Week of May 18th- May 22nd

Hello families,

I hope all is well. This week in the packet there will be the leveled reader for your student to read. Once this is read, please complete the Column Chart in response to the leveled reader. On the Column Chart, your student will list a text or graphic feature and state the purpose for that from the leveled reader story.

The reading menu can be completed with either a personal book that is being read, or through a book on Epic. The class Epic code is ych1028.

There will be a MAZE reading passage. Your child will read through this and choose the word that makes the most sense within the sentence.

There will be a vocabulary page for your student to complete. They will place the correct vocabulary word with its definition.

During the phone check in call I will be discussing with your student the question that they chose for the reading menu from week 5. In addition, I will also ask to check in about the math and how the lessons went through Khan Academy. We will also talk about the assignments on Vocabulary Spelling City.

For feedback for week 6, I will need a picture of the Column Chart and the MAZE passage. That can either be before our check in call so that I can help go over any questions or it can be after, as long as it is turned in by Sunday the 24th. It can be sent to me through DOJO or through email at jschwartz@vernoniak12.org.

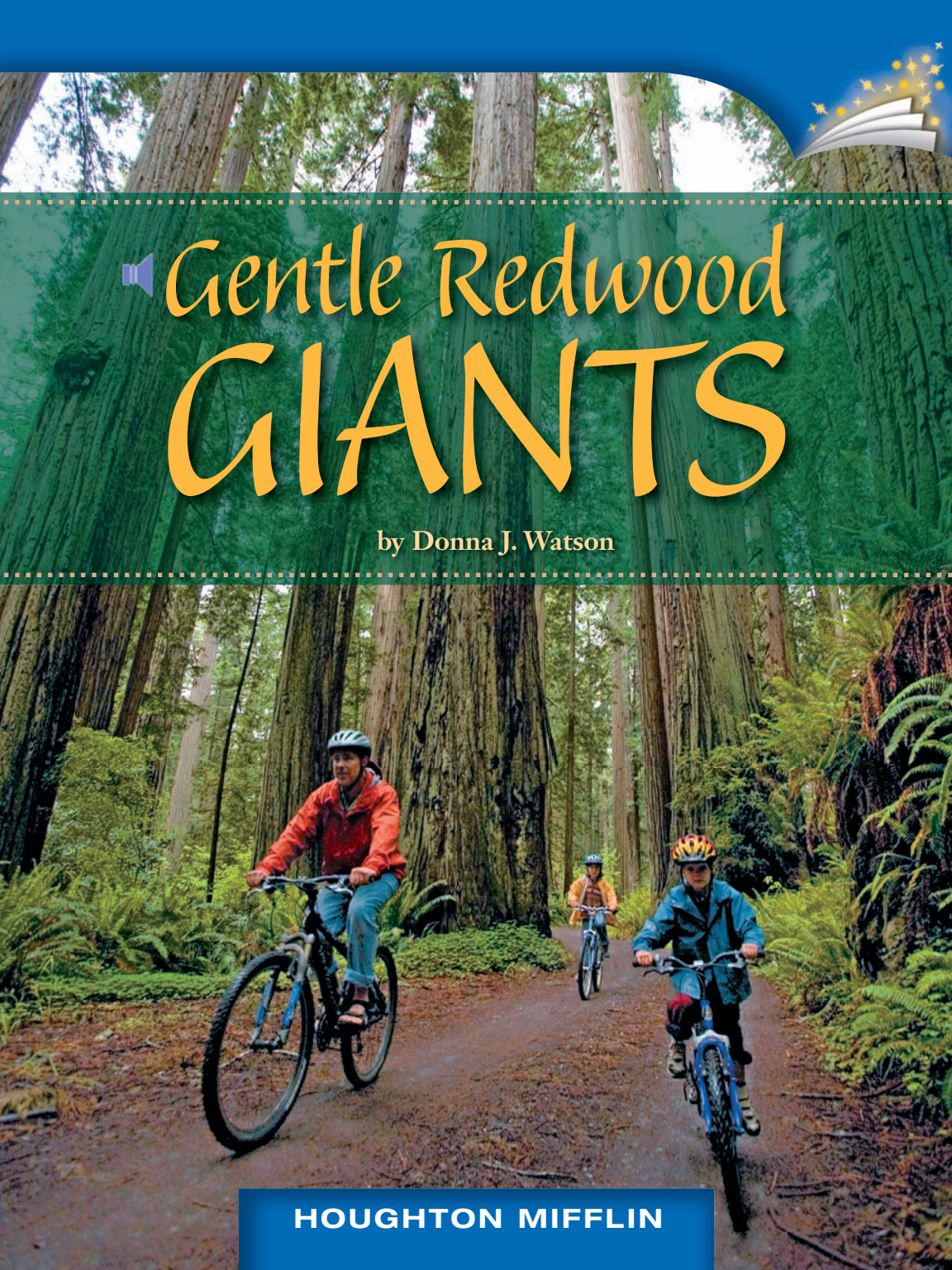
Packet will have:

- Leveled reader
- Reading Menu
- Column Chart
- MAZE Passage
- Vocabulary Page
- Physical Education Activity Log

Keep reading, practice math fact fluency with the flashcards or moby max, ask questions, and remember to keep your heads up and hands washed! Have a wonderful week!

Sincerely,

Mrs. Schwartz


Gentle Redwood
GIANTS
by Donna J. Watson
HOUGHTON MIFFLIN

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HOUGHTON MIFFLIN HARCOURT
School Publishers

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Table of Contents

What do Redwood, Yosemite, and Sequoia/King's Canyon National Parks all have in common? For one, they are all in California. In addition, these parks are home to the two types of redwood trees in North America—the giant sequoia and its cousin, the coast redwood. Amazingly, these two tree types are also both world-record holders! The coast redwood is the tallest living thing in the world, with many trees measuring over 350 feet (that's more than the length of a football field!). The giant sequoia holds the record as the largest tree in the world. It can grow to around 300 feet tall, but it is much wider than its coastal cousin, the redwood.

More than 3.5 million people visit these parks each year.

Why California?

Does it seem unusual that both the tallest and largest living things are both found in California? What is special about California and its climate?

Fossils, or stones containing imprints of living things, tell scientists that before the Ice Age, when glaciers covered much of the North American continent, giant redwood trees grew across much of what was to become the United States. At that time, the climate was wet and warm. The redwoods grew well in the mild conditions. However, as the climate changed and glaciers moved south, the redwoods began to die.

By modern times, redwoods only grew in coastal northern California, part of Oregon, and along the western slope of California's Sierra Nevada Mountains. The coast redwood and the giant sequoia redwood like cool, moist winters and each has its own ecosystem, or community of animals and plants living together in an environment.

The settlers who traveled west saw the trees as an endless supply of homes, furniture, and fuel. Logging companies took advantage of this resource and stripped many of the redwood forests bare. Within about a hundred years of regular logging, there were very few redwoods left.

Save-the-Redwoods League

Efforts to preserve and protect the redwoods started in 1917, after the completion of Highway 101, later nicknamed the "redwood highway." Three California conservationists traveled to see the redwood groves. They noted the destruction of the vegetation, including the redwoods, from the highway construction.

In 1918, these three men created an independent conservation group called Save-the-Redwoods League. They wrote an article for *National Geographic* magazine, informing the public that the redwoods were in danger of being permanently destroyed. As a result, many people donated money.

The Save-the-Redwoods League also worked to build cooperation between state and national park services in order to establish redwood parks. Earlier, the Yosemite and Sequoia parks had been designated as special reserves for the preservation of the giant sequoia redwoods, but nothing had been done to save the coast redwoods.

In the 1920s, these efforts resulted in the creation of Jedediah Smith Redwoods State Park, Del Norte Coast Redwoods State Park, and Prairie Creek Redwoods State Park. In 1968, Congress created Redwoods National Park on land adjacent to the three state parks.

Survival Needs of Coast Redwoods

If you visit this group of national and state parks, you will see far more than tall trees. Each of the two redwood types has its own ecosystem. The coast redwood needs some very specific conditions in which to grow. The weather, soil, and topography, or landscape, all play a part in a healthy redwood forest. Everything else in the forest, both living and dead, is also a part of the ecosystem. This means that when you visit the park, you will see many plants and animals that don't exist anywhere else.

Redwoods need a lot of water. They need water for both their root system and for new seeds to reproduce and grow. There is plenty of rainfall off the Pacific Ocean that helps supply water to the redwoods. The redwoods also need the fogs of Northern California to stay moist. During the drier summer months, the trees would normally lose a lot of water because of transpiration, which is when water absorbed by plants evaporates through pores in their leaves. Thankfully, however, the trees receive moisture as the fog condenses, or changes into water droplets, and drips off the needles into the soil below.

Instead of a deep tap root system like most trees, the redwoods have a shallow root system that needs surface moisture. This means that they need to live in a place where the soil will stay moist. Redwoods tend to grow best in river valleys and other areas that have high amounts of surface water and easily reachable groundwater.

In addition, California is home to a special type of fungus that the redwood needs to survive. This special fungus helps the tree absorb nutrients from the surrounding soil. The tree and the fungus have a symbiotic, or mutually helpful, relationship.

The Coast Redwood Ecosystem

The coast redwood grows not on the immediate coast, but between five and forty miles inland. The wind along the coast is too strong for the redwoods. Dense undergrowth that can tolerate sandy and rocky soil lives right along the coast. This undergrowth—and the rocks, beaches, and dunes—help to protect the redwoods from the brisk coastal winds and the salty sea spray of the Pacific Ocean. However, they still receive the coastal moisture.

In addition to the plants that live right on the coast, the redwood forest ecosystem is rich with other plant and animal life. Some of the more common plants you might see include Douglas firs, tan oaks, western hemlocks, sword ferns, and a variety of mosses and mushrooms.

Animal life in the redwood ecosystem includes a rare and endangered bird, the marbled murrelet. This bird needs the old growth forests near the Pacific Ocean for nesting. You might also see other unique animals like the northern spotted owl, the Pacific tree frog, the Pacific giant salamander, or the brightly colored banana slug.

Historical Sites at Redwood National State Park

When visitors want to do more than admire trees, plant, and animal life, they can visit the historical Lyons' sheep and cattle ranches, or an old World War II radar station that is disguised as a barn. At Jedediah Smith Park, visitors can hike to two 19th-century gold mines.

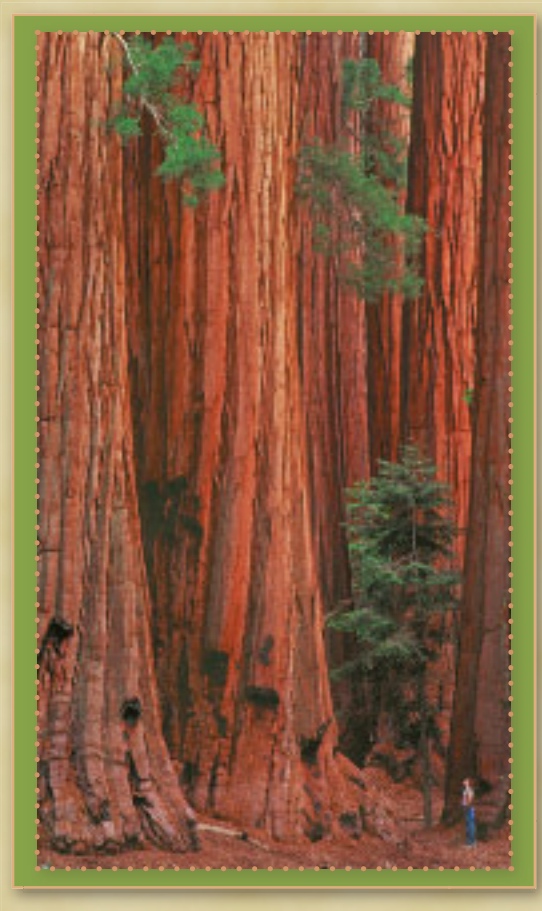
Things to Do:

- Camping & hiking
- Redwood walks
- Tidepool walks
- Scenic drives
- Historical sites

Biking is one of the many things to do at Redwood National State Park.

The Giant Sequoia and Its Ecosystem

Now let's travel inland and visit the forests of the giant sequoia redwood. The giant sequoia is much larger than the coast redwood, often growing to be over 250 feet tall and over 30 feet wide! These California giants grow on the western slopes of the Sierra Nevada Mountains. They also grow grouped together in groves like their cousins because of their shallow root systems. The trees actually support each other through the interconnectedness of their roots. The trees are at risk from too many people walking near their roots.



The Giant Sequoia grows at elevations of 4,500–7,000 feet.

The ecosystems of the two redwood types are not very different. Since both redwoods only grow where there is lots of water, other living things prosper as well. However, the giant sequoia gets much of its water from melted mountain snow rather than coastal rain. Elk, deer, black bears, and gray foxes are common to both ecosystems. Creatures limited to the giant sequoia forest include the white-headed woodpecker, the mountain kingsnake, and several types of bats.

The parks that protect the giant sequoias are involved in restoration projects to restore damaged ecosystems. These projects range from the restoration of a river valley and replanting groves of the giant trees to the removal of nonnative plants that often take over other plant life. Before conservationists understood the impact they would have on the giant trees, many campsites, visitor centers, and buildings were built on the land. As a result, one of the park's main restoration projects involves moving buildings and parking lots as well as planning development farther away from the delicate ecosystem.

Even if visitors are not allowed to camp directly under the giant trees, there are still plenty of nearby areas where they can enjoy the unique park atmosphere.

Yosemite, Sequoia, and King's Canyon National Parks

When Congress created the first two parks in the 1800s, their primary goal was to preserve the giant sequoia groves. However, they have achieved much more. They have preserved deep canyons, snow-capped mountains, sparkling waterfalls, turbulent rivers, postcard-quality scenery, and many plants and animals.

There are plenty of things to do in these parks as well. Besides camping and hiking, visitors can go horseback riding, biking, and rock climbing as well as take cave tours and nature walks. Or, if they want to, visitors can just relax with a nice picnic.

Visitors love to rock climb at Yosemite.

A Road to the Forest

The western slopes of the Sierra Nevada Mountains have been home to humans for more than 5,000 years. Some of the earliest indigenous, or native, groups were known as the Yokuts and the Monache. Not much is known about the customs of these early civilized tribes of hunters and gatherers. Much later, trappers, miners, loggers, and herders came to the area to seek opportunities in a land rich with resources. However, there was no road and it was difficult to get resources in and out of the area.

This became a bigger problem when Sequoia National Park opened in 1890. People couldn't get to the park's largest grove of sequoias called the Giant Forest. So, in the summer of 1900, a group of men were sent to the park to build a road from the entrance to the Giant Forest. They didn't get far because of the difficult terrain.

During the summer of 1903, Captain Charles Young and his Buffalo Soldiers were sent to work on the road. They built more roads in that one summer than the other men had the previous three summers. At the end of the summer, the road to the Giant Forest was finally completed, and tourists flocked to see the magnificent trees.

Saving for a New Generation

The first conservationists who had the idea to preserve the redwood ecosystems have touched many lives. Someday you might visit these trees with your friends and family. The hope is that, as time goes on, people will continue to remember the importance of the ecology of these national parks, and preserve these gentle giants for the enjoyment of many generations to come.

Important Dates for Redwood Parks

1776	Birth of the United States
1890	Creation of Sequoia National Park Creation of Yosemite National Park
1902	California Redwood Park established
1917	Highway 101, the redwoods highway, completed
1918	Save-the-Redwoods League started
1920s	Creation of three California state parks for saving redwoods
1968	Redwoods National Park created next to the California Parks

Responding

TARGET SKILL **Text and Graphic Features**

What text and graphic features are used in this book? Think about sidebars, maps, and other features that help you understand the text. Copy and complete the chart below.

Feature Map of California, p. 6	**Feature** ?	**Feature** ?
Purpose Shows where redwood parks are located.	**Purpose** ?	**Purpose** ?

Write About It

Text to Text Write an informational paragraph about another book about nature. Describe what it taught you and include important facts that you learned.

TARGET VOCABULARY

civilized
continent
customs
dense
evaporate
independent
moisture
opportunities
resources
shallow

EXPAND YOUR VOCABULARY

ecology
indigenous
preservation
restoration
vegetation

TARGET SKILL **Text and Graphic Features** Examine how text and pictures work together.

TARGET STRATEGY **Monitor/Clarify** Notice what is confusing as you read. Find ways to understand it.

GENRE **Informational Text** gives facts and examples about a topic.

Level: S

DRA: 40

Genre:
Informational Text

Strategy:
Monitor/Clarify

Skill:
Text and Graphics Features

Word Count: 1,776

4.5.23

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Name _____ Date _____

Gentle Redwood Giants
Graphic Organizer 1

Column Chart: _____

Title or Topic _____

Text or Graphic Feature	**Text or Graphic Feature**	**Text or Graphic Feature**
Map of California, p. 6		
Purpose Shows where redwood parks are located	**Purpose**	**Purpose**

Name _____ Date _____

Target Vocabulary

Choose the Target Vocabulary word that best matches the phrase below.

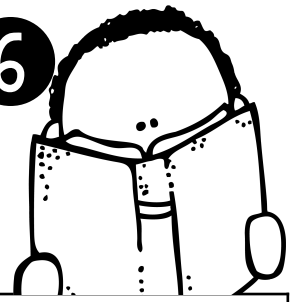
Vocabulary

continent	dense	resources
civilized	independent	customs
shallow	opportunities	moisture
evaporate		

Which word describes …

1. tiny drops of water? _____
2. an organized society? _____
3. chances to do things? _____
4. change from a liquid into a gas? _____
5. materials that can be used? _____
6. a very large area of land? _____
7. closely packed together? _____
8. activities people in a culture usually perform? _____
9. not deep? _____
10. something that is separate from other things? _____

Reading Menu 26



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. If you could interview the author, what questions would you ask? Why?	2. Compare and contrast this story to another story that you have read.	3. Who is telling the story? How can you tell?
4. Retell the funniest part of the story.	5. Which character from the story reminds you of someone you know? Why?	6. What is the problem in the story?
7. Do you agree with the author's point of view? Why or why not?	8. What types of people need to know the facts that are included in your text? Why?	9. What questions do you still have on the topic you are reading about?

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.

13

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.

STOP

C: _____

I: _____

AS: _____

Musical Dunes

When you think of famous singers, you probably think of a musical artist or band. Have you ever thought of a | especially
hundred
sand | dune as a singer? It may | dry
tone
sound | strange, but several famous sand dunes | are
minutes
deserts | responsible for creating many unique songs.

Over | responsible
thirty
made | sand dunes around the world create these " | attraction
feet
dune | tunes." Observers describe the sound as a | mineral
thought
loud | roar, low thrumming, or even a | people
say
funny | squeak. Some people even compare the | sound
beautiful
unusual | to a barking dog! Scientists think they | singer
know
dogs | how these sounds are made.

When | nine
grains
storm | of sand crash together, a very | together
small
may | sound is made. The sand grains in a | describe
maximum
musical | dune all collide against each other to | tunes
create
strange | a sound wave that vibrates. This | creates
observers
bring | a type of song. In order for the | tours
famous
sand | to sing, the grains must be | other
round
rub |, contain a mineral called silica, and | be
thrumming
creates | fairly dry. Then, the only thing | beach
needed
are | to create the sound is a | sand
force
stretches | to move the sand. This can | many
probably
be | the wind or people sliding down the | dune
think
creating |. The songs can last up to | contain
several
vibrates | minutes. Tours bring people to the | pure
can
dunes | and show them how to slide down in | world
order
thing | to

Keep going ▶

create the maximum amount of [very / sound / even].

Some of the most beautiful songs [slide / created / low] by dunes can be found in the [says / deserts / scientists] of Oman.

Scientists say the sand [there / find / time] makes a very pure tone. You [can / wind / it's] find other singing dunes around the [grains / world / when]. There are singing dunes in places [such / beaches / makes] as Wales, the United States, and China. The [force / most / artist] famous musical dune in China is [dune / called / next] the Mingsha Sand Dune. Today, it is a [create / thirty / popular] tourist attraction and many people climb the [visitors / dune / songs] and slide down to hear it [sing / collide / crash]. On days when the wind makes the [move / dune's / roar] song especially loud, people can hear the sound [island / ever / miles] away.

Another popular singing dune is on the [island / sliding / remember] of Kauai. It's called Barking Sand Beach and [days / is / show] one of the biggest beaches in the U.S. [state / fifteen / singing] of Hawaii. The beach stretches fifteen [state / stuck / miles] with huge sand dunes measuring over [miles / one / most] hundred feet. Legend says that the sound [another / comes / dune's] from nine dogs barking at their [such / small / owner] when they were stuck in the [measuring / sand / is] during a bad storm. Visitors rub their [singers / bare / places] feet against the sand to hear it "[bark / sounds / must]."

Keep going ▶

The next time you think about | famous
type
each | singers, remember the famous singing sand | dunes
climb
band | and

their very unusual songs.

K-5 PE

Week May 18th-22th

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

Date	Description of Activity	Duration