ELA April 6-10 **5th Grade**

Critical Standards:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1, R.I. 5.1]

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]

Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

Monday- Reading

Watch YouTube Video about Cause/Effect. ***This link is for the whole week:**

https://m.youtube.com/playlist?list=PL_XTzpfJVMIkXUhUqUwYfoT0l0IU5IRwk

Read Non-fiction Article "The Impact of Invasive Species." Complete questions for Monday & Tuesday sections on sheet.

Complete Cause/Effect Workbook page 349. Read the top of the page carefully to review cause and effect definitions.

Tuesday- Reading

Watch YouTube Video about Cause/Effect.

Read Non-fiction Article "The Impact of Invasive Species." Complete questions for Thursday & Friday sections on sheet.

Complete Vocabulary Workbook page 351. Use a dictionary for help with word meanings.

Wednesday- Language

Watch YouTube Video about Comparative & Superlative Adjectives.

Complete Work Lesson 24 "Comparative & Superlative Adjectives" Sections A, B, & C. Read the top of the first page carefully before completing the pages.

Thursday- Language

Watch YouTube Video about Comparative & Superlative Adjectives.

Complete Workbook Comparative and Superlative Adjectives Questions 1-16 (page 352). Read the top of the page carefully before completing the page.

Name: Nonfiction: Cause & Effect – Q3:5 Date:

As you answer this week's questions, highlight your evidence in the text.

The Impact of Invasive Species

(Article 1)

An invasive species can come in many forms. It can be an animal, a plant or even a fungus or microscopic organism. It can live on land or in the water. However, all invasive species have two things in common:

- It has been introduced to a new area it doesn't normally live in. Living things that naturally live in an area are called native species. Invasive species are non-native species because they are only there because something or someone brought them there. Sometimes, an invasive species is introduced to an area intentionally, for example as a potential predator for a crop-eating pest. Other times, their introduction is **unintentional**. Aquatic life could get sucked into a ship's ballast water (water used to add weight and balance to a ship) or insects can get into cargo that is shipped somewhere else.

- It causes harm to the new environment, or to the native species or humans that live there. Invasive species do more than just move into a new area, they invade it. They reproduce and/or spread rapidly throughout a region. Their presence has a negative effect on the area.

Not all species that are introduced to a new area are invasive. Some non-native species can actually be **beneficial**. For example, the honeybee is not native to North America. European settlers brought honeybee hives over from Europe. One obvious benefit of honeybees is that they make the honey we eat. They also pollinate crops such as blueberries, apples, cherries and almonds.

Invasive species can have various negative impacts. They can destroy the habitat by devouring native plants. An invasive predator can deplete the population of the native animals it eats. If they eat a plant or animal that is a food source for a native animal, that native animal might die out due to lack of food. An invasive plant that grows and spreads can block the sunlight for other plants and soak up the nutrients in the soil. Their impact on humans can range from damaging crops to spreading disease.

Name: Nonfiction: Cause & Effect – Q3:5 Date:

As you answer this week's questions, highlight your evidence in the text.

Spotlight on Four Invasive Species in the United States
(Article 2)

Starling: In 1890, a New Yorker named Eugene Schieffelin had the best of intentions. He wanted to introduce the birds featured in William Shakespeare's plays (which are set in Europe) to North America. One of these birds was the starling, a small black bird with a green and purple shimmer to their feathers. He released 60 starlings he'd brought over from England into New York's Central Park. The next year, he released 40 more. The starlings thrived, reproduced, and spread across America. There are now over 200 million starlings in North America. They devour crops, especially fruit trees. They eat the grain cows graze on. If cows don't get the nutrition they need, then their milk production goes down. Big flocks of starlings are so dense, they have even caused crashes when they've flown into planes.

Asian Carp: These fish were brought to the southern United States in the 1970s to eat parasites and pond scum algae in freshwater fisheries. Heavy rains caused floods which carried the carp into the Mississippi River and other waterways. Today, they have spread to 45 states. Asian carp are big eaters! They can consume up to 40% of their body weight in a single day. Their huge appetite leads to native fish getting starved out. Asian carp can leap 10 feet in the air. Sometimes they hit boaters and cause injury. Their high-flying leaping can also result in damage to boats. Asian carp can weigh over 100 pounds, although they are more commonly found in the 30-40 pound range. They are often without a predator once they are full-grown. Consequently, the number of carp continues to increase.

Small Indian Mongoose: This slender furry mammal looks like a meerkat. In 1883, the small Indian mongoose was brought to Hawaii to control the rat population on sugar plantations. Unfortunately, although mongoose do eat rats, they have opposite sleep schedules. While the nocturnal rats nibble on sugar cane crops at night, the mongoose is sleeping. And during the day, when the mongoose is hunting for prey, the rats are tucked away sleeping. The hungry mongoose thus goes after the eggs and hatchlings of endangered sea turtles and native ground nesting birds. Even the population of the state bird of Hawaii, the Hawaiian goose, has decreased due to the mongoose raiding its nest.

Kudzu: The year 1876 marked the 100th anniversary of the signing of the Declaration of Independence. To celebrate, the city of Philadelphia hosted the Centennial Exposition. Countries from around the world displayed exhibits. Japan's exhibit was a beautiful garden of native Japanese plants, including kudzu. Attracted to kudzu's bright green leaves and fragrant flowers, Americans began growing kudzu as a decorative vine. Kudzu was also viewed as a miracle plant for farmers. Not only could it be planted for livestock, like cattle, sheep and goats, to graze on, its strong root system would prevent nutrient-rich soil from being swept away by rainwater or wind. Unfortunately, the negative effects of kudzu are greater than its benefits. Kudzu can grow as much as a foot a day. The fast-growing vine smothers the plants and trees it covers. It climbs up power poles. Utility companies spend $1.5 million every year fixing the damage kudzu does to power lines. In Japan, kudzu is less problematic because the native insects that eat kudzu limit the vine's spread. So why don't we just bring these insects to the U.S? As evidenced by other non-native species brought to the US with the best of intentions, a newly introduced species may cause more problems than it solves.

Name: Nonfiction: Cause & Effect – Q3:5 Date:

Monday	Tuesday
What is Article 1 mainly about?	Based on the evidence in Article 1, what are some problems invasive species can cause?
According to Article 1, what is an invasive species?	Why did the author write these articles?
Do all new species introduced to an area have a negative impact? Support your answer.	Based on Article 2, what is one negative effect the Starling had on America?
Determine the meaning of the word **unintentional** in the text.	Determine the meaning of the word **beneficial** in the text.
Wednesday	**Thursday**
What caused people to bring Asian Carp to America?	When you compare these two texts, how are the ideas and concepts the same?
What is the main cause of Asian Carp continuing to grow in number?	How are these two articles different?
What might happen to endangered animals in Hawaii if the mongoose population isn't better controlled.	What text structure is used for both texts?
According to Article 2, what is one negative effect of growing Kudzu?	Based on these texts, what can you conclude about invasive species?

Name _____

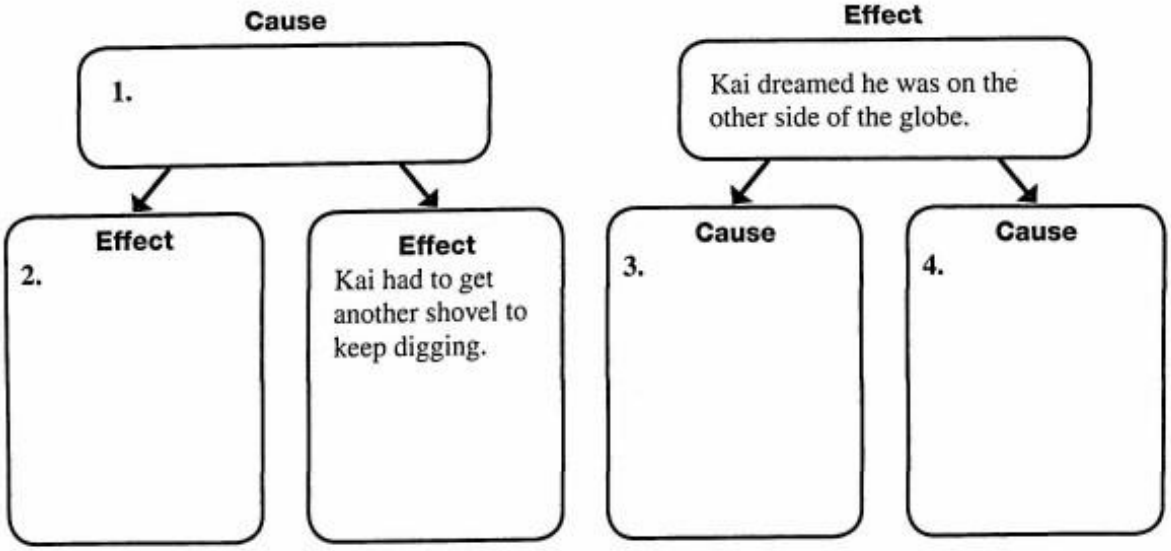
Cause and Effect

- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since, as a result, caused, thus, therefore,* and *consequently* are used to show cause-and-effect relationships.

Directions Read the following passage. Then complete the diagram below.

Kai was determined to dig straight through to the other side of the Earth. He had the tools: his mom's garden shovel and his dad's metal rake. When he started digging, things went smoothly. As he dug deeper, the digging got harder. As Kai pounded away at the clay below the topsoil, the tip of his shovel began to flatten. He knew he'd need a sharp tip on his shovel to dig deep into the mantle of the Earth, so he went back to the garage and got another shovel. The harder he dug, the sweatier he became. Pretty soon, Kai was exhausted. He sat down in the shade of a nearby tree and quickly fell asleep.

He dreamed he had dug through Earth's mantle, through the boiling hot core, and was making his way out on the other side of the globe. Dream-digging was so much easier.



5. Summarize the passage in one or two sentences.

_____

_____

School + Home **Home Activity** Your child read a short passage and identified causes and effects. Read a favorite story together and discuss the causes and effects you find.

Name _____ **Center of the Earth**

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line shown to the left.

_____ **1.** No one is really sure how the dinosaurs vanished, or became _____.

_____ **2.** Some think a giant asteroid collided with the Earth and _____ it into darkness.

_____ **3.** Some dinosaurs looked as though they were covered in heavy, protective _____.

_____ **4.** Although they looked strong, they were not protected from starvation, a painful and _____ way to die.

_____ **5.** Today, a scientist who finds any remains from the age of the dinosaurs covers, or _____, them in special boxes that will preserve them into the future.

Check the Words You Know

- ___armor
- ___encases
- ___extinct
- ___hideous
- ___plunged
- ___serpent

Directions Fill in the crossword puzzle using the clues below.

DOWN

6. very ugly, horrible

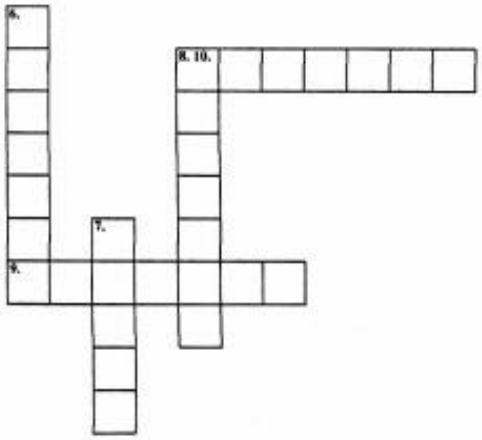
7. protective covering

8. covers completely

ACROSS

9. snake

10. no longer existing



Write a Newspaper Article

On a separate sheet of paper, pretend you are a news reporter and dinosaur fossils have been discovered somewhere in your town. Use as many vocabulary words as you can to write an article about the fossils.

School + Home **Home Activity** Your child identified and used vocabulary words from the story *Journey to the Center of the Earth*. With your child, make up a story about what is at the center of the Earth using the vocabulary words.

LESSON 24

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two people, places, things, or groups. Add *-er* to most short adjectives to make their comparative forms. Use *more* with longer adjectives. **Superlative adjectives** are used to compare three or more people, places, things, or groups. Add *-est* to most short adjectives to make their superlative forms. Use *most* with longer adjectives.

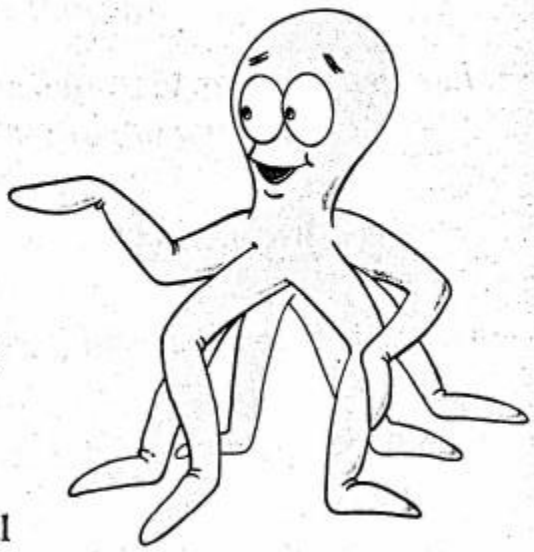
Adjective	**Comparative**	**Superlative**
strange	stranger	strangest
terrible	more terrible	most terrible

- Adjectives such as *good* and *bad* have irregular comparative and superlative forms: *good, better, best; bad, worse, worst.*
- Never use *more* or *most* with *-er* and *-est.*

No more angrier, most remarkablest
Yes angrier, most remarkable

A Write the comparative and superlative forms for each adjective.

1. deep
2. fat
3. bad
4. hideous
5. immense
6. mighty
7. wild
8. unbelievable
9. warm
10. tiny
11. colorful
12. good
13. scary
14. big
15. small
16. sharp
17. thrilling
18. early
19. fine
20. beautiful



B Write the forms of the adjectives in ( ) that correctly complete the sentences.

1. This is the ____ (good) book I have ever read.
2. It is even ____ (exciting) than watching a movie.
3. I usually find novels ____ (easy) to read than nonfiction.
4. As a hero's troubles get ____ (bad) than before, the ____ (interested) I become.
5. To me, science fiction is the ____ (thought-provoking) kind of writing of all.
6. Science fiction writers look even ____ (deep) into the future than scientists.
7. Science fiction is ____ (imaginative) and less concerned with scientific method than science.
8. In science fiction, even the ____ (wild) inventions of all still have some basis in scientific thought.

C Use the comparative or superlative form of an adjective from the box to complete each sentence. Write the sentence.

believable	close	admirable	loud

9. In these ten books you've read, which fictional character is ____, or worthy of respect?
10. Most readers feel ____ to a hero with problems than to one who is perfect.
11. Character flaws can often make a hero ____ to us than an unrealistic, flawless champion would be.
12. Readers save their ____ cheers of all for heroes who overcome problems.

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two people, places, things, or groups. Add *-er* to most short adjectives to make their comparative forms. Use *more* with longer adjectives. **Superlative adjectives** are used to compare three or more people, places, things, or groups. Add *-est* to most short adjectives to make their superlative forms. Use *most* with longer adjectives.

Adjective	Comparative	Superlative
great	greater	greatest
enormous	more enormous	most enormous

- Adjectives such as *good* and *bad* have irregular comparative and superlative forms: *good, better, best; bad, worse, worst.*
- Never use *more* or *most* with *-er* and *-est.*
  No: more sillier, most ancientest
  Yes: sillier, most ancient

Directions Complete the table. Add *-er*, *-est*, *more*, or *most* as needed.

Adjective	Comparative	Superlative
primitive	1. _____	2. _____
great	3. _____	4. _____
calm	5. _____	6. _____
wet	7. _____	8. _____
frightening	9. _____	10. _____
exciting	11. _____	12. _____

Directions Write the correct forms of the adjectives in ( ) to complete the sentences.

13. Is Ray Bradbury _____ (famous) than Jules Verne was?

14. Readers might think Jules Verne was the _____ (lucky) science fiction writer of all.

15. Did Verne write _____ (good) fiction than Lewis Carroll?

16. His _____ (important) legacy of all was his influence on twentieth-century scientists, inventors, and explorers.

School + Home **Home Activity** Your child learned about comparative and superlative adjectives. Ask your child to use these forms to expand these sentences: *Science fiction is fascinating. Reading is fun. ___ is a good book.*

Latin Roots

Spelling Words

describe	interruption	inspection	scribble	respectful
bankrupt	project	injection	manuscript	suspect
subscription	spectacular	eruption	eject	abruptly
prescribe	reject	aspect	rupture	inscribe

Words in Context Write the list words that complete each sentence.

She paged through the mystery **(1)**____ and became convinced that the **(2)**____ was guilty.

1. _____ **2.** _____

She needed to give it a close **(3)**____ before she announced that she would **(4)**____ it.

3. _____ **4.** _____

It was a long-term **(5)**____ and would look bad if it ended **(6)**____.

5. _____ **6.** _____

She had to **(7)**____ in detail any pause or **(8)**____ that occurred.

7. _____ **8.** _____

Even when the company lost money and went **(9)**____, she remained **(10)**____.

9. _____ **10.** _____

Word Definitions Write the list word that has the same meaning.

11. purchase of a series of things **11.** _____

12. a burst, split, or break **12.** _____

13. write carelessly **13.** _____

14. an element to be considered **14.** _____

15. a way of administering a substance, such as a drug **15.** _____

16. an order, set down as a rule or guide **16.** _____

17. carve into a material **17.** _____

18. put out from a place **18.** _____

School + Home **Home Activity** Your child wrote words that have Latin roots. Have your child tell you five list words and identify the Latin root in each word. Have your child spell each word.

Date: April 6-10	
Subject: Science	
Standard/Skill: ***Earth's Movement*** 13) Represent with graphs to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (e.g., shadows and the position and motion of Earth with respect to the sun, visibility of select stars only in particular months).	
Monday	Essential Questions: Where is Earth located in the universe? Words to know: universe, galaxy, solar system, planet Watch our YouTube channel each day to view the lesson. https://www.youtube.com/channel/UC4xXJSzyARfFi_HsnGHVlBQ?view_as=subscriber Science textbook pg. 265
Tuesday	Essential Questions: How does Earth move? What causes day and night? Words to know: rotation, revolution, orbit, axis Watch the YouTube channel in link above. Science textbook: Pg.266-267 Practice: "Revolution and Rotation" chart
Wednesday	Essential Question: What are the effects of Earth's rotation and revolution? Words to know: rotation, revolution, orbit, axis Watch the YouTube channel in link above. Watch: Crash course kids #8.1 https://www.youtube.com/watch?v=I64YwNl1wr0 Practice: Ch. 6 Lesson 1 worksheet fill in the blank Science textbook pg. 268-269
Thursday	Essential Question: What causes seasons to change? Watch the YouTube channel in link above. Practice: "Earth and the Seasons" worksheet
Friday	No School – Weather Day Happy Easter on Sunday!

Tuesday Name: _____

Directions: Explore the differences between these two words by referencing what we learned in the video and acting out the movements with a partner. Record your thinking below.

	Revolution	Rotation
Draw a picture of the Earth and the Sun. Add arrows to demonstrate the movement.		
How long does one full cycle of this movement take?		
What are the effects of this movement? (What happens on earth because of this?)		

What would happen if the Earth stopped rotating right now? How would that effect your life?

_____

_____

_____

_____

_____

Wednesday Name _____ # _____

Science Chapter 6, Lesson 1

Pages 265-269

Where is the sun located in our solar system? _____

Earth and other planets move around the _____.

Earth and other planets of the solar system _____ around an imaginary line called an _____.

One whole spin of an object on its axis is called a _____.

One full rotation equals a _____.

What is an orbit? _____

_____

How long is Earth's revolution around the sun ? _____

How long is the moon's revolution around Earth? _____

What is the difference between a rotation and a revolution?

_____

_____

What keeps Earth in its orbit around the sun? _____

Explain what causes Earth's seasons.

_____

_____

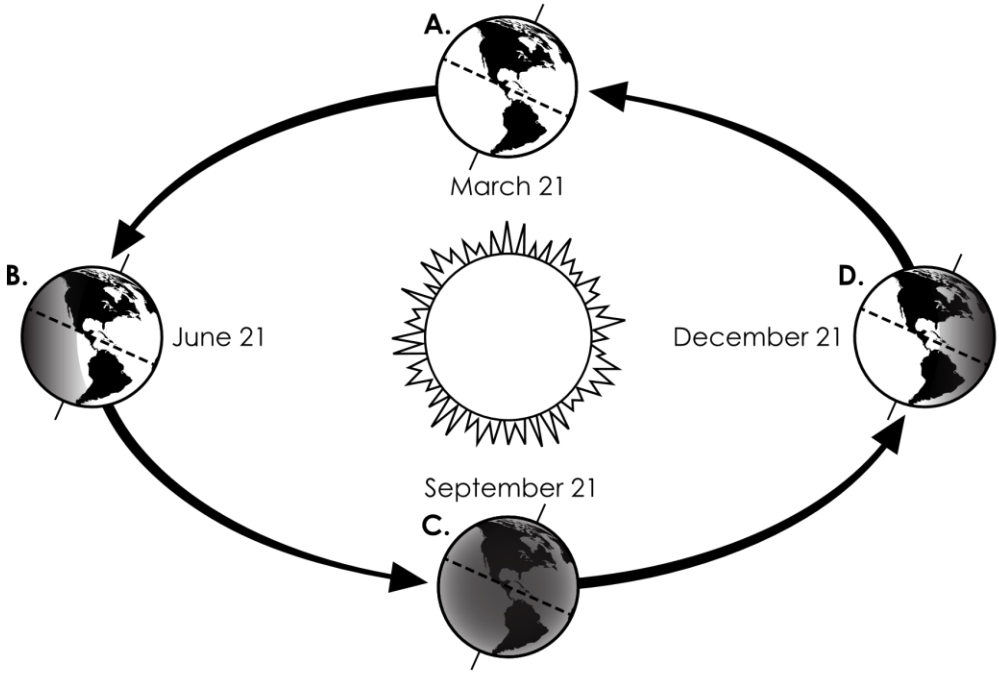
True or False.

Earth orbits the sun in a circular pattern.

This statement is _____ because _____.

Name: _____

Earth and the Seasons



The planet Earth has a slight tilt. Seasons are caused by this tilt and the movement around the sun. When part of the Earth tilts **toward** the sun, that part of the Earth gets the most energy from sunlight and is called **summer**. When part of the Earth is tilted **away** from the sun, that part of the Earth gets the least energy from sunlight and is called **winter**.

1. What season is shown for the Northern Hemisphere in Earth position **B**? _____

2. What season is shown for the Northern Hemisphere in Earth position **D**? _____

3. What season is shown for the Northern Hemisphere in Earth position **A**? _____

4. How were you able to determine the season for question 3? What season would Earth position C have to be for the Northern Hemisphere?

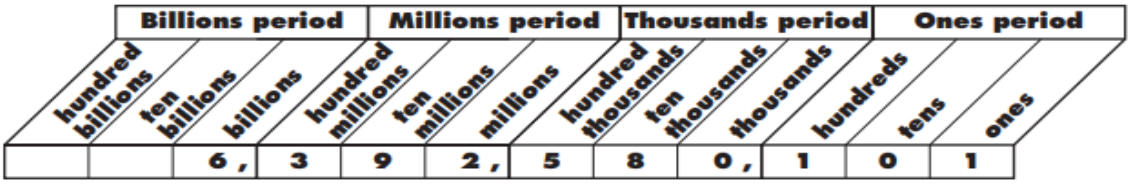
_____

_____

Date: April 6-10	
Subject: Math	
Video Lesson: https://www.youtube.com/watch?v=78uSfV5xQTQ&feature=youtu.be	
Standard/Skill: 6) Read, write, and compare decimals to thousandths. [5-NBT3] 4) Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $^1/_{10}$ of what it represents in the place to its left. [5-NBT1]	
Monday	Whole number place value. (Read & write whole numbers through billions using expanded and word form.). Identify the place value of a specific digit. • Watch the video on whole numbers place value • Complete each problem on the word document.
Tuesday	Decimal place value. (Read and write decimal numbers through thousandths using standard, expanded, and word form.) Identify the place value of a specific digit. • Watch the video on decimals place value. • Complete each problem on the word document.
Wednesday	Subtraction with regrouping. (Subtracting whole numbers that requires regrouping.) • Watch the video on decimals place value. • Complete each problem on the word document.
Thursday	Subtracting with with zeros. (Subtracting whole numbers with zeros that requires regrouping.) • Watch the video on decimals place value. • Complete each problem on the word document.
Friday	Weather day/ No school

Monday 4/6

Place-value chart:



Billions period			Millions period			Thousands period			Ones period		
hundred billions	ten billions	billions	hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones
		6 ,	3	9	2 ,	5	8	0 ,	1	0	1

Expanded form: 6,000,000,000 + 300,000,000 + 90,000,000 + 2,000,000 + 500,000 + 80,000 + 100 + 1

Standard form: 6,392,580,101

Word form: six billion, three hundred ninety-two million, five hundred eighty thousand, one hundred one

What is the PLACE VALUE of the underlined digit?

7,5<u>6</u>4,289 4,<u>7</u>32,439

Write 3,008,275 in each form.
Word:

Expanded:

What is the PLACE VALUE of the underlined digit?

8,384,950 3,948,584

Write 7,004,490 in each form.
Word:

Expanded:

What is the PLACE VALUE of the underlined digit?

Write 47,105,206 in each form.
Word:

Expanded:

What is the PLACE VALUE of the underlined digit?

10,68<u>2</u>,509 <u>7</u>,038,694

Write 7,138,200 in each form.

Word:

Expanded:

Tuesday 4/7

Here are different ways to represent 2.753.

Place-value chart:

Ones		Tenths	Hundredths	Thousandths
2	.	7	5	3

Expanded Form:

$2 + 0.7 + 0.05 + 0.003$

Standard form: 2.753

Word Form: Two and seven hundred fifty-three thousandths

What is 43.78 in

word form:

Expanded:

What is 78.6 in

word form:

What is 32.043 in

expanded form:

What is 8.478 in

expanded form:

Label the place value. 7,854.209

2: tenths

0:

9:

4:

5:

Label the place value. 12,354.897

2: thousands

4:

5:

8:

Label the place value. 987,164.302

0: hundredths

1:

4:

3:

6:

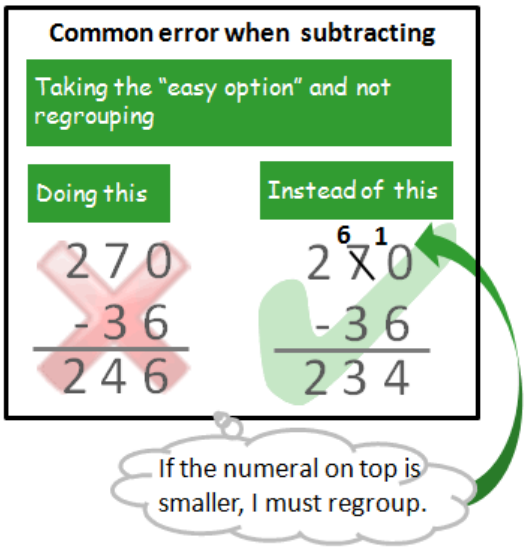
What is the value of the underlined digit?

5,678.3<u>2</u>1

What is the value of the underlined digit?

5,678.32<u>1</u>

Wednesday 4/8



Find the Difference.

93,444 – 89,573

61,266 – 55,580

Find the Difference.

59,815 – 43,646

96,490 – 89,920

Find the Difference.

85,793 – 78,195

73,595 – 69,852

Find the Difference.

31,132 – 28,827

92,251 – 43,957

Find the Difference.

71,233 – 30,758

71,361 – 58,586

Find the Difference.

87,437 – 77,297

92,633 – 91,636

Find the Difference.

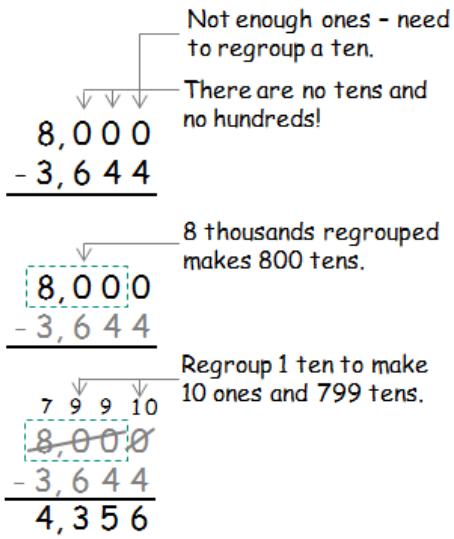
94,962 – 84,926

64,773 – 11,616

Find the Difference.

63,066 – 55,580

Thursday 4/9



Find the Difference.

78,003 – 33,136 7,007 – 3,845

Find the Difference.

Find the Difference.

103,768 – 99,249 9,000 – 1,510

Find the Difference.

66,508 – 9,987 8,000 – 5,556

Find the Difference.

Find the Difference.

84,023 – 76,289 8,700 – 1,168

Find the Difference.

97,101 – 65,030 6,000 – 3,994

Find the Difference.

231,001 – 75,717 6,700 – 2,853