved by Schindler's List). Claire Huchet Bishop, *Pancakes-Paris* is a beautiful and touching story about two American GIs stationed in France after the war who help an impoverished single mother and her two children. [You can download it in pdf form from book4you.org.]

Week 22 – "Read E. L. Konigsburg, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*." NO. E. L. Konigsburg's *View from Saturday* is a far, far better book. **Post-WWII & Korean War.** Homer Hickam's *Rocket Boy* takes place during this time.

Week 23 – "Choose a book." **1960's-70's, Civil Rights, Vietnam.** I suggest a biography of Dr. Martin Luther King, Jr., Ruby Bridges, *Through These Eyes* and/or Quang Nhuong Nhuong, *The Land I Lost: Adventures of a Boy in Vietnam.* If your child likes to read books written in verse, you might try Thanhha Lai, *Inside Out and Back Again* (Newbery Honor) inspired by the author's childhood experience as a refugee fleeing Vietnam after the Fall of Saigon and immigrating to Alabama.

Week 24 – "Choose a book." **The Protest Years.** I suggest one of the books listed above, or non-fiction about the civil rights and/or women's rights movements.

Week 25 – Frances Hodgson Burnett, *The Secret Garden*. I love this book, so if your child has not yet read it, then by all means do so now! **Moving on from the Cold War.**

Week 26 – "Choose a book." *The Secret Garden* will likely take your child two weeks to read. **Latitude and Longitude.** An interesting non-fiction book you might explore with your child is Dava Sobel, *Longitude: The True Story of a Lone Genius Who Solved The Greatest Scientific Problem of His Time*. We take these discoveries for granted now!

Week 27 – "Choose a non-fiction book." **River Systems.** There is a series in our library titled 'Rivers of the World': each volume focuses on a different major world river and is just about 100 pages. They are all fascinating. James Barter authored some, but not all.

Week 28 – "Choose a book." **Physical Geography of South America.** I suggest one of the books listed above, or a non-fiction book on South America and/or the Amazon.

Week 29 – "Choose a book." **Climate & Canada.** This might be a great time to read Gary Paulsen's *Hatchet*: the main character must survive in a northern wilderness (Alaska or Canada) after being the sole survivor of a single-engine plane crash. Or, Jean Craighead George's *Julie of the Wolves*, which is also set in either Alaska or Canada.

Week 30 – "Read Elizabeth George Speare, *Sign of the Beaver*." I really like this book, but it's more of a fourth or fifth grade read. **Canadian history.** Christopher Paul Curtis' *Elijah of Buxton* is about a runaway slave who lives in Canada. William Durbin, *The Broken Blade*, set in 1800, is about a 13-year-old boy forced by family circumstances to become a canoeman; during the story he paddles 2400 miles down the Ottawa River from Montreal and the reader learns a wealth of information about the fur trade and history.

Week 31 – "Choose a book." **Mexico.** A new youth novel I haven't read but is set in Mexico is Patricia Reilly Giff, *Until I find* Julian. Or read Sandra Cisneros, *House on Mango Street,* or research artist couple Frida Kahlo and Diego Rivera: John Morrison, *Frida Kahlo*, and Ernest Goldstein, *The Journey of Deigo Rivera*, are short biographies.

Week 32 – "Choose a biography." **Mexico & Central America.** An older but still awesome biography of Benito Juarez that you can download off book4you.org is James D. Atwater, *Out from Under: Benito Juarez and Mexico's Struggle for Independence.*

Week 33 – "Read Lynne Reid Banks, *I, Houdini.*" NO. There is a crude chapter about a male hamster forcing a female to mate which many parents find objectionable, plus the story starts funny but gets progressively darker. This book is rarely read any more. Substitute one of the books from the list above. **Central America.**

Week 34 – "Select poetry anthologies." You might try Elise Paschen, *Poetry Speaks Who I Am* and Naomi Shihab Nye, *This Same Sky: A Collection of Poems from Around the World.* Or *Six American Poets: An Anthology.* Rudyard Kipling's "If" is a great poem for this age. Paul Fleischman's *Joyful Noise: Poems for Two Voices* (Newbery) is a collection of poems that celebrate insects. **South America & Simon Bolivar.** Elizabeth Bishop, *An Anthology of 20th Century Brazilian Poetry* might be cool to go with the social studies theme.

Week 35 – T. S. Eliot's *Old Possum's Book of Practical Cats.* This is a weird choice: these poems are dated, and weren't that good to begin with! The creators of this curriculum were no doubt influenced by the fact that *Cats* the Broadway musical was all-the-rage in the 1980's and 90's. If you want to listen to the *Cats* soundtrack and compare the Broadway tunes to the original poems, then by all means feel free . . . I'm just saying. **South America: Ecuador, Guyana, Paraguay, Peru.** Ann Nolan Clark, *Secret of the Andes* (Newbery) is a story set in ancient Peru: I like it but my sons weren't enthusiastic. Leanne Stratland Ellis, *The Ugly One* is about a 12-year-old Incan girl shunned by her community because of a facial scar but who eventually becomes a shaman. I haven't read the book, but it has good reviews on Amazon.

Week 36 – "Choose a book." Again, I would suggest one of the books listed above. **South America: Suriname, Uruguay, Venezuela.**

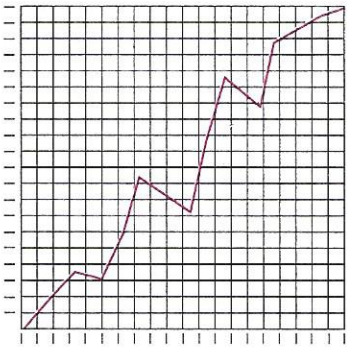
MATH

BACKGROUND

This sixth-grade math curriculum is filled with activities and exercises designed to help your child comprehend the logic behind math operations. Your child will learn about multiplication, division, geometry, fractions, decimal fractions, percents, ratios and integers. He/she will also learn about statistics and graphing. Whatever the topic, look for opportunities to relate the math concepts to your child's own world. Show your child the practical applications of mathematics.

PROGRESS CHART

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

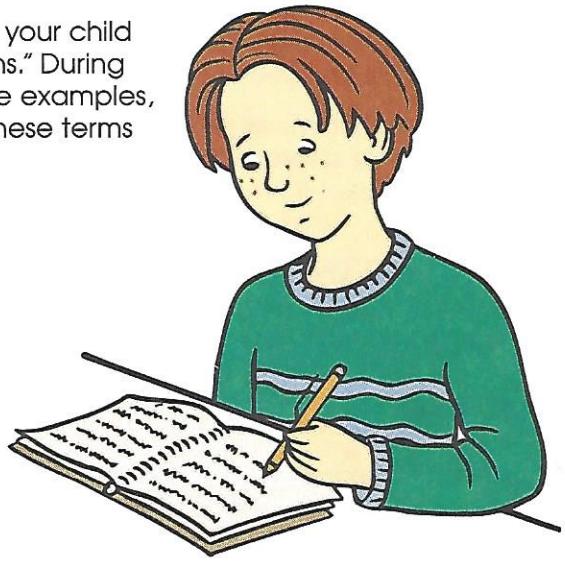


BOOK OF PROBLEMS

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

VOCABULARY

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



SCIENCE

BACKGROUND

In sixth-grade science, your child will explore the systems of the human body. He/she will study how these systems function together and how exercise and good nutrition are vital to its well-being. Your child will also learn about the immune system and diseases, such as asthma and AIDS, that can affect it.

This year's curriculum will also cover the study of chemistry. Your child will learn about mixtures, solutions, molecules, acids and bases through experimentation and observation. This book will also cover the fascinating study of light and sound.

Finally, your child will learn about ecology. He/she will discover different biomes and the unusual organisms that inhabit them, discuss endangered species and learn how to help save our environment and conserve precious resources.

SPECIAL SCIENTIST

Feature a different "Special Scientist" in each 9–week quarter. Provide information about the scientist and his/her work. On the bulletin board, frame a large sheet of paper with a decorative border. Near the top of the frame, write the name of the scientist and display his/her picture. (Copy a picture from an encyclopedia or other resource.) Write some facts about the scientist and his/her work within the frame. Supply resource books about the scientist and his/her field. Invite your child to read and write about the scientist. Some suggestions for "Special Scientist" include Edmond Halley, Wernher von Braun, Dorothy Crowfoot Hodgkin, Alessandro Volta, John F. Enders and Helen Brooke Taussig.

THE SCIENTIFIC METHOD

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

1. A science lesson may begin with a question that sparks the curiosity of your child. **Example:** I wonder what will happen if I leave this half-eaten apple on the counter. Encourage your child to state a possible *hypothesis.*
2. Follow the question with an *exploration* that involves observation, play, debate, experimentation and other methods of inquiry. Encourage your child to use descriptive language, measure when appropriate and keep a journal of observations.
3. The next step involves proposing *explanations* and *solutions* for the initial question. An explanation may prove or disprove the earlier hypothesis. This is a time of writing, talking and evaluating. After this step, your child may need to return to the second step of the cycle, exploring the topic further.
4. *Applying* the knowledge to your child's world makes the event more meaningful. *Where have you seen this happen before? What will you do differently because of the experiment?* This fourth step may also spark a new question that will begin the cycle again.

SCIENCE LOG

Once your child has mastered the Scientific Method, he/she will be able to apply it to all areas of science covered this year. Have your child keep a Science Log to help him/her work through experiments and other problems methodically.

SOCIAL STUDIES

The sixth-grade social studies curriculum consists of an in-depth study of American history from the period following the Civil War to the present. Gather relevant posters, videotapes, films, magazines, books, audiotapes, CD-ROMs and resource books for your child's reference. Use primary sources as often as possible. Have your child read excerpts from A History of the United States, a series by Joy Hakim (published by Oxford University Press). This year, your child will also study geography, including the hemispheres, longitude and latitude, landforms and boundaries of North America and South America.

COMMUNITY INVOLVEMENT

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

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

SOCIAL STUDIES CENTER

Set up an area in the classroom called the Social Studies Center. If possible, put the center near a bulletin board where you can mount a large map of the United States and a time line to be completed as the year progresses. Suggested supplies and materials for the center include the following: maps, a globe, an atlas, books about U.S. history, weekly news magazines, almanacs, encyclopedias, video and auditory tapes, pictures of times past, copies of historical documents, games and biographies of famous people.

SOCIAL STUDIES JOURNAL

A journal is an important tool for encouraging your child to reflect on new learning. Help your child make it a habit to write in the Social Studies Journal at least once a week. You will see a reminder each Friday in the lesson plans. You might ask your child to reflect on a specific aspect of the week's lessons. A journal is an excellent place for your child to voice opinions and ask questions.

	Language Skills	Spelling	Reading
Monday	**Fun With Words** Review the concept of alliteration. Discuss why people use alliteration (to sound nice or to be silly). *See* Language Skills, Week 1, number 1. Have your child choose a topic, make a plan for writing, then begin working on a rough draft. Encourage your child to make up a title for the writing project that incorporates alliteration.	Pretest your child on these spelling words: accept, accurate, arrange, ballot, commit, common, different, install, necessary, occasion, opposite, quarrel, really, recess, support, surround, terrible, tomorrow Correct the pretest, add personalized words and make two copies of this week's study list.	**Purpose for Reading** With your child, brainstorm a list of the type of things a person can read. Then, discuss the different reasons for reading each. *See* Reading, Week 1, number 1. Take your child to the library to look at possible books to read this semester. Have your child make a list of books that interest him/her. Check out enough books to last a few weeks.
Tuesday	Give your child three or four examples of anagrams: tire (rite or tier), flea (leaf), stain (saint), hewn (when). Then, ask him/her to define the term *anagram*. *See* Language Skills, Week 1, number 2.	Study this week's spelling words. Have your child complete **Seeing Double** (p. 18).	Hold a reading conference in which you introduce the book your child will read first. *See* **Reading Conference** (p. 10). Focus on prior knowledge (relating your child's past experiences to the topic). Give your child a copy of **Story Organizer** (p. 19) to complete as he/she reads the story.
Wednesday	Review *similes* and *metaphors*. Have your child compare how they are similar yet different. Discuss the purpose for using these figures of speech. Have your child write sentences containing metaphors and similes. *See* Language Skills, Week 1, numbers 3 and 4. Ask your child to incorporate at least one metaphor and one simile into this week's writing project.	Have your child use each of this week's spelling words correctly in a sentence.	Teach a vocabulary lesson using difficult words from the current reading book. Write the words on the chalkboard, followed by the page numbers on which they are found. Have your child write the words and the sentences they appear in on index cards. *See* Reading, Week 1, number 2. Have your child rewrite each sentence in his/her own words to show the meaning of the vocabulary word(s).
Thursday	Review *hyperbole*. Discuss the purpose for using hyperbole (to emphasize a point). *See* Language Skills, Week 1, number 5. Have your child write several sentences containing hyperbole.	Have your child study this week's spelling words. *See* **Spelling Activities** for activity ideas (p. 8).	Have your child write in his/her Reading Journal about the book he/she is reading. Ask him/her to explain something, persuade someone of a certain point of view, argue a point raised in the book, criticize a character's actions or imagine a variation of an episode in the book.
Friday	Select a passage to read aloud that expresses a mood. Have your child describe the mood and identify the words from the passage that help to establish it. *See* Language Skills, Week 1, number 6. Have your child create a word web around a mood word of his/her choice. Then, have your child incorporate those words into a paragraph.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Discuss the current reading book in a conference. Focus on character analysis. *See* **Reading Conference** (p. 10).

Math	Science	Social Studies
Place Value Review place value with your child. *See* Math, Week 1. Have your child read *How Much Is a Million?* by David Schwartz. Make large-number flash cards. Write large numbers in numeral form on one side and in words on the reverse side. Use the cards to practice reading and writing numbers. This is a great self-checking activity. *See also* Math, Week 1, number 1.	**The Human Body** Ask your child to name the major systems of the human body (skeletal, muscular, digestive, respiratory, circulatory, urinary, reproductive, nervous and endocrine). *See* Science, Week 1. Over the next 9 weeks, your child will learn about some of these systems. Follow the lesson plans or encourage your child to study and report on two or three systems in depth.	**Reconstruction** Show your child pictures taken during the Civil War period. Review and discuss the causes of the Civil War, where it was fought, the damage it caused on both sides and the possible feelings of the victors and losers. Have your child imagine that he/she had a brother who served in the Civil War (on either side). Have your child write an imaginary diary entry as the brother dated sometime in 1865.
Continue to give your child practice reading and writing large numbers in numeral and word form. Review the spelling rules concerned with writing numbers. *See* Math, Week 1, number 2. Add appropriate math vocabulary to this week's spelling list. Have your child complete **Down the Ladder** (p. 20).	Have your child complete **Anticipation Guide** (p. 21) before reading about the human body. Then, have your child do research on the human body to confirm or refute each statement. If the statement is false, have your child write a related true statement.	Introduce the concept of Reconstruction. *See* Social Studies, Week 1, number 1. Ask your child to imagine what the most difficult thing to reconstruct after the Civil War was. Have him/her write a paragraph about it.
Review how to read decimals with your child. *See* Math, Week 1, number 3. Have your child color models of decimal fractions. Have the child draw a large box to represent a whole, then use a ruler to divide the box into tenths, hundredths, thousandths or ten thousandths. Name decimal fractions, such as 0.93 or 0.641, for your child to illustrate.	**Skeletal System:** The skeleton is a support system that gives a body shape. The human body has 206 bones that protect the organs and act as a system of levers, helping the body to move. Discuss *endoskeletons* and *exoskeletons*. Discuss examples of animals that have each type of skeleton. Have your child draw a picture of an animal with an exoskeleton in his/her Science Log.	Provide your child with a list of questions related to Reconstruction and a selection of appropriate resources. *See* Social Studies, Week 1, number 2. Have your child take notes while reading about Reconstruction and answer the questions provided.
Have your child create a cross-number puzzle using number words as clues. Sample clue: three hundred sixty-five and twelve hundredths. Answer: 365.12 Keep the finished puzzle for future use. Give your child the puzzle to solve tomorrow or next week.	Have your child study and memorize the parts of the skeleton on **The Skeletal System** (p. 22). Help the child locate these bones on his/her own body. Then, have your child read more about the human skeleton in a resource book. Have your child locate and label other bones: *radius, ulna, carpals, metacarpals, phalanges, tarsals, metatarsals, ilium, ischium, maxilla, mandible, sternum.*	Hold a discussion about Reconstruction. Use the questions and research from yesterday as a guide and starting point.
Review the rules for rounding numbers with your child. *See* Math, Week 1, number 4. Write a large number (such as 2,375.382613) on the chalkboard. Then, ask your child to round the number to different places. Have your child write his/her answers on the chalkboard.	Have your child read more about bones, then complete **The Supportive System** (p. 23).	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Fun With Words)

1. *Alliteration* is the repetition of the beginning sounds in a sentence or phrase. Alliteration can be effective in a title or in poetry. Alliteration may also be used to grab the attention of the reader or to add a sense of fun.

   Examples: She says Sally seems silly. Introducing Magnificent Max, the Mad Magician!

   Have your child write several sentences containing alliteration.

2. An *anagram* is a word that can be scrambled to form a new word. Write the following words on the chalkboard and challenge your child to find as many anagrams as possible: *trace, pots, nips, least, emits, scrape, cast, miles, tones, pets, ropes, read, eats, lame, meat, reteach, reaps, wets, cares, tries, hoes, wane, stake, naps, hams, dens, tear, tens, sprite, own, star, dealer, tar, reread, peal, inch.*

3. Write several sentences on the chalkboard. Have your child rewrite the sentences by adding words and images to form similes. It is okay to change the order of the words to maintain the sense of the sentences.

   Example: The race cars were loud as they sped around the track.
   The race cars were *as loud as thunder* as they sped around the track.

4. Copy the following sentences for your child. Have him/her rewrite the sentences and replace the underlined words with specific images to form metaphors.

   Example: The leaves *covered* the forest floor. The leaves *made a beautiful carpet* for the forest floor.

5. *Hyperbole* is an exaggeration that emphasizes a real characteristic.

   Example: *The basketball player was so tall, he could touch the top of the Empire State Building.*

   Have your child write sentences using hyperbole to exaggerate the following topics: a lot of snow, long fingernails, taking a long time to finish a task, a very angry boy, a very pretty flower.

6. After reading the paragraph, create a word web. To do this, ask your child to identify the mood of the paragraph. Write the mood in the center of the paper and draw a circle or oval around the word or phrase. Draw radiating lines from the center and write the words that helped establish the feeling at the end of each line.

READING (Purpose for Reading)

1. Have your child name different things that he/she reads—novels, history books, letters, magazines, recipes, directions, labels, etc. List these ideas on a sheet of paper. Next, have your child group the items on the list into categories of purpose: enjoyment, learning facts, locating important details, answering questions, following directions. Understanding the purpose for reading may help your child to focus when it comes time to read.

2. Vocabulary should be taught in context as much as possible. When you choose vocabulary words, note the page numbers so your child may reread the sentences. Have your child read the sentences and try to explain the meanings to you. Then, ask your child to confirm his/her understanding by looking in the dictionary. Use the dictionary to confirm pronunciation as well.

MATH (Place Value)

BACKGROUND

Our numbering system is a base-ten system. Once you understand the pattern through 100, you can count indefinitely, simply by following the same repeating pattern. *Place value* is the name of this repeating pattern. The *value* of a digit is determined by the *place* in which it rests. For example, a 2 in the ones place has a value of *two*—a 2 in the hundreds place has a value of *two hundred.* Study the place-value chart that follows with your child. As you study the chart, explain to your child the following four points:

- Numbers are composed of ones, tens and hundreds.
- Each group of ones, tens and hundreds is called a *period.*

- Periods are separated by commas.
- Read large numbers from left to right. Name the value of the period, then state the period. **Example:** The number 3,246,030,005,700 should be read as follows: *three trillion, two hundred forty-six billion, thirty million, five thousand, seven hundred.* **Note:** the word *and* is not used between periods.

1. Make a second set of index cards (using a different color) with a place value named on each card. Have your child choose a numeral card and a place-value card, then name the digit in the given place.
2. Review some spelling rules for writing numbers.
   a. Number words between 21 and 99 are written with a hyphen (with the exceptions of 30, 40, 50, 60, 70, 80 and 90). **Example:** 34 is written as *thirty-four.*
   b. Place a comma between the *periods*—just as when writing a number with digits. **Example:** 1,200 is written as *one thousand, two hundred.*
3. Numerals to the left of the decimal point are read as whole numbers. Numerals to the right of the decimal point are read as a place value. Read the decimal point as *and.* **Example:** 341.25 is read as *three hundred forty one and twenty-five hundredths.* The first decimal place is tenths, the second is hundredths, the third is thousandths and the fourth is ten thousandths.
4. When rounding a number to a certain place, first look at the number in the place immediately to the right. If that number is less than 5, stay the same. If that number is 5 or greater, round up. All numbers to the left of the place being rounded to remain the same; all numbers after the place being rounded to are dropped. **Example:** 254.136 rounded to the nearest hundredth equals 254.14, rounded to the nearest tenth equals 254.1, rounded to the nearest ten equals 250.

SCIENCE (The Human Body/Skeletal System)

BACKGROUND
The human body is composed of several systems that work together to make the body function. Good nutrition, regular exercise and proper hygiene enable these systems to run smoothly. Poor nutrition, pollution, lack of exercise and disease, however, can cause the body to function poorly. Provide plenty of resource books and materials about the human body for your child's reference.

SOCIAL STUDIES (Reconstruction)

1. Have your child look up reconstruction/Reconstruction in the dictionary. When capitalized, the term refers to a 12–year period after the Civil War. Have your child mark this period on a time line. Reconstruction refers to not only a physical rebuilding after the war (mostly in the South) but also the re-establishment of relationships between North and South. This included punishment of Confederate leaders, ensuring the rights and protection of freed slaves and bringing the seceded states back into the Union.
2. Provide your child with the following directions and questions to guide his/her research:

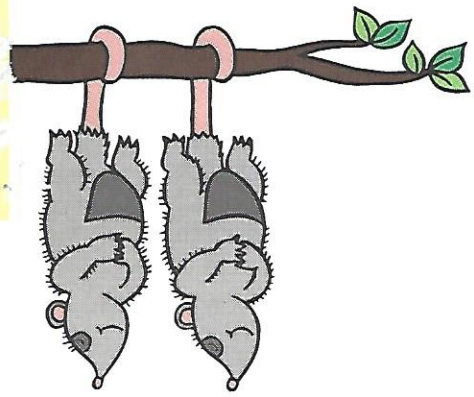
   Describe President Lincoln's plan for Reconstruction.
   Describe President Johnson's plan for Reconstruction.
   How did the Ku Klux Klan develop? What was their purpose?
   Why was Tennessee the first of the eleven Southern states to be readmitted to the Union?
   What were the Reconstruction Acts?
   What were the black codes?
   Who were the carpetbaggers?
   What was the attitude of many Southern whites?
   What good came out of Reconstruction? What was not accomplished?
   When and why did Reconstruction end?

Seeing Double

accept
accurate
arrange
ballot
commit
common
different
install
necessary
occasion
opposite
quarrel
really
recess
support
surround
terrible
tomorrow

Add letters to the double consonants to spell the words on the list and complete each short phrase.

1. ___ ll ___ box
2. ___ mm ___ a crime
3. ___ rr ___ day
4. ___ cc ___ it
5. ___ ll a program
6. ___ ll ___ nice
7. ___ ss time
8. ___ rr ___ neatly
9. special ___ cc ___
10. ___ mm ___ name
11. ___ pp ___ group
12. lover's ___ rr ___
13. ___ ff ___ choice
14. ___ rr ___ sound
15. ___ pp ___ end
16. ___ cc ___ count
17. ___ ss ___ work
18. a new ___ rr ___



Choose eight words from the list. Separate the words into syllables and **rewrite** them below.

Story Organizer

Author _____ Date _____

Title _____

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

Setting: _____

Characters: _____

_____

Problem: _____

_____

Events: _____

_____

_____

_____

Solution: _____

_____

_____

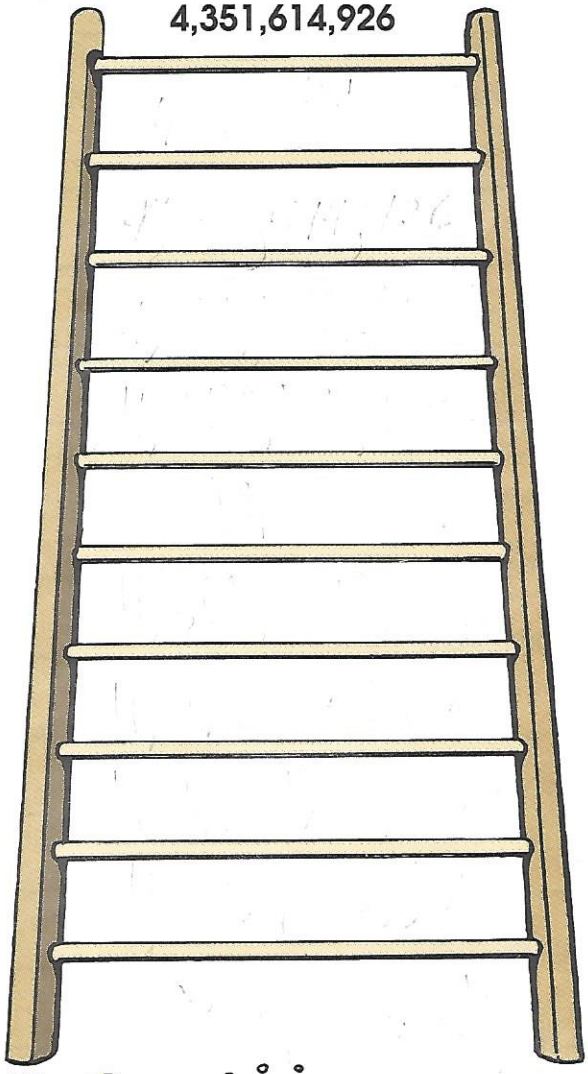
Did you enjoy this story? 1 2 3 4 5 6

Not at all — Very much!

Down the Ladder

Follow the directions to get to the bottom of the ladder.
Start with this number.

4,351,614,926



Add 4,000,000 to the number.

Subtract 40,000 from the number.

Decrease the number by 4,000.

Increase the number by 3,000,000.

Increase it by 5,000,000.

Subtract 10 from the number.

Subtract 40,000 from the number.

Add 30,000 to the number.

Increase the number by 2,000.

YOU MADE IT TO THE BOTTOM!

A quick review:

99 plus 1,001 equals _____

999 plus 100,001 equals _____

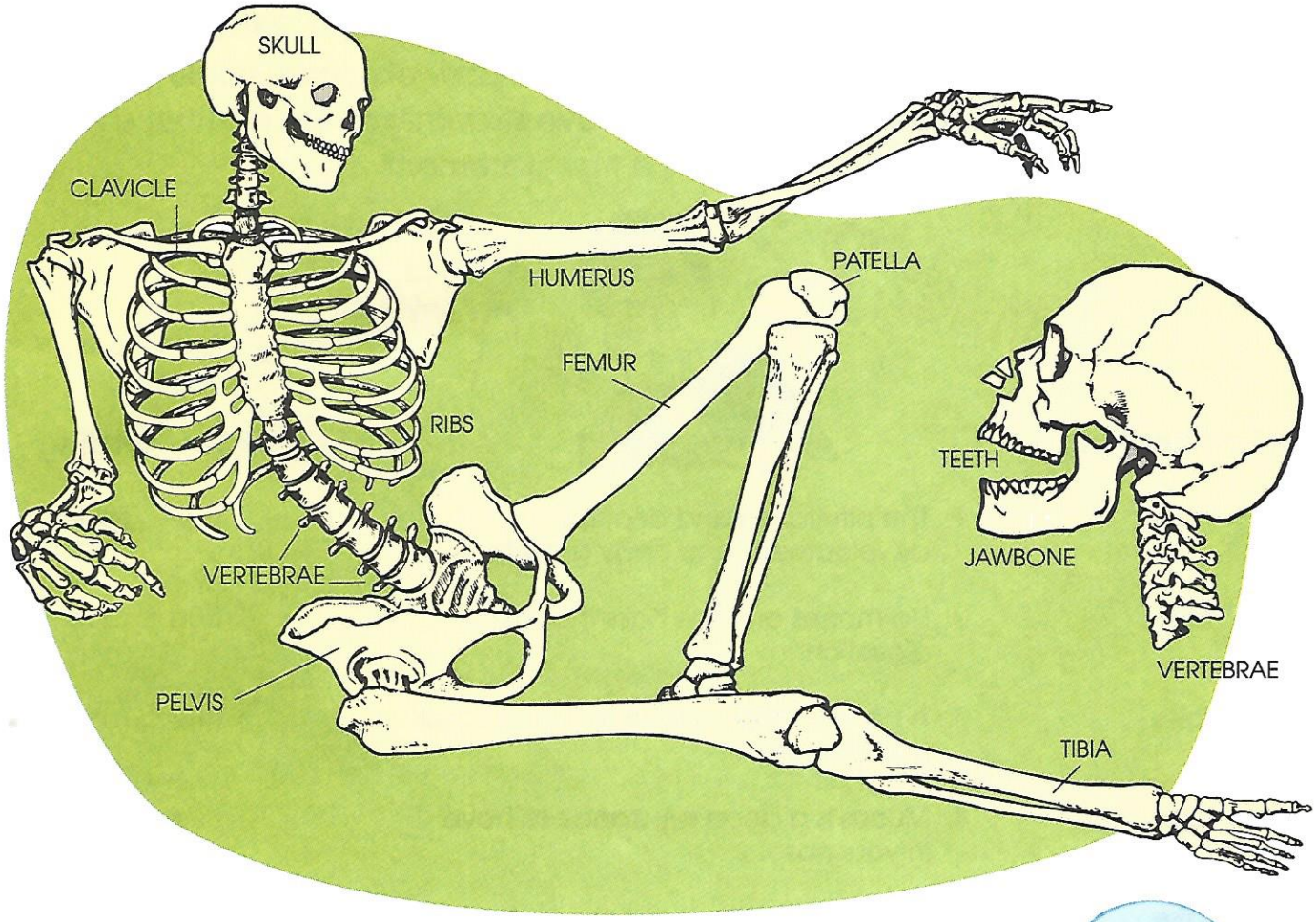
9,999 plus 100,001 equals _____

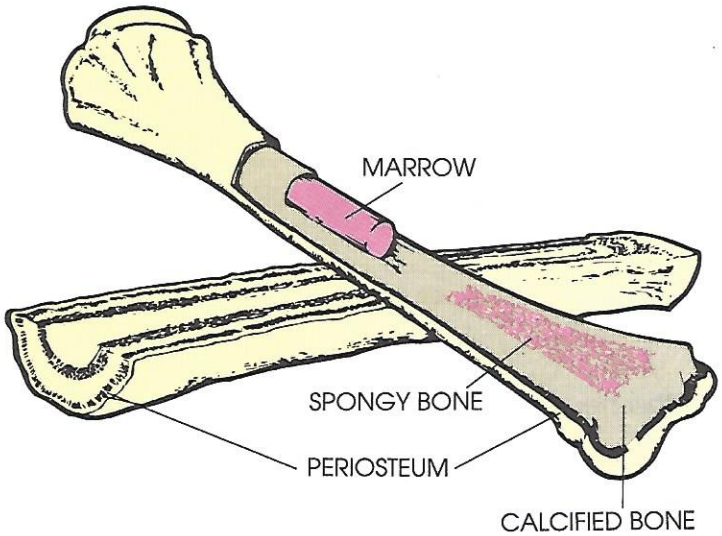
Anticipation Guide

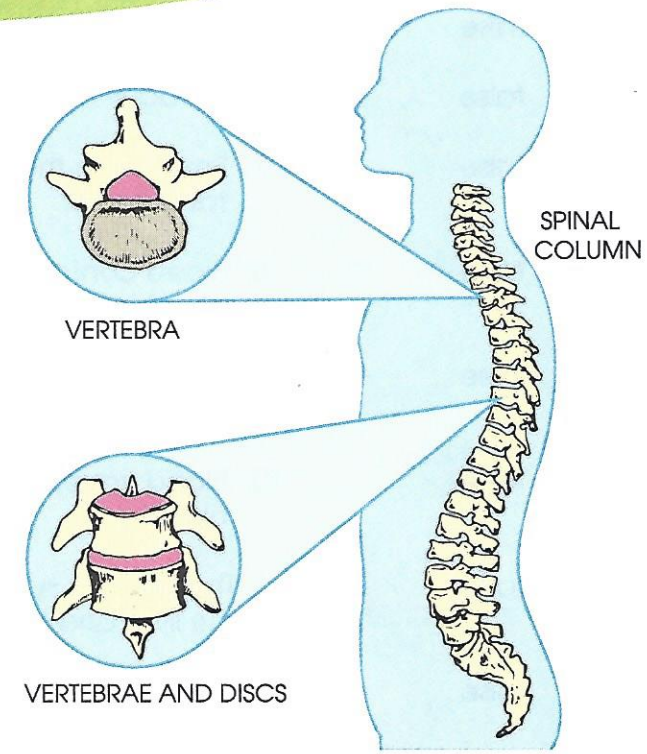
Read each statement and **circle** true or false in the left column. **Read** from a variety of resources to check the accuracy of your answers. Then, **circle** true or false in the right column as you prove or disprove statements. On another sheet of paper, **rewrite** each false statement as a true statement.

Before Reading			After Reading	
true	false	1. The pituitary gland controls development and body growth.	true	false
true	false	2. Hormones are little hairs that aid in digestion.	true	false
true	false	3. A healthy body is able to protect itself from disease.	true	false
true	false	4. Mucus is a good substance to have in your nose.	true	false
true	false	5. Your skull has cavities.	true	false
true	false	6. An adult skeleton has 902 bones.	true	false
true	false	7. Enzymes in the stomach make food taste better.	true	false
true	false	8. Blood contains red blood cells and blue blood cells.	true	false
true	false	9. The brain is made up of two hemispheres.	true	false
true	false	10. Blood traveling from the heart is full of oxygen.	true	false
true	false	11. The nervous system contains the brain, the liver and the backbone.	true	false
true	false	12. Muscles need oxygen when they are active.	true	false

The Skeletal System

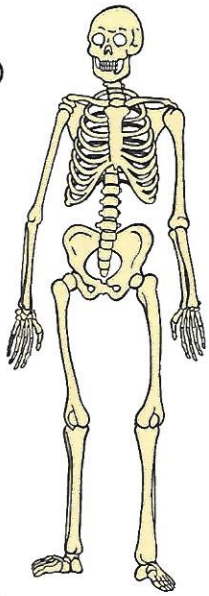


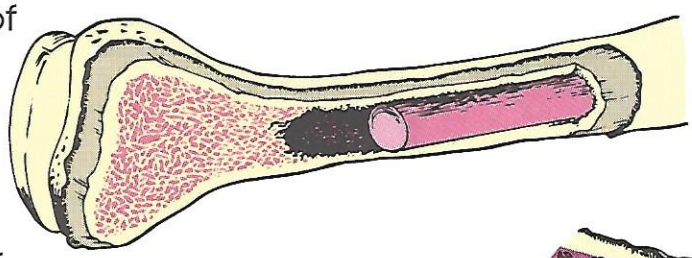




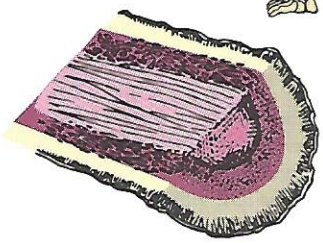
The Supportive System

The bones are the body's supportive system. They are usually divided into two major groups—bones of the middle (skull, backbone and ribs) and bones of the arms and legs (including the shoulder and hip bones). When you were born, your skeleton was made of soft bones called **cartilage**. As you grew, most of that cartilage turned into bone. However, all people still have some cartilage in their bodies. Our noses and our ears are cartilage, and there are pads of cartilage between sections of the backbone that acts as cushions.

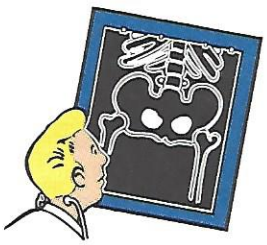




Bones do more than just support the body. The center of the bone, called **bone marrow**, makes new blood cells for our body. Bones are also a storage house for important minerals like calcium and phosphorous.



Answer the questions below. Use a science book or an encyclopedia if necessary.



1. What are the main functions of the skeletal system?

   _____

   _____

   _____

   _____

2. What is the largest bone in your body?_____
3. What is the smallest bone in your body?_____
4. What do bones first develop as?_____
5. What does bone marrow do?_____
6. Do all bones have real bone marrow?_____
7. What is the outer layer of a bone called?_____
8. Where two bones meet is called a_____

Fascinating Fact! Did you know that a giraffe has the same number of vertebrae in its neck as you?

	Language Skills	Spelling	Reading
Monday	**Personification** Review the concept of *personification*. Discuss the purpose for using personification (to have fun with words and to create a strong image for the reader). *See* Language Skills, Week 2, number 1. Have your child write several sentences containing personification. Provide interesting pictures to spark your child's imagination.	Pretest your child on these spelling words: anywhere, copyright, earthquake, earthshaking, farewell, gentleman, headache, however, landslide, lifeguard, lifetime, mantelpiece, meanwhile, nighttime, otherwise, skewbald, skinflint, throughout Correct the pretest, add personalized words and make two copies of this week's study list.	**Vocabulary** Help your child choose a nonfiction book to read this week. Discuss what he/she would like to learn from the book. Teach your child to browse through the book and look at chapter titles, bold subtitles and other organizers before reading. This will help him/her gain a sense of how the book is organized and what will be covered. *See* Reading, Week 2, number 1.
Tuesday	**Affixes:** Review *prefixes* and *suffixes*. Help your child make a list of common prefixes and suffixes. Have him/her write the meaning of each affix. Then, have your child use the list of affixes to build new words. Point to an affix and have your child name four words that contain it. Repeat with other affixes.	Study this week's spelling words. Have your child complete **Earthshaking Adventure** (p. 28).	Discuss the current reading book in a conference. Check your child's understanding of the concepts in the book. Review how to take notes.
Wednesday	Provide your child with a list of words containing affixes. Have your child underline the root word in each word on the list, then write a definition of the word combined with the affix. *See* Language Skills, Week 2, number 2 for a list of words containing affixes.	Have your child use each of this week's spelling words correctly in a sentence.	When your child encounters a difficult word in his/her reading, he/she may be able to determine its meaning by looking at the context. *See* Reading, Week 2, numbers 2 and 3. Have your child use the dictionary to confirm meaning and check pronunciation.
Thursday	Generate a list of root words. Have your child add prefixes and suffixes to the root words to create new words. Encourage your child to have fun creating lots of new words. *See* Language Skills, Week 2, number 3 for a list of root words.	Have your child study this week's spelling words. *See* **Spelling Activities** for activity ideas (p. 8).	Choose unfamiliar nouns from the dictionary. Read each definition aloud. Have your child make a sketch to illustrate the meaning of each new word. *See* Reading, Week 2, number 4.
Friday	Have your child scan the book you are reading for words containing affixes. Have your child make a chart of the words he/she finds. The chart should contain three columns: *prefix, root word* and *affix*. Have your child break up each word and write its components in the correct columns.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference with your child to discuss the nonfiction book he/she is reading this week. Focus on summarizing and reporting information.

Math	Science	Social Studies
Measurement Introduce the concept of measurement. *See* Math, Week 2. Ask your child to imagine a day without measuring time. *How would things be different?* Research together how people first started measuring time. Then, look at a map of world time zones. Discuss how people across the world adhere to a standard measurement of time. *See* Math, Week 2, number 1.	**Skeletal System** Continue to discuss and explore the human skeletal system. Have your child complete **Count Them** (p. 32).	**Post-Civil War U.S.** Reconstruction did not bring racial harmony to the South. Discuss some of the problems that Southern blacks encountered in their first years of freedom. Have your child read the fourteenth and fifteenth Amendments to the Constitution. *What was the impact of these two amendments?*
Adding and subtracting time can be difficult since time is not measured in base ten. Have your child add 4 hours to the current time. Observe how he/she calculates the new time. Offer your child any strategies that might help him/her determine the time more quickly. Have your child complete **What Time?** (p. 29).	Have your child read about *joints* in a reference book. *See* Science, Week 2, number 1. Have your child complete **Meeting Places** (p. 33).	During Reconstruction in the South, the United States purchased Alaska from Russia. Have your child read about the history of Alaska. *How much did Secretary of State Seward pay for the Alaskan Territory? What industry in Alaska made it a worthy purchase?*
Look around your house for devices used to measure temperature (an oral thermometer, a candy or meat thermometer, an outdoor thermometer, a thermostat, etc.). Discuss which common appliances must contain some kind of thermometer in order to maintain a given temperature. Have your child locate the temperature controls on these appliances. *See* Math, Week 2, number 2.	Have your child read about ligaments in a reference book. *Ligaments* join bones at a joint. They can be as strong as a rope. A sprain is actually a stretch or tear in a ligament. Ligaments can take a long time to heal. *See* Science, Week 2, number 2.	Have your child read about westward expansion after the Civil War. Have him/her draw a map of the United States in the 1860 and 1870s, showing with symbols and writing what was happening at that time in the Plains States.
With your child, discuss the difference between the Celsius and Fahrenheit scales. Teach your child the formula for converting degrees Celsius to degrees Fahrenheit and vice versa: $°F = (°C \times {}^{9}/_{5}) + 32$ $°C = (°F - 32) \times {}^{5}/_{9}$ Have your child complete **Thermometers** (p. 30).	**Muscular System:** The human body contains three types of muscles: skeletal, cardiac and smooth. *See* Science, Week 2, number 3 for information on these three types of muscles. Have your child read about how skeletal muscles work in tandem to move a limb. Have your child draw a diagram that demonstrates this in his/her Science Log.	Have your child read about the battle between the Sioux Indians and Lieutenant Colonel George A. Custer. Ask your child to write from the perspective of Sitting Bull or Crazy Horse. *Why was this battle worth fighting?*
In the U.S. Customary System, weight is measured in pounds and ounces; length is measured in feet and inches. Have your child complete **Mean Monster Locks Up Wrestling** (p. 31).	Have your child conduct an experiment to find out how temperature affects the movement of muscles. *See* Science, Week 2, number 4.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Personification/Affixes)

1. *Personification* is the literary technique of lending human qualities and capabilities to inanimate objects.

   Example: The vegetables were swimming in butter.

   In the example, the human ability to swim is assigned to the vegetables to stress the fact that there was a lot of butter.

2. Here is a list of words containing affixes to get you started:

preschooler	semisweet	forehand	unkind	impolite
cooperate	biweekly	antifreeze	dissatisfied	careful
teacher	comfortable	mistreat	secretly	loudly
noticeable	movement	permitting	placement	changing
westward	friendliest	speaker	~~cooperate~~	~~teacher~~
triangles	hopeful	childishly	thankless	~~movement~~

3. Here is a list of root words to get you started:

school	sweet	view	kind	proper
talk	change	aware	care	hope
beauty	neat	free	happy	stand
cycle	use	year	lie	walk

READING (Vocabulary)

1. When a reading assignment involves gathering information, encourage your child to browse through the whole book first. Have him/her look at the table of contents and index to find specific topics. This prereading will enable your child to read more efficiently and with better understanding. Then, have your child read the parts that are interesting or relevant to his/her purpose.

2. Write sentences on the chalkboard containing nonsense words. Ask your child to read each sentence and describe the meaning of the nonsense word. This exercise will help reinforce the idea that your child can determine the meaning of a new word by looking at its context. Ask your child to name the part of speech of each nonsense word. Discuss how he/she was able to tell so much about the words.

   Examples: The rabbit stood *priled* when it became aware of the hunter's presence.
   We *caufled* loudly when our team scored.
   The *zebulot* box was so big that we could not get it through the door.

3. Use a *cloze* text to stress that context clues help when reading new vocabulary. Copy a passage from a book your child has not read. Use correction fluid to cover some key words in the text. Ask your child to read the passage and fill in the missing words.

   Example: Madeline stood quietly _____ her teacher whose back was to the _____. Madeline leaned over, glancing left and right in synchronized _____ with Mrs. Gramme, searching for the ____ polka-dot Minnie Mouse _____. Wait! What was that _____ the desk?

   Answers: behind, class, movement, red, earring, under

4. Have your child sketch the following vocabulary words.

   a. A *caduceus* is a winged staff (wand) with two serpents wrapped around it. It is used as a symbol of the medical profession.

   b. A *galleon* was a large sailing ship with three masts and square rigging. It was used from the fifteenth to the seventeenth century.

c. The projection on a sundial that casts a shadow is called a *gnomon*.

d. A *torii* is the gateway of a Shinto temple, consisting of two uprights holding a curved piece of wood across the top and a straight piece of wood under the top curved one.

e. A *stalactite* is an icicle-shaped mineral deposit that hangs from the roof of a cave.

MATH (Measurement)

BACKGROUND

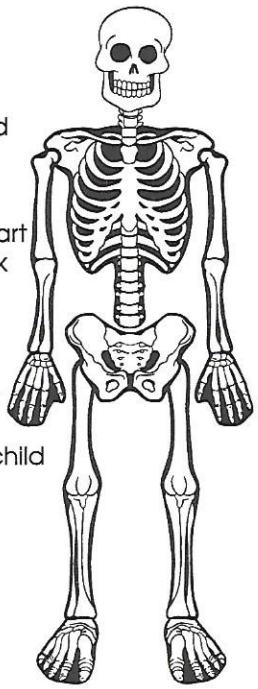
Measurement is a part of our daily lives. We measure time with a clock, an egg timer, a sundial and other creative devices. We measure length in *inches, centimeters, miles, kilometers* and other units. We measure weight with a bathroom scale, a kitchen scale and a balance scale, among other methods. We may measure temperatures to determine health, weather or the proper cooking environment. Measurements vary in accuracy depending on the tools used and the purpose for taking the measurements. The best way to teach measurement is to have your child design and complete a project that requires him/her to use a variety of measurement tools, units and methods. A construction project that includes a variety of materials may be ideal. Visit a science lab where tiny units of measure are used. Visit a machine shop where large units of measure are used. Explore and discover the importance of accurate measurement.

1. Have your child research and draw some of the devices used over the years to measure time.
2. Have your child choose one of the thermometers found around your house to take a temperature reading every hour throughout the day. Your child may choose to use the outdoor thermometer to record the temperature outside every hour. Have your child plot the temperatures on a line graph and analyze the changes throughout the day. Ask your child if he/she has ever wondered if his/her normal body temperature is actually 98.6°F? Have your child take his/her body temperature every hour throughout the day, then plot the temperatures on a graph. Have your child write a paragraph about his/her observations.

SCIENCE (Skeletal System/Muscular System)

1. Have your child perform the following tasks, carefully observing the movements of the joints and bones:

write	throw a ball	walk	bend over
sit	jump	swing your arms	tilt your head
make a fist	turn your head	swing your leg	walk on tiptoe

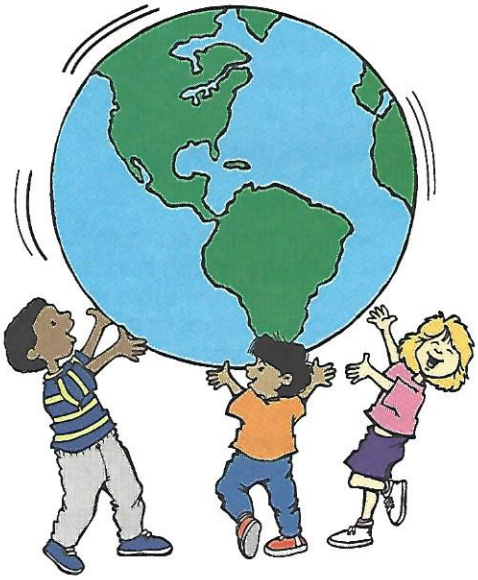


2. *Ligaments* are strong tissues that hold the bones together at the joints. Have your child try to feel the ligaments on the inside of his/her elbow or knee. It may help to demonstrate the ligament on an uncooked chicken wing or leg.
3. *Skeletal muscle*, which is striated muscle, covers the skeleton and makes up a large part of body weight. These muscles can usually be moved voluntarily. Skeletal muscles work together in pairs to provide movement. *Cardiac muscle* (also striated) is found only in the heart. *Smooth muscle* makes up the stomach, intestines, blood vessels and diaphragm. Smooth muscles are also called involuntary muscles.
4. Have your child write his/her name twenty times on a sheet of paper. Then, have your child hold some ice cubes in his/her writing hand for 1 minute. Have your child dry his/her hands quickly, then write his/her name another twenty times. Next, have your child place his/her hand in a bowl of warm water for 1 minute. Have your child dry his/her hands quickly, then write his/her name another twenty times. Ask your child to examine his/her handwriting. Discuss how each type of water affected the writing. *Do muscles work better when they are warm or when they are cold?*

Earthshaking Adventure

Locate each spelling word in the word search. Words can be found up, down, forward and backward.

anywhere	copyright	earthquake
earthshaking	farewell	gentleman
headache	however	landslide
lifeguard	lifetime	mantelpiece
meanwhile	nighttime	otherwise
skewbald	skinflint	throughout



T U O H G U O R H T L M N D J E H R F A R E W E L L V O E
H P L O L N J H M L P O E B L E E D Y N O T H E R W I S E
E J I W D R A U G E F I L P I Z A N E M N B E L J E S E M
M V C E B N R O U S E L Q U E L S T C O P Y N E U V K K I
E M I V T H G I N C O P Y R I G H T S R T E E S N Y I S T
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O P D R A W S E T F A M E A N P L I L E P L E B R E F N F
R W S T I N L E M I T T H G I N B A C K E P R D L P L E I
E A N Y W H E R E N E I F H B O R D S K E W B A L D I R L
E L I H W N A E M N A M E L T N E G J O W E V V V R N Y U
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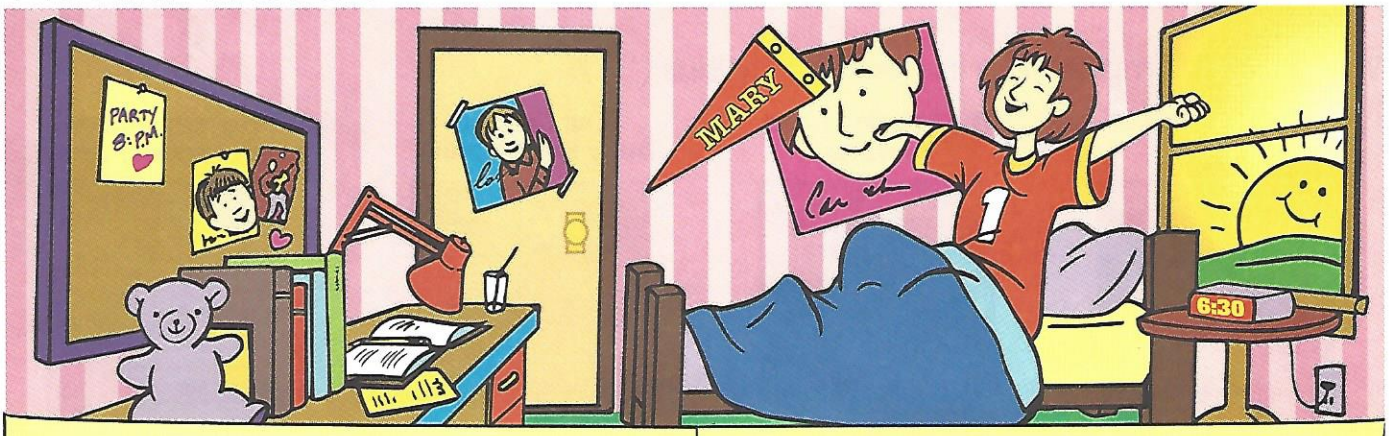
K I L O O M N B M A N T E L P I E C E D W H R R E A N Y K
G N I K A H S H T R A E T H R O U G L M N O H H E A D E D

What Time?



1. Mary was out of bed at 6:30 a.m. She had lunch 6 hours later. What time did Mary have lunch?

   6 hours **Ahead** = _____ p.m.

2. Mary returned from school at 4:00 p.m. Mary had left for school $8\frac{1}{2}$ hours earlier. What time did Mary leave for school?

   $8\frac{1}{2}$ hours **Back** = _____ a.m.

3. Mary ate breakfast at 7:00 a.m. and ate dinner 11 hours later. What time did she eat dinner?

   11 hours _____ = _____

4. Mary started her homework at 7:30 p.m. and studied for $3\frac{1}{2}$ hours. What time did she stop studying?

   $3\frac{1}{2}$ hours _____ = _____

5. On Saturday, Mary baby-sat a neighbor's child. The parents returned at 3:00 p.m. They had been gone 5 hours. At what time did Mary start baby-sitting?

   5 hours _____ = _____

6. Mary's party started at 8:00 p.m. and was over $2\frac{1}{2}$ hours later. Mary spent $1\frac{1}{2}$ hours cleaning up after the last guest left. What time was Mary through cleaning?

   _____ hours _____ = _____

7. Mary's math class starts at 2:30 p.m. Her music class starts $4\frac{1}{2}$ hours earlier. What time does Mary's music class start?

   _____ hours _____ = _____

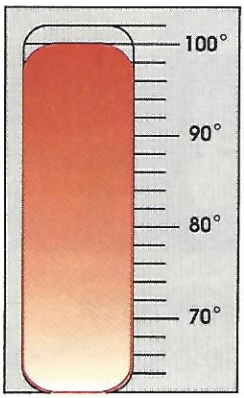
8. School is out at 3:00 p.m. Baseball practice lasts 2 hours, and then the team takes $\frac{1}{2}$ hour to shower and get dressed. What time does the team leave school?

   _____ hours _____ = _____

Thermometers

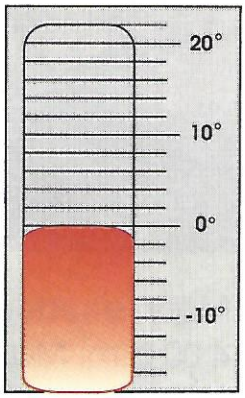
Write each temperature in degrees Celsius (°C).

The boiling point of water



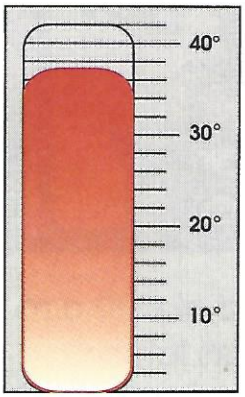
_____°C

The freezing point of water



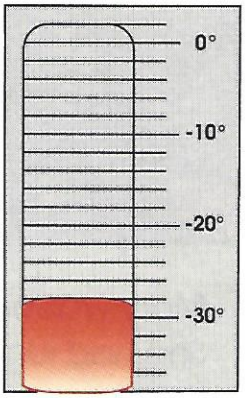
_____°C

Our normal body temperature



_____°C

Freezer section of a grocery store

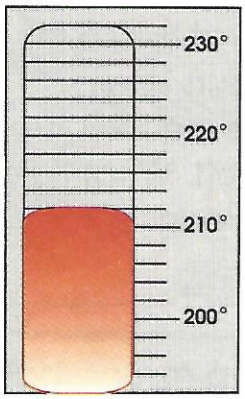


_____°C

1. How many degrees Celsius does our body remain above the freezing point of water? _____
2. On the Celsius thermometer, how many degrees difference is there between the freezing and boiling points of water? _____

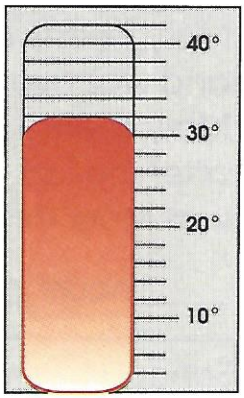
Write each temperature in degrees Fahrenheit (°F).

The boiling point of water



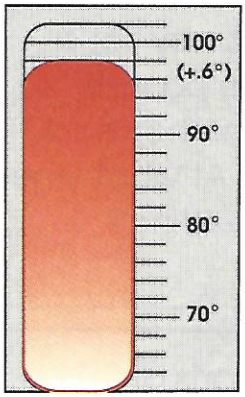
_____°F

Everything outside freezes



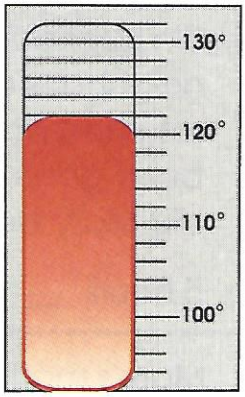
_____°F

Our normal body temperature



_____°F

A hot day in Phoenix

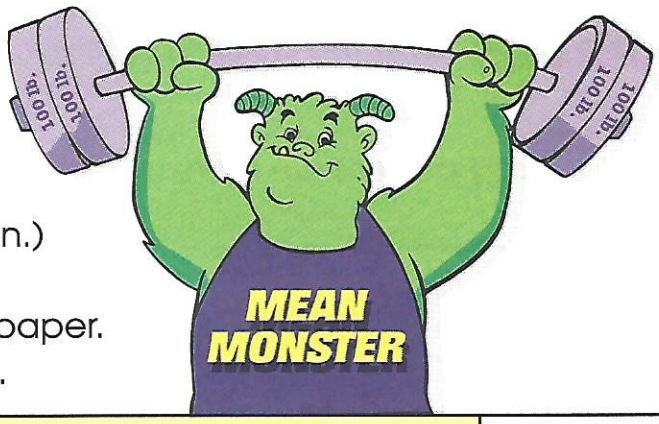


_____°F

1. How many degrees difference is there on the Fahrenheit thermometer between the freezing and boiling points of water? _____
2. How many degrees difference is there between a hot day in Phoenix, Arizona, and the boiling point of water? _____

Mean Monster Locks Up Wrestling

Mean Monster, a great defensive back in football, decided to take on all the top wrestlers in order to keep in shape during the off-season. He weighed 569 lb. 7 oz. and stood 7 ft. 3 in. tall. (Remember: 1 lb. = 16 oz. and 1 ft. = 12 in.)



Solve the problems on another sheet of paper. **Write** your answer in the space provided.

1. Mean Monster's first bout was with Harry the Hammer who weighed 397 lb. 4 oz. How much more did Mean Monster weigh than Harry the Hammer?	
2. Mean Monster did so well in his first round that he faced Marvelous Marvin Morton in the next event. Marvelous Marvin stood 6 ft. 9 in. tall. How much taller was Mean Monster?	
3. Awesome Albert Alston was 167 lb. 11 oz. lighter than Mean Monster. What did Awesome Albert weigh?	
4. Irwin the Icebox weighed 478 lb. 14 oz. He and Mean Monster stood together on the scale. What did it read?	
5. Dreadful Dan the Mighty Man weighed 777 lb. 7 oz. What was his weight in ounces?	
6. Ivan the Incredible ate an 18 lb. 8 oz. meal before his bout. Mean Monster had only 188 oz. of food before the match. How much more did Ivan eat?	
7. Melvin the Magnificent was a dainty 478 lb. 15 oz. He stood with Mean Monster and Dreadful Dan on the same scale. What was their total weight?	
8. Mean Monster's brother, Itty Bitty Monster, weighed 134 lb. 15 oz. less than his big brother. What did Itty Bitty weigh?	

Count Them

Count some of the bones in your body. Use a science book or an encyclopedia to help you answer the questions below.

1. How many cavities are there in your skull?_____What are they for?

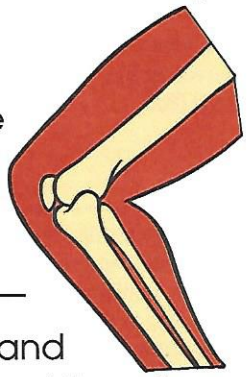
   _____

2. How many bones do you feel in your upper arm?____ How many are there?____ In your lower arm?_____How many are there?_____How many bones are in your arms (counting your hands)? _____
3. How many bones do you feel that form one palm of your hand? _____ These are called _____ How many are there?_____
4. How many bones do you feel in the fingers and thumb of one of your hands?_____ How many are there? _____These are called _____ Which finger has fewer bones than the others? _____
5. How many pairs of ribs do you count? _____ How many are there? _____ How many pairs are attached to the sternum?_____
6. How many bones do you feel in one of your legs?____ How many are there? ____
7. The skeleton makes up about 18% of the body's weight. How much do you weigh?_____ How much do your bones weigh?_____
8. What is the longest single bone in your body?_____ This bone accounts for $\frac{1}{4}$ of your height. About how long is this bone? _____
9. An adult human skeleton has 206 bones. There are 26 vertebrae. What percentage of the body's bones comprise the backbone?_____
10. How many bones do you have altogether in your hands? _____What other part of your body has the same number of bones? _____

Fascinating Fact! Did you know babies are born with about 350 separate bones?

Meeting Places

The place two bones meet is called a **joint**. Joints allow us to bend, twist and turn our bodies. The human body has several different types of joints. Each allows a different kind of movement. Read the descriptions below. Then, **write** examples of the joints below each description.

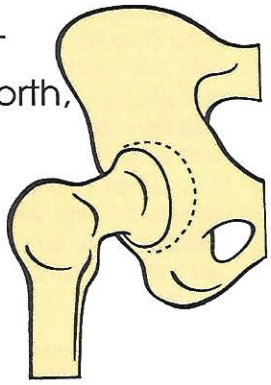


Hinge Joints — These joints can only move in one direction, like a door hinge. One bone works against another. Movement is back and forth on one plane. **Examples:**

_____

Ball-and-Socket Joints — These joints provide us with swinging and rotating movements. Make a fist with one hand. Cup the fingers of the other. Put your fist inside the cupped hand. You can turn your fist (the ball) in any direction within your cupped hand (the socket). **Examples:**

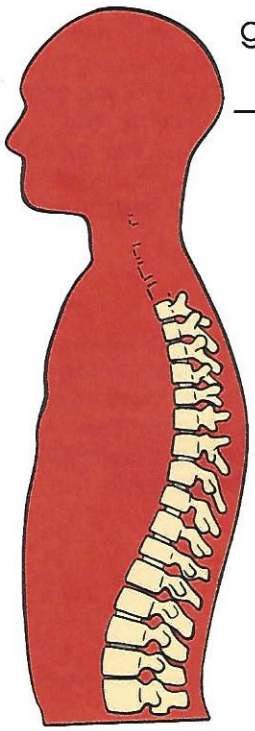
_____



Saddle Joints — These joints move in two directions, back and forth, up and down or in rotation. **Examples**:

_____

Sliding Joints — In a sliding joint, several bones next to one another bend together in limited gliding motion. **Examples:**



_____

Pivot Joints — These joints give us a rotating motion. **Examples:**

_____

Fixed Joints — With these types of joints, bones are fused together and permit no movement. **Examples:**

_____

What part of your body can move forward, backward, side to side and around on top of a vertical axis and is not one of the above?

_____

	Language Skills	Spelling	Reading
Monday	Help your child choose a writing assignment for this week. Encourage your child to incorporate figurative language into his/her piece. *See* Language Skills, Weeks 1 and 2. Have your child choose a topic, make a plan for writing, then begin working on a rough draft.	Pretest your child on these spelling words: cymbal, symbol, hangar, hanger, muscle, mussel, pare, pear, pause, paws, plain, plane, principal, principle, tacks, tax, waist, waste Correct the pretest, add personalized words and make two copies of this week's study list.	Introduce this week's reading selection. Suggestion: *The Lion, the Witch, and the Wardrobe* by C. S. Lewis.
Tuesday	Review the writing process with your child. *See* **The Writing Process** (p.5). Have your child read through his/her rough draft from yesterday and underline all the verbs.	Study this week's spelling words. Have your child complete **Mussel With Muscle** (p. 39).	Hold a reading conference in which you discuss characterization. Have your child think about the characters he/she has encountered so far in this week's book. Which characters does your child trust? Which characters does he/she predict are headed for trouble?
Wednesday	**Verbs:** There are three principal parts of every verb: *present, past* and *past participle*. Have your child write sentences using these forms. *See* Language Skills, Week 3, numbers 1 and 2. Write ten sentences on the board. Have your child underline the main verb in each and tell whether the verb form is past, present or past participle. *See* Language Skills, Week 3, number 3.	Have your child use each of this week's spelling words correctly in a sentence.	Review the purpose of library resources such as almanacs, atlases, encyclopedias, thesauri and dictionaries. Give your child sentences containing the following words underlined: *file, party, passage, row, spectacles* and *wind*. Have your child read each sentence and look up the underlined word in a dictionary. Can he/she find the appropriate definition in the dictionary? Have your child complete **The Right Stuff** (p. 40).
Thursday	Review the past, present and future tenses of verbs. Have your child state a sentence as an example of each tense. Have your child complete **Verb Tense** (p. 38).	Have your child study this week's spelling words.	**Main Idea:** Even good readers may not concentrate enough during reading to reflect on the main idea. Have your child read short passages of the text, then summarize the main ideas. Give your child more practice determining main idea. Have your child complete **What's the Idea?** (p. 41).
Friday	Teach your child how to conjugate verbs. To conjugate means to place the tenses in order with the first-, second- and third-person forms. *See* Language Skills, Week 3, number 4. Have your child conjugate the verb *to give*. The principal parts of the verb are *give, gave* and *has/have/had given*.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference to discuss the messages or lessons of this week's book. Reflect on and discuss symbolism. Have your child complete a book project. *See* **Reading Conference** (p.10).

Math	Science	Social Studies
Measurement In the metric system, length is measured in *millimeters, centimeters, meters* and *kilometers*. Discuss when it is appropriate to use each unit. For example, if you needed to know how far it was to your grandma's house, what unit would you use? Have your child complete **Metric Units of Length** (p. 42).	**Nervous System** Have your child read about the function of the brain, spinal cord and nerves. *See* Science, Week 3, number 1. Have your child complete **The Body's Communication System** (p. 44).	Have your child read "The Old Days," a poem by Baxter Black found in *Coyote Cowboy Poetry*. Discuss the imagery of the poem. Then, have your child read about the life of a cowboy in the late 1800s. Why did the need for cowboys decrease in the 1890s?
Have your child use a centimeter ruler and a meterstick to draw a room to scale. Have your child include details such as windows, doors, closets and furniture.	The three major parts of the brain include the *cerebrum, cerebellum* and *medulla*. Have your child read about the job of each part in an encyclopedia. *See* Science, Week 3, number 2. Have your child draw and label a diagram of the human brain in his/her Science Log. Provide magazines and articles for your child to read about current neurological research.	Have your child describe the elements of a cowboy's traditional attire and explain the function of each piece. Have him/her draw a diagram of a cowboy in "full costume."
Review the U.S. Customary units for measuring volume or capacity. There are many different units that measure capacity: *cups, pints, quarts, gallons*. Your child can also learn a lot about capacity by working in the kitchen with recipes. Guide your child in making a favorite recipe. Have your child complete **Units of Capacity** (p. 43).	Some actions do not involve the brain. These actions are called *reflexes*. The message of pain is sent to the spinal cord and the message is quickly sent back to remove the body from the source of pain. *See* Science, Week 3, number 3. Have your child complete **Think Fast** (p. 45).	**Industrial Revolution:** Introduce the terms *urban* and *rural*. Discuss the differences between urban and rural areas—the types of homes, the landscape, the types of jobs people have, etc. Ask your child what type of work he/she would find the most rewarding. Have your child explain the reasons for his/her choice.
Review metric units of *volume* or capacity. *See* Math, Week 3, number 1. Have your child use a metric measuring cup to determine the capacity of the following: a can of soda, a mug, a cereal bowl and a drinking glass. Have your child choose the correct unit of measure to use in a given situation. *See* Math, Week 3, number 2.	Review the five senses: *touch, sight, smell, sound* and *taste*. Discuss their importance in communicating with the brain. Have your child draw a diagram of the brain receiving messages from the senses.	Discuss the meaning of the word *revolution*. The Industrial Revolution was so named because industry changed drastically in a short period of time. *See* Social Studies, Week 3, number 1.Have your child read about the Industrial Revolution. Provide him/her with a list of questions to guide his/her research. *See* Social Studies, Week 3, number 2.
Review concepts of *place value, rounding* and *measurement*. Give your child several measurements. Have him/her round each measurement to the nearest place or to the nearest cup, foot, degree, etc.	Have your child write a poem about the five senses, using descriptive language. *See* Science, Week 3, number 4.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs)

1. The principal parts of two verbs are listed below.

Present	Past	Past Participle
sell	sold	have/has/had sold
learn	learned	have/has/had learned

2. The following sentence is written three times, each with a different principal part of the same verb. Have your child follow this example to practice writing sentences with the three principal parts.

   The flowers bloom in my garden.

   The flowers bloomed in my garden.

   The flowers have bloomed in my garden.

3. You may choose to write your own sentences or use the ten sentences below for this activity:

   A queen honeybee lays about 2,000 eggs in 1 day.

   She has produced many fertilized eggs that will become female worker bees.

   The unfertilized eggs she has placed in the brood nest will become male drones.

   Worker bees work very hard during their lifetime of only 6 weeks.

   Worker bees dance to tell other bees in the hive where to find flowers for food.

   Some workers danced in a circle to explain that the food was nearby.

   The youngest worker bees in the hive cleaned the empty cells.

   They feed "royal jelly" to the larvae in the hive.

   Young worker bees build the honeycomb.

   Honeybees have helped us by making honey and wax and by fertilizing flowers.

4. **Present tense:**

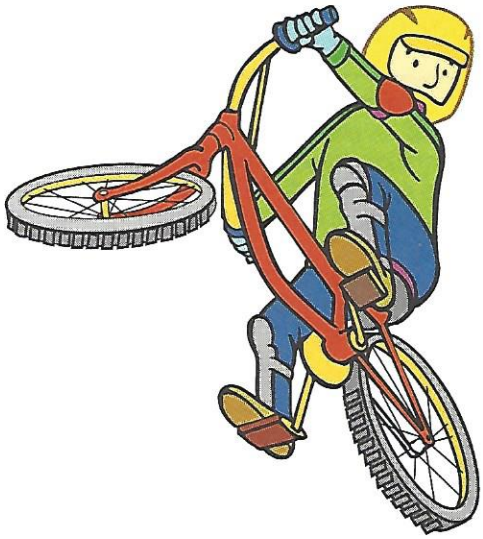
	Singular	Plural
First person:	I ride	we ride
Second person:	you ride	you ride
Third person:	he, she, it rides	they ride

Past tense:

	Singular	Plural
First person:	I rode	we rode
Second person:	you rode	you rode
Third person:	he, she, it rode	they rode

Future tense:

	Singular	Plural
First person:	I will ride	we will ride
Second person:	you will ride	you will ride
Third person:	he, she, it will ride	they will ride



MATH (Measurement)

1. The metric units of capacity are milliliters (mL) and liters (L). There are 1000 mL in 1 L. One mL is equal to 0.001 L. A liter is just a little bit more than a quart. There are about 5 mL in a teaspoon.

2. Copy the following sentences. Have your child choose the appropriate unit of measure in each.

   a. Michele's dad used 40 (**mL L**) of paint to cover the outside of their house.

   b. Jeff filled his aquarium with 30 (**mL L**) of salt water.

c. After just a few days, 6 (**mL L**) of salt solution in a jar had evaporated.
d. Heather used 2 (**mL L**) of milk to make homemade ice cream.
e. Jolie drank 320 (**mL L**) of grape juice with her lunch.
f. Juan used 10 (**mL L**) of cooking oil in the bread he was making.

Science (Nervous System)

1. The brain and nervous system work together to control all actions and reactions of the body. Present the following questions and discuss the involvement of the brain in each situation.

   What happens when you touch something extremely hot?

   What is your brain doing when you read a book?

   What type of music do you like?

   How is your brain similar to a computer program?

   How are you aware that you are eating a banana or that a candle is burning?

2. The largest part of the brain is called the *cerebrum*. It appears wrinkled and deeply grooved. The cerebrum controls sight, hearing, thinking and voluntary muscle movement. The cerebrum is made up of a right and left hemisphere. Each hemisphere is made up of lobes.

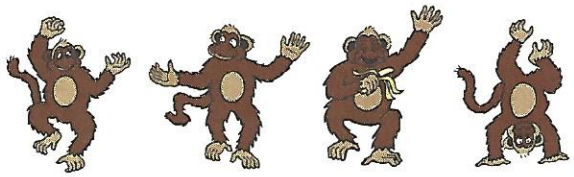
   The *cerebellum* is located at the back of the brain and under the cerebrum. The cerebellum controls balance and coordination of movement.

   The *medulla*, also known as the brain stem, connects the spinal cord and the cerebrum. The medulla controls involuntary movements, such as the heart, eyes, lungs, stomach and intestines.

3. Discuss the action of your reflexes in response to the following stimuli: touching a sharp pin, tickling your nose with a feather, a loud explosion, slipping on a wet floor.

4. Have your child write a sensory poem in which each line includes a description based on a different sense. Encourage your child to use metaphor, hyperbole, similes and other figurative language in his/her poem.

   Chimpanzees have long, soft hair (touch)
   The deep brown of dark chocolate. (taste)
   They yell like excited ghosts (sound)
   Flying across the sky on a dark night. (sight)
   They smell like banana cream pie. (smell)



Social Studies (Industrial Revolution)

1. Prior to the late 1800s, most industry was small. Small business owners learned a trade and sold their products and services locally. With the invention of efficient electric machines, the nature of labor changed. Machines could do the work of people faster and cheaper. Goods were grown or manufactured by large industries and shipped across the country at lower costs. Many people were needed to work the large machines. Jobs were created in the shipping industry and in the production of power. Many people left small skilled jobs to work at boring assembly-type jobs. Discuss the changes in personal job satisfaction and attitudes toward work.

2. Check out several library materials on the Industrial Revolution for your child to read. Have your child use the following as a study guide.

   What was life like before the Industrial Revolution?

   Explain how the division of labor increases productivity.

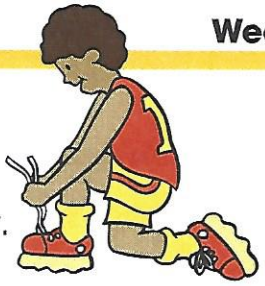
   How did life in cities change with the rise of the Industrial Revolution?

   What were some of the major inventions during the American Industrial Revolution?

   What did the revolution in transportation involve?

   What were some of the negative effects of the Industrial Revolution? How were workers treated?

Verb Tense



The **present tense** tells what is happening now.
Example: Jamie runs today in the big race.
The **past tense** tells about an action which happened in the past.
Example: Jamie ran in the preliminary race yesterday.
The **future tense** tells about an action which will occur in the future. It is formed by using the helping verb will with the present tense of the verb.
Example: Jamie will run in the Olympics someday.

Underline the verb in each sentence. Tell whether the verb is in the present tense, past tense or future tense.

1. Thousands of years ago, the Chinese used more than one name. _____
2. Today, the Chinese still give their children three names. _____
3. Family names, or last names, came about in various ways. _____
4. These names will remain for centuries into the future. _____
5. Some writers use "pseudonyms," or fictitious names. _____
6. Eric Blair wrote under the assumed name George Orwell. _____
7. Immigrants will introduce new names to the United States. _____
8. Some people use nicknames instead of their legal names. _____

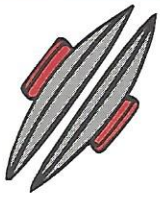
Fill in the chart below.

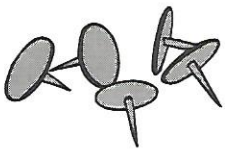
Verb	Present Tense	Past Tense	Future Tense
see	see, sees	saw	will see
hide			
swim			
catch			
leave			
run			
throw			

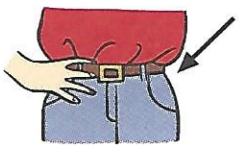
Mussel With Muscle

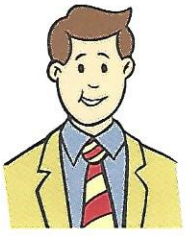
Write the correct homophone from the spelling words under each picture.
Write the matching homophone below it.

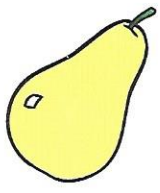
cymbal	symbol	hangar	hanger	muscle
mussel	pare	pear	pause	paws
plain	plane	principal	principle	tacks
tax	waist	waste		



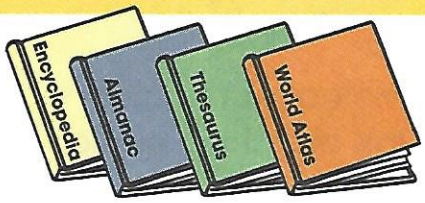








The Right Stuff



Circle the resource book you would use to find . . .

1. A recipe for baking homemade bread.

   encyclopedia cookbook *The Life of a Beaver*

2. A description of how beavers make dams.

   almanac *The Life of a Beaver* *The Guinness Book of World Records*

3. A map of the United Kingdom.

   thesaurus world atlas *The Guinness Book of World Records*

4. The ingredients for Turkish delight.

   The Life of a Beaver world atlas cookbook

5. Information about the author, C. S. Lewis.

   almanac encyclopedia *Guidebook for Art Instructors*

6. The name of the world's most massive dam.

   The Guinness Book of World Records dictionary thesaurus

7. The oldest words in the English language.

   almanac atlas *The Guinness Book of World Records*

8. Another word for "trouble."

   thesaurus atlas cookbook

9. Why a beaver slaps its tail.

   dictionary *The Life of a Beaver* atlas

10. The pronunciation of "courtier."

    The Hobbit dictionary almanac

11. What camphor is used for.

    dictionary *The Life of a Beaver* thesaurus

What's the Idea?

Circle the sentence that best expresses the main idea of each paragraph.

1. Edmund began to question whether or not the lion in the Queen's courtyard was alive. The large creature looked as if it were about to pounce on a dwarf. But it did not move. Then Edmund noticed the snow on the lion's head and back. Only a statue would be covered like that!
   - The statue is snow-covered.
   - Edmund wonders if the lion is alive.
   - The lion is ready to jump.

2. The resting party of children and beavers heard the sound of jingling bells. Mr. Beaver dashed out of his hiding place and soon called the others to join him. He could hardly contain himself with excitement. Father Christmas is here!
   - Mr. Beaver is a brave animal.
   - Father Christmas has come to Narnia.
   - The group hears a jingling sound.

3. Poor Edmund! Because he came to the Queen, he expected her to reward him gratefully with Turkish delight. After all, he had traveled so far and had suffered miserably in the cold. When the Queen finally commanded that he receive food and drink, the cruel dwarf brought Edmund a bowl of water and a hunk of dry bread.
   - Edmund is not rewarded as he expects.
   - The young boy suffered from the cold.
   - Edmund receives bread and water.

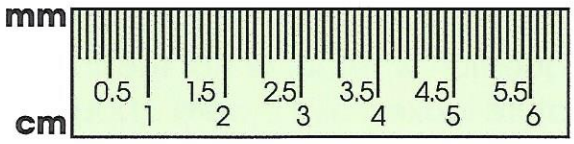
4. Peter knew he must rescue Susan from the wolf. When the wolf charged, Susan climbed up a nearby tree. The wolf's snapping and snarling mouth was inches away. When Peter looked more closely, he realized that his sister was about to faint. Rushing in with his sword, Peter slashed at the beast.
   - Peter kills the wolf.
   - Peter realizes he must save his sister.
   - The wolf snarls at Susan.

Choose one of the following sentences as your main idea and **write** a paragraph.

1. The Queen demands that Edmund be returned to her.
2. Aslan's army loses the Queen and her dwarf.
3. Father Christmas gives gifts to the beavers and the three children.

Metric Units of Length

1 cm = 10 mm



Hint: If it's 0.5 or greater, round up to the next cm. If it's less than 0.5, round down.

Complete each conversion.

30 mm = _____ cm	8.5 cm = _____ mm	50 mm = _____ cm
80 mm = _____ cm	38 mm = _____ cm	5.9 cm = _____ mm
14.2 cm = _____ mm	4.7 cm = _____ mm	900 mm = _____ cm

Measure each section of the rocket to the nearest millimeter.

A = _____ mm

B = _____ mm

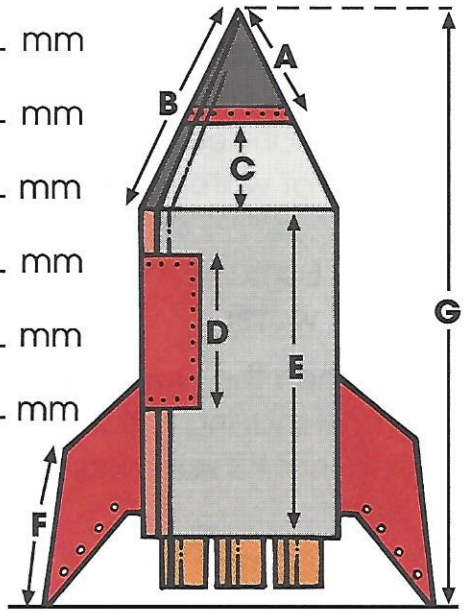
C = _____ mm

D = _____ mm

E = _____ mm

F = _____ mm

G = _____ mm



Measure each section of the hot air balloon to the nearest half centimeter.

A = _____ cm

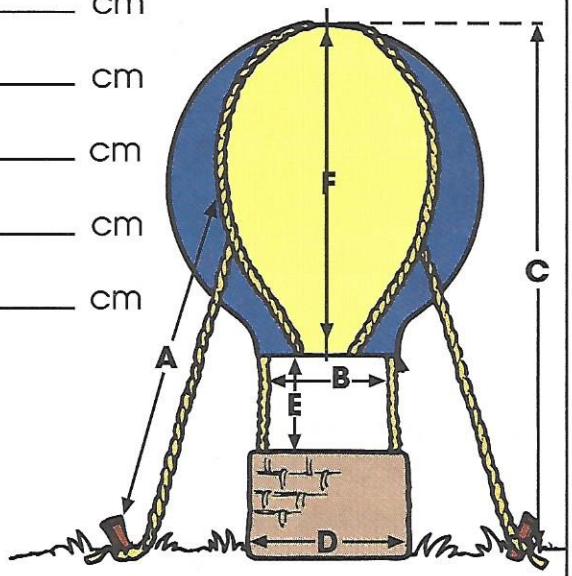
B = _____ cm

C = _____ cm

D = _____ cm

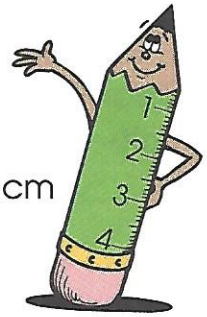
E = _____ cm

F = _____ cm



Measure in millimeters and to the nearest centimeter.

1. Width of your thumbnail _____ mm _____ cm
2. Distance between your eyes _____ mm _____ cm
3. Length of the pencil you're using right now _____ mm _____ cm
4. Thickness of your front door _____ mm _____ cm
5. Length of a book _____ mm _____ cm
6. Length of your shoe _____ mm _____ cm



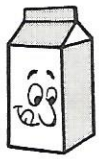
Units of Capacity

Complete each equation so that it equals 1 gallon.

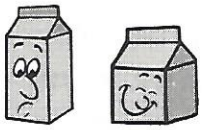
1. 3 qt. + ____ qt. = 1 gal.
2. 4 c. + 2 pt. + ____ qt. = 1 gal.
3. 2 c. + 1 pt. + ____ qt. = 1 gal.
4. 3 qt. + 2 c. + ____ c. = 1 gal.
5. 2 pt. + ____ qt. + 1 qt. = 1 gal.
6. 6 c. + ____ c. + 2 qt. = 1 gal.

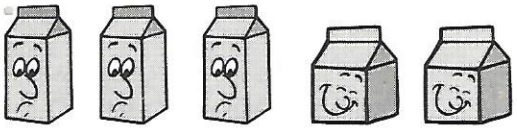
1 pt. = 2 c. 1 qt. = 2 pt. 1 gal. = 4 qt.

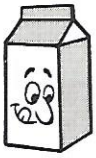
Match each equivalent capacity.

 = 1 c.  = 1 pt.  = 1 qt.  = $^1/_2$ gal.  = 1 gal.

1.  _____

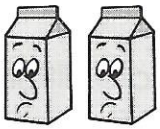
2.  _____

3.  _____

4.  _____

a. 

b. 

c. 

d. 

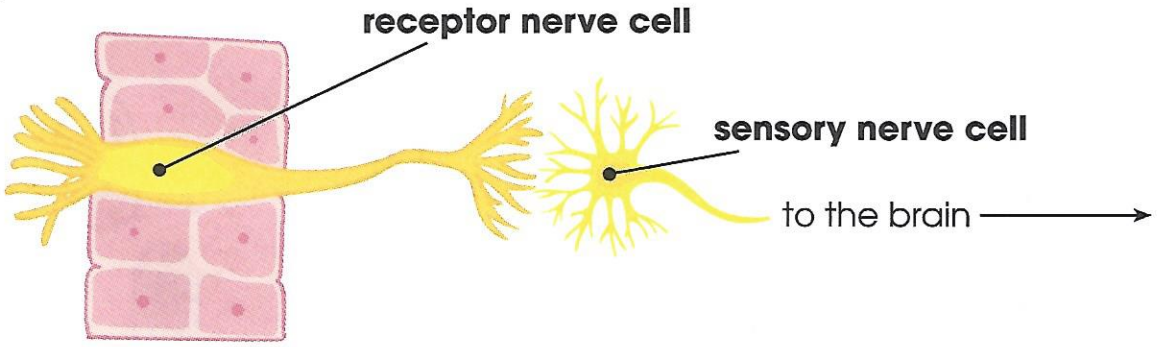
Which unit would best measure each example below?

1. Amount of water used to take a shower _____
2. Amount of flour to make bread _____
3. Amount of water to fill your pool _____
4. A single serving of yogurt _____
5. A container of motor oil _____

gallons
cups
pints
quarts

The Body's Communication System

Your body's **central nervous system** is made up of two parts: the **brain** and the **spinal cord**. The rest of the system consists of nerves coming from the brain and the spinal cord. These nerves are called **sensory nerve cells** and **motor nerve cells**. A stimulus causes your sensory nerve cells to carry messages from your skin and sense organs to your brain.



Imagine you see a bee coming to sting you. Your sensory nerve cells carry this message to your brain. Your brain is the control center that interprets the message. Motor nerve cells carry the message (Run!) back from the central nervous system to the muscles. Your response (running) then occurs.

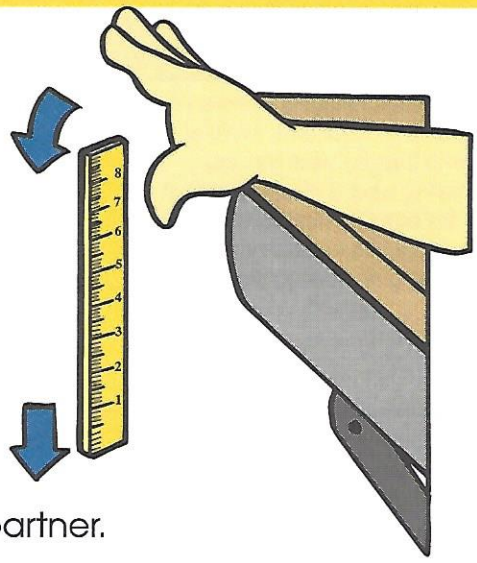
Listed below are different kinds of stimuli. **Write** how you would respond to each stimulus in the Response column.

Example: Stimulus — Feel pain in chest **Response** — Dial 9-1-1.

Stimuli	Response
Smell of burning food	
Bad odor from outside	
Sit on sharp object	
Traffic light turns green	
Bathtub overflowing	
Dog darts in front of car	
Pitcher throws ball at you	
Gale force wind blowing	

Fascinating Fact! Did you know your nervous system contains more than 10 billion nerve cells?

Think Fast



While riding your bike down the street, a car suddenly pulls out in front of you. Your eyes send a message to your brain. Your brain sends a message to your muscles to apply the brakes. How long did it take you to stop? This time is called your **reaction time**.

Conduct a simple experiment to test your reaction time. You will need a 30 cm ruler and a partner.

1. Place your left arm on your desk with your hand over the edge.
2. Hold your thumb and index finger apart a little more than the thickness of the ruler.
3. Your partner will hold the high (high number) end of the ruler. The lower (low number) end will be level with the top of your index finger.
4. Your partner will say "ready," pause a few seconds and drop the ruler.
5. You will catch the ruler and check the distance by reading the level at the bottom of the index finger.
6. Record your results.
7. Now, try the experiment again using your right hand.

Trial	Left Hand	Right Hand
1		
2		
3		
4		
5		

Average: _____ _____

Which hand had the fastest reaction time? _____

	Language Skills	Spelling	Reading
Monday	Choose several intriguing pictures or photographs for your child to study. Ask him/her to imagine what has just happened or what is about to happen in one of the pictures. Have him/her make a plan to turn it into a story. Have your child begin working on a rough draft.	Pretest your child on these spelling words: compact impact rebel conduct insult record conflict object refund content permit refuse contest present subject convict protest suspect Correct the pretest, add personalized words and make two copies of this week's study list.	**Using Reference Materials** Introduce this week's reading selection or continue with the book from last week.
Tuesday	**Verbs:** Helping verbs, or auxiliary verbs, work with the main verb. They can be used to form several different verb forms. *See* Language Skills, Week 4, number 1. Have your child scan his/her current reading book for helping verbs. Have him/her copy the sentences onto a sheet of paper, underlining the verb phrases and circling the helping verbs.	Study this week's spelling words. Review homographs with your child. *Homographs* are words that are spelled alike but have different meanings. Have your child complete **Present a Present** (p. 51).	Discuss the current reading book in a conference. Focus on comparison. Have your child compare the current reading book to a similar book using a Venn diagram.
Wednesday	The verb *to be* can be used as either a helping verb or a linking verb. Linking verbs do not show action; they show states of being. **Examples:** My coat *is* dirty. I *am* in sixth grade. The food *was* ready. The spiders *were* in the barn. Have your child complete **Linking or Helping Verbs** (p. 50).	Have your child use each of this week's spelling words correctly in a sentence.	With your child review how to use a table of contents and an index. *What kind of information can a person find in these pages of a book? See* Reading, Week 4, number 1.
Thursday	Action verbs express what someone or something is doing. *See* Language Skills, Week 4, number 2. Generate a list of action verbs with your child. Challenge your child by asking him/her to list synonyms for common action verbs such as *run, say* and *do*. Then, ask your child to write ten sentences using verbs from the list. Encourage your child to relate the sentences so they form a short story.	Have your child study this week's spelling words.	Nonfiction materials often contain visuals such as graphs, maps, charts, tables and time lines. These visuals help present information to the reader in a clearer format than text. Have your child look through newspapers, magazines and books to find examples of graphs, charts, etc. Have your child make a chart or graph to illustrate given information. *See* Reading, Week 4, number 2.
Friday	Cut out ten pictures from magazines. Attach each picture to a sheet of colored construction paper and glue an index card below each picture. Have your child write three sentences about each picture: The first sentence should contain an action verb; the second sentence should contain a linking verb; and the third sentence should contain a helping verb.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Discuss the current reading book in a conference. Focus on plot.

Math	Science	Social Studies
Geometry Review and identify *points, lines, rays, line segments, angles* and *planes*. Discuss the information presented on **Geometric Figures** (p. 52), then have your child complete questions 1–6 on the activity sheet. Have your child complete **What Am I?** (p. 53).	**Respiratory System** Have your child read about the respiratory system. Review the function of the structures within the respiratory system: *nose, mouth, pharynx, larynx, trachea, bronchial tubes, lungs* and *diaphragm*. *See* Science, Week 4, number 1.	**Industrial Revolution** Explain the concept of supply and demand that forms the basis of the economy in the U.S. *See* Social Studies, Week 4, number 1. Have your child draw a diagram of a business that acts as both a producer and a consumer.
Review *intersecting lines, parallel lines* and *perpendicular lines*. Use a neighborhood or city map to discuss intersecting, perpendicular and parallel lines. *See* Math, Week 4, numbers 1 and 2.	Have your child draw a diagram of the respiratory system in his/her Science Log. Have him/her draw and label arrows to show what happens when we breathe.	The oil and steel industries were major influences during the American Industrial Revolution. Have your child read about the influence of steel and oil production on other industries in the U.S. Have your child read about the Standard Oil Company.
Review vocabulary associated with angles: *acute, obtuse, right, vertex, degrees* and *straight angle*. Then, teach your child about the different types of triangles. Have your child complete **Classifying Triangles** (p. 54).	Help your child conduct a simple experiment to learn about the respiratory system. Have your child count the number of breaths he/she takes in a minute before, during and after physical activity. *See* Science, Week 4, number 2.	Help your child make a list of inventions that arose during the Industrial Revolution. *See* Social Studies, Week 4, number 2. Have your child draw a detailed picture of one or more inventions from the nineteenth century.
Review the different types of quadrilaterals, or four-sided polygons: *trapezoid, parallelogram, rhombus, rectangle* and *square*. Have your child complete **Classifying Quadrilaterals** (p. 55). Have your child find quadrilaterals around the house. Ask him/her to identify each shape.	Discuss respiratory problems and diseases, such as tuberculosis, asthma, emphysema, pneumonia, lung cancer, bronchitis and the common cold. Have your child choose one respiratory ailment to research. Have him/her write a paragraph about how the ailment or disease is contracted and how it can be treated. *Is there a known cure?*	Have your child read about three business moguls of the late nineteenth century: Andrew Carnegie, J. Pierpont Morgan and John D. Rockefeller. All three were wealthy businessmen during the Industrial Revolution. Help your child find resources containing information about these influential men. Have your child write about the positive and negative (harmful) situations that emerged as a result of each man's story.
Congruent figures have equal sides and angles. Use a ruler and compass to draw triangles and quadrilaterals. Then, have your child draw congruent figures. Have your child measure the angles in a variety of triangles and quadrilaterals. Have him/her add the measurements within each figure. What does he/she discover? (All triangles add up to 180°, all quadrilaterals add up to 360°.)	Help your child conduct an experiment to analyze the chemical make-up of the air we exhale. *See* Science, Week 4, number 3.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs)

1. Helping verbs include *has, have, had, is, are, was, were, do, does, did, could, can, would, should, will, shall, may* and *might.*

   Example: I *was happy* to see my dog.
   The verb phrase *was happy* contains the helping verb *was.*

2. Verbs that show action are called action verbs.

   Examples: My mom *baked* a cake.
   The lion *roared.*
   The friends *giggled.*

READING (Using Reference Materials)

1. Give your child a fiction book that has a table of contents. Discuss how reading the table of contents can prepare you for reading a particular book. Then, give your child a nonfiction book that contains an index, appendix, glossary and/or bibliography. Discuss how an index differs from a table of contents. Discuss the purposes of the appendix, glossary and bibliography. Ask your child to find specific information using these resources.

2. Copy the following paragraph for your child to read. Have him/her organize the information into a chart or graph. Then, discuss which format is easier to read and analyze.

   The ticket office at the science museum kept track of attendance at a special exhibit, *Space 2100.* On Monday, the museum was closed. When the museum opened on Tuesday, there was a long line of people waiting to see the special exhibit. That day, 416 people saw the exhibit. It snowed on Wednesday, so attendance was down—only 93 people visited the exhibit. On Thursday, 247 people viewed the space exhibit. On Friday, 189 people attended. Three hundred eighty-seven people visited the museum on Saturday. On the last day of the exhibit, 756 people purchased tickets.

   Analysis of the information: What is the average attendance per day? Which day brought the most people? How many more people attended the exhibit on Sunday than on Wednesday?

MATH (Geometry)

1. As you look together at a map, ask your child to identify streets that fit the following descriptions: (Fill in street names from your local map.)

   Name two streets that run parallel to _____
   Name two streets that are not parallel to _____
   Name a street that intersects _____
   Are _____ Rd. and _____ St. perpendicular or parallel to each other?
   Does _____ St. intersect _____ Ave. or is it parallel?
   Name the first street directly south of _____ St. and parallel to it.
   Which street runs perpendicular to _____ St. and is the street farthest south shown on the map?
   Which two streets intersect directly west of the school?
   Name three roads that do not run directly north and south or east and west.

2. Have your child create a map of an imaginary town based on your descriptions. Dictate the layout of the streets, rivers, railroad tracks, etc. for your child to map out on paper. Describe the location of the streets using directions (*north, south, east, west*) and the terms *perpendicular, parallel* and *intersect.* Once your child has completed the map, have him/her give the town a name and describe its layout to you.

SCIENCE (Respiratory System)

1. Provide your child with resource materials on the respiratory system. The main function of the respiratory system is to provide the body with the oxygen it needs to function. We need oxygen just to breathe, but our blood and all other cells need oxygen as well. Respiration involves two separate actions: inspiration (or inhalation) and expiration.

2. Time your child while he/she counts the number of breaths taken in a minute. Then, have your child do the same while lying down, sitting, standing, walking after jumping rope and after jogging in place. Have your child organize the results of this experiment in a simple chart, then analyze the results. Discuss why the number of breaths per minute changes.

3. This experiment uses a chemical indicator to measure the acidity of exhaled air dissolved in water.

   You will need: a plastic freezer bag, a rubber band, bromothymol blue indicator, a drinking straw, a metric measuring cup, ammonia, a plastic cup, water and an eyedropper.

   Background: When carbon dioxide dissolves in water, it forms a carbonic acid.

   Directions: Pour 100 mL of water in a freezer bag and add three drops of bromothymol blue indicator. Swirl the bag gently to mix. Make a mental note of the color. Place the drinking straw in the top of the bag and fasten the bag tightly with the rubber band. Take a deep breath and blow into the bag through the straw. Remove the straw and hold the the bag shut and swirl the solution gently for about 10 seconds.

   Remove the rubber band and pour the contents of the bag into the plastic cup. Note the change in color. Using an eyedropper, add ammonia (a base) to the solution. Count the number of drops it takes to return the solution to its original color. Discuss the results. What gas did you exhale? How can you tell? What did the ammonia do to the color? Why?

SOCIAL STUDIES (Industrial Revolution)

1. Define the terms consumer and producer. Then, ask the following questions to help your child understand the concept of supply and demand.

   When are you a consumer? Are you a producer?

   Are members of your family consumers or producers?

   Can consumers be producers and producers be consumers?

   What must you have to be a consumer? How does one obtain this?

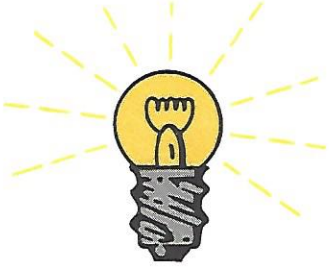
   When the demand for a product goes up, how do producers respond?

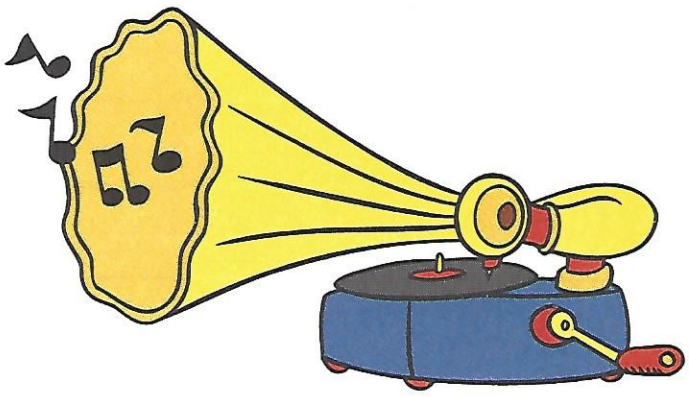
   What may happen to the cost of a product when it is in great demand?

   What causes a demand for a product?

   What may happen if demand goes down and there is an oversupply of a product?

2. List some names and dates of nineteenth-century inventions for your child to organize on a time line. Late nineteenth-century inventions include the typewriter (1867), barbed wire (1873), the electric motor (1873), the telephone (1876), the phonograph (1877), the incandescent light (1879) and the gasoline-powered automobile (1885). Discuss the impact of these inventions on everyday lives and practices.





Linking or Helping Verbs

The verb **be** (and its various forms) can be used as either a linking verb or a helping verb.

Examples: Sarah **is** a fine skater. (linking verb)
Gregory **is** helping Dad clean. (helping verb)

Read the sentences below. **Underline** the form of the verb **be** and decide how it is used. **Write** linking verb or helping verb on the line.

1. In ancient times, no one was using money. _____
2. Later on, they were trading goods and services. _____
3. The trading of goods and services is called bartering. _____
4. Finally, people were accepting certain objects as payment. _____
5. These objects were valuable to everyone. _____
6. The objects were anything from animal skins to shells. _____
7. Some of the objects were metal. _____
8. Gold and silver were demanded by many people. _____
9. Governments were given the power to mint coins. _____
10. One of the first coin-makers was an ancient Roman. _____
11. The first paper money was Chinese. _____

Write sentences using each verb as indicated.

is (linking verb)

_____

is (helping verb)

_____

are (helping verb)

_____

are (linking verb)

_____

was (linking verb)

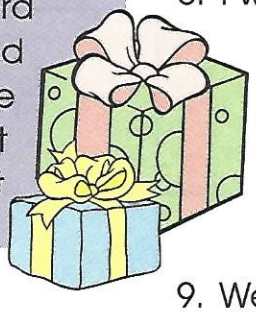
_____

was (helping verb)

_____

Present a Present

compact
conduct
conflict
content
contest
convict
impact
insult
object
permit
present
protest
rebel
record
refund
refuse
subject
suspect



Fill in the blank with the correct homograph. Place an accent mark on the appropriate syllable of each homograph.

1. They had to _____ the _____ for committing another terrible crime.
2. A young _____ will often _____ against parents or teachers.
3. I am _____ with the _____ of my research paper.
4. The nasty _____ used to _____ him made him feel bad.
5. I will _____ myself to this _____ .
6. Someday, my parents will _____ me to get my driver's _____ .
7. The singer hopes to _____ a hit _____ .
8. My mom will _____ if I throw this _____ .
9. We are expected to _____ ourselves with self-control and overall good _____ .
10. I will _____ her with a lovely _____ .
11. I _____ to touch that stinky _____ .
12. I _____ he is the guilty _____ .

Write the six homographs that were not used in the correct category. For each homograph, place an accent mark on the appropriate syllable.

Verbs: _____

_____

_____

_____

_____

_____

Nouns: _____

_____

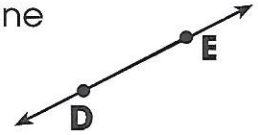
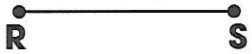
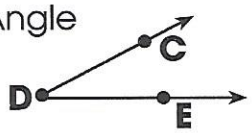
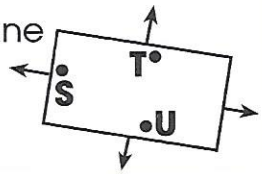
_____

_____

_____

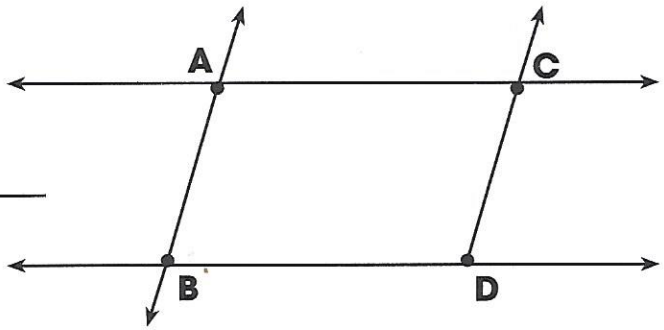
_____

Geometric Figures

Example	Description	Symbol	Read
Point 	A point is an end of a line segment (an exact location in space).	A	point A
Line 	A line is a collection of points in a straight path that extends in two directions without end.	$\overleftrightarrow{DE}$	line DE
Line Segment 	A line segment is part of a line with two endpoints.	$\overline{RS}$	segment RS
Ray 	A ray is part of a line having only one endpoint.	$\overrightarrow{BC}$	ray BC
Angle 	An angle is two rays having a common endpoint.	$\angle CDE$	angle CDE
Plane 	A plane is an endless flat surface.	plane STU	plane STU

Use the figure to **write** the symbol for each.

1. 1 ray _____
2. a plane _____
3. 3 points _____, _____, _____
4. 2 lines _____, _____
5. 3 angles _____, _____, _____
6. 3 line segments _____, _____, _____

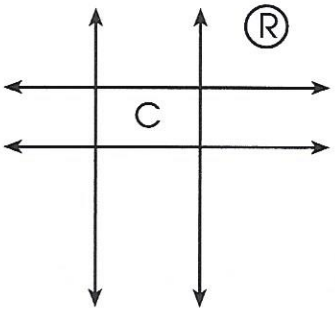


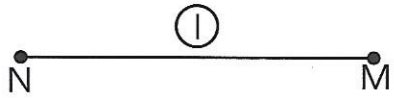
What Am I?

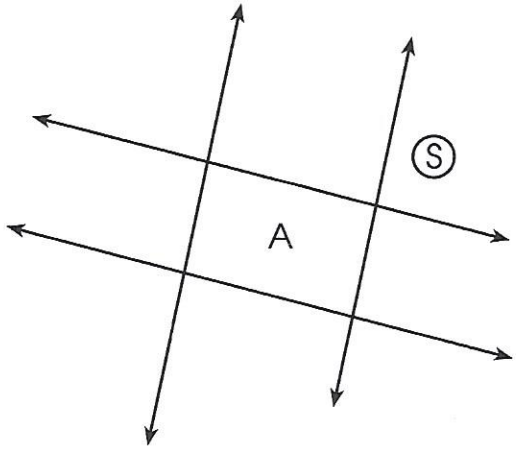
To find the answers to the two riddles below, find the answer that matches each figure and **write** the figure's corresponding letter above it.

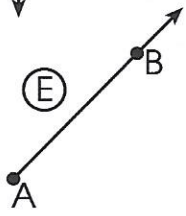
What is the most prevalent form of life on Earth?

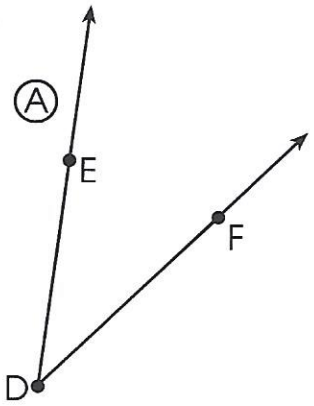
$\overleftrightarrow{AB}$	$\overline{AB}$	$\overrightarrow{MN}$	$\overrightarrow{NM}$	Point G	Point C	Plane A

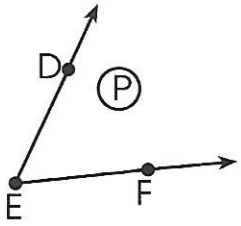


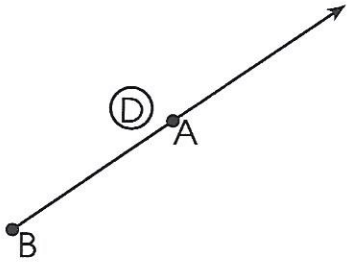


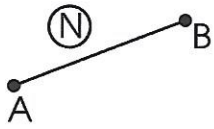


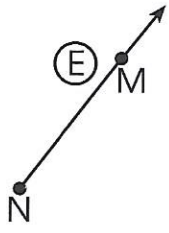


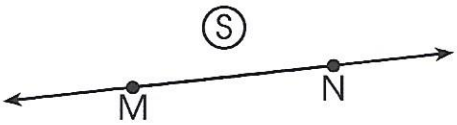


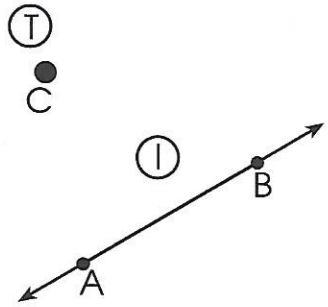


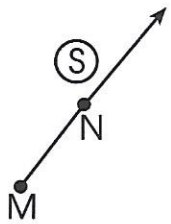










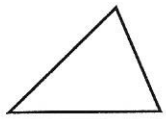
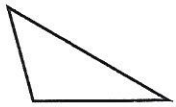
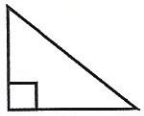
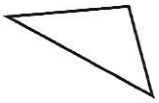
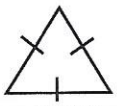


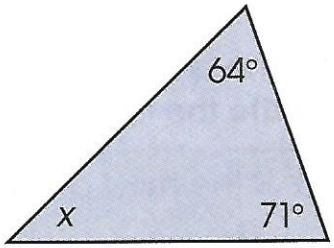
What is an arachnid?

$\overline{\angle EDF}$	$\overleftrightarrow{MN}$	$\overline{\angle DEF}$	$\overline{NM}$	$\overrightarrow{BA}$	$\overrightarrow{AB}$	Plane C

Classifying Triangles

The sum of the angles in any triangle is 180°.

Example	Name	Description
	acute	3 angles less than 90°
	obtuse	1 angle greater than 90°
	right	a 90° angle
	scalene	no equal sides
	isosceles	2 equal sides
	equilateral	3 equal sides



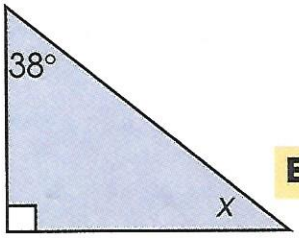
Find x.

Example 1

$64° + 71° = 135°$

$180° - 135° = 45°$

$x = 45°$



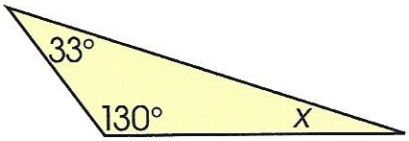
Example 2

$90° + 38° = 128°$

$180° - 128° = 52°$

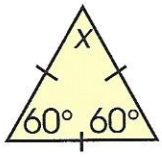
$x = 52°$

Write two names for each triangle and find x.



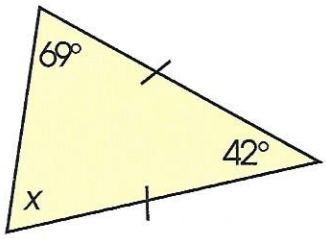
1. _____
2. _____

$x =$ _____



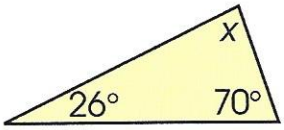
1. _____
2. _____

$x =$ _____



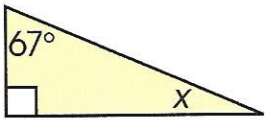
1. _____
2. _____

$x =$ _____



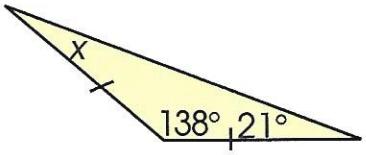
1. _____
2. _____

$x =$ _____



1. _____
2. _____

$x =$ _____

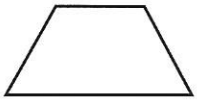
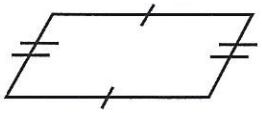
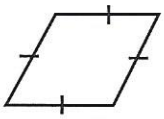
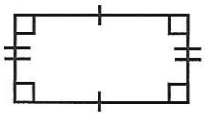
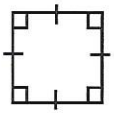


1. _____
2. _____

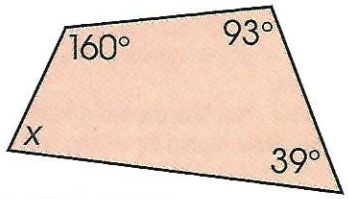
$x =$ _____

Classifying Quadrilaterals

The sum of the angles in any quadrilateral is 360°.

Name	Description	Example
trapezoid	1 pair of opposite sides parallel	
parallelogram	opposite sides parallel, opposite sides and opposite angles conguent	
rhombus	parallelogram with all sides congruent	
rectangle	parallelogram with four right angles	
square	rectangle with four congruent sides	

Find x.

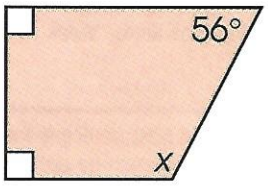


Example 1

$93° + 39° + 160° = 292°$

$360° - 292° = 68°$

$x = 68°$



Example 2

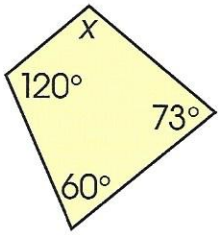
$90° + 90° + 56° = 236°$

$360° - 236° = 124°$

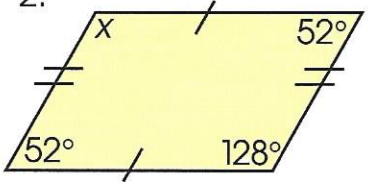
$x = 124°$

Give all names for each quadrilateral. Then, find each missing angle measure.

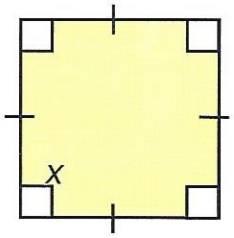
1.



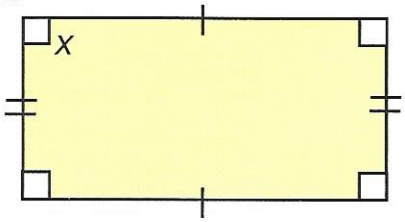
2.



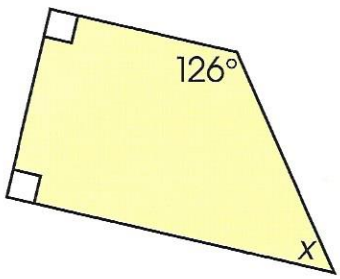
3.



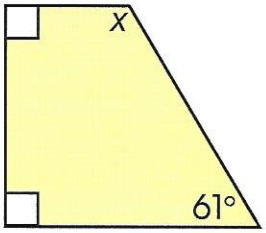
4.



5.



6.



	Language Skills	Spelling	Reading
Monday	For this week's writing assignment, have your child choose a topic from the spelling list. Your child may choose to write about a natural disaster, such as a cyclone or typhoon, or about a giant python or an evil tyrant. Once your child has chosen a topic, have him/her make a plan for writing and begin working on a rough draft for the story.	Pretest your child on these spelling words: bylaw, cycle, cyclone, dynamic, dynamite, dynasty, gyrate, hydrant, hydraulic, hydrogen, hygiene, hyphen, hypothesis, lyre, python, typhoon, typist, tyrant Correct the pretest, add personalized words and make two copies of this week's study list.	Introduce this week's reading selection or continue with the book from last week.
Tuesday	**Verbs:** Discuss *irregular verbs* and *regular* verbs. A verb is irregular if it changes form in the past and past participle. (Regular verbs retain their spelling but add *d* or *ed* to form the past.) A dictionary shows the principal parts of most verbs following the entry word. Have your child make a chart classifying verbs as regular or irregular. *See* Language Skills, Week 5, number 1.	Study this week's spelling words. Have your child complete **Y Says "I"** (p. 60).	Discuss the current reading book in a conference. Focus on the author's purpose in writing the book.
Wednesday	The past and past participle forms of irregular verbs, such as *eat* and *choose,* are formed with a change in spelling. Give your child practice in distinguishing past and past participle forms of irregular verbs. *See* Language Skills, Week 5, numbers 2 and 3.	Have your child use each of this week's spelling words correctly in a sentence.	**Dictionary Skills:** With your child, discuss the purpose of guide words in a dictionary. Give your child a list of vocabulary words to look up in the dictionary. Have your child locate the words and list the guide words found at the top of each page. Then, have your child read the definition for each vocabulary word. *See* Reading, Week 5, number 1. Have your child complete **Summer Daze** (p. 61).
Thursday	There are several verbs that are often misused in everyday speech and writing. Refer to a grammar book to help teach your child the correct usage of the following verbs: *lie, lay; sit, set; may, can; teach, learn; lend, borrow; rise, raise; let, leave.* Have your child define and list the principal parts of each of these verbs.	Have your child study this week's spelling words.	Have your child study the pronunciation guide found at the bottom of each or every other dictionary page. Have your child practice making the sounds described in each example. Then, have your child look up words in the dictionary that have more than one pronunciation. *See* Reading, Week 5, number 2.
Friday	Have your child use each of the verbs discussed yesterday in a sentence to demonstrate its correct usage. Have your child write pairs of related sentences to emphasize the distinction. **Examples:** My brother lent me $5 last week. I borrowed $5 from my brother last week.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference to discuss the outcome of the current reading book. Have your child complete a book project. *See* **Reading Conference** (p. 10).

Math	Science	Social Studies
Geometry Review the concept of *congruence*. Congruent shapes have the same size angles and corresponding sides. Copy and enlarge the pattern found in Math, Week 5, number 1 (or make your own pattern using two or three different sized triangles or squares repeatedly). Have your child find and color congruent shapes within the figure.	**Circulatory System** The circulatory system includes the heart, the blood and the blood vessels. Have your child read about the circulatory system. *See* Science, Week 5, number 1.	**Industrial Revolution** Teach your child about the concept of a monopoly. *See* Social Studies, Week 5, numbers 1 and 2.
The study of geometry involves spatial relations. Have your child manipulate geometric shapes in order to create a hexagon. Have your child complete a copy of **Hexagon Puzzles** (p. 62).	Have your child read about the composition of blood. *See* Science, Week 5, number 2. Have your child complete **The Circulatory System I** (p. 64).	Have your child read about the government's decision to break up the Standard Oil Company. *See* Social Studies, Week 5, number 3.
Polygons are found everywhere: in art, design, architecture, nature and in mathematics. Help your child create a mosaic with polygon shapes. *See* Math, Week 3, number 2 for a list of materials and directions.	Introduce the two circulatory systems in the body: systemic circulatory system and pulmonary circulatory system. Have your child complete **The Circulatory System II**.	Have your child read about other key figures in business during the Industrial Revolution. Have your child make a chart listing the following men and their accomplishments: Cornelius Vanderbilt, Gustavus Swift, Philip Armour, Charles Pillsbury, Andrew Mellon and James Duke.
Review the geometric solids: *sphere, cube, rectangular solid, pyramid, cone* and *cylinder.* Obtain a model of each shape for your child. Have your child make a chart that describes and compares the attributes of each type of solid. The chart headings should include *name, number of sides, number of faces* and *number of corners.* Have your child construct each geometric solid by folding, cutting and gluing paper.	Discuss pulse, the rhythm at which the heart pumps blood through the arteries. The throbbing sensation felt on the inside of the wrist or on the neck next to the windpipe is an artery expanding and contracting. Activity can greatly affect a person's pulse rate. Have your child measure his/her own pulse rate after different activities, then record them on a chart. *See* Science, Week 5, number 3.	Have your child read about some of the large corporations that were established during the Industrial Revolution. What did they do that appealed to the consumers of the time? Are any of them still in existence? *See* Social Studies, Week 5, numbers 4 and 5.
Teach your child to identify polyhedrons. A *polyhedron* is a three-dimensional figure that has many flat faces, each shaped like a polygon. Have your child complete **Polyhedrons** (p. 63).	With your child, discuss the importance of exercise and a proper diet in preventing heart disease.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs)

1. Give your child the following list of verbs: *choose, like, talk, do, buzz, move, take, choose, say, rush, grow, fly, throw, wish, speak, teach, swim, cross, write, ride, join, sing, watch* and *begin*. Tell your child to write the principal parts of each verb and identify the verb as regular or irregular. Then, have your child organize this information to create a chart with three columns: *present, past* and *past participle*.

2. Write a series of eight to ten sentences modeled on the following:

   Justin (sang, sung) _____ a funny song accompanied by piano.

   Maria has (wrote, written) _____ a song to play on her saxophone.

   Write your own sentences using other irregular verbs such as *eat, fall, steal, choose, rise* and *give*. Have your child complete each sentence using the correct form of the irregular verb shown in parentheses.

3. Have your child complete the following chart.

Present	Past	Past Participle
1. Bill *chooses*	*chose*	(has, have) *chosen*
2. Alexa *says*		(has, have)
3. Eva *speaks*		(has, have)
4. David *throws*		(has, have)
5. Monica *teaches*		(has, have)
6. Gwen *swims*		(has, have)
7. Cheryl *rides*		(has, have)
8. Thomas *writes*		(has, have)

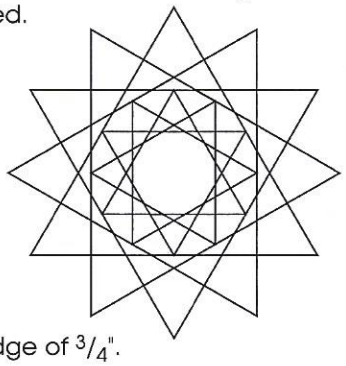
READING (Dictionary Skills)

1. Have your child look up the word *beat*. Note that the word is listed as an entry word more than once. Ask your child to differentiate the meanings listed for the word within one entry and in the separate entries. Ask your child: *Why do some meanings merit a separate entry? Is it related to part of speech?* Next, have your child look up the words *clash, fit, grade, hose, none* and *round*.

2. Some words may be pronounced in more than one way. For example, the word *gnu* many be pronounced "noo" or "nyoo." Have your child use a dictionary to find all the accepted pronunciations of the following words: *tomato, practically, vase, bouquet, catsup, protocol, rodeo, horror, pajamas*. Have the child list each pronunciation next to the word.

Math (Geometry)

1. Copy and enlarge the sunburst pattern at right. Have your child choose a shape in the design, then color all the congruent shapes the same color. Have your child choose a second shape and color all the congruent shapes a different color from the first group. Repeat until all the shapes are colored.



2. *You will need:*

   cardboard box (any size, $1/8$" thickness)
   utility knife
   plaster of Paris
   2 cups flour
   1 cup table salt
   $3/4$ cup water
   food coloring
   mixing bowl
   rolling pin
   scissors
   plastic butter knife
   wax paper
   old spoon or stick
   paper towels

   Directions:

   a. Use the utility knife to cut off the sides of the box. Leave the bottom and an edge of $3/4$".

   b. Cut a second piece of cardboard the same dimensions as the bottom of the box. Place the rectangle inside the box bottom so it has a double bottom. This will prevent leakage.

   c. Stir together the flour, water and salt. Divide the dough and make several different colors of dough by adding food coloring to each division.

d. On wax paper, roll out the dough to a $^1/_2$" thickness with a rolling pin. Cut out polygon shapes with the plastic knife. Cut out several shapes and colors. Lay the shapes out on a fresh sheet of wax paper to dry and harden.

e. After the shapes have hardened, lay them in an attractive design on the bottom of the box.

f. Mix the plaster of Paris with water in the mixing bowl until watery in texture. **Note:** Mix together only as much as you can use right away. Plaster of Paris hardens quite quickly.

g. Pour the plaster of Paris between the polygon shapes. With a wet paper towel, wipe away the plaster that covers the shapes.

h. When the plaster of Paris dries completely, tear away the cardboard to reveal your mosaic.

SCIENCE (Circulatory System)

1. The circulatory system carries blood to all parts of the body. The blood supplies food and oxygen to the cells of the body and carries away carbon dioxide and other wastes from all parts of the body. The circulatory system also helps carry substances throughout the body that protect the body from disease. The heart is the pump that sends the blood coursing through the body's vast network of blood vessels.

2. Blood is made up of plasma, red blood cells, white blood cells and platelets. Have your child read in an encyclopedia or other resource about the function of each of these types of cells. Review the distinction between warm-blooded and cold-blooded animals. Humans and other mammals are warm-blooded—their blood maintains a constant temperature. Birds and reptiles are cold-blooded—their body temperature takes on the temperature of the environment. How is blood circulation related to body heat?

3. Show your child how to measure his/her pulse at the wrist or neck. Have him/her child count the number of beats for 15 seconds, then multiply that number by 4 to get his/her pulse rate for 1 minute. Next, have your child make a chart with six rows and four columns. Across the first row, have him/her write the headings: *Activity*, *Pulse Rate for 15 Seconds*, x 4 =, *Pulse Rate per Minute*. Then, have your child measure his/her pulse after sitting still for 10 minutes, after running in place for 3 minutes, after finishing lunch or dinner, while still in bed in the morning and after getting ready for school. Ask your child to study the completed chart and discuss how each activity affected his/her heart rate.

SOCIAL STUDIES (Industrial Revolution)

1. A monopoly exists when a single company is the only supplier of a product. When a company has no competition, it has the power to control the entire industry, set prices and offer consumers little or no choice. The opposite of a monopoly is competition. Competition between companies with the same or similar products may encourage those companies to try harder to please the customer and keep prices competitive (thereby winning the customer's business).

2. Play the game "Monopoly" with your child. Talk to your child about how the game demonstrates the meaning of the word *monopoly*. Discuss the exponential earnings that one player acquires when he/she holds the wealth. Relate the strategy of the game to the strategy of Mr. Rockefeller with Standard Oil.

3. Mr. Rockefeller's monopoly gave him total control in the oil industry. He lowered prices and put smaller oil companies out of business. Control of pricing can benefit the consumer but only if quality is maintained. Read about the intent of the Sherman Antitrust Act. Antitrust laws were established to restrict the purchasing of companies when the purpose is to reduce competition and control pricing in the industry. Have your child add the name of this law to the time line under 1890.

4. Some of the businesses from this period still have recognizable names today. Have your child write to one of these companies and request information on its history.

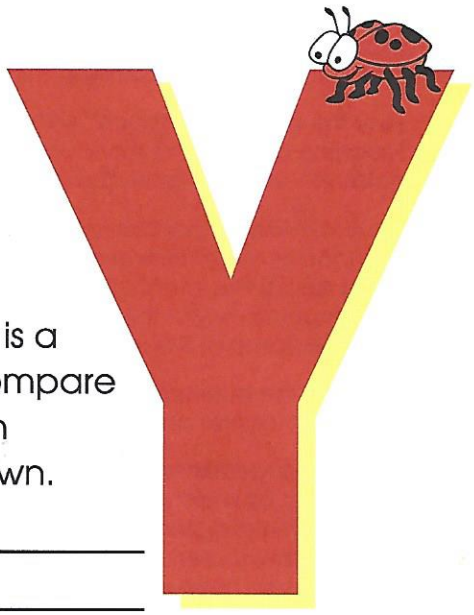
5. Make arrangements to take your child on a tour of a nearby manufacturing plant. Have your child prepare for the trip by making a list of things to look for and questions he/she would like to ask. Arrange for a company spokesperson to explain how the products are designed, produced and distributed. Inquire about how the raw materials are procured. Ask for a demonstration of how the costs and profits are determined. After the visit, have your child draw a diagram of the manufacturing process. Have your child write a thank you note to the person who directed the tour.

Y Says "I"

Match each spelling word from the list to its proper pronunciation. Refer to a dictionary, if necessary.

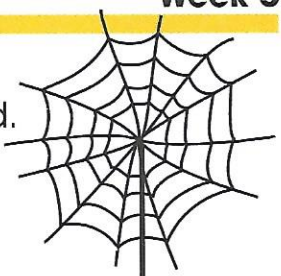
bylaw
cycle
cyclone
dynamic
dynamite
dynasty
gyrate
hydrant
hydraulic
hydrogen
hygiene
hyphen
hypothesis
lyre
python
typhoon
typist
tyrant

hī fən	dĭ **năm** ĭk
hī jēn	**tī** pĭst
jī rāt	**sī** kəl
bī lŏ	**dī** nə mĭt
tī **foon**	**pī** thŏn
hī drənt	**dī** nə stē
hī **drŏ** lĭk	hī **pŏth** ĭ sĭs
sī klōn	**tī** rənt
hī drə jən	līr



Write a metaphor using spelling words. A metaphor is a direct comparison that does not use **like** or **as** to compare one thing to another. **Example:** The typhoon was an enraged monster destroying the small oceanside town.

Summer Daze



Write the number of the definition that applies to each **bold** word.

_____ 1. When Mr. Wong works, he never **putters** around.

_____ 2. Mabel would **cop** the prize as the best stickball player in the sixth grade.

_____ 3. The two small girls will **stalk** the tiger swallowtail very carefully.

_____ 4. The **cop** smiled as Shirley humbly scurried by.

_____ 5. I would wear gloves if I wished to climb that **spruce** in the forest.

_____ 6. Shirley imagined spiders **stalking** her in the furnace room.

_____ 7. She never considered that she might **cop** fruit from the market.

_____ 8. Will the students **spruce** up the playground before they leave for the summer?

_____ 9. The **putter** missed the ninth hole by a mile.

_____ 10. Shirley discovered that she liked celery **stalks** very much.

Glossary

stalk 1) a plant stem 2) to stealthily pursue one's prey 3) to walk with a slow, stiff stride

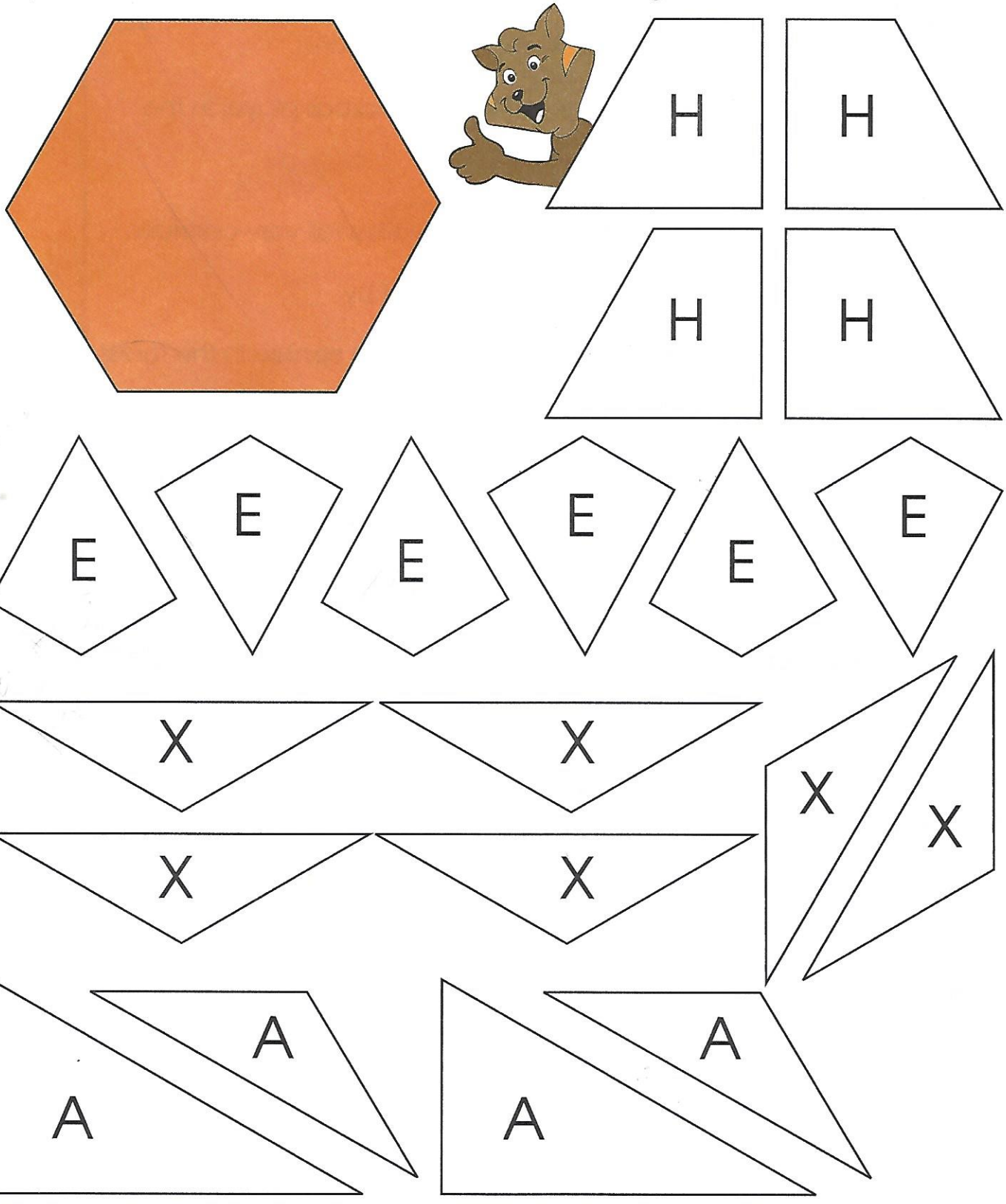
putter 1) a golf club used on the green 2) a golfer who putts 3) to work slowly

cop 1) to steal 2) to capture 3) a police officer

spruce 1) an evergreen tree 2) the wood from this tree 3) to make neat

Hexagon Puzzles

Each of the puzzles H, E, X and A will fit on the hexagon outline. **Cut out** one set of pieces at a time and use them to make the hexagon.



Polyhedrons

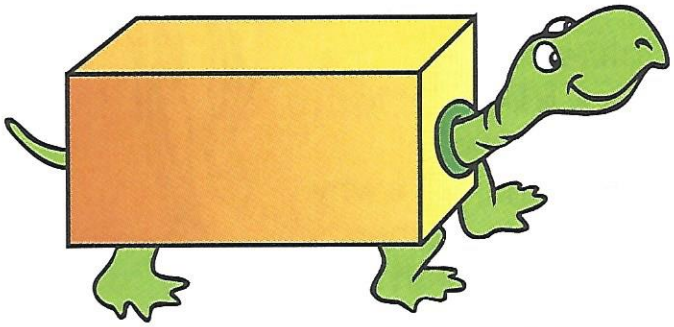
A **polyhedron** is a space figure with many flat faces shaped like polygons.

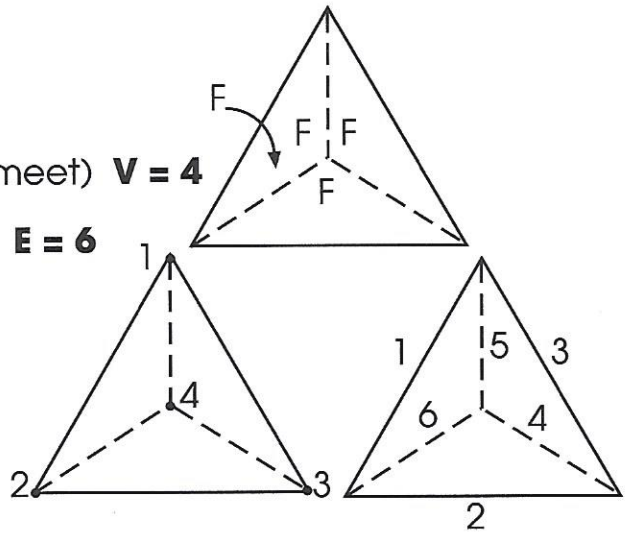
Parts of a Polyhedron

Faces: flat surfaces (sides) **F = 4**

Vertices: corners or points (where 3 edges meet) **V = 4**

Edges: parts of a line (where 2 faces meet) **E = 6**





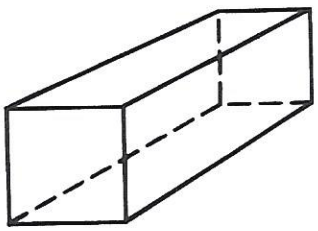
Use this formula to tell if a space figure is a polyhedron.

E = F + V - 2

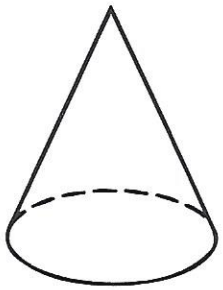
Example: 6 = 4 + 4 – 2
8 – 2
6 = 6

Find the parts of the figures and tell if they are polyhedrons.

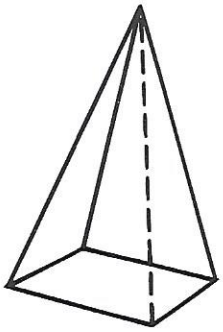
1. F = ___
   V = ___
   E = ___
   E = F + V – 2
   Yes ___ No ___



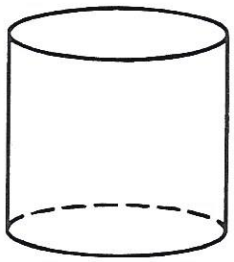
2. F = ___
   V = ___
   E = ___
   E = F + V – 2
   Yes ___ No ___



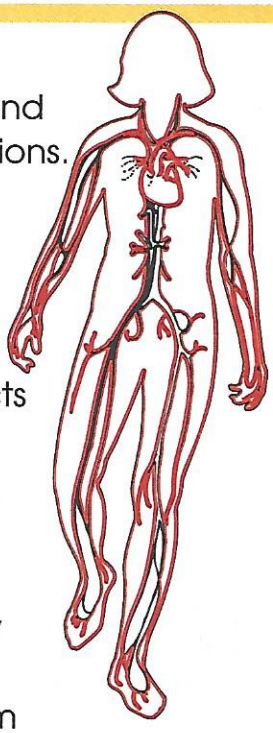
3. F = ___
   V = ___
   E = ___
   E = F + V – 2
   Yes ___ No ___



4. F = ___
   V = ___
   E = ___
   E = F + V – 2
   Yes ___ No ___



The Circulatory System I



Read the information below. **Underline** the two main functions and the main organ of the circulatory system. Then, answer the questions.

The circulatory system is responsible for transporting materials throughout the body and for regulating body temperature.

The heart is vital to the circulatory system. It pumps blood to all parts of the body. The blood then carries nutrients and other important materials to the cells. Blood also carries waste products away from cells to disposal sites like the liver, lungs and kidneys.

The circulatory system also acts as a temperature control for the body. Warmer blood from the center of the body is brought to the surface to be cooled. On a cold day, the blood vessels contract very little allowing little blood to flow through. This is why skin might appear pale, or even blue. However, in hot weather, blood vessels widen and more blood is able to flow through them to increase the loss of heat. Thus, your skin looks pinker and feels warmer.

1. What are the two main functions of the circulatory system? _____

   _____

2. The blood carries important nutrients to the _____.

3. Blood carries _____ away from cells and to the _____, _____ and _____.

4. Warmer blood is brought from the _____ of the body to the _____ _____ of the body to be cooled.

5. In cold weather, why does your skin appear pale, or even blue? _____

   _____

A "Hearty" Experiment

You will need: a tennis ball and a watch with a second hand

Hold the tennis ball in your stronger hand and give it a hard squeeze. This is about the strength it takes your heart muscle to contract to pump one beat. Squeeze the ball as hard as you can and release it 70 times in 1 minute.

Record how your hand feels. _____

Conclusion: _____

The Circulatory System II

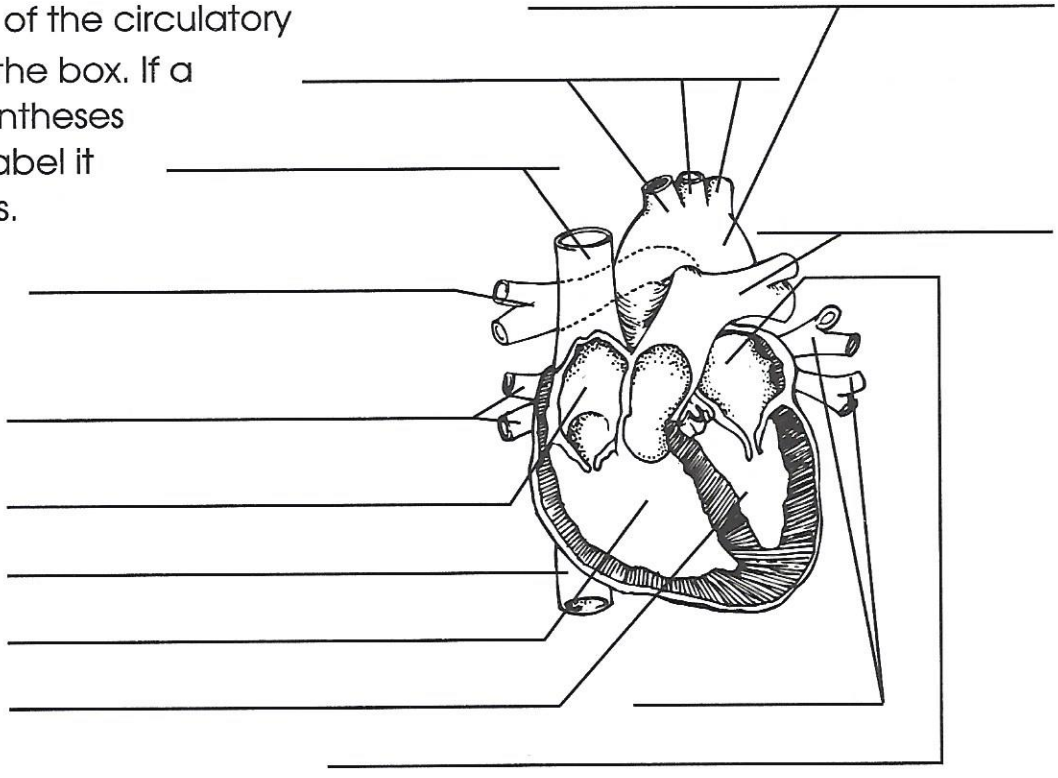
There are two circulatory systems in the human body. Each begins and ends in the heart. The larger system is called the **systemic circulatory system**. It branches out to all parts of the body with oxygenated blood and returns to the heart with "bad blood." The smaller system is called the **pulmonary circulatory system**. It is much shorter because it travels only to the lungs and back to the heart with oxygenated blood.

Blood vessels that carry blood to the heart are called **veins**. Those that carry it away are called **arteries**. Blood from the systemic circulatory system flows from the **superior and interior vena cavas** into the **right atrium**, then into the **right ventricle** and out through the **pulmonary arteries** to the lungs. At the same time, blood from the lungs enters the atrium from pulmonary veins, drops into the **left ventricle**, is pumped into the body's largest artery, called the **aorta**, then flows into blood vessels that carry it to various parts of the body.

Follow the directions below.

1. **Color** the systemic circulatory system red.
2. **Color** the pulmonary circulatory system grey.
3. **Draw** blue arrows to show the flow of the systemic circulatory system.
4. **Draw** black arrows to show the flow of the pulmonary circulatory system.
5. **Label** the parts of the circulatory system listed in the box. If a number in parentheses follows a part, label it that many times.

aorta
superior and inferior vena cava
right and left atriums
right and left ventricles
pulmonary veins (2)
arteries leading from aorta
pulmonary arteries (2)



	Language Skills	Spelling	Reading
Monday	Have your child choose a topic, make a plan for writing and begin working on a rough draft.	Pretest your child on these spelling words: banjo, buffalo, echo, halo, mosquito, patio, portfolio, ratio, rodeo, silo, soprano, stereo, studio, tobacco, tomato, tornado, tuxedo, zero Correct the pretest, add personalized words and make two copies of this week's study list.	**Apostrophe** Review the rules for using apostrophes. Also discuss the difference between a singular and plural possessive. *See* Reading, Week 6.
Tuesday	**Verbs:** Explain subject/verb agreement. Provide several examples for your child. Have your child complete **Agreement of Subject and Verb** (p. 70).	Study this week's spelling words. Have your child complete **Tony's Tuxedo** (p. 71).	**Historical Fiction:** Choose for your child to read this. Suggestion: *Sadako and the Thousand Paper Cranes* by Eleanor Coerr.
Wednesday	Give your child additional practice with subject/verb agreement and compound subjects. *See* Language Skills, Week 6, number 1. Have your child write five sentences that contain compound subjects. Have him/her check each sentence carefully to make sure the subjects and verbs are in agreement.	Have your child use each of this week's spelling words correctly in a sentence.	Hold a reading conference to discuss the setting for the story. Have your child find the setting on a map, then discuss the historical perspective of the story.
Thursday	A *collective noun* describes several things or people as one unit. Examples include *family, crowd, team* and *group*. A collective noun usually takes a singular verb. Except when the members of the group are seen as individuals. **Example:** The faculty *are* required to turn in the final grades. Give your child practice recognizing singular, plural and collective nouns. *See* Language Skills, Week 6, numbers 2 and 3.	Have your child study this week's spelling words.	Review the format of a friendly letter. Just as Sadako's classmates wrote to her, have your child write to someone he/she knows who is ill. Have him/her write a friendly, upbeat letter that shows interest in and care for the recipient.
Friday	Teach your child to maintain the same tense throughout a sentence. *See* Language Skills, Week 6, number 4.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference to discuss the message of peace in the book. What can your child do to demonstrate that peace is an important issue?

Math	Science	Social Studies
Geometry Review *perimeter* and *area*. With your child, discuss real-life applications for finding the perimeter or area of a figure. For example, a person would need to find the perimeter of a floor to purchase baseboard molding. A person would need to know the area of a floor to lay tile or carpeting. Have your child complete **Perimeter** (p. 72).	**Digestive System** Give your child a copy of **The Digestive/ Urinary System** (p. 76) to study. Discuss the importance of the digestive and urinary systems. Have your child read more about the path food takes through the body. Provide an encyclopedia and other resources for your child's reference.	**Industrial Revolution** Help your child define the term *capitalism*. Have your child write about how capitalism allowed for the rapid growth of the Industrial Revolution.
Review the formula for finding the area of a rectangle or square (base x height). Then, review the formula for finding the area of a triangle (base x height ÷ 2). Explain to your child that he/she can find the area of an oddly shaped figure by counting the number of square units within the figure. Have your child complete **Area** (p. 73).	Have your child draw and label a diagram of the digestive system in his/her Science Log.	With your child, discuss how a business is created. Discuss the elements of a successful business. *See* Social Studies, Week 6, number 1.
Your child has already learned that volume is a measure of how much a container will hold. *Volume* can also be described as the measure of space occupied by a three-dimensional figure. Have your child complete **Volume** (p. 74).	Have your child chew a saltine cracker. Ask your child to describe what is happening. Discuss the role of chewing in the digestion process. Have your child complete **Traveling the Alimentary Canal** (p. 77).	Many businesses must borrow money to get started. With your child, discuss the concepts of loans, interest and dividends. Have your child start a simple business. Use this opportunity to discuss the difficulties that any business owner must face. *See* Social Studies, Week 6, number 2.
To find the volume of a rectangular prism, multiply the length x width x height (l x w x h). To find the volume of a nonrectangular prism, you must first find the area of the base. Then, multiply the base area x the height (B x h) of the figure. The volume of a figure is always expressed in cubic units. (m^3 or $in.^3$) Have your child complete **Volume of Prisms** (p. 75).	Review the four tastes: *salty, sweet, bitter* and *sour*. Perform a taste bud test with your child. *See* Science, Week 6, number 1. Have your child create a crossword puzzle using vocabulary related to the digestive system. Clues may be in the form of definitions or a diagram (with organs labeled as 2 across, 1 down, etc.).	Introduce the stock market as a means for businesses to secure investors. *See* Social Studies, Week 6, numbers 3 and 4.
Give your child some geometry-related brainteasers to solve. *See* Math, Week 6, number 1.	Have your child write a story about a character's imaginary trip in a food capsule traveling through the human alimentary canal. Encourage your child to include descriptions of unusual events along the journey, such as burps, hiccups and stomach growls to make the trip more exciting.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal. Save the stock market listings from the Sunday newspaper for next Monday's lesson (Week 7).

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Verbs)

1. Write the following sentences (as written) on the chalkboard. Have your child correct the mistakes.

   My brothers and sister eats corn on the cob noisily.

   Ty and Lyle is good at shooting free throws.

   Neither Sylvester nor Twyla were present at the opening.

   Either the clouds or the dark sky hint at the coming rain.

   The television and the radio is on at the same time.

   Blue and purple was my favorite colors.

2. Copy the following sentences for your child. Have him/her underline the subject in each and circle the correct verb. Then, ask him/her to identify whether the subject is singular, plural or collective.

   The boys (is, are) members of the hockey team.

   They (practice, practices) daily during hockey season.

   The quarterback (pass, passes) the ball to the wide receiver.

   The girls' team (play, plays) hard every Saturday morning.

   You (was, were) lucky to be able to see that terrific game.

   Tired runners (race, races) across the finish line.

   The crowd (stand, stands) up for the national anthem.

   The skiers (finish, finishes) the slalom run in record time.

3. Give your child a noun and a choice of verbs to incorporate into an original sentence.

   I _____ (am, are) Players _____ (try, tries) The team _____ (plays, play)

4. A sentence that begins in one tense must stay in that tense.

   Incorrect: The cow **jumps** over the moon and **ran** away with the spoon.

   Correct: The cow **jumped** over the moon and **ran** away with the spoon.

   Give your child the following sentences. Have him/her rewrite each sentence with the correct verbs.

   My brother runs track and walked every day.

   We are happy to see Mom as she walked in the door.

   I turned on the light and pick up a book to read.

   The sailors raised the sails and we sail to the island.

READING (Apostrophe)

An apostrophe is used in contractions to represent missing letters and in possessive nouns to show ownership. Dictate the following sentences to your child. Have him/her write each sentence, adding apostrophes where needed.

The doctor's decision was helpful to Sadako.

Sadako's classmates sent her a Kokeshi doll.

Sadako wasn't very hungry when her mother brought the food.

The golden cranes' wings blew in the wind.

Eiji's paper donation smelled of candy.

Sadako's good luck cranes became a symbol for peace and hope.

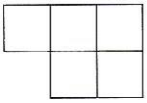
"I'll get better," said Sadako over and over.

There wasn't enough room on the table for all the paper cranes so Masahiro hung Sadako's cranes from the ceiling.

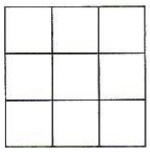
MATH (Geometry)

1. Copy the following brainteasers for your child to solve.

   a. Remove three pieces to leave three squares.

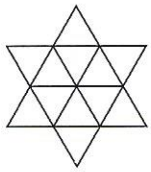


   b. Remove six pieces to leave three squares.



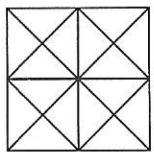
   c. How many triangles are there in the figure?

   _____



   d. How many triangles are there in the figure?

   _____



SCIENCE (Digestive System)

1. Have your child mix four mystery solutions: 1 teaspoon sugar dissolved in 1 cup water
   1 teaspoon salt dissolved in 1 cup water
   1 teaspoon lemon juice mixed in 1 cup water
   1 teaspoon vinegar mixed in 1 cup water

   Have your child dip a clean cotton swab into one solution and touch the back, middle, sides and tip of his/her tongue with it. Have your child record his/her findings. Have him/her drink some regular water to cleanse the palate between solutions. What does your child discover? Have him/her draw a diagram of the tongue, pointing out the location of the four types of taste buds.

SOCIAL STUDIES (Industrial Revolution)

1. Every business begins by seeking to fill a need. Ask your child to think of something that people want. Encourage him/her to be creative. Ask your child if the "want" requires a product or a service. Guide your child in planning a business to fill that want. List what will be needed to start the business (money, building, land space, labor, equipment, etc.). Have your child draw a diagram of how the product will be produced (if applicable) and describe how the product or service will be managed, advertised and sold. If the business is a success, explain what the next step will be.

2. Plan a business that your child can actually carry out, such as a lemonade stand, a leaf-raking service or newspaper delivery. Help your child keep track of the costs, supplies and profits. Ask your child to analyze the following questions.

   What equipment or supplies do you need?

   How much money do you need to borrow to get started?

   When will you pay back the money?

   How will you convince someone to lend you money?

   What can you do with profits to make the business even better?

3. When a person or a group of people wants to start a business or company, that person or group needs capital, or start-up money. Sometimes people will use money from a personal savings account. Oftentimes, they are able to get a loan from a bank. Another method of acquiring start-up money is to sell shares of stock in the new company. This is a commitment on the part of the investor to invest now with the understanding that the company will pay back the investment, with interest, when the company becomes profitable. Investors take a risk because the company may never become profitable; investors invest in the company because they believe it *will* become profitable.

4. Investors who wish to buy a portion of a company buy shares. Such a business transaction is executed at a brokerage house where stockbrokers connect companies with investors by selling shares. The New York Stock Exchange, the largest and best known of the exchanges in the U.S., was started in 1792 by a group of brokers who met under a tree on Wall Street.

Agreement of Subject and Verb

A **singular subject** takes a singular verb.
Example: Bill washes the dishes.

A **plural subject** takes a plural verb.
Example: They watch television.

A **compound subject** connected by **and** takes a plural verb.
Example: Mary and Bill read books.

For a **compound subject** connected by **either/or** or **neither/nor**, the verb agrees with the subject closer to it.
Examples: Either my aunt or my uncle takes us to games. Neither my grandfather nor my grandmothers are over 85 years old.

A **singular indefinite pronoun** as the subject takes a singular verb (anybody, anyone, everybody, everyone, no one, somebody, someone, something).
Example: Everyone enjoys games.

Write the correct present-tense form of each verb on the line.

1. Everyone _____ wearing interesting hats. (enjoy)
2. Many people _____ hats for various activities. (wear)
3. One factory _____ only felt hats. (make)
4. Either bamboo grass or the leaves of a pine tree _____ wonderful straw hats. (make)
5. Factories _____ straw hats, too. (produce)
6. Somebody _____ the straw material. (braid)
7. Either machines or a worker _____ the braided material. (bleach)
8. Chemicals and gelatins _____ straw hats. (stiffen)
9. Ironing _____ the hat-making process. (finish)

Tony's Tuxedo

banjo
buffalo
echo
halo
mosquito
patio
portfolio
ratio
rodeo
silo
soprano
stereo
studio
tobacco
tomato
tornado
tuxedo
zero

Write the spelling words in the correct category. The first one is done for you.

Two-Syllable Words

b a n • j o

___ ___ • ___ ___

___ ___ • ___ ___

___ ___ • ___ ___

___ ___ • ___ ___

Three-Syllable Words

___ ___ • ___ ___ ___ ___ • ___

___ ___ • ___ ___ • ___

___ ___ ___ • ___ • ___ ___

___ ___ ___ • ___ ___ • ___ ___

___ ___ ___ ___ • ___ • ___

___ ___ ___ • ___ • ___ ___

___ ___ ___ • ___ ___ • ___ ___

___ ___ ___ • ___ ___ • ___ ___

___ ___ ___ • ___ ___ • ___

___ ___ • ___ ___ • ___

___ ___ ___ • ___ • ___

Four-Syllable Word

___ ___ ___ ___ • ___ ___ • ___ ___ • ___

Alliteration is a poetic device that groups words together with the same initial sound. **Write** a sentence using alliteration that includes at least two of your spelling words.

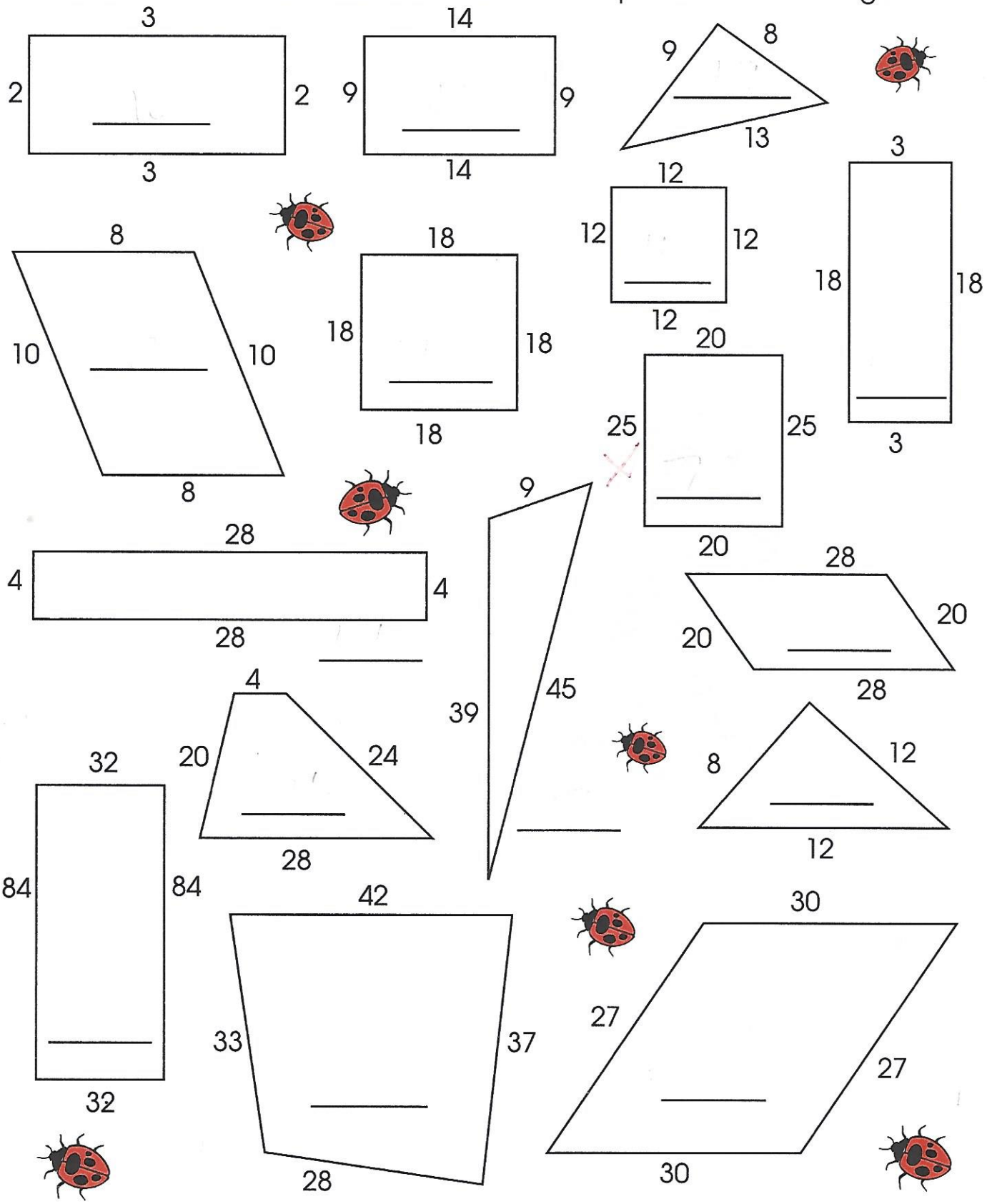
Example: Tony the tourist tried to tuck in his untidy tuxedo during a terrible tornado in town.

_____

_____

Perimeter

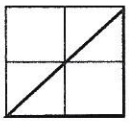
Perimeter is the distance around an area. Find the perimeter of each figure.



Area

Area is the number of square units contained in a surface. Find the area of each outlined shape by counting units.

Hint



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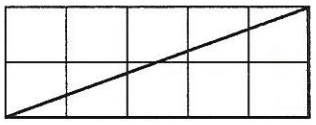
Hint



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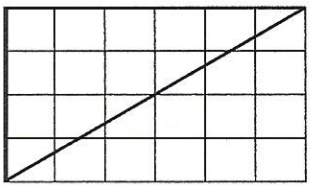
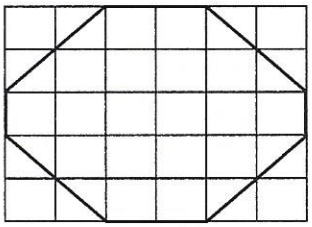
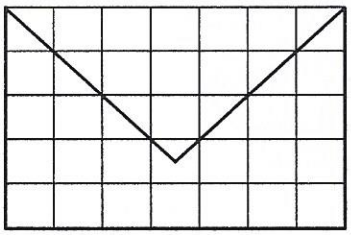
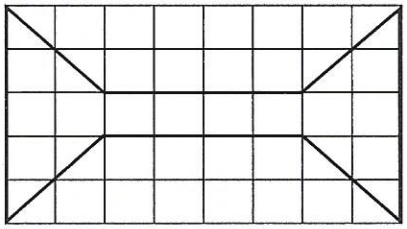
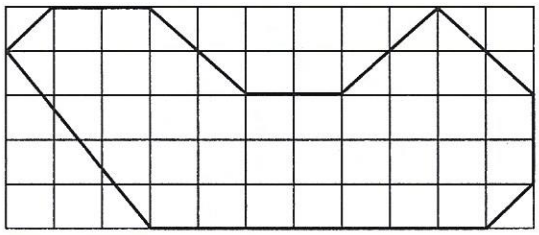
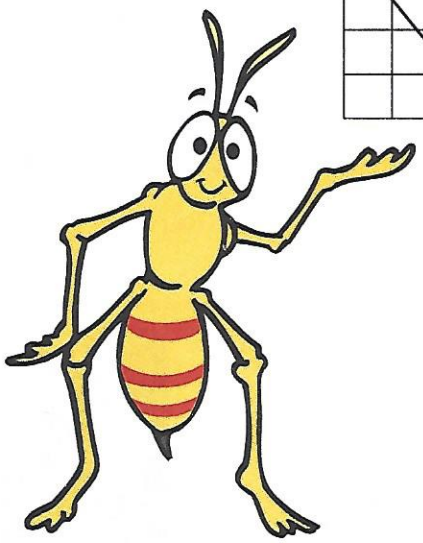


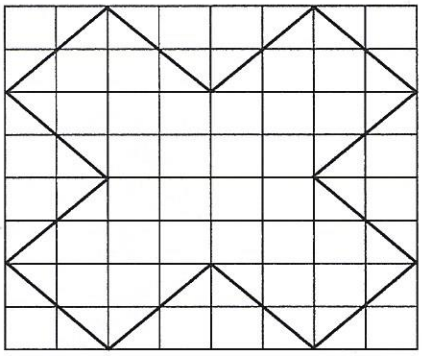


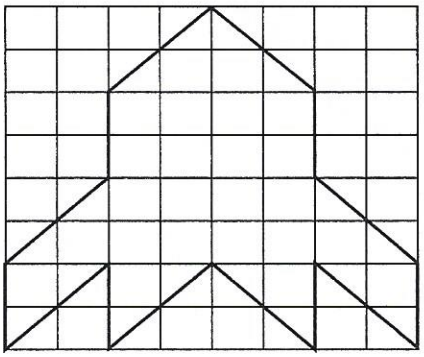


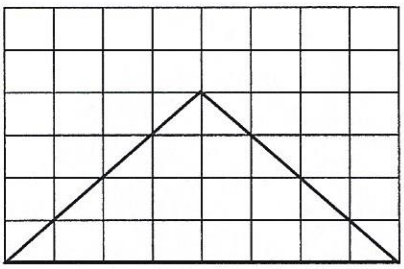


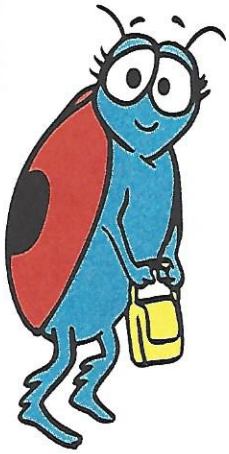


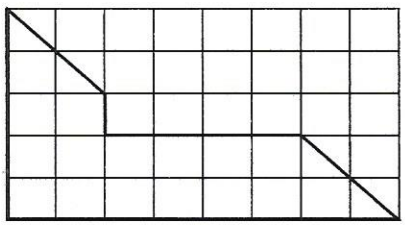






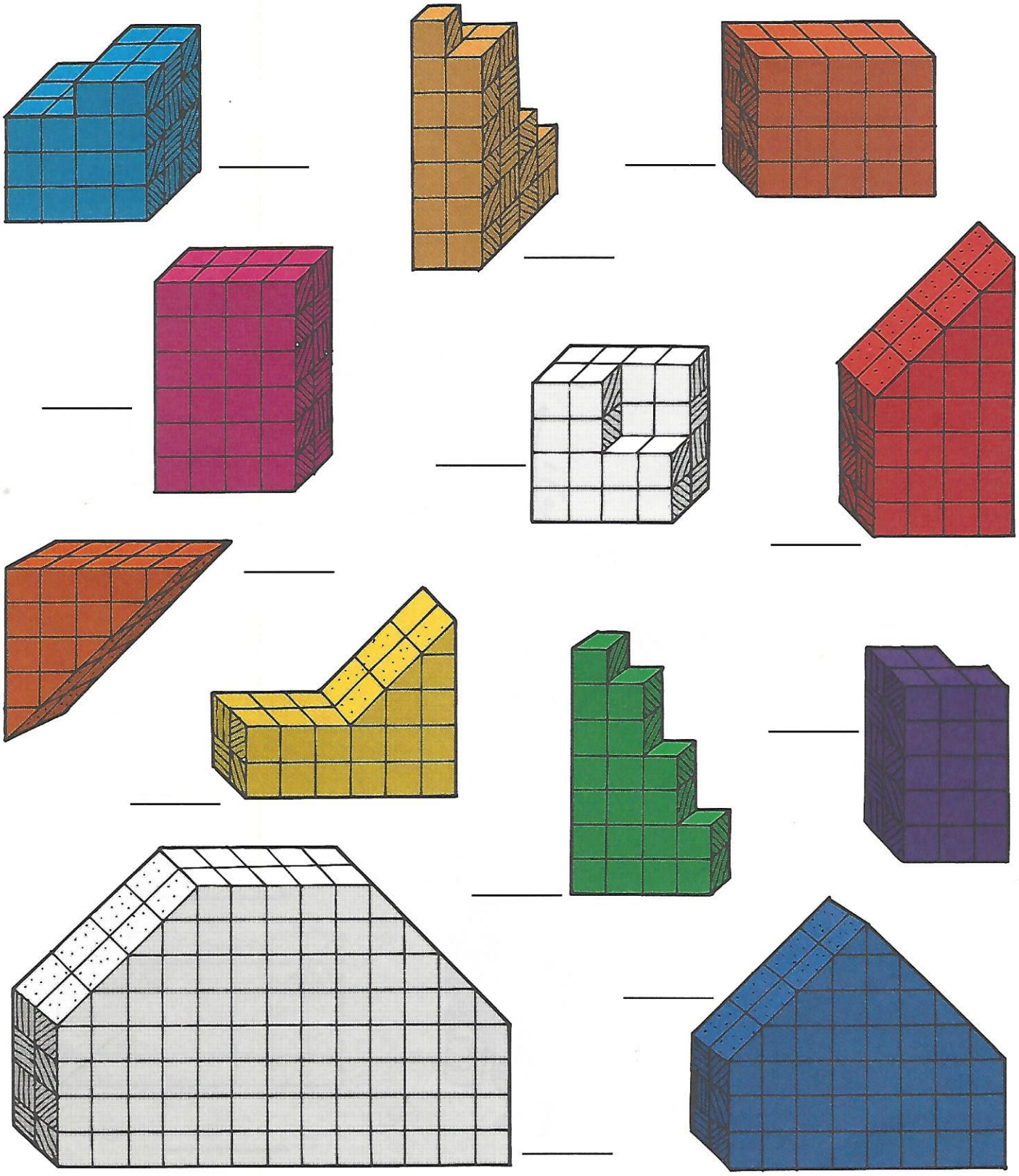






Volume

Volume is the measure of the inside of a figure. Find the volume. Count the boxes.



Volume of Prisms

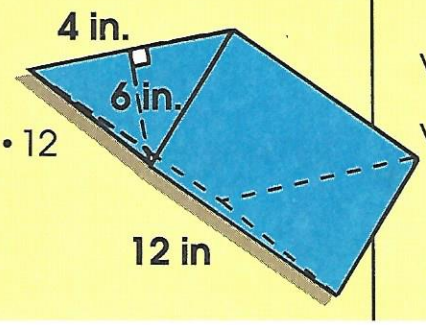
Volume is measured in cubic units.

Volume of a **nonrectangular prism** = base area • height

$V = b \cdot h$

$V = (\frac{1}{2} \cdot 4 \cdot 6) \cdot 12$

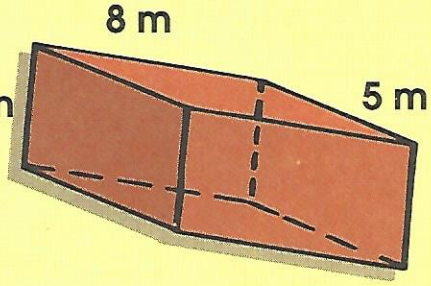
$V = 144 \text{ in}^3$



Volume of a **rectangular prism** = l • w • h

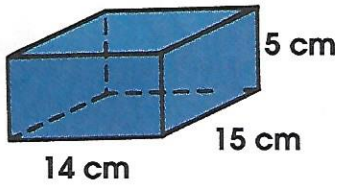
$V = 8 \cdot 5 \cdot 3$

$V = 120 \text{ m}^3$



Find the volume of each prism

1.



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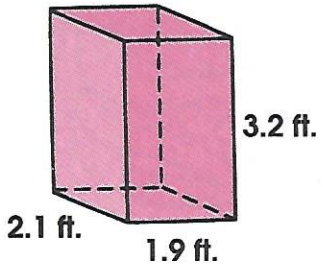

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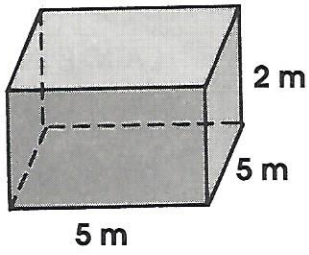

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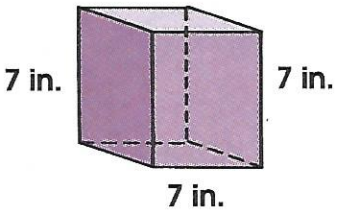

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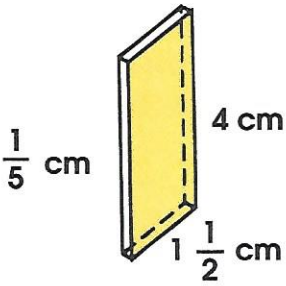

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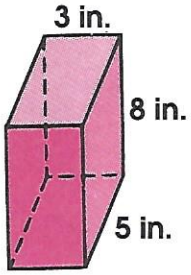

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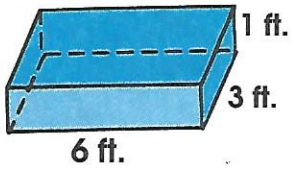

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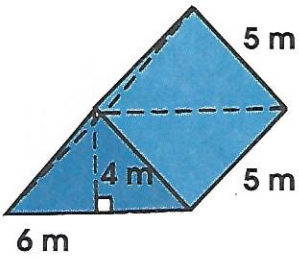
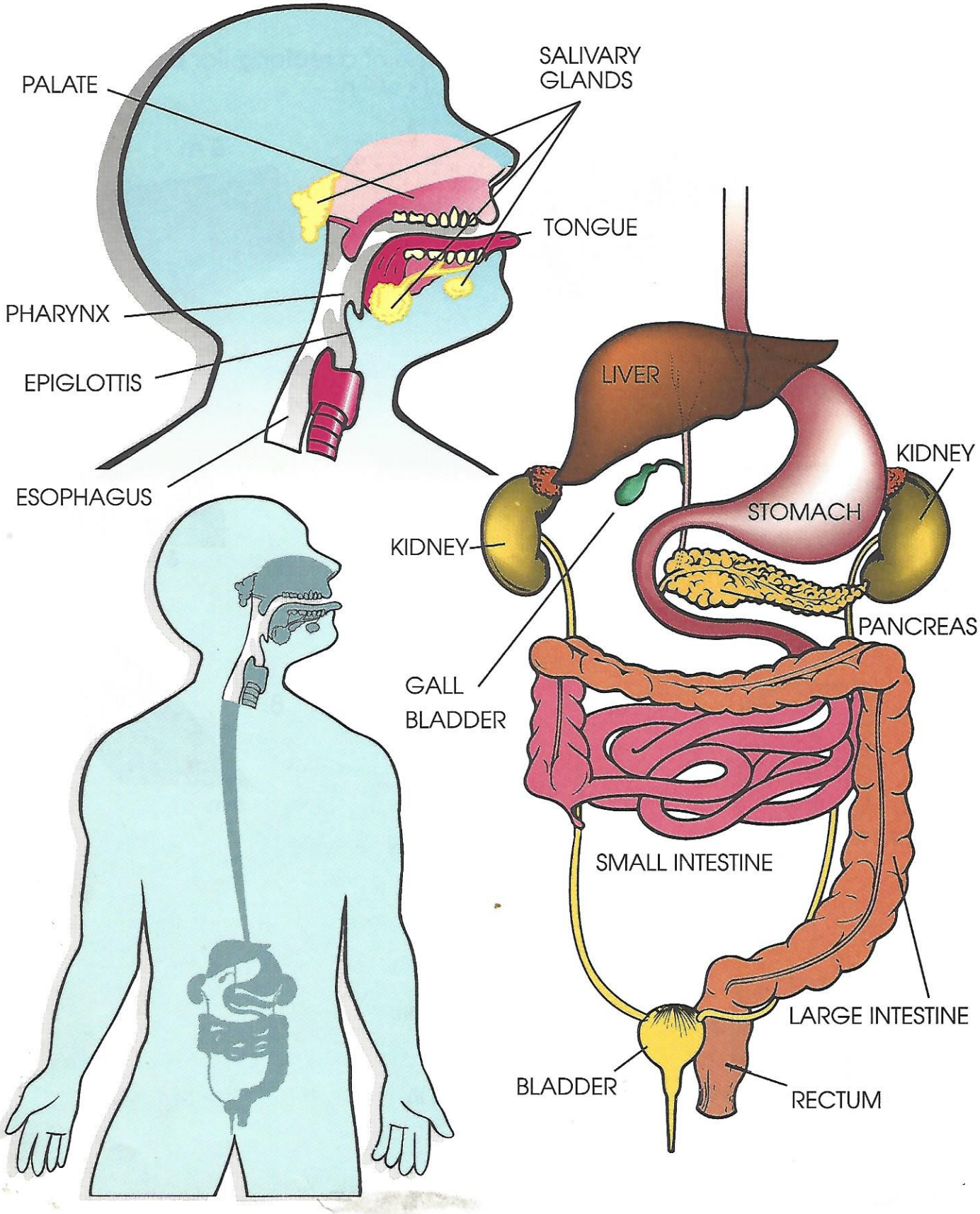


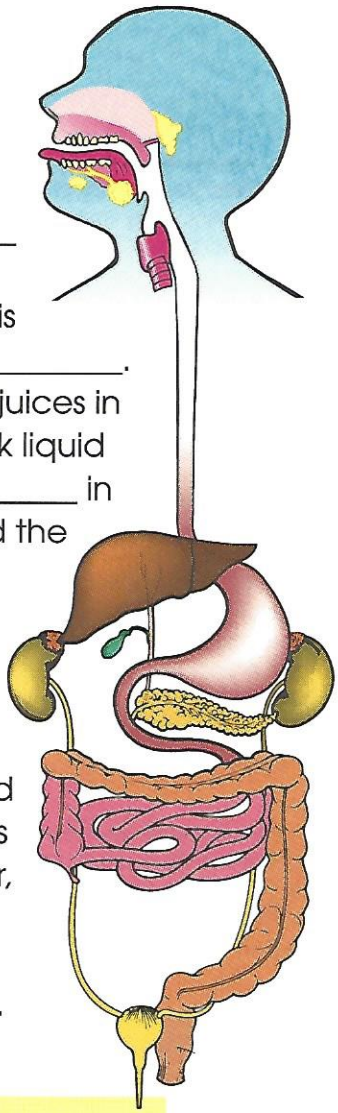
The Digestive/Urinary System



Traveling the Alimentary Canal

After you take a bite of food, it travels along a path through the human body called the **alimentary canal**, or the digestive tract. The canal, as it is shown here, is not how it actually is inside the body. Inside your body, it is folded back and forth so that it fits.

Fill in the missing words in the paragraph below. Use the words in the Word Box. You might also need a science book or an encyclopedia to help you.



Food and water enter the alimentary canal by way of the _____. Digestion of food begins here where it is_____ and broken into smaller pieces. Digestive enzymes, produced by_____ _____, help to break down food further before it is swallowed and passed through the _____ into the _____. In the stomach, the food is mixed with _____ and digestive juices in a churning motion. As the food is digested, it changes into a thick liquid called _____. The chyme passes into the _____ _____ in small amounts. The _____ produces pancreatic juices, and the _____ produces _____ which is stored in the _____ _____. These are released into the small intestine as needed to work with intestinal juices and contractions made by the intestine's walls to move the chyme along. The digested food is absorbed by tiny_____ and lymph vessels in the _____ of the small intestine and carried through the _____ system to feed the body. Small amounts of water and minerals are removed from undigested food matter, and this and waste food products are stored in the _____ _____. This waste becomes a solid, brown material called _____, which is finally eliminated through the_____.

salivary glands	enzymes	large intestine	chyme
pancreas	mouth	small intestine	esophagus
rectum	stomach	gall bladder	feces
circulatory	chewed	blood	walls
liver	bile		

Fascinating Fact! Did you know that during your lifetime, your digestive system may process between 60,000 and 100,000 pounds of food?

	Language Skills	Spelling	Reading
Monday	Have your child choose a topic, make a plan for writing, then begin working on a rough draft.	Pretest your child on these spelling words: clergy, clerk, concern, derby, desert, dessert, error, fern, fertilizer, intern, merchant, mercury, referee, reserve, serpent, sherbet, temperature, thermostat Correct the pretest, add personalized words and make two copies of this week's study list.	Introduce this week's reading selection or continue with the book from last week.
Tuesday	**Adjectives:** Review adjectives. *Adjectives* modify nouns. They limit (how many), qualify (what kind), specify (which one) or distinguish the nouns that they precede. Brainstorm a list of adjectives with your child. *See* Language Skills, Week 7, number 1. Have your child write three sentences using as many adjectives as possible without losing the sense of the sentences.	Study this week's spelling words. Have your child complete **Desert Merchant** (p. 83).	Discuss the current reading book in a conference. Focus today on the main character's strengths and weaknesses.
Wednesday	Special forms of adjectives are used to show comparison. The *comparative* form is used to compare two nouns: The red car was *faster* than the blue car. The *superlative* is used to compare three or more nouns: The green car was *fastest* of all the cars. Have your child complete **Comparing With Adjectives** (p. 82).	Have your child use each of this week's spelling words correctly in a sentence.	**Reading Comprehension:** Give your child a short article to read carefully. Explain that you will be asking comprehension questions once the child is finished. Ask pointed questions. Suggest a few tips to increase comprehension: Skim the piece to determine general content. Predict what you might learn from the reading. Read the piece once. Reflect on what you read. Reread parts that were unclear.
Thursday	Have your child create a chart showing the comparative and superlative forms of several adjectives. *See* Language Skills, Week 7, number 2.	Have your child study this week's spelling words.	Have your child read an article and answer questions based on the reading. Have your child read **Rembrandt** (p. 84), then answer the questions about the article found on **Understanding Rembrandt** (p. 85).
Friday	Have your child represent comparative and superlative adjectives visually. Fold a sheet of paper in half the long way, then into thirds. When the paper is unfolded, there should be six boxes. Have your child choose two adjectives, then draw pictures illustrating each adjective and its comparative and superlative forms. For the word tall, for example, your child could draw a basketball player, a tree and a flagpole.	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference to discuss how the conflict in the story develops and how it is ultimately solved.

Math	Science	Social Studies
Multiplication Review the properties of multiplication: *associative property, commutative property, identity (one) property* and *zero property.* These properties are useful in finding products. *See* Math, Week 7, number 1. Have your child use multiplication flash cards to practice solving one-digit multiplication facts with speed and accuracy.	**Skin** The skin is by far the largest organ of the body. It has three layers: *epidermis, dermis* and *subcutaneous tissue.* Have your child read about the make-up of the different layers of the skin in an encyclopedia. Have your child draw and label a cross section of the skin in his/her Science Log.	**Industrial Revolution** Newspapers record the daily activity of all the stocks traded on the stock exchanges. Have your child look through the listings for familiar companies. Help your child read the stock page to determine the cost of a share of a familiar stock. *See* Social Studies, Week 7, numbers 1 and 2. Over the next 4 weeks, have your child complete **The Stock Market** (p. 87).
Review the concept of multiples. Review how to find *common multiples* and *least common multiples.* Have your child list or state the multiples (up to 100) of the numbers 1–9. **Example:** The multiples of 3 are 0, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, etc.	One of the jobs of the skin is to regulate body temperature. Have your child participate in a strenuous physical activity and observe the perspiration that forms on his/her skin. The role of perspiration is to cool the body when it becomes overheated. When a person becomes too cold, the skin reacts by narrowing blood vessels near the surface, thus allowing less heat to escape. *See* Science, Week 7, number 1.	Discuss the role of the stock market in the Industrial Revolution. Be sure your child understands that the stock market provided the funds that helped industries grow. Discuss the different stock exchanges. What are some of the world's best-known stock exchanges? Have your child look up the following terms: NYSE, NASDAQ, Dow Jones and AMEX. Under which exchange is your child's stock listed?
A *prime number* is a number that is divisible only by itself and by one. These numbers are not multiples of any number. Have your child complete an activity that will lead him/her to discover the prime numbers through 50. *See* Math, Week 7, number 2.	The skin also helps to prevent harmful chemicals and diseases from entering the body. Discuss the importance of keeping the skin (especially cuts on the skin) clean.	North America was the first continent to have a transcontinental railroad. The transcontinental railroad was completed in 1869. This helped expand development to the western U.S. very rapidly. Discuss how the railroad affected the growth of the Industrial Revolution. Have your child read about the construction of the first transcontinental railroad. What impact did this and other such railways have on settlement, trade and industry?
Squaring is multiplying a number by itself. 5^2 (read "five squared") means 5 x 5. *See* Math, Week 7, number 3. Have your child write equations to show what numbers are squared to make these products: 9 16 25 784 100 1,600 625 1,849 3,600 400 2,401 2,025 900 484 961 1,369 **Example:** 15^2 or 15 x 15 = 225	Have your child read about the production of pimples or acne. Ask the child to draw a diagram of a pimple and write a paragraph explaining how to reduce the likelihood of developing acne.	Have your child read the ballad and stories about John Henry, a man who worked on the railroad. The true story involves a steam engine that was brought in to replace workers. John Henry raced against the machine. He was able to beat the machine but then died when a rock from a tunnel fell on him. Have your child add the presidents who served from 1877 to 1897 to the time line.
Review multiplying by one digit. Have your child complete **Multiplication** (p. 86).	Have your child read about skin color. How is skin color determined? *See* Science, Week 7, number 2.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal. Have your child continue to update his/her activity sheet on the stock market.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Adjectives)

1. *Adjectives* modify nouns or pronouns. Adjectives can tell which one, what kind and how many. Have your child brainstorm examples of each type of adjective.

   Which one? *that, these, this, those*

   What kind? *cute, excited, graceful, yellow*

   How many? *one, ten, several, few*

2. Provide your child with a list of adjectives (examples below). Have your child make a three-column chart showing the comparative and superlative forms of each adjective.

pretty	tremendous	fresh	tedious
efficient	wonderful	quick	tangy
playful	energetic	common	delicious
beautiful	frivolous	slender	strange

MATH (Multiplication)

1. *Associative Property of Multiplication:* The way the factors are grouped does not change the product.
   Example: (8 x 3) x 2 = 8 x (3 x 2)

   Commutative Property of Multiplication: The order of the factors does not change the product.
   Example: 6 x 4 = 4 x 6

   Identity (one) Property of Multiplication: The product of any number and one is that number.
   Example: 348 x 1 = 348

   Zero Property of Multiplication: The product of any number and zero is 0.
   Example: 6,290 x 0 = 0

2. Copy the following chart for your child.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Read aloud the directions below to your child. He/she must follow the directions carefully to find the prime numbers between 1 and 50.

a. Cross out number 1.
b. Circle the next number. 2 is a prime number.
c. Cross out all the numbers divisible by 2.
d. Circle the next number. 3 is a prime number.
e. Cross out the numbers divisible by 3.
f. Circle the next number that is not crossed out or circled. 5 is a prime number.

g. Cross out all the numbers divisible by 5.

h. Circle the next number that is not crossed out or circled. 7 is a prime number

i. Cross out all the numbers that are divisible by 7.

j. Continue in this manner until all the numbers have been crossed out or circled.

What are the prime numbers between 1 and 50? *2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47*

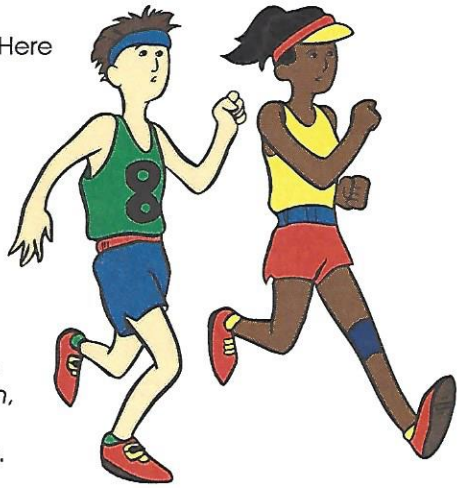
How many of the prime numbers are even? *one*

How many of the prime numbers are odd? *fourteen*

Extension: Have your child follow the pattern to find the prime numbers between 51 and 100.

3. The small number 2 in 5^2 is called the *exponent*. The *exponent* tells how many times the base number will be multiplied by itself. For example, the number 6^2 means 6 x 6. The number 7^3 means 7 x 7 x 7.

SCIENCE (Skin)



1. Your child may be interested in learning more about perspiration. Here are some questions that may spark his/her curiosity:

   Sweat glands are not evenly distributed over the body. Where are they concentrated?

   How does a deodorant work?

   Why do people sweat when they are nervous?

   Do people only sweat when it is hot?

2. There is a wide variation in human skin color. Skin color is determined by heredity and by exposure to sunlight. Everyone has the same number of cells that produce skin color. What varies from person to person is the amount of brown pigment, or *melanin*, that those cells produce. The melanocyte cells of dark-skinned people produce more melanin than those of light-skinned people.

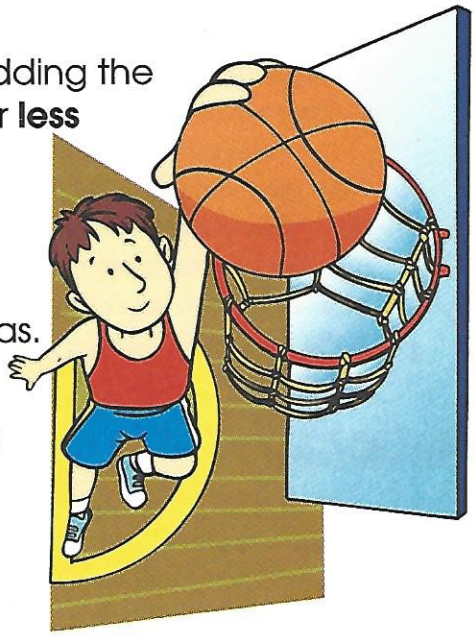
SOCIAL STUDIES (Industrial Revolution)

1. Have your child look around the house for products made by well-known manufacturers. Then, have your child look at the stock listings in the Sunday edition of the newspaper to see how many of those corporations are listed on the various stock exchanges.

2. Choose a familiar entry and note the abbreviated name. After the company's name, the high and low prices of the week are given, as well as the stock's *closing price per share* and the *net change*. The closing price on one day is the opening price the next day. Have your child look up values of Disney, McDonald's (McDnlds), Toys R Us (ToyRU), Kellogg or any other stock that interests him/her.

Comparing With Adjectives

The **comparative** form of an adjective is used to compare two nouns. It is formed in two ways: by adding the suffix **er** to the adjective or by using the words **more** or **less** with the adjective.



Examples:

David is a fast**er** runner than Thomas.
David is **more** diligent at track practice than Thomas.

The **superlative** form of an adjective is used to compare three or more nouns. It is also formed in two ways: by adding the suffix **est** to the adjective or by using the words **most** or **least** with the adjective.

Examples:

David is the fast**est** runner on the track team.
David is the **most** diligent worker on the track team.

Circle the adjective of comparison in each of the following sentences. On the line, **write** if the adjective is written using the comparative form or the superlative form.

1. Central High has the shortest basketball team in the league. _____

2. One of their most skillful plays is to pass the ball through their opponents' legs. _____

3. Central wins a lot of games because the team's players are more clever dribblers than the opposing players. _____

4. The opposing team is dizzier because Central dribbles circles around them. _____

5. The toughest game of the year was against South High. _____

6. Central's captain won the game with the fanciest shot of the game.

_____

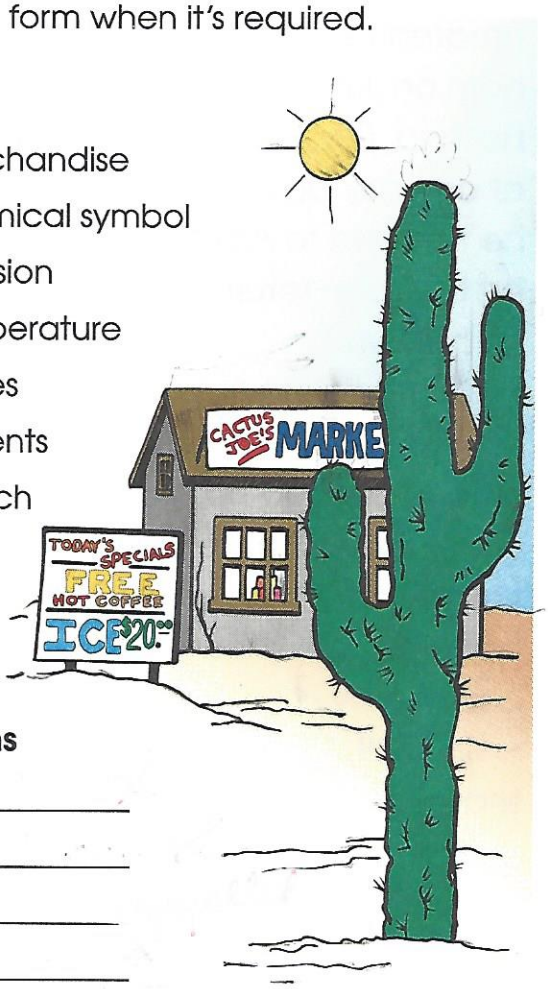
Desert Merchant

clergy
clerk
concern
derby
desert
dessert
error
fern
fertilizer
intern
merchant
mercury
referee
reserve
serpent
sherbet
temperature
thermostat

Write a spelling word to complete each phrase.
Be sure to **write** the possessive form when it's required.

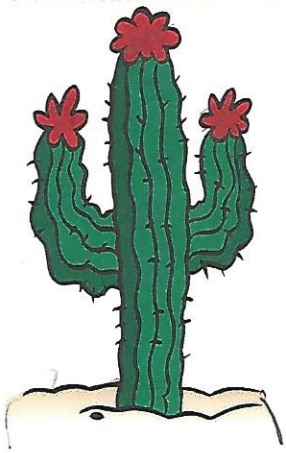
Possessive Nouns

1. _____ merchandise
2. _____ chemical symbol
3. _____ decision
4. _____ temperature
5. _____ scales
6. _____ patients
7. _____ church
8. _____ store
9. _____ sand



Nouns

10. man's felt _____
11. patio's potted _____
12. Susie's orange _____
13. gas tank's _____
14. diner's delicious _____
15. mathematician's _____
16. farmer's _____
17. Carol's constant _____
18. sick child's _____



Use the nouns from the list to form possessives in a few sentences.

_____

_____

_____

Rembrandt

Rembrandt was one of the greatest artists of all time. He was born on July 15, 1606, in Leiden, Holland. Rembrandt began painting at an early age. At the age of fifteen, he traveled to Amsterdam to study art but soon returned home to paint on his own.

Rembrandt's first paintings were of subjects from the Bible and from history. He used bright colors and glossy paints. These paintings were very popular, and soon, Rembrandt became well-known in his community.

In 1628, Rembrandt began to teach art. He was a respected teacher with many students.

In 1632, Rembrandt moved back to Amsterdam, where he began to paint portraits of many well-known people. He soon became famous in Holland for his beautiful portraits.

In 1634, he married a wealthy and educated girl named Saskia. They moved into a large home where Rembrandt hung many of the paintings he had collected.

Rembrandt continued to succeed as an artist, but tragedy struck. Three of Rembrandt's four children died very young. And, in 1642, his wife Saskia died.

Rembrandt became very sad. He began to paint with darker colors. But somehow, his painting grew even more beautiful. He used dark colors around the figures in his paintings. The figures themselves were painted as if a soft light were shining on them.

Rembrandt began to paint more for himself and less for other people. Although his work was brilliant, he was not able to make enough money to keep his house. In 1657, his house and his possessions were auctioned off. Rembrandt was bankrupt.

Rembrandt continued to paint until he died on October 4, 1669. His most famous painting was titled *The Night Watch*.

Rembrandt created over 600 paintings, 300 etchings and 1,400 drawings. Some of his most fascinating paintings were the one hundred portraits he painted of himself. These self-portraits are a remarkable record of his life.

Understanding Rembrandt

Answer the questions below from your reading of Rembrandt.

True or False

Rembrandt . . .

_____ was one of the greatest artists of all time.

_____ was born on July 15, 1606, in Florence, Italy.

_____ began painting at an early age.

_____ traveled to Amsterdam at the age of fifteen to study architecture.

Check and write:

Rembrandt used ☐ soft ☐ bright colors and _____ paints.

Underline:

In 1634, Rembrandt married . . .

a wealthy and educated girl named Saskia.

a poor girl from Amsterdam named Saskia.

Check and write:

Although Rembrandt was successful as an artist,

☐ tragedy ☐ good fortune began to strike his family.

Three of his _____ children died at a very early age.

In 1642, ☐ Rembrandt's father died. ☐ Rembrandt's wife died.

Rembrandt's sadness caused him to use ☐ darker ☐ lighter colors.

Check, circle and write:

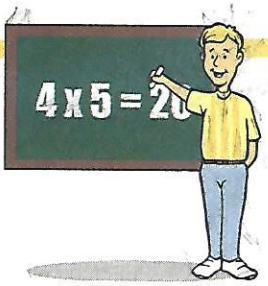
Rembrandt died on October 4, ☐ 1669. ☐ 1700.

Rembrandt's most famous painting was called _____.

Rembrandt's works included:

☐ paintings ☐ drawings ☐ etchings ☐ self-portraits

Multiplication



Multiply.

1. 649 x 8	2. 858 x 7	3. 7,642 x 5	4. 8,219 x 3	5. 5,238 x 6
6. 8,249 x 4	7. 6,518 x 7	8. 8,943 x 9	9. 3,268 x 5	10. 4,637 x 8
11. 5,387 x 4	12. 8,264 x 9	13. 4,875 x 7	14. 5,689 x 8	15. 9,243 x 4
16. 8,540 x 6	17. 3,726 x 5	18. 83,243 x 6	19. 74,254 x 7	20. 62,435 x 9
21. 73,643 x 8	22. 51,476 x 4	23. 73,629 x 5	24. 87,642 x 7	25. 25,624 x 4
26. 98,215 x 6	27. 41,826 x 9	28. 53,214 x 8	29. 83,265 x 4	30. 65,429 x 5
31. 46,254 x 7	32. 91,242 x 8	33. 73,263 x 6	34. 35,584 x 2	35. 79,267 x 2

The Stock Market

Choose a stock to follow for the next 4 weeks. **Fill in** the information about your stock in the box below. Then, track the information you find in the newspaper on the chart.

Name of stock _____
Original price per share_____
Number of shares you wish to buy _____
Date of purchase _____
Total cost _____

Date	High	Low	Close	Net Change

Date	High	Low	Close	Net Change

After 4 weeks, complete the following analysis of your stock's performance.

1. What was the highest price per share during the past 4 weeks? _____
2. At that price, what would have been the total value of your stock? _____
3. If you had sold your shares that day, what would have been your profit or loss? _____
4. What was the lowest price per share during the past 4 weeks? _____
5. At that price, what would have been the total value of your stock? _____
6. If you had sold your shares that day, what would have been your profit or loss? _____

	Language Skills	Spelling	Reading
Monday	Have your child choose a topic, make a plan for writing, then begin working on a rough draft.	Pretest your child on these spelling words: breakfast, breath, cleanse, dread, feather, health, heavy, instead, leather, meant, spread, sweat, thread, threat, tread, wealth, weapon, weather Correct the pretest, add personalized words and make two copies of this week's study list.	**Historical Fiction** Introduce this week's reading book. Suggestion: *The Return of the Indian* by Lynne Reid Banks.
Tuesday	**Adjectives:** Your child has learned how to form comparative and superlative adjectives by adding *er* or *est*. These two forms of certain adjectives are formed differently when the adjective is irregular. *See* Language Skills, Week 8, number 1. Have your child rewrite several sentences using the correct forms of comparative and superlative adjectives. *See* Language Skills, Week 8, number 2.	Study this week's spelling words. Have your child complete **Scrambled Eggs** (p. 94).	Hold a reading conference to discuss the history and lifestyle of the Iroquois Indians. Focus on the distinction between fact and fantasy.
Wednesday	Teach your child to use comparative language carefully so that the meaning of a sentence is not confused. *See* Language Skills, Week 8, number 3. Have your child write ten sentences using comparative and superlative adjectives. Have him/her compare two things in some sentences and three or more things in other sentences.	Have your child use each of this week's spelling words correctly in a sentence.	Have your child research one of the following topics related to the Iroquois: religious beliefs, superstition, family structure, the longhouse, fortification of the village, food or history. Have your child write a summary of the information gathered, including appropriate illustrations.
Thursday	Discuss adjectives that indicate which one. Have your child complete **This, That, These, Those** (p. 92).	Have your child study this week's spelling words.	Discuss the fact that many different Native American Indian tribes shared common languages. Have your child demonstrate these connections among tribes visually by completing **A Land of Many Peoples** (p. 95).
Friday	*Proper adjectives* come from proper nouns that are used as adjectives. For example, the F in French fries is capitalized because France is a proper noun. *See* Language Skills, Week 8, number 4. Have your child complete **Proper Nouns and Adjectives** (p. 93).	Give your child the final spelling test. Have your child record pretest and final test words in his/her word bank.	Hold a reading conference to discuss the climax of the book. Have your child complete a book project. *See* **Reading Conference** (p. 10).

Math	Science	Social Studies
Multiplication Teach your child the importance of estimating an answer before multiplying. *See* Math, Week 8, number 1. Teach your child to round each factor, then multiply the rounded factors to obtain an estimated product. Have your child estimate the products of given multiplication problems by rounding the factors. *See* Math, Week 8, number 2.	**Immune System** With your child, discuss the role of the immune system. *See* Science, Week 8, number 1. Have your child add an immune system glossary page to his/her Science Log. *See* Science, Week 8, number 2.	**Industrial Revolution** Have your child read about common working conditions during the Industrial Revolution. *See* Social Studies, Week 8, number 1. Ask your child to think about the type of work he/she would like to do. Have your child list the working conditions (enjoyable work, clean environment, good pay, benefits, etc.) that he/she feels are necessary for him/her to take a job.
Provide your child with situational problems that involve multiplication. Have your child complete **Many Times Over** (p. 96).	Discuss the difference between *active immunity* and *passive immunity*. *See* Science, Week 8, number 3.	The American Federation of Labor (AFL) was founded in 1886. Have your child add this date to the time line. The labor movement was an organized attempt to give workers some power against big corporations. Have your child read about the AFL's methods for gaining a voice. Have your child write a paragraph describing how labor unions improved working conditions for the laborers.
Multiplication is also known as *times*. The phrase *4 times as much*, for example, indicates that you should *multiply* by 4. Read a number riddle aloud to your child. *See* Math, Week 8, number 3. Have your child complete **Millions Mysteries** (p. 97).	Allergies are a result of the immune system reacting to a usually harmless substance. Allergens, such as dust, pollen and animal dander, can stimulate mucous production, itching and headaches in some people. Have your child do some research to find out the most common allergens and the percentage of people who have allergies. Have your child make a graph to show this information.	Have your child make a chart that compares and contrasts the life of a ten-year-old today with the life of a ten-year-old during the Industrial Revolution.
Review multiplication with regrouping (carrying). Have your child solve the problems on **Multiplication** (p. 98).	Good personal hygiene can help prevent the transmission of diseases. Review good hygiene practices with your child. Have your child write a summary of how to handle food properly in order to prevent the spread of disease.	Have your child read about and discuss the following question: *What was the effect of the Industrial Revolution on farmers? See* Social Studies, Week 8, numbers 2 and 3. Have your child compare the life of a farmer today with the life of a farmer in the late 1800s.
With your child, review how to use multiplication to find area. Have your child complete **Problem Solving** (p. 99).	Have your child read in a variety of resources about HIV and AIDS and the resulting breakdown of the immune system that occurs. Be sure your child knows the facts about HIV—who is at risk, how the virus is transmitted, etc. Have your child read about current AIDS research, then have him/her write an article about a current issue related to the AIDS virus.	Have your child make a chart about the changes in American lifestyles brought about by the Industrial Revolution. Encourage your child to use textbooks and other resources to help complete the chart. *See* Social Studies, Week 8, number 4. Have your child continue to update his/her activity sheet on the stock market.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Adjectives)

1. Most adjectives take an *er* or *est* ending to form the comparative or superlative forms. Some adjectives are irregular in the formation of these forms. Here are some of those exceptions:

   bad / worse / worst good / better / best little / less / least

   many, much / more / most ill / worse / worst

2. Write several sentences on the chalkboard that contain incorrect adjective forms. Have your child rewrite each sentence using the correct form of the comparative or superlative adjective.

   Jane had the worstest headache she could remember.

   Mother makes the goodest cookies of anyone I know.

   There are many boys than girls on the team.

   There is littler cake on the platter than on the plate.

   It is least likely that the blue team will win than the red team.

3. Sometimes comparisons can be confusing. In the following sentence, for example, it is not clear whether Richard likes school better than he likes Harry or if he likes school better than Harry likes school: *Richard likes school better than Harry.* Encourage your child to avoid ambiguity (unless intentional) in his/her writing.

4. Other proper adjectives come from names of geographical places, people, nationalities and names of languages. Have your child brainstorm some common adjective/noun pairs that include a proper adjective (French fries, Italian leather, Cartesian coordinates, Indian food, Paris fashion, Swiss cheese). Product names are also sometimes used as proper adjectives.

MATH (Multiplication)

1. Estimation is an important skill in many everyday situations. Tell your child about instances when you regularly estimate sums or products (when purchasing something, when deciding how many eggs to cook for breakfast, etc.). When you estimate an answer, you are thinking about what a logical answer would be. If your calculation is very different, you know you have to recalculate. It is easy to make a mathematical mistake—estimating first helps you catch your mistakes.

2. Provide your child with 10 to 15 multiplication problems. Have your child round the factors and estimate the products. Some problems are provided here for your convenience.

48	29	42	63	51	37	35
x 23	x 21	x 28	x 31	x 44	x 14	x 19
32	105	48	1,998	64	19	77
x 9	x 32	x 12	x 215	x 27	x 38	x 51

3. Read the following challenge to your child, one clue at a time. Allow your child time to think before reading the next clue. Repeat the clues if necessary. Have your child solve for the mystery number.

   The mystery number has five digits. No numeral is repeated. The first digit is an odd number, and it is five times as much as the last digit. The second digit is two times the third digit. The fourth digit multiplied by 8 is 0. The sum of the digits is 15. Can you name the mystery number? (56301)

SCIENCE (Immune System)

1. The immune system is the body's system of self-defense against diseases. This complex system of organs and cells in the body recognizes foreign substances and helps destroy them. Viruses, bacteria, fungi and other parasites which affect the good health of a person are called *pathogens.* The white blood cells are the body's main protector against pathogens.

2. Add the following words to your child's weekly spelling list. Have him/her look up each word in a dictionary or science resource. Discuss the meaning of each. Have your child make a glossary of these terms in his/her Science Log. Have your child arrange the entries in alphabetical order and write a definition for each.

pathogens	immunity	viruses	bacteria
parasites	fungi	antibody	antigen
antibiotic	vaccinations	lymph	pathology
immunization	white blood cells	allergy	autoimmunity

3. There are two types of immunity: *active* and *passive*.

   Active immunity involves the body's own reaction to disease. The human body naturally produces its own antibodies that fight disease and continue to protect the person after the illness has passed. A vaccination produces active immunity to a disease. Measles, mumps, smallpox, chicken pox, polio, tetanus and whooping cough are some of the diseases that can be prevented through vaccinations.

   Passive immunity is produced outside the infected person by an animal or another person. An example of passive immunity occurs when a mother passes antibodies to a baby through the placenta or mother's milk.

SOCIAL STUDIES (Industrial Revolution)

1. Prior to and during the Industrial Revolution, working conditions in some factories were very poor. Workers labored long hours for low wages. Young children and women were paid even lower wages despite working long hours. Discuss how such poor conditions could be harmful. How could the workers have demonstrated their displeasure about the poor working conditions?

2. Farmers today represent a small percentage of the population. Although there are fewer farms today, they are much larger than they were a hundred years ago. These large farms ship meat and produce all around the country and to all parts of the world. Competition keeps prices very low, so many farmers have a difficult time making a living today.

3. Discuss today's organic farms. With the growing awareness of chemical fertilizers and preservatives, many people are seeking organically grown produce from smaller local growers. The costs for the small farmer are very high. These costs are passed on to the consumer.

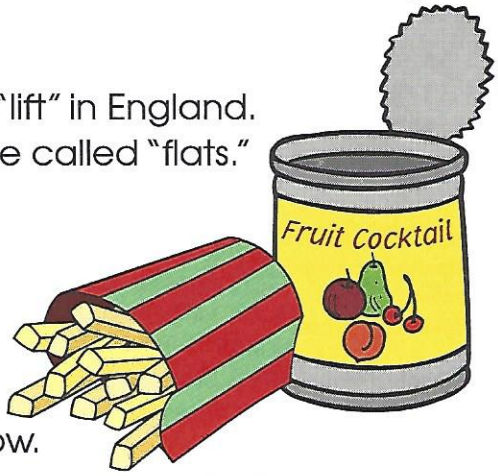
4. Have your child make a chart showing the changes in lifestyle based on class. Using the format shown here (or something similar), have your child show who was affected by specific changes in industrialization, why they were affected and how they reacted to the change.

	Change Brought About by Industrialization	Reason	Response to Change
Upper Classes			
Middle Classes			
Lower Classes			

This, That, These, Those

The adjectives **this** and **that** are singular. The adjectives **these** and **those** are plural. **This** and **these** refer to things that are nearby. **That** and **those** refer to things that are farther away.

Examples: **This** elevator we are riding is called a "lift" in England.
Those apartments across the street are called "flats."



Use **this** and **that** correctly in the sentences below.

1. _____ cookie I have in my hand is called a "biscuit" in England.
2. _____ car trunk over there is called a "boot."
3. _____ parking lot is called a "car park."
4. _____ vacation we took last year would be called a "holiday."
5. _____ box of French fries Monica has is called "chips."
6. _____ can of fruit on the shelf is called a "bottle" of fruit.

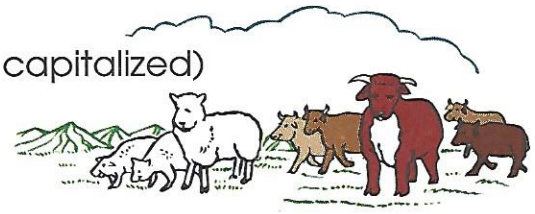
Use **these** and **those** correctly in the sentences below.

1. _____ dollars she is handing you are the English form of currency called "pounds."
2. Isn't it interesting how _____ baby carriages across the street are called "prams"?
3. _____ bathrooms we just passed are called "loos."
4. _____ 7 gallons of gas you purchased at the last gas station would be called "petrol" in England.
5. All _____soccer games you had fun playing in would be called "football games."
6. _____ differences show that even though people in both countries speak English, we are separate and unique in our own language.

Proper Nouns and Adjectives

Proper nouns and **adjectives** always begin with a capital letter.

Examples: **M**ount **R**ainier
the **S**ahara **D**esert (**the** is usually not capitalized)
the **E**nglish language
Italians



Underline each geographical name that should be capitalized.

australia is the smallest continent on Earth. The western half of this continent is dominated by the great sandy desert, the gibson desert and the great victoria desert. Two mountain ranges, the macdonnell range and the musgrave range, are located in this area. The great dividing range is a long mountain chain that runs along australia's eastern coastline. Surrounding this small continent are the indian ocean, the timor sea, the arafura sea, the coral sea and the pacific ocean. You may have read about the great barrier reef, which lies between its northeast shoreline and the coral sea.

australia is divided into six main areas: western australia, south australia, the northern territory, queensland, new south wales and victoria. The capital of australia is canberra, which is located in new south wales. Its highest point is mt. kosciusko, which is southwest of canberra. Two large lakes, lake eyre and lake torrens, lie in south australia. The darling, warrego and murray rivers flow through the southeast corner. Much of australia's land is used for grazing sheep and cattle.

Underline each word that should be capitalized.

1. americans and the english speak the english language.
2. english is a germanic language, as are german and dutch.
3. swedish, norwegian and danish are also germanic languages.
4. italian and spanish are two romance languages.
5. The romance languages come from latin, the language of all romans.
6. The languages of the russians, poles, czechs and slavs have a common origin.
7. Many africans speak hebrew and arabic.
8. The language of indians and pakistanis is hindustani.
9. Many american students study french and german.
10. spanish and latin are also often studied.

Scrambled Eggs

breakfast
breath
cleanse
dread
feather
health
heavy
instead
leather
meant
spread
sweat
thread
threat
tread
wealth
weapon
weather

Unscramble each group of letters to spell a word from the list.

trlehae	_____	hhetal	_____
lwehat	_____	tnmea	_____
tsewa	_____	dhtrae	_____
rddae	_____	tterah	_____
ayveh	_____	eteharw	_____
dtare	_____	oanwpe	_____
tekarbasf	_____	sdatnei	_____
dsarpe	_____	cesenal	_____
herfate	_____	ebhatr	_____

Which sound does **ea** make in each word? _____

Write two other words that have the **ea** combination and make the short **e** sound.

1. _____ 2. _____

A **couplet** is a two-line poem that rhymes. **Write** a pair of couplets (two sets of two) using at least four words from the list.

Example:
When my button fell off, I meant to buy thread,
But I was tempted to buy pink bubble gum instead.

This unfortunate mistake now fills me with dread.
Before Mother sees me, to my room I will tread.

_____

_____

_____

_____

A Land of Many Peoples

The Iroquois were a group of tribes joined together by a common language. Their enemies, the Algonquin, were several tribes of another language group.

Listed below are the names of some Native American tribes and the states that claim them. Remember that Native Americans often moved from state to state.

Write each tribe's name in or by its state name on the map. Then, **color** each state the correct color. The colors symbolize common language groups.

Ojibway (green)
Wisconsin

Arapaho (green)
Colorado

Leni Lenape (green)
Delaware

Illinois (green)
Illinois

Penobscot (green)
Maine

Algonquin (green)
Massachusetts

Powhatan (green)
Virginia

Nez Perces (lt. blue)
Idaho

Yakimas (lt. blue)
Washington

Sioux (yellow)
South Dakota

Osage (yellow)
Kansas

Crow (yellow)
Montana

Ute (tan)
Utah

Shoshoni (tan)
Wyoming

Iroquois (red)
New York

Cherokee (red)
Tennessee

Chickasaw (blue)
Mississippi

Seminole (blue)
Florida

Navajo (orange)
New Mexico

Apache (orange)
Texas

Shasta (violet)
California

Many Times Over

Mrs. Ten-twenty's class was studying multiples. Each student wrote a problem for the others to solve. **Write** the number sentence and answer for each problem.

1. If it takes the average student 10 minutes to finish 20 problems, how long would it take to finish 40?

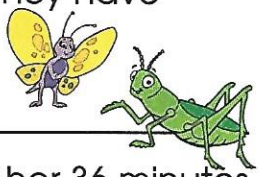
2. If it takes 20 minutes to write 15 number facts, how long would it take to write 45?

3. The design received 30 points. If the points were tripled, how many points would the design have received?

4. Each flower on the bush had 7 pink petals. If there were 20 flowers on the bush, how many petals would there be altogether?

5. Baby Rita's shoe weighs 2 oz. Debbie's shoe weighs 10 times as much. How much does Debbie's shoe weigh?

6. Tyrone kept a bug collection in 10 boxes that each held 20 different kinds of bugs. Nikki had 30 boxes of 20 bugs each. How many bugs did they have altogether?

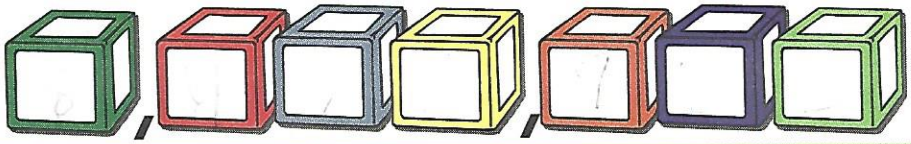


7. Barbara was making glitter stars for her wizard costume. If it took her 36 minutes to make 16 stars, how long would it take her to make 40 more stars?

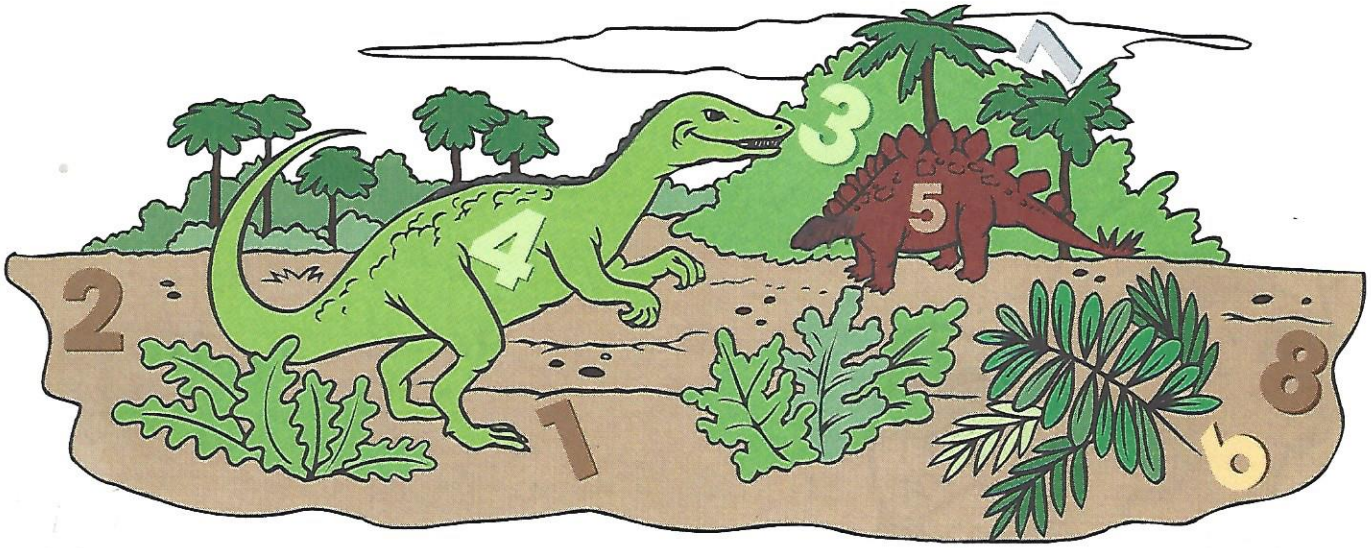
8. The boy scouts were making model cars. Each model car had 62 parts. If they made 8 model cars, how many total parts would there be?

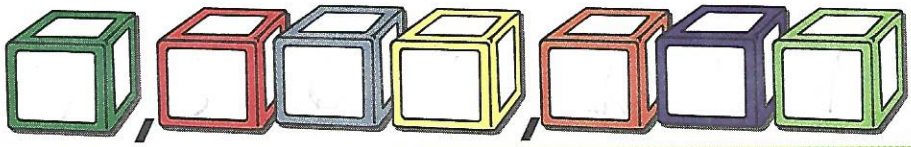
Millions Mysteries

Follow the clues to **fill in** the mystery numbers.



1. Use the numbers 3 to 9. Each is used only once.
2. The ones, tens and hundreds are odd numbers.
3. The hundred thousands, ten thousands and thousands are in backwards counting order.
4. There are 3 times as many hundreds as ones.
5. There are 2 times as many hundred thousands as millions.





1. Use the numbers 2 to 8. Each is used only once.
2. The hundreds, tens and ones are in counting order.
3. The sum of the ones, tens and hundreds is 9.
4. There are 2 times as many ten thousands as tens.
5. There are 2 times as many thousands as ones.
6. The sum of the millions, hundred thousands and ten thousands is 18.

Multiplication

1. 467
x 35

2. 538
x 47

3. 393
x 82

4. 304
x 529

5. 246
x 824

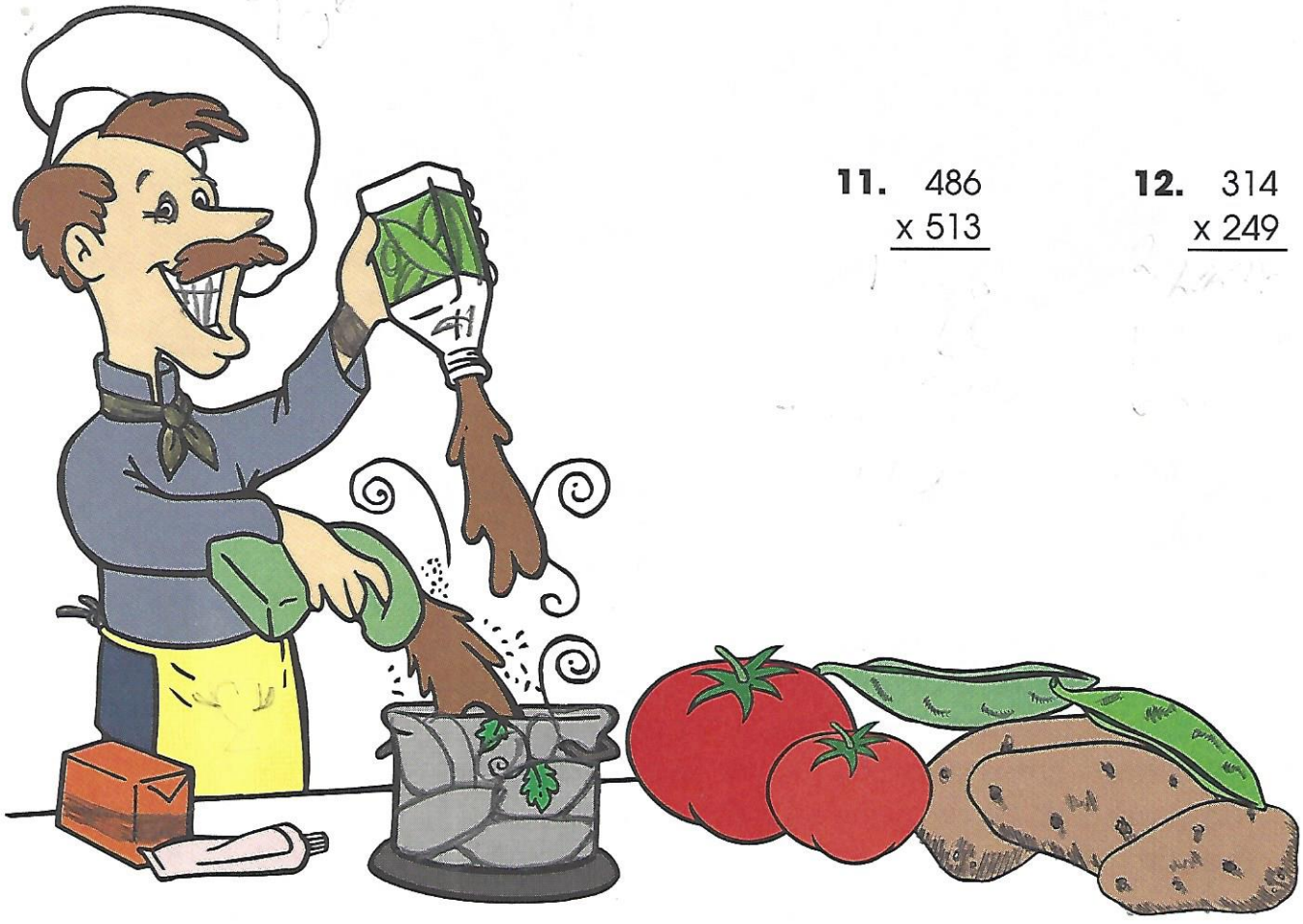
6. 146
x 532

7. 308
x 236

8. 326
x 92

9. 735
x 45

10. 268
x 39

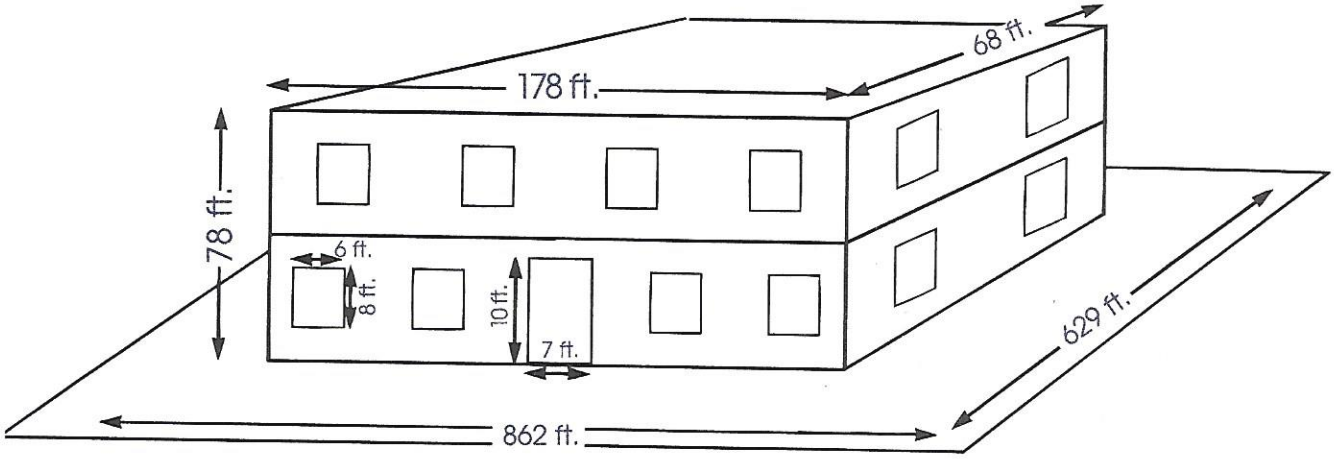


11. 486
x 513

12. 314
x 249

Problem Solving

Mr. Solve-It's class measured the school and the school grounds when solving problems dealing with area, perimeter and volume.



1. What is the perimeter of the building? _____
2. What is the area of the front door? _____
3. What is the area of a window? _____
4. There are the same number of windows on the other two sides of the school. If glass for the windows costs $8.25 a square foot, how much would it cost to replace the glass in all the windows? _____
5. What is the perimeter of the property? _____
6. What is the area of the property? _____
7. What portion of the property is not used for the school building? _____

   _____
8. What is the volume of the school building? _____

Find the dimensions of your home and yard. Work problems 1 to 8 using those figures on another sheet of paper.

	Language Skills	Spelling	Reading
Monday	Have your child write a descriptive paragraph about a familiar place, activity or person, such as his/her bedroom, a hike in the woods or a close friend.	Select words from the past 8 weeks for this week's pretest. Correct the pretest and make a list of any misspelled words. Have your child study the list this week.	**Nonfiction** Choose a nonfiction book for this week's reading lesson. Let your child choose the topic—it should be something of special interest to him/her. Then, help him/her find an appropriate book to read on that topic.
Tuesday	**Adverbs:** Review *adverbs*. Ask your child to compare the function of adverbs to the function of adjectives. How are they alike? How are they different? Have your child complete **Adjectives and Adverbs** (p. 104).	Have your child sort spelling words from the past 8 weeks according to number of syllables. Have him/her keep the two-syllable words separate for tomorrow's activity.	Discuss the current reading book in a conference. Focus on what your child wants to learn from the book. Have your child explain how he/she will find the answers to his/her questions.
Wednesday	Adverbs may modify verbs, adjectives or other adverbs. They add an element of intensity to an existing adjective or adverb. For example, add the adverb *really* to the following sentence to add intensity to the adverb *hard*: Chopping wood is *really hard* work. *See* Language Skills, Week 9, numbers 1 and 2. Have your child complete **More About Adverbs** (p. 105).	Have your child write all the two-syllable words from the past 8 weeks on index cards—the first syllable on one card, the second on another, and so on. Mix up the cards, then have your child match the syllables to form the spelling words.	Review the purpose and format of a glossary. Have your child read one chapter from this week's reading book. Have your child create a glossary of at least ten terms from the chapter. Encourage your child to look up definitions in a dictionary, but explain that the glossary should contain definitions written in his/her own words. Have your child list the words in alphabetical order.
Thursday	Explain the correct usage of the words *good, well, bad, badly, sure, surely, real* and *really*. Which are adjectives? (good, bad, sure, real) Which are adverbs? (well, badly, surely, really) Which adverb can be used as an adjective in some cases? (well) Have your child complete **Confusing Adjectives and Adverbs** (p. 106).	Have your child write a story using as many words as possible from the spelling lists of the past 8 weeks. Once the story is complete, have him/her read through it and underline each spelling word.	Review the purpose and format of an index. Assign the same chapter as yesterday in the nonfiction book. Have your child create an index for the chapter. *See* Reading, Week 9. Have your child complete **Keep Behavin'** (p. 107).
Friday	Teach your child about the comparative and superlative forms of adverbs. *See* Language Skills, Week 9, number 3.	Give your child the final spelling test.	Hold a reading conference in which you encourage your child to ask questions about the topic of this week's reading. Discuss ways in which your child could find answers to his/her questions.

Math	Science	Social Studies
Multiplication Teach your child the distributive property. *See* Math, Week 9, number 1. Have your child complete **Even Distribution** (p. 108).	**Health and Nutrition** With your child, discuss the role of good nutrition in the health of the human body and the effects of poor nutrition. Ask your child to define the term *malnutrition*. *See* Science, Week 9, number 1. Have your child research a topic related to nutrition. Have your child write a report or present his/her findings in a creative format. *See* Science, Week 9, number 2.	**Immigration** Help your child map out his/her family tree. Have him/her list the country where each family member was born. *See* Social Studies, Week 9, number 1.
Explain the use of *exponents* to your child Teach him/her the different forms that are equivalent. *See* Math, Week 9, number 2. Have your child write numbers in several forms. *See* Math, Week 9, number 3.	Have your child create a poster that teaches others about the essential foods in a balanced diet. Refer to the food pyramid. *See* Science, Week 9, number 3. Encourage your child to use magazine pictures, drawings or a combination of both to make the poster. The poster should include the types of foods that are part of a healthy diet, as well as the recommended number of servings of those foods.	Help your child locate data concerning the immigrant population of the U.S. in the early 1890s and today. Have your child make a double bar graph or two graphs to display this information.
Scientists sometimes work with very, very large numbers. When they need to write a number with a lot of zeros, they use scientific notation. *Scientific notation* describes a number as a whole number between 1 and 10 times a power of ten: $1,000 = 1 \times 10^3$; $6,000 = 6 \times 10^3$; $40,000,000 = 4 \times 10^7$. Give your child extremely large numbers to write using scientific notation.	Have your child complete a nutritional analysis of one day's meals. Have your child analyze the amount of calories, fat, protein, minerals and vitamins and carbohydrates. Have your child write a summary of the healthfulness of his/her daily diet. How does it compare to the recommended daily diet of the food pyramid? Which foods should he/she eat less often? Which foods should he/she eat more often?	Give your child an outline map of the world. Have your child label and color all the countries from which his/her ancestors came. Then, have him/her label and color all the countries from which other friends and their families have come.
Scientific notation is also used with very, very small numbers. When the exponent is a negative number, it indicates the number of places to the right of the decimal that the initial number is placed. For example, 0.00006 written in scientific notation is 6×10^{-5}. Give your child extremely small numbers to write using scientific notation.	Review the systems of the human body studied over the past 8 weeks. Try to answer any questions your child may have.	Discuss the ways in which immigrants have enriched the culture of the United States. *See* Social Studies, Week 9, number 2.
Give your child the first 9-week test to assess his/her understanding of work completed so far. Reteach concepts if necessary. Have your child complete **Nine-Week Test** (p. 109).	Have your child research professions associated with the human body.	Arrange for your child to perform a community service. Have your child write in his/her Social Studies Journal. Have your child update his/her activity sheet on the stock market.

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Adverbs)

1. Copy the following phrases on the board for your child. Have him/her write an appropriate adverb on each line, then use each phrase in a sentence.

_____ beautiful hawk	_____ helpless chick	_____ cleverly
_____ rough nest	_____ heavily	_____ carefully

2. Adverbs can have four functions: they can tell where, when or how, or they can serve to intensify an adjective or other adverb. Discuss the following examples with your child.

The children play outside.	Have your child underline the adverb in the sentence. (outside) Ask what it tells. (where) Adverbs of place tell where.
The plane arrived early.	Have your child underline the adverb. (early) Ask what it tells. (when) Adverbs of time tell when.
He walked slowly.	Have your child underline the adverb. (slowly) Ask what it tells. (how) Adverbs of manner tell how.
He walked extremely slowly.	Have your child underline *extremely*. Adverbs of degree are also called intensifiers.

3. Most adverbs have a descriptive (or positive), comparative and superlative form. The *positive* describes but does not show comparison, the *comparative* compares two things and the *superlative* compares three things. Write an example on the chalkboard and discuss.

   Positive: Katja performed *skillfully* on the piano.

   Comparative: Steven plays *more skillfully* on the viola than he does on the violin.

   Superlative: Cheryl played the *most skillfully* of all the cellists.

READING (Nonfiction)

Gather several nonfiction books. Have your child observe the indexes of these books. After your child reads the assigned chapter in this week's reading book, ask him/her to reflect on the words and topics that should be indexed. Have him/her make an alphabetical list of those topics. Then, have your child list the pages wherever that word or concept appears.

MATH (Multiplication)

1. It is important that your child understands the distributive property of multiplication—some aspects of algebra rely on this property. The property states that *if several numbers are multiplied by the same factor and then added, the addends may be grouped and then multiplied by the common factor.*

   Examples: $(3 \times 5) + (4 \times 5) + (2 \times 5) + (10 \times 5) = (3 + 4 + 2 + 10) \times 5$
   $4 \times (9 + 3) = (4 \times 9) + (4 \times 3)$

2. The exponent form 7^3 is read *seven to the third power*. Its factor form is written as 7 x 7 x 7. Standard form of the same number is 343.

3. Test your child's understanding of exponent, factor and standard forms with the following problems:

   a. Write each in exponent form.

   5 x 5 x 5 8 x 8 x 8 x 8 3 x 3 x 3 x 3 x 3 x 3 9 x 9 x 9 x 9 x 9 x 9 x 9 x 9 x 9

   b. Write each in factor form.

   four to the fifth power six to the third power twelve to the fifth power

   c. Write each in standard form.

   five to the third power 4^4 2 x 2 x 2 x 2 7^3 5^6

SCIENCE (Health and Nutrition)

1. Good nutrition is an essential element of a healthy life. Nutrition affects alertness, health, attitude, mood, intelligence and many other aspects of a person's life. It is important to make good nutritional choices. It is wise to choose foods that are from a variety of food groups, foods low in sugar and fat, and whole grains and unprocessed foods. A person who is malnourished suffers from poor health and is more susceptible to disease and illness.

2. Have your child research a topic related to health and nutrition. Below are some questions that may spark an idea for a topic:

   What efforts are made to help feed hungry people?

   What conditions lead to hunger and starvation?

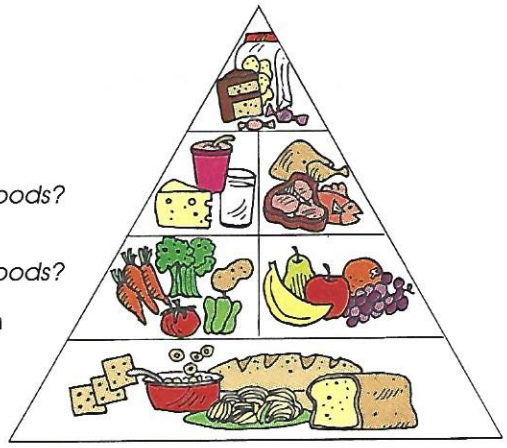
   What types of foods are necessary for a balanced diet?

   What can you learn about foods from nutrition labels?

   What can you learn from the list of ingredients on packaged foods?

   What are calories?

   How do you calculate the percentage of calories from fat in foods?



3. Study the food pyramid at the right. The foods at the bottom, or in the largest section of the pyramid, are the foods you should eat in large quantities. The foods at the top, or in the smallest section of the pyramid, are the foods you should eat in only small quantities.

SOCIAL STUDIES (Immigration)

1. The population of the United States has been blessed with a wealth of immigrants from hundreds of different countries. The U.S. was at one time called a "melting pot". This image illustrated the idea that people from all different countries and cultures came together and became one in the United States. A more modern image is one of a "tossed salad". In this image, the people from different cultures come together in a tasteful blend while they strive to keep their individual identities. Encourage your child to discover the diversity in his/her own ancestry. Through marriage, some families have blends of many different cultures and backgrounds. Others have maintained a single regional ancestry. Discuss traditions your child follows that stem from old family traditions—particularly those that have been passed down from other countries.

2. If there is any evidence of foreign influence in your community, provide opportunities for your child to experience, firsthand, a broad perspective of the cultures present in this country.

   Visit a museum that displays some of the art and customs of people who have immigrated to the U.S.

   Have your child listen to the music of immigrants who have made America their home.

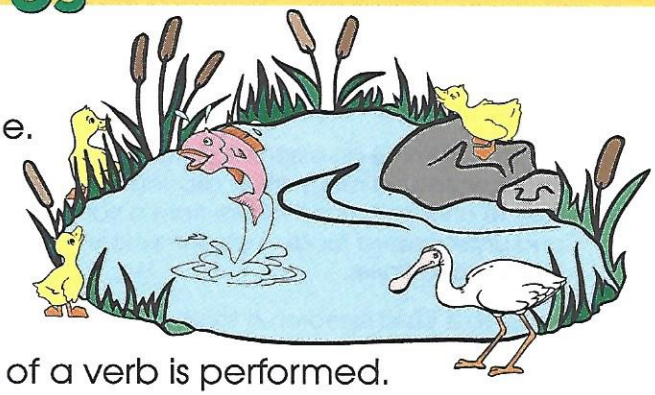
   Have your child talk to a recent immigrant about his/her experience.

   Visit a restaurant that serves ethnic food.

   Cook some international recipes.

   Make a list of foods, such as tacos, crepes, latkas and spaghetti, that are part of our culture now but were adopted from another country.

Adjectives and Adverbs



Adjectives describe or modify nouns.
They tell what kind, how many or which one.
Examples: a **tall** building (what kind)
three buildings (how many)
that building (which one)

Adverbs usually describe or modify verbs.
They tell how, when and where the action of a verb is performed.

Examples: He ran **quickly**. (how) He ran **today**. (when) He ran **away**. (where)

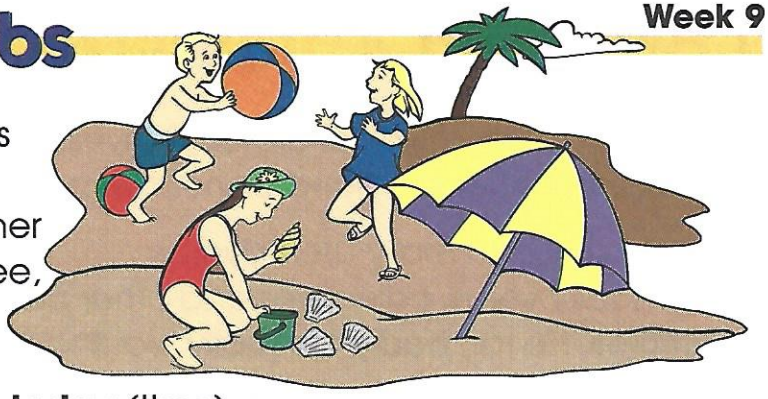
Circle the adjectives and **underline** the adverbs.
In the blank, **write** what each one tells about the noun or verb it modifies.

1. a fast sailboat _____
2. rapidly blinked _____
3. ran outside _____
4. the speckled egg _____
5. seven tailors _____
6. discussed later _____
7. that rose _____
8. quickly covered _____
9. played again _____
10. four kittens _____
11. fell forward _____
12. woke early _____
13. the tired worker _____
14. several pages _____
15. softly whistled _____
16. hidden nearby _____

Rewrite each sentence adding an adjective and an adverb. **Circle** all the adjectives and **underline** all the adverbs in the new sentences.

1. The pond melted in the sunshine. _____
_____
2. Frogs croaked while sitting on the lily pads. _____
_____
3. Birds warbled in the trees. _____
_____
4. Turtles sunned themselves on the rocks. _____
_____

More About Adverbs



Adverbs that modify verbs function as adverbs of time, place or manner. Adverbs that modify adjectives or other adverbs function as adverbs of degree, also called intensifiers.

Examples: We went to the big game **today**. (time)
People were selling programs **everywhere**. (place)
He was **really** tired after his workout. (degree)

Circle each adverb. Tell if it is an adverb of time, place, manner or degree.

1. The roads were impassable because it snowed today. _____
2. We unwillingly resigned ourselves to staying at home. _____
3. Could we travel there in this storm? _____
4. We would be greatly cheered by a weather change. _____

Circle each intensifier, or adverb of degree. **Draw** an arrow to the word it modifies. On the line, identify the modified word as an adverb or adjective.

1. She was quite easily upset by any change in plans. _____
2. We made rather extensive plans for our summer vacation. _____
3. We are planning an extremely exciting trip. _____
4. She very firmly refused to go at all. _____

Many adverbs have a **positive**, a **comparative** and a **superlative** form.

soon, softly **sooner, more softly** **soonest, most softly**

Rewrite each sentence twice. Use the comparative form of the underlined adverb first, then use the superlative form.

1. He ran <u>fast</u> in the race. _____
_____
2. She walked home from school <u>quickly</u>. _____
_____
_____

Confusing Adjectives and Adverbs

Good, bad, sure and real are adjectives. They modify nouns.
Examples: That was a **good** dinner. He made a **bad** choice.

Badly, surely and really are adverbs.
They modify verbs, adjectives and other adverbs.
Examples: He ran **badly**. He **really** wanted to go.

Better, worse, best and worst are adjectives if they modify nouns. They are adverbs if they modify verbs, adverbs or adjectives.
Examples: That's my **best** work. (adjective)
He sang **best** last night. (adverb)

Well is an adjective if it refers to health.
Well is an adverb if it tells how something is done.
Examples: She feels **well** today. (adjective)
He rode the horse **well**. (adverb)

Circle the correct word in parentheses. On the line, **write** whether it is an adverb or adjective. Then, **underline** the word(s) in the sentence it modifies.

1. Tim was (sure, surely) he could go to the museum. _____
2. He wanted to go with his friends (bad, badly). _____
3. He (sure, surely) could finish his work before noon. _____
4. Susan had done a (good, well) job of convincing him to try. _____
5. Tim thought he could manage (good, better) with a schedule. _____
6. He could make (better, well) time if he was organized. _____
7. His list of chores was (worse, bad) than he thought. _____
8. Tim first cleaned up his room (real, really) well. _____
9. He just had to see the (real, really) dinosaur fossil. _____
10. Tim felt (well, good) and whistled as he worked. _____
11. He always worked (best, good) under pressure. _____
12. It turned out to be a (real, really) pleasure to help. _____

Keep Behavin'

It was time for another of Mr. Fridley's science classes on behaviors. This time, the class was going to discuss learned behaviors. Mr. Fridley explained that learned behaviors are behaviors that change as a result of experience.

First, Mr. Fridley explained learning by association. This type of learning connects a stimulus with a particular response. He asked if anyone could give him an example. Lee suggested that when the bell rings at the end of class, the students put away their pens and pick up their books. Mr. Fridley congratulated Lee on his answer and said that the students learned to associate the stimulus of the bell with the response of leaving class.

There are several kinds of learning by association. One results in a conditioned response—a desired response to an unusual stimulus. Mr. Fridley reminded them of Ivan Pavlov's experiments with dogs. In the experiments, Pavlov found that dogs salivated when they smelled meat. Pavlov began ringing a bell every time he was about to give meat to a dog. In time, the dog salivated when the bell rang, whether or not there was any meat. Pavlov had trained the dogs to respond to the bell instead of the food.

Another kind of learning by association involves teaching animals to act in a certain way by rewarding them for their behavior. This is called positive reinforcement and may be as simple as a rat pressing a lever to get food. This type of learning, however, may also involve a complex series of tasks.

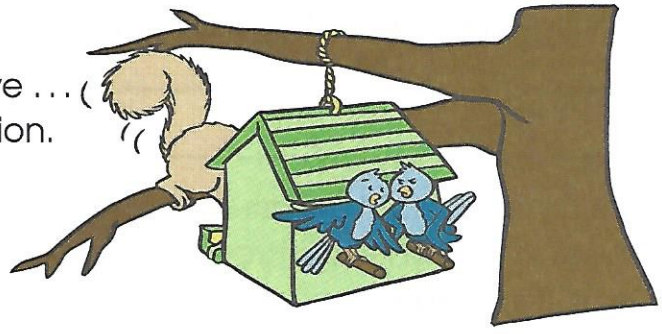
Match:

conditioned response	study hard—get a good grade
positive reinforcement	hear siren—panic

Underline:

Both types of learning by association involve . . .

a stimulus.	a learned association.
a response.	experiments.



Circle:

If a squirrel learns to climb into a bird feeder to obtain food, it has learned by . . .

conditioned response.	unconditioned response.
positive reinforcement.	negative reinforcement.

Write examples of something you have learned by conditioned response and something you have learned by positive reinforcement. _____

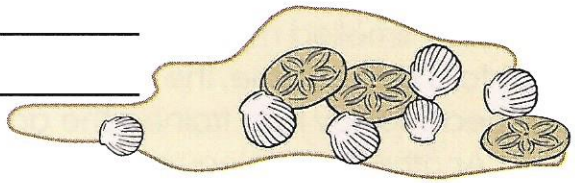
_____

Even Distribution

Some students in Ms. Statistic's class used their own experiences to study the distributive property.

1. Marcus bought three sets of baseball cards each time he went to the store. The first week, he went to the store twice. The second week, he went once. The third week, he went four times. How many sets of cards did he buy during the three weeks? _____

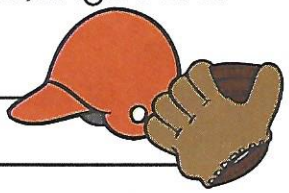
2. Jessie found six seashells and three sand dollars on her first visit to the beach. With the same luck, how many shells and sand dollars would she find in three visits? _____



3. Alicia saved $.30 out of her allowance for several weeks so that she could buy a bottle of nail polish for $1.79. How many weeks did she need to save $.30?

_____

4. Kim hit one single, one double and two home runs in her first softball game this season. If she could continue at this rate, how many home runs, singles and doubles would she have after six games?



_____

5. Each person in the class was given two sheets of green construction paper, one sheet of brown and three sheets of orange. There are 27 students in the class. How many sheets of colored paper did Ms. Statistic need?

_____

6. Tony, a novice runner, ran $\frac{1}{2}$ mile on his first try, $1\frac{1}{4}$ miles on his second try and 2 miles on his third try. How far would he run in 2 weeks if he ran the same distances the next week?

_____

Extension: Design an art project. Figure how much of each type of material you will need.

Nine-Week Test

1. **Write** the number 3,512,978 in words.

_____

_____

2. Subtract the following from the number 2,846,238:

4,000 _____

20,000 _____

600,000 _____

3. Round 38.462 . . . to the nearest tenth. _____

to the nearest ten. _____

to the nearest hundredth. _____

4. **Draw** a triangle on another sheet of paper with the following specifications:

$\overline{AB}$ is perpendicular to $\overline{AC}$.

$\overline{AB}$ is 10 cm.

$\angle ACB$ is 45°

5. Name the type of triangle. _____

6. Calculate the area. If $\overline{BC}$ is 14cm, what is the perimeter?

area _____

perimeter _____

7. Multiply.

78	48	362	40,286
x 3	x 12	x 38	x 245

8. **Write** 6^4 in factor form and standard form.

_____