

5th Grade Bulletin #24

Week 7-Class News

Khan Academy: This week in math we will be continuing our coordinate plane module (6). This week it will be more of interpreting the quadrants on the graph, and using that information. Please let me know if you have trouble connecting with Khan Academy.

Distance Learning Packets: Our packets this week include a Reading Menu #24, cursive practice writing either their graphic organizer or reading menu in cursive. Also graphic organizer for practicing the reading focus skill, a leveled reader and a Daze passage.

Fluency Practice: This means repeated reading out loud of the first section of the text. Please read out loud with your student each day from the leveled reader, pages two through five. Repeated reading of the same passage builds reading fluency.

Skill Practice: This week we are practicing finding cause and effect examples in the story. Please support your student with completing the story map identifying the story elements you find in the leveled reader, “text evidence”.

Homework

1. Khan Academy math assignments
2. Read leveled reader pages 3-6 each day out loud
3. Finish leveled reader at least twice
4. Complete graphic organizer "Story Structure: Story Map"
5. Reading Menu 24 (answer 2 questions this week if you finish all other parts).
6. Daze #13
7. Cursive practice- write your reading menu or graphic organizer in cursive!
8. Read at least 20 minutes each day
9. Vocabulary Spelling city word practice
10. There is always Moby Max practice and Epic!

*The school website has so many art, and other activities &resources.

Week May 25th-28th

The physical activity log will allow you to record specific physical activities of your choosing throughout the week. The duration of these activities will count towards your weekly physical education minutes (30 minutes a day). Please use the physical activity log below or come up with one on your own. Write your activities and total minutes/hours every day. Examples of these activities can include biking, basketball, jumping on the trampoline, walks, runs, soccer, etc.

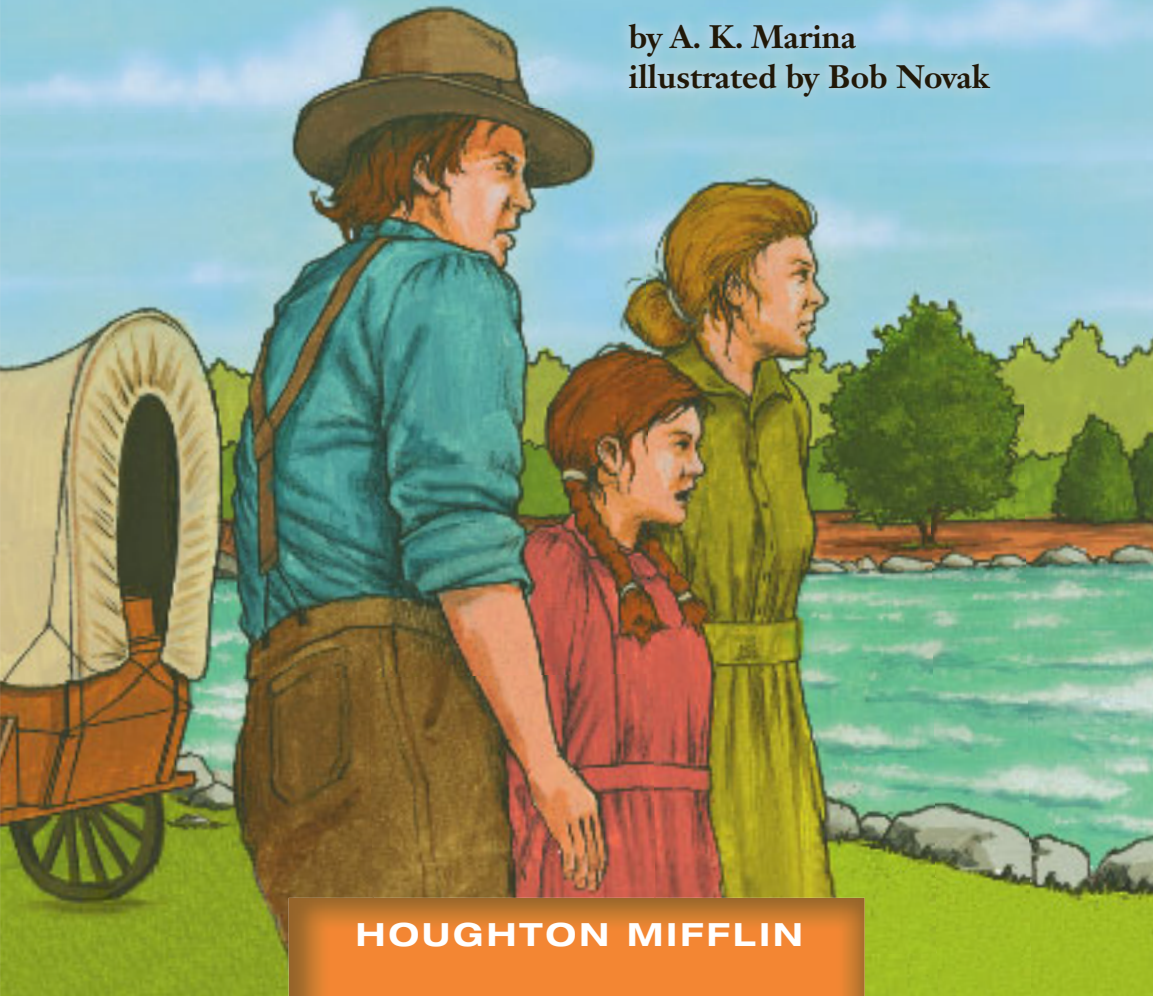
Physical Education Activity Log

[illegible]



Down the Columbia

by A. K. Marina
illustrated by Bob Novak



HOUGHTON MIFFLIN

Down the Columbia



by **A. K. Marina**
illustrated by **Bob Novak**



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 “Do you hear it?” Pa asked excitedly.


Minnie listened and nodded yes. The river sounded like a herd of horses stampeding in the distance. The roar made her heart beat fast. It made her shudder.

“We must be close,” Ma said.


“Very close,” Pa responded.

 Then they saw it—the wide, dark blue river. Water **surged** against sharp rocks on the river’s edge, spraying white foam into the air. Ripples moved quickly across the water’s surface. Minnie had never seen anything like it. *How will we ever get down this river?* Minnie thought.







Minnie's family had finally reached the Columbia River. For five long months, they had been traveling on the Oregon Trail. Like other adventurous Americans, they had sold most of their belongings, bought a wagon, and headed west from St. Louis, Missouri. They were going to Oregon City, where Pa would work for a lumber company. They would build a new house and start a new life.



Reaching the river meant that Oregon City was very close. Soon, Minnie hoped, the long days on the trail would be over. But before that could happen, the family faced the hardest part of their journey.



The trail stopped where the Cascade Mountain Range crossed the river. No one had figured out an easy way through the Cascades. So, to continue west, pioneers were forced to go down the Columbia River.



Minnie and her parents see the daunting Columbia River for the first time.

🔊 “Impossible!” Minnie blurted out as her parents talked about going down the river.

“There’s always a way. You should know that by now,” Pa said. Pa was constantly telling Minnie to never give up and to keep looking for solutions.

🔊 In the village, Pa spoke to a ferry operator who owned a large raft. The raft could carry two wagons down the river. Pa looked shocked and then angry as he talked to the ferry operator. Finally, shaking his head, Pa walked slowly back to Ma and Minnie.

🔊 Pa speaks with a ferry operator.



“What a scoundrel,” Pa muttered. “Guess how much he would charge to take us downriver?”

“Twenty dollars?” Ma asked anxiously.

“Eighty!” Pa exclaimed.

“*Eighty dollars!*” Ma nearly yelled. “Why, that’s more than what our wagon cost!”

The ferry operator knew that people traveling to Oregon City had only two choices—go on his raft or don’t go at all. He was taking advantage of pioneers who were tired after their months-long journey along the trail. Because the pioneers needed to go down the river, there was nothing they could do but pay whatever the ferry operator asked.



The cost of the ferry trip surprises Ma.





Ma and Pa discuss how to get to Oregon City.

Ma took out the metal box that held the family's life savings. She counted the money. Even if they had wanted to, there wasn't enough to pay the ferry operator.

That night, Ma and Pa discussed their options. Pa said they could cut down pine trees and build their own raft.

"The river is so dangerous," said Ma. "And we've never built a raft before. That's a big **disadvantage**. And if we don't build it right, we'll be in trouble."

"Some folks say that there are new land trails to Oregon City," Ma suggested. But Pa **balked** at the idea. He said that very few people had been on those trails. He'd heard they might be unsafe.




“Some people hire the Indians around here to take them down the river,” Pa said. “But we can’t afford that either.”


Ma and Pa had **lectured** Minnie about staying away from Indians, but Minnie didn’t share her parents’ fear. After all, Minnie thought, she and her parents had traveled hundreds of miles and had witnessed many disasters. They had seen people injured by frightened oxen. They had watched wagons slide down muddy hillsides and topple over. They had seen people become deathly ill from spoiled food and bad water. But in all their travels, they had never met anyone who’d had a **mishap** with an Indian.



Minnie recalls a disaster she saw on the trail.



 In the morning, Minnie took a walk along a small stream, feeling worried. Ma and Pa were still discussing how to get to Oregon City. Ma and Pa had found a way to get around every problem they had faced on the journey. But this problem was different.


 Minnie was lost in her thoughts. Suddenly, she heard people speaking an unfamiliar language. An Indian woman and boy were on the other side of the stream. They were picking blackberries. Minnie quickly ducked behind a large tree. She thought about Pa and Ma's warning to stay away from Indians. Luckily, the woman and boy hadn't noticed her.





 Minnie hides.



 The boy jumps from rock to rock in the stream.

 The woman worked steadily, plucking ripe berries from the bushes. But the boy seemed less interested in the work. After picking a few berries, he began jumping from rock to rock in the stream.

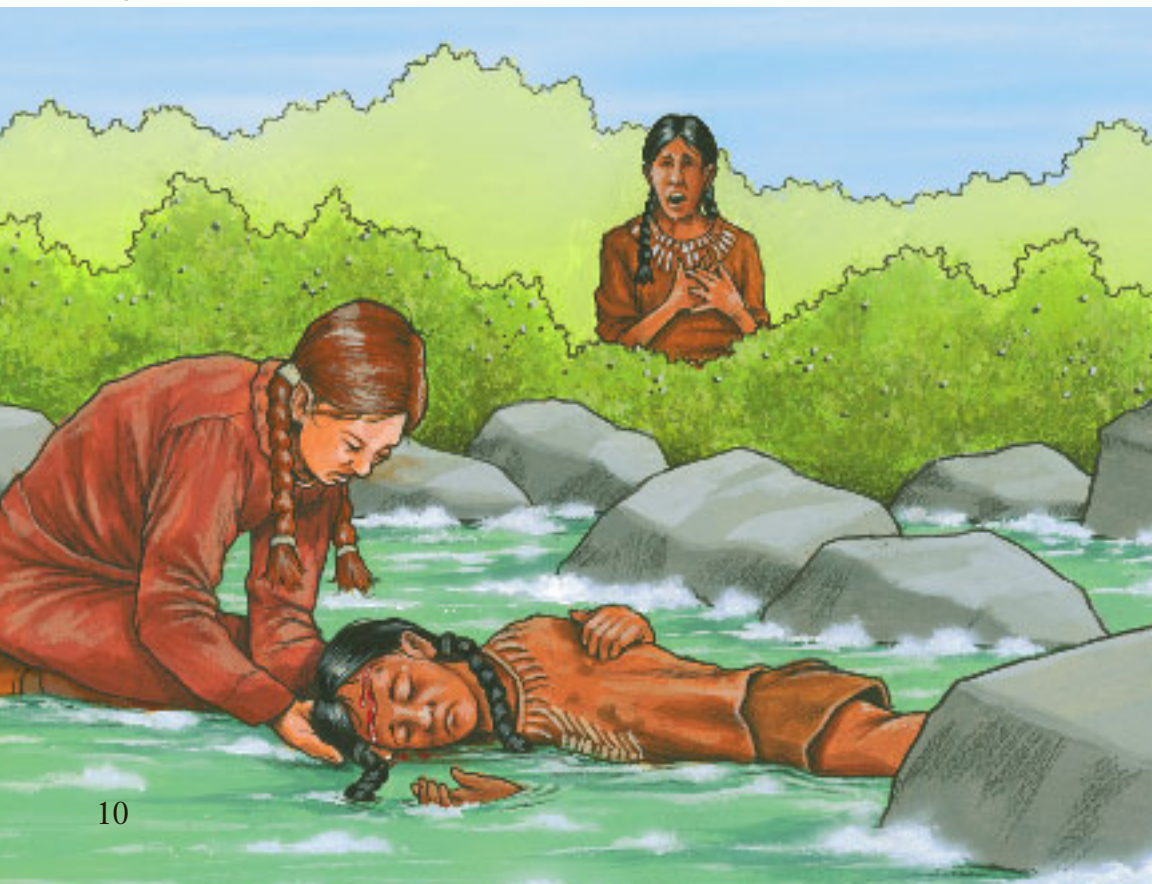
 *I should turn around and slip into the forest,* Minnie thought. Suddenly, there was a splash nearby. The boy had lost his footing and slipped into the stream. Minnie saw him fall forward. His head struck a large rock, and he landed facedown and motionless in the water.

 Minnie looked from the boy to the woman. She was so intent on her work that she hadn't noticed the boy's fall. Minnie looked back to the boy, who still wasn't moving.

What should I do? wondered Minnie. The boy was hurt. He might drown. But Ma and Pa had told her to never speak to Indians.

Yet, Minnie knew this was a matter of life or death. She had to act. Minnie stepped out from behind the tree and toward the boy. She shouted, "Help!" Then she rushed to the boy and lifted his head out of the water.

Minnie rescues the boy.





🔊 Seconds later, the woman was at Minnie's side. Together, they pulled the boy to the shore. They laid him on his back. Minnie could see a gash and bruise on his forehead.

🔊 The woman quickly bent over the boy and listened for his breathing. Suddenly and violently, he coughed, turned on his side, and spit out a mouthful of water. The woman's face turned from a look of horror to one of relief.

🔊 As the boy sat up, the woman turned to Minnie. Her face was filled with gratitude.

"Is he all right?" Minnie asked, motioning to the boy.

The woman did not respond, but she continued to smile at Minnie.

"I'm... I'm all right," stammered the boy. Minnie was startled. He spoke English!

After a few minutes, the boy recovered enough to talk some more. He and Minnie exchanged stories. He told her about his family's tribe, who lived near the river. She told him about her family's trip and the obstacle they now faced.

The boy turned to his mother and spoke in their native language. Then, he turned back to Minnie. "You saved my life. Now, I want to help you."

He told Minnie to get her parents. So Minnie ran back to camp.

"Where were you?" Pa asked.

"Well, I met some folks. Some Indians," Minnie said softly.

Minnie runs back to camp.





“What?” Ma exclaimed.

Minnie quickly explained what had happened. “I helped them, and so they want to help us. I trust them. Please.”

“Minnie, we don’t know them,” Ma said worriedly.

Pa sighed and stood up. “Let’s go and meet them,” he said. “This might be the only chance we have.”



An Indian man stood with the woman and the boy. He held out his hand. Minnie was happy when Pa shook it. The Indian family had a canoe. They were going to Oregon City to trade salmon for supplies. The family knew the parts of the river that were dangerous. It would be safe to go with them.



“You can join us,” the Indian boy said. “But you will have to leave your wagon behind.”

🔊 The wagon was their most valuable possession. But Pa and Ma were willing to leave it behind to get to Oregon City.

“Your father is a generous man,” Pa said. “Tell him that we will come.”

🔊 The next day, Ma, Pa, and Minnie packed their belongings into a trunk. They carried the trunk to the Indians’ long canoe. The canoe was an amazing boat. When Minnie stepped into it, it didn’t rock from side to side. It was sturdy.

🔊 After everyone was in the canoe, Pa smiled at Minnie. “You kept looking for a solution, and you found one!” he said.

Their adventure on the Columbia River was about to begin.

🔊 Minnie and her family paddle down the Columbia River toward Oregon City.



Responding



TARGET SKILL Cause and Effect What causes

Pa to leave the family's wagon behind before reaching Oregon City? Copy and complete the chart below.

Cause ?	Cause ?	Cause ?
Effect Pa is willing to abandon the family's wagon before reaching Oregon City.		



Write About It

Text to World Pioneers faced many challenges during the long trip west. Think of some of the challenges faced by pioneers. Write a paragraph describing one challenge. What were the causes of this challenge? What were the effects of this challenge?



TARGET VOCABULARY

balked

beacon

disadvantage

fared

lectured

mishap

quaking

rustling

surged

torment



TARGET SKILL

Cause and Effect Tell how events are related and how one event causes another.



TARGET STRATEGY

Analyze/Evaluate Think carefully about the text and form an opinion about it.



GENRE Historical Fiction is a story whose characters and events are set in a real period of history.

Level: R

DRA: 40

Genre:

Historical Fiction

Strategy:

Analyze/Evaluate

Skill:

Cause and Effect

Word Count: 1,516

5.5.24

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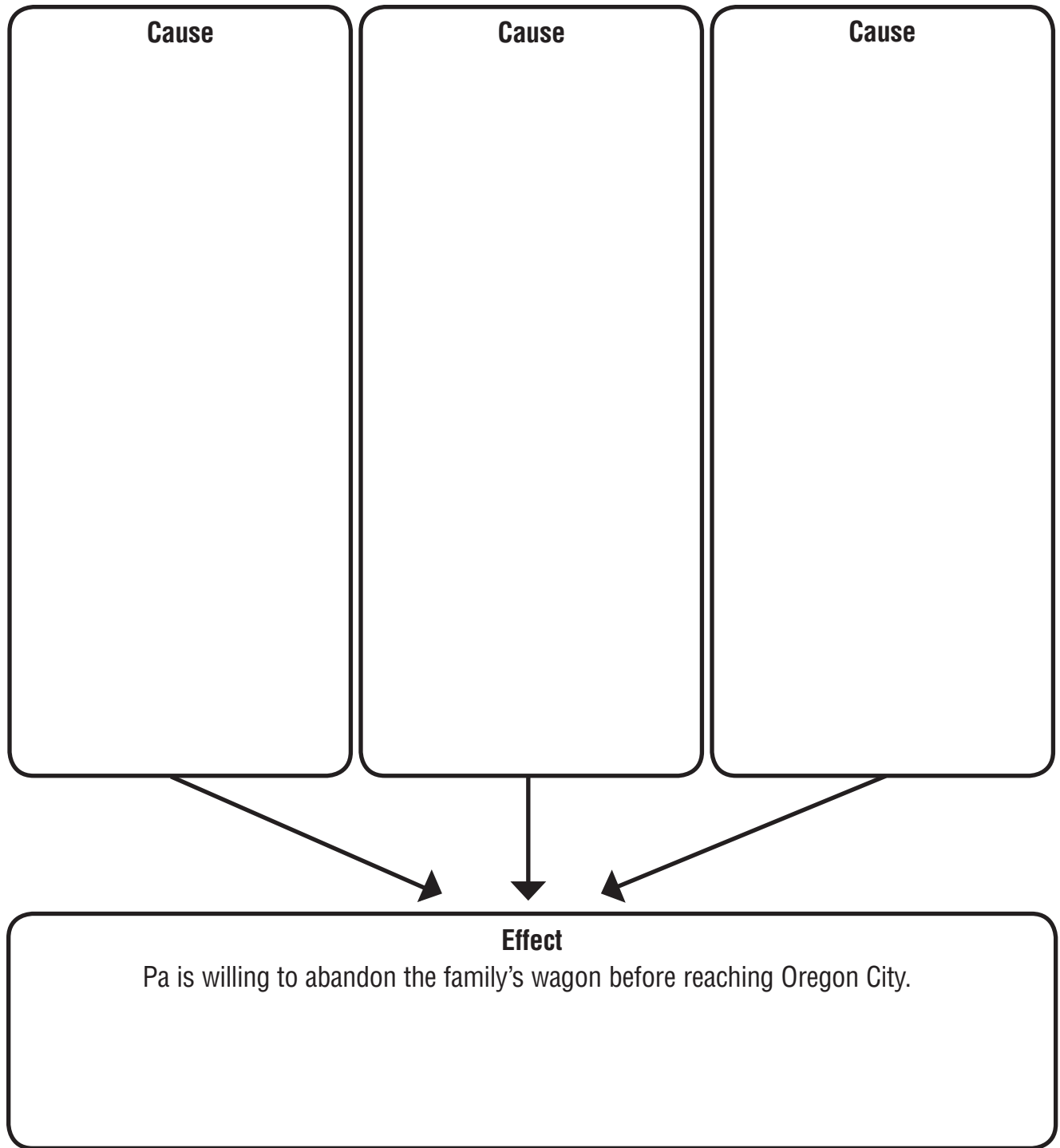
1032512

Name _____ Date _____

Inference Map: _____

Down the Columbia Graphic Organizer 8

Title or Topic _____



Name: _____

Book Title: _____ Book Author: _____

READING MENU 24



After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.

1. What is the problem in the story? Explain a time that you had a similar problem.	2. Write about a part of the story that was surprising to you.	3. If you were giving a gift to the main character, what would you give? Why?
4. Who is important to the main character? Explain how you know.	5. If you were the author, what would you change about the story? Why?	6. Find words in your text that have prefixes or suffixes. Explain their meaning.
7. What was the most surprising fact that the author shared? Why did it surprise you?	8. How does the author show that he or she is an expert on the topic? Give examples.	9. Write a one sentence summary about each chapter in the book.

SELF CHECK

- ☐ I answered the entire question that I chose.
- ☐ I wrote in complete sentences.
- ☐ I used evidence and examples from the text to support my answer.
- ☐ I edited my work to make sure that it makes sense.

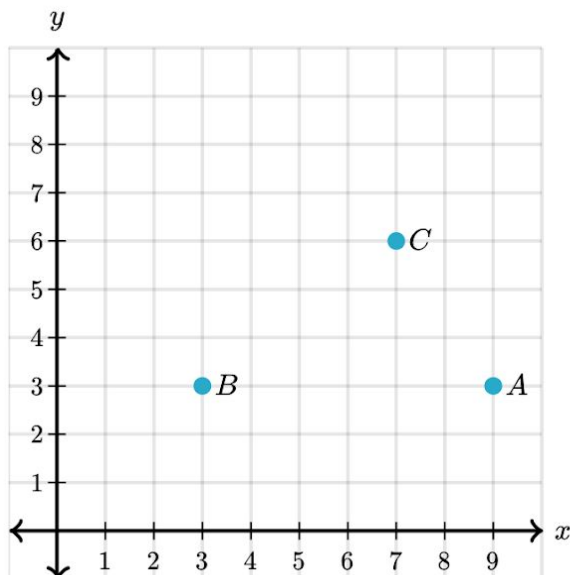
Name: _____

Book Title: _____ Book Author: _____

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not in complete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

This week is the last week of Module 6, below is the Unit test for coordinate planes. Do your very best work and good luck! There are still videos on khan acadmey, and dojo to help you review before taking this test.

Point M is located at $(7, 1)$.



What is located 5 units from point M ?

Choose 1 answer:

☐ (A) Point A

☐ (B) Point B

☐ (C) Point C

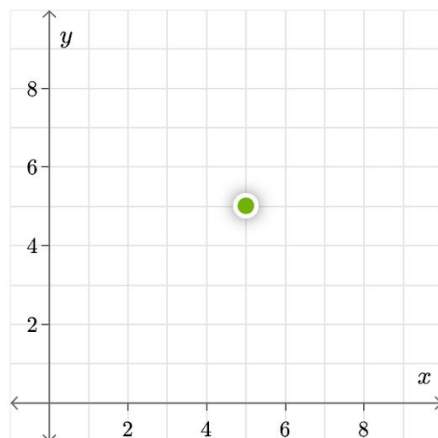
☐ (D) Origin

These next 3 problems are practice and review for solving expressions with parentheses.

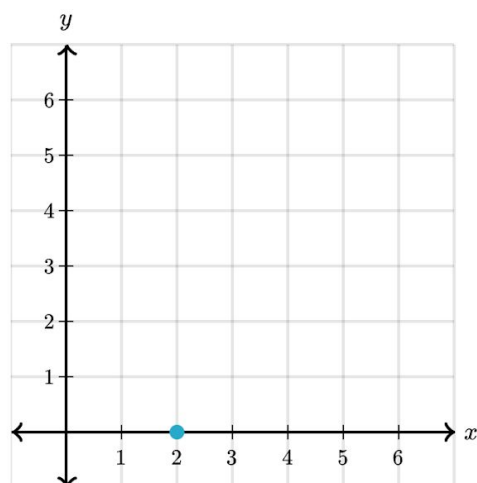
**** Remember: PEMDAS: (Parentheses, exponent, multiplication, division, addition, subtraction)**

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Plot the point $(2, 2)$.



What is the x-coordinate of the point plotted below?

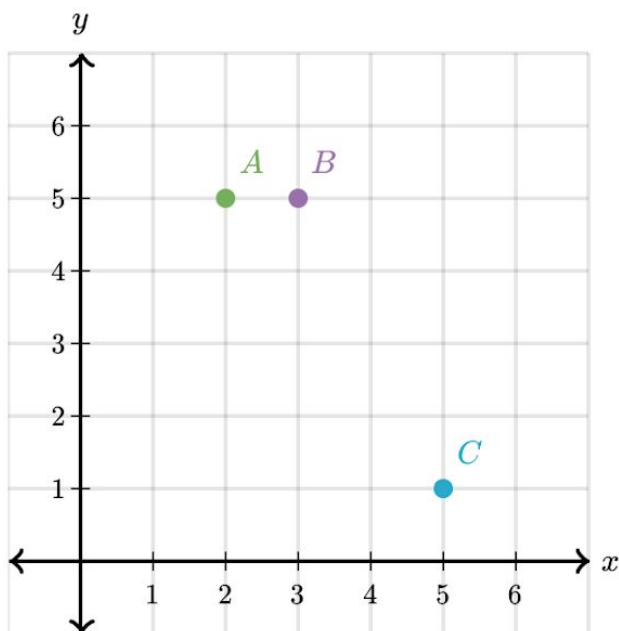


These next 3 problems a
**** Remember: PEMDA!**
subtraction)

with parentheses.
vision, addition,

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Use the following coordinate plane to write the ordered pair for each point.



Point	Ordered pair
<i>A</i>	(<input type="text"/> , <input type="text"/>)
<i>B</i>	(<input type="text"/> , <input type="text"/>)
<i>C</i>	(<input type="text"/> , <input type="text"/>)

These next 3 problems are practice and review for solving expressions with parentheses.

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Coach Fernández is tracking the soccer players' performance. Each ordered pair represents the number of goals and number of assists, respectively, from one player.

Player 1: (2, 4)

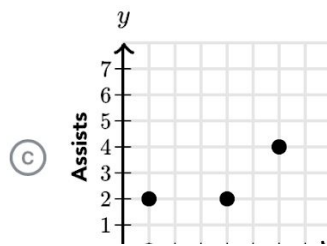
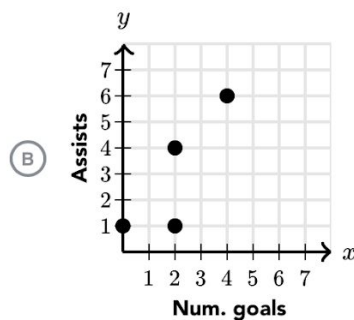
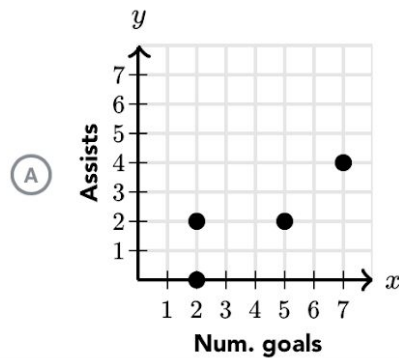
Player 2: (0, 1)

Player 3: (4, 6)

Player 4: (2, 1)

Which coordinate plane correctly shows the goals and assists for the 4 players?

Choose 1 answer:



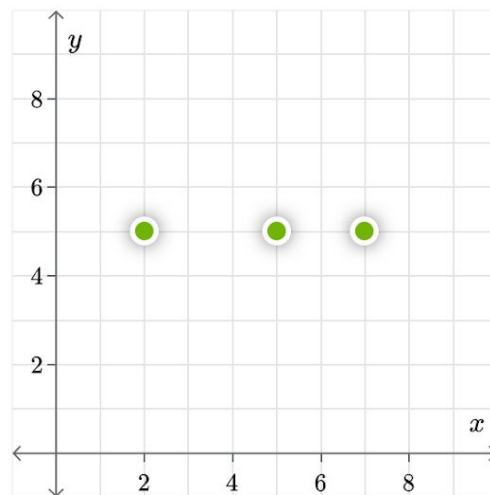
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subtraction)**

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sion, addition,

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Ally is excited to compete in a 6-mile race. The race organizers plotted the course on a coordinate map. The starting point is at $(4, 3)$, and the ending point is at $(4, 9)$. Ally's family decides to stand at $(4, 6)$ on the map.

Plot the starting point, ending point, and place where Ally's family stands on the map.



How far along will Ally be in the race when she reaches her family?

Choose 1 answer:

- ☐ (A) Less than halfway through the race
- ☐ (B) Halfway through the race
- ☐ (C) More than halfway through the race

These next 3 problems are practice and review for solving expressions with parentheses.

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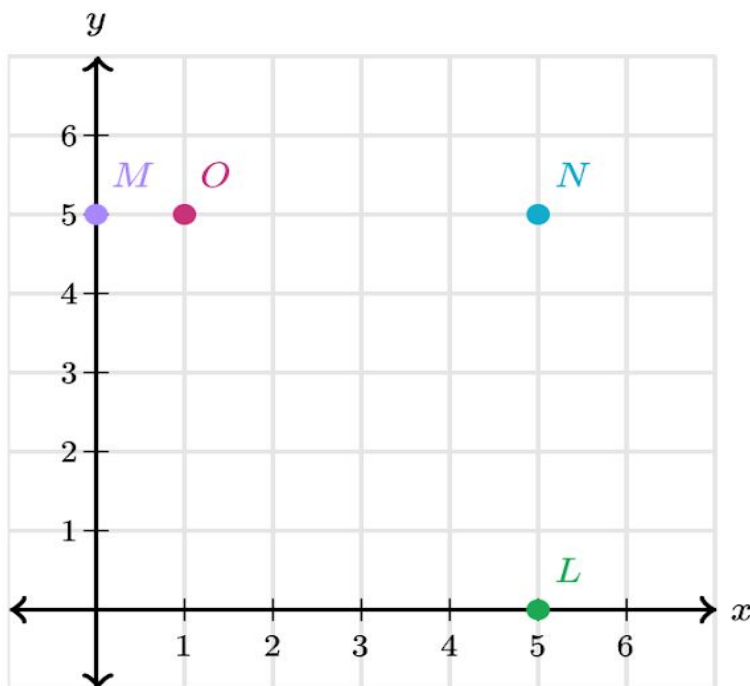
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Which point is located at ordered pair $(0, 5)$?



Choose 1 answer:

☐ (A) Point *L*

☐ (B) Point *M*

☐ (C) Point *N*

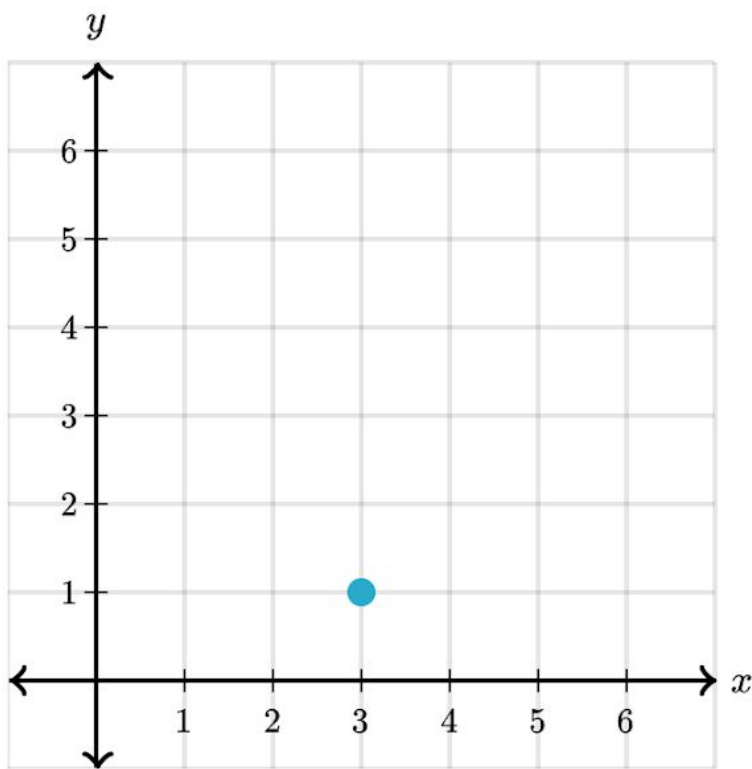
☐ (D) Point *O*

These next 3 problems are practice and review for solving expressions with parentheses.

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What is the y -coordinate of the point plotted below?



These next 3 problems are practice and review for solving expressions with parentheses.

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Which expression is 4 times as large as the expression 34 minus 15?

Choose 1 answer:

☐ (A) $(34 - 15) \times 4$

☐ (B) $(4 \times 34) - 15$

☐ (C) $4 \times 34 - 15$

Which expression represents 22 more than the difference between 95 and 63?

Choose 1 answer:

☐ (A) $22 + (95 + 63)$

☐ (B) $(22 + 95) - 63$

These next 3 problems are practice and review for solving expressions with parentheses.

**** Remember: PEMDAS: (Parentheses, exponent, multiplication, division, addition, subtraction)**

☐ (C) $(95 - 63) + 22$

This week is the last week of Module 6, below is the Unit test for coordinate planes. Do your very best work and good luck! There are still videos on khan acadmey, and dojo to help you review before taking this test.

Which expression is half as large as the expression $345 + 23$?

Choose 1 answer:

☐ A $2 \div (345 + 23)$

☐ B $(345 + 23) \div 2$

☐ C $(2 \times 345) + 23$

These next 3 problems are practice and review for solving expressions with parentheses.

**** Remember: PEMDAS: (Parentheses, exponent, multiplication, division, addition, subtraction)**

Name: _____

Practice 1

After playing in the dirt, Sam went

home
summer
was

 to wash her hands.

Practice 2

On her way home, she

chair
sleep
saw

 an ice cream truck.



C: _____

I: _____

AS: _____

Faster Than Sound

Have you ever heard a loud “boom” sound as an airplane flies overhead? What you heard was

the sound of the

some
rocket
plane

 breaking the sound barrier. A sonic

new
boom
picture

 is an explosive sound made when

an

yes
airplane
engine

 travels faster than the speed of

work
getting
sound

. How does this work and what

easier
does
safely

 a pilot

named Chuck Yeager have to

broke
three
do

 with the sound barrier?

First, let's

return
similar
squeeze

 to the airplane in the sky. As the

does
stronger
plane

 moves through the air, it pushes

boat
air
form

 molecules out of the way. This

more
microscopic
many

 process creates waves, which consist of

military
compressed
pebble

 and uncompressed air. They spread out from the

plane
compressed
years

 in all directions. This

process is

similar
remained
calls

 to the ripples that you make

speed
moving
when

 you toss a pebble in a

pond
hear
away

.

Imagine the airplane getting faster and

faster
build
two

, until it surpasses the speed of

breaking
recognize
sound

. At

this point, the air pressure

handle
waves
pilot

 build up in front of the plane and

ever
compress
sky

, or squeeze together, to

form shock

change
waves
sonic

. The process is easier to understand

tumbled
heard
if

 you picture the waves that build up

at the

was
air
front

 of a fast-moving boat.

The shock overhead waves move away from the plane, toward the ground have problems. You hear the boom

because of a change in pressure when the shock wave because ripples reaches your eardrums. The larger the aircraft

is consulting, the louder and stronger the shock waves are. barrier larger

What does Chuck Yeager have to do move control with this? Chuck was the first person faster pressure to fly faster

than the speed of point sound. He was trained as a fighter pilot belly and later became a test pilot. He

if flipped was selected for the flight because of his process superb one flying skills, his calmness under pressure, and

his pond ability to recognize and handle aircraft problems during flight seconds spun.

The plane in which he broke the sound barrier front travels was designed for maximum speed and had a

rocket let's types engine. Because of its limited fuel, it was spread last carried to a flying altitude in the belly all skills of

another aircraft and dropped into the sky reaches decorated.

Years later Chuck trained U.S. military astronaut close consist candidates. He remained the top test

pilot aircraft received for the military for many years, candidates flying its more than three hundred new types

of is aircraft exploded. He had some close calls, including creates sound losing control of one airplane that spun, including airplane tumbled,
 and flipped for fifty seconds before Chuck could boom waves land it safely. On another flight, he bailed first return out of a
 plane and was altitude compress injured when the plane exploded.
 Chuck is one trained honors of the most decorated pilots of could land all time. He has received the two later injured highest
 honors that can be given to carried any superb person in the United States: the Congressional Medal of Honor and
 the Presidential Medal of Freedom. Ability Flight Fifty years after he made his historic shock designed flight, Chuck made
 his last flight as a consulting microscopic hundred test pilot. He flew an F-15 dropped maximum fighter, and, yes, he broke the
 sound directions than barrier.



Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Last night I was unabil to sleep. I heard a sound from an unknowne source. I woke my sister, but she had heard nothing. Still, I could not dismis the sound.

The day before, Pa had mislade his saw, so the roof was still incompleet and the house was unstabell. Ma's smile was insinceer as she told us not to worry. We knew she felt it was a disgrase that we didn't have a proper home here in Oklahoma. She didn't want to mislead us, but we knew our future was unsecure. Pa was sure everything would be fine. He always took an undirect path to solve any problem. Usually we would discover that his methods worked. We hoped they would this time.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Rachel's Journal: The Story of a Pioneer Girl

Spelling: Prefixes *in-*, *un-*, *dis-*, and *mis-*

Spelling Words

- mislead
- dismiss
- insincere
- unable
- indirect
- mistreat
- disaster
- dishonest
- insecure
- unknown
- incomplete
- unequal
- unstable
- misspell
- disagree
- informal
- discover
- unwise
- misaid
- disgrace

Challenge

invisible
mishap
unfortunate
discourage
unnecessary