

MR. FALONER'S CLASS

READING WEEK 2

WRITING/ELA WEEK 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Target: I will use be able to write a narrative story about a Harris Burdick picture.</p> <p>Key Vocabulary Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p>Directions: Pull out and read the Harris Burdick Introduction and look through each picture. Notice the tiles to the right of the pictures. Under each title there is a story line that goes with the photo. Start to think about which photo you find the most interesting. Continue to work on your body paragraphs. Try to have at least 3 body paragraphs.</p>	<p>Learning Target: I will use be able to write a narrative story about a Harris Burdick picture.</p> <p>Key Vocabulary Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p>Directions: If you are done with your opening paragraphs, start writing your closing or concluding paragraph. Use the link provided in google classroom titled "Writing a Closing Paragraph" to help guide you in this process. If you do not have internet access, you the provided notes, I provided to you.</p>	<p>Learning Target: I will use be able to write a narrative story about a Harris Burdick picture.</p> <p>Key Vocabulary Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p>Directions: If you are done with your opening paragraphs, start writing your closing or concluding paragraph. Use the link provided in google classroom titled "Writing a Closing Paragraph" to help guide you in this process. If you do not have internet access, you the provided notes, I provided to you.</p>	<p>Learning Target: I will use be able to write a narrative story about a Harris Burdick picture.</p> <p>Key Vocabulary Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p>Directions: Proof read with an adult or older sibling. Proof read with an adult. Spend the rest of the time making suggested changes.</p>	<p>Learning Target: I will use be able to write a narrative story about a Harris Burdick picture.</p> <p>Key Vocabulary Narrative Story- a piece of writing characterized by a main character in a setting who encounters a problem or engages in an interesting, significant or entertaining activity or experience.</p> <p>Directions: Using the provided rubric in the packet, self-score yourself. If you give yourself a score of a 1-2 describe what you would do differently. Next week hopefully we are going to go digital. If we do and you are able to get your laptop, you will be typing your story and can then make changes to make your paper even stronger.</p>

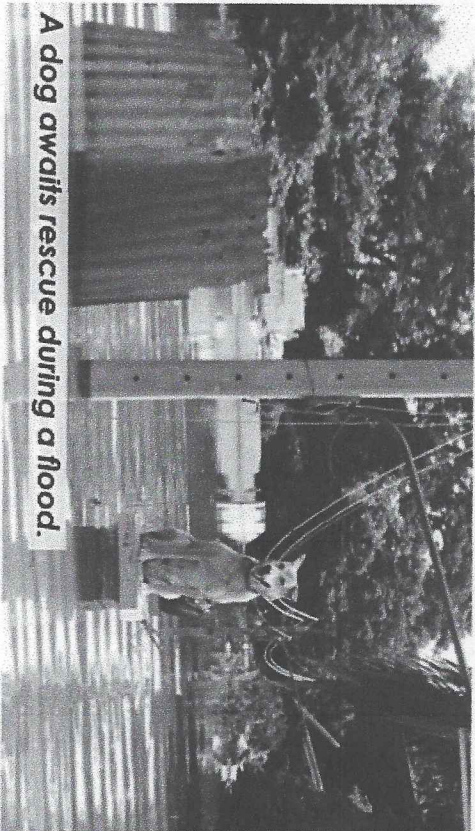
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Target: I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p>Key Vocab: (definitions are on front page of each reading passage) Evacuate, dehydrate, devastating</p> <p>Directions: Pull out the story "Animal Rescue"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer 6 supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p> <p>Don't forget you can still access readinga-z</p>	<p>Learning Target: I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p>Key Vocab: (definitions are on front page of each reading passage) Boycott, nonviolence, compassion, violated, strategy</p> <p>Directions: Pull out the story "Seeking Shelter"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer 6 supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p> <p>Don't forget you can still access readinga-z</p>	<p>Learning Target: I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p>Key Vocab: (definitions are on front page of each reading passage) Speech therapist, nonverbal, compassion</p> <p>Directions: Pull out the story "Autism"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer 6 supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p> <p>Don't forget you can still access readinga-z</p>	<p>Learning Target: I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p>Key Vocab: (definitions are on front page of each reading passage) Speech therapist, nonverbal, compassion</p> <p>Directions: Pull out the story "You don't know Tony"</p> <p>Preview the text. What do you think it will be about? Make mental notes.</p> <p>Look at the critical vocabulary. Highlight or underline the words you already know. Review the word you do not know.</p> <p>Read the story and answer 6 supporting questions.</p> <p>Make sure to free read for 20 minutes a day.</p> <p>Don't forget you can still access readinga-z</p>	<p>Learning Target: I will be able to read an informational text to find evidence to support a claim and answer questions.</p> <p>Directions: Today you will be finishing up anything from the last 4 days. Monday was a short day due to the fact that you more than likely did not get your packet until the late afternoon. If you didn't finish everything, then spend today finishing. If you did, go to readinga-z or use a book of your choice to free read.</p>

MATH WEEK 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Target: I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of adding fractions by practicing the skill on a worksheet.</p> <p>Directions: Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p>Learning Target: I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of adding fractions by practicing the skill on a worksheet.</p> <p>Directions: Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p>Learning Target: I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of subtracting fractions practicing the skill on a worksheet.</p> <p>Directions: Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p>Learning Target: I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>I will be able to demonstrate my understanding of multiplying fractions practicing the skill on a worksheet.</p> <p>Directions: Complete the worksheet (Front and back) by drawing a model below each problem.</p>	<p>Learning Target: I will be able to apply my previous acquired skills to solve word problem with multiplication and division.</p> <p>When done with word problems, finish completing any work you need to finish in the packet.</p> <p>Do STMATH if you have tim</p> <p>Directions: Complete the worksheet (Front and back) by drawing a model below each problem.</p>

Animal Rescue

evacuate – to leave a place because of dangerous conditions
dehydrated – suffering from a shortage of water in the body
devastating – causing great harm or damage



A dog awaits rescue during a flood.

The date was August 27, 2005. Hurricane Katrina was moving northwest across the Gulf of Mexico. Weather forecasters predicted that the hurricane could spell disaster for New Orleans. The following day, Mayor Ray Nagin ordered people to **evacuate** the city. No one knew at the time that much of New Orleans would be flooded for weeks. People who evacuated expected to return within a few days. Many went to emergency shelters that didn't allow pets, so they left their pets at home with four days' worth of food and water. When days turned into

weeks, many of those animals died. Those that survived were trapped inside locked homes.

As word spread about the situation, thousands of animal rescue workers and volunteers from across the country traveled to New Orleans to help the stranded pets. They faced toxic floodwaters to break into locked homes and rescue animals. They also searched neighborhoods to catch pets that were running free. Whether trapped or free, the animals were hungry, **dehydrated**, frightened, and often sick or injured.

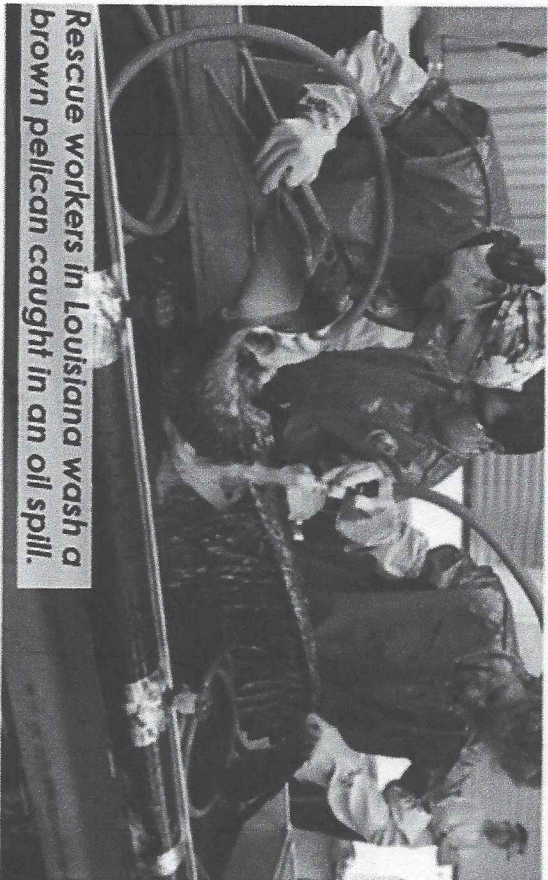
More than fifteen thousand pets were rescued after Hurricane Katrina. Most were taken to an emergency animal shelter outside of New Orleans. Volunteers gave them emergency care and also recorded their breed, sex, and where they had been found. Many of the animals were later taken to animal shelters in other states. An online database was set up in hopes of reuniting the animals with their owners. About one-sixth of the pets were reunited, and new homes were found for the others. Sadly, thousands of animals died.

The destruction caused by Hurricane Katrina was tragic on many levels. The suffering and loss of life—both human and nonhuman—were **devastating**, as was the property loss. The hurricane was also an opportunity to learn better ways to deal with disaster relief. One of the lessons was about companion animals. The year after Katrina, the United States passed a law requiring FEMA, the government agency that handles disaster response, to consider the needs of people with pets and service animals.

Hurricanes are just one type of natural disaster that creates a need for animal rescue. Wildfires and volcanic eruptions may also require people to flee an area to save their own lives, and household pets aren't the only

animals in need of help. Some people scramble to find safe situations for larger animals such as horses, cattle, and sheep. Captive animals in zoos and aquariums also need care. During Hurricane Katrina, workers at New Orleans' Aquarium of the Americas temporarily sent penguins, sea otters, and some other animals to facilities in other states. Unfortunately, thousands of fish died when New Orleans lost power.

In addition to natural disasters, human-caused disasters such as oil spills also create a need for animal rescue. Oil is extremely dangerous to wild animals. They try to clean themselves by licking off the oil, which is harmful to their internal organs. It can also burn skin and cause breathing problems. In addition, oil prevents the fur of sea otters and fur seals from keeping the animals warm. It also causes birds' feathers to become plugged and too heavy for flight.



Rescue workers in Louisiana wash a brown pelican caught in an oil spill.

Animal rescue workers flock to coastal areas when an oil spill takes place. They use gentle soap to remove the oil, and the animals are given medicine to reduce pain

and help with healing. Workers also flush oil from animals' stomachs and give them fluids so they stay hydrated. It usually takes one or two weeks before birds' waterproofing returns. Other kinds of recovery can take longer.

Animal rescue workers face huge risks to help animals during disasters. They deal with unsafe situations such as high winds, fire, and toxic smoke and water, and they handle terrified and sometimes dangerous animals. They also treat injuries, infections, and other serious health conditions. Workers take these risks because of their great love of animals. Alex Chernavsky, who rescued animals during Hurricane Katrina, says, "Rescuing animals during Katrina is one of the most important things I've ever done."

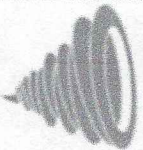
WHEN DISASTER STRIKES



67% of Americans have pets.



consider their pets members of their family.



When Hurricane Katrina hit, 44% of the people who chose not to leave their homes did so because they could not evacuate with their pets.

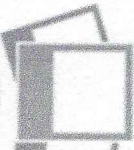
KEEP YOUR PETS SAFE



Make sure pets wear collars and I.D. tags with up-to-date contact information, and have them microchipped.



Put alert stickers on your home windows so that rescue workers know you have pets in your home.



Keep current photos of your pets in case one of them goes missing.



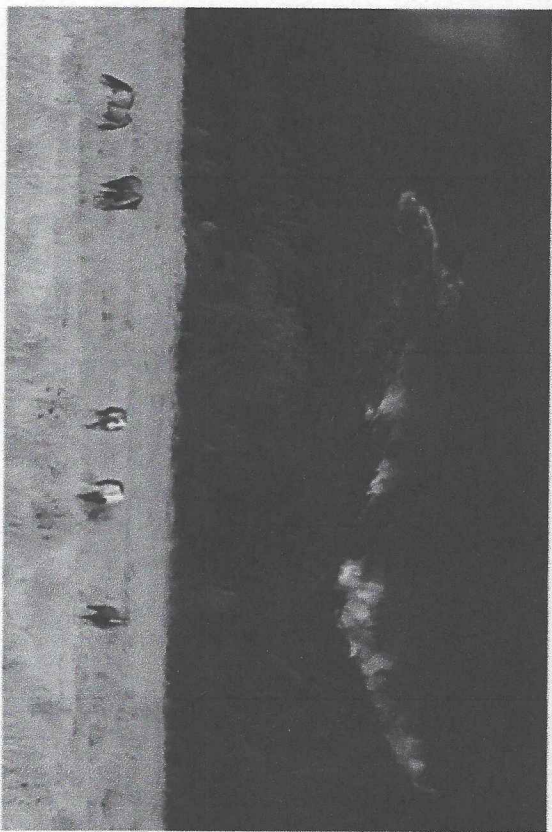
Learn exit routes and the locations of pet-friendly shelters and hotels. Identify friends who can take your pets in case of emergency.

Read the following questions? Choose 6 questions to answer in the space below. Make sure to write which question you are answering.

1. What evidence in the text explains why thousands of pets were stranded in homes in New Orleans during Hurricane Katrina? RI.5.1
2. Summarize the information in the article in a few sentences. RI.5.2
3. List five effects of oil spills on wild animals. RI.5.3
4. What does the word *reunite* in paragraph 3 mean? What information in the text helps you understand the meaning of this word? RI.5.4
5. How is the text arranged? Why did the author use this structure? RI.5.5
6. Why did the author write this article? RI.5.6
7. List three things you learned from the infographic that were not included in the text of the article. RI.5.7
8. The author claims that Hurricane Katrina was an opportunity to learn better ways to deal with disaster relief. What evidence supports this claim? RI.5.8
9. In addition to household pets, what other categories of animals mentioned in the article do animal rescue workers help? RI.5.1
10. List four challenging situations mentioned in the article that animal rescue workers face to help animals during disasters. RI.5.1
11. How would this article be different if it were written in first person by an animal rescue worker? RI.5.6

Tuesdays

Seeking Shelter



The wildfires were never expected to come near Eldridge, but tinder-dry grass and changing winds make such things unpredictable. Warnings began flashing on the television all day yesterday. By nightfall, the Arroyo family could see a faint orange glow over the distant hills.

Living in Northern California, Pilar's family was prepared for such natural disasters. Dad grabbed the folder of important documents and a box of priceless items to pack into the car. It contained old wedding photos, baby blankets, and other things that couldn't be replaced. Mom packed everyone's clothes and

made sandwiches for the long car ride. Meanwhile, Pilar and Jack wrangled the family's three cats into separate carriers. Everyone knew their role and did it well. It didn't even occur to Pilar to worry about her family's safety. It was the horses and the house she was nervous about.

"Jeff should be here in another twenty minutes," Dad said as he hung up the phone.

With four horses and only a two-horse trailer, the family couldn't evacuate all the horses at once. Uncle Jeff would come and wait for help while the others headed to safety. After years in the army, Uncle Jeff was always calm during an emergency. He would make sure they all got out all right.

"Let's bring the big crate from when we had Caesar," Mom suggested. "Maybe the shelter will need it. They don't always have enough crates for big dogs, and they're sure to be filled to capacity."

When Uncle Jeff arrived, he and Dad went over the plan. They would put the trailer onto Jeff's truck and load Daisy and Molly, the younger horses, in it. While Jeff waited for volunteers from Sonoma Animal Rescue to come, he would take the four-wheeler out to cut sections of fence. That would allow any stranded animals to get through if needed. It would also allow Rusty and Pinto, the older horses, to escape on their own if the volunteers never made it.

Pilar said a silent prayer that the volunteers would show up soon with their trailer. She prayed that the firefighters would be able to stop the blaze before it

came near their house. Then she climbed into the car with her mom among duffel bags, a cooler, bags of cat food, and Mr. Whiskers in his carrier. Dad and Jack drove the family's other car, with Poppin and Tooley inside.

It would take a couple of hours to get to the Berkeley fairgrounds, where evacuated animals were being sheltered. Once they dropped off the cats and met up with Uncle Jeff there, they would all drive an hour farther to where evacuees were being housed.

"We're lucky," Mom explained, "because evacuating first means there'll be room for us and room for our animals. Who knows how long this fire will burn and how many more families will have to relocate."

Just as she finished speaking, a cloud of ash and smoke enveloped the car. Mom slowed to a stop and remained calm as it swirled around them. Once the wind changed and the smoke cleared, Pilar could see her dad wave from his car ahead of them.

"We'll be past any smoke in just a minute," Mom said calmly, "but I don't like that it's coming close to



this road. Other families need to pass this way."

A minute or two later, Pilar watched her dad's car slow down and pull off to the side of the road. There wasn't any smoke, so she wondered what was going on. He got out of his car and jogged back to speak to Pilar's mom.

"It's a goat," he explained. "Someone must have set it loose. It might be okay, but there's already smoke coming this way, and we have Caesar's big crate. Let's see if we can get him inside it and take him to the shelter."

While Dad and Jack lured the goat with a tomato from the cooler, Mom and Pilar positioned the crate in the back of the car. After the brief stop, the family of four, three cats, and one goat were on their way again.

About forty minutes into the drive, Mom's phone pinged with a text message from Uncle Jeff. The volunteers had arrived, and the horses were loaded. Pilar breathed a sigh of relief. Whatever happened now with the wildfire and the house, at least she knew her family and their pets would be safe.

Read the following questions? Choose 6 questions to answer in the space below. Make sure to write which question you are answering.

- 1) How does the story characters help one another during the emergency? RL.5.1
- 2) What is the theme of the story? What helped you determine the theme? RL.5.2
- 3) How does the setting impact the story? RL.5.3
- 4) What words and phrases from the text show that Mom is calm and optimistic? RL.5.4
- 5) Why is paragraph 6 important to the text? RL.5.5
- 6) How would the story be different if it were told from pillars point of view? RL.5.6
- 7) How does the first photo contribute to your understanding of the text? RL.5.7
- 8) Describe details from the story shown in the second photo? RL.5.7
- 9) How are the main characters's in the story similar to students in the "Cry of the Ocean (week 4)?
RL.5.8
- 10) What example from the text show that the Arroyos are unselfish?
- 11) What does the word priceless in paragraph 2 mean? What other phrase in this paragraph help explain its meaning? RL.5.4
- 12) If you could give the story a different title, what would it be? Why?

Wednesday

Autism

speech therapist – a person whose job is to help people with speech problems learn to talk
nonverbal – not involving the use of words
compassion – awareness of and concern for another person's suffering

Jenny's parents knew something was wrong soon after she was born. She hated being touched or picked up, and although she would awaken most nights screaming, no one could comfort her. Jenny couldn't talk for three years, but now she can, thanks to the help of a **speech therapist**. However, she doesn't like to be around people, and she screams when anyone tries to interact with her.

Darren started to talk earlier than Jenny, but he often repeated the same words over and over. He only ate yellow foods, and his favorite activity was lining up his toys. He complained that his clothes felt itchy and wouldn't wear any that had labels. Once Darren started school, however, it became clear that he was brilliant at math. Still, many things are hard for him, including making friends.

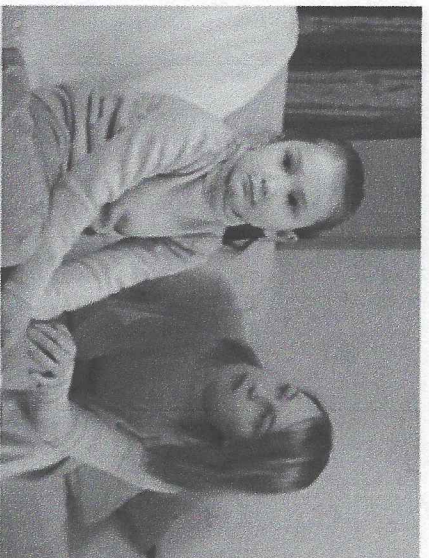
Jenny and Darren are different in many ways, but they have something in common—both of them are on the autism spectrum. (A spectrum is a range of things that are only somewhat similar.) Autism is a condition that affects how some children's brains develop and process information. It usually shows up before the age of three. Because it affects people in different ways, experts often call it *autism spectrum disorder*. However, all people with autism have trouble making sense of the world in certain ways.

People with autism often have difficulty talking with other people and may avoid eye contact. Some have a hard time finding the right words to express their thoughts and prefer to be alone. Others are unable to form words and may use a special device, such as a keyboard, to communicate.

People with autism may not understand the **nonverbal** signals that others use to communicate. For example, they may not understand the hidden message in a smile or a wave. They also may not understand that people take turns when they have a conversation. Because people with autism miss social signals, they may get teased or even bullied.

Children with autism often have a hard time sitting still. They may repeat certain movements, such as twirling or flapping their hands. In addition, they may have a hard time using their bodies smoothly, such as when running. They may also have trouble handling small objects.

Another challenge for many people with autism is sensitivity to lights, sounds, textures, and touch. Lights may seem too bright, sounds too loud, and fabrics too scratchy. These things aren't just annoying—they can seem overwhelming. Many people with autism are calmer when their lives are the same from one day to the next. They may eat the same foods or play with the same toy every day.



Children with autism may not make eye contact or want to connect.

About one in fifty-nine children in the United States has some form of autism, and it is more common in boys than girls. No one knows what causes autism, and there is no cure. However, helping children while they're still young gives them the best chance of gaining skills and leading a full life. Parents, teachers, doctors, and therapists can all make a big difference in the lives of people with autism. So can friends, siblings, and classmates.



A therapist helps a young boy with autism calm down.

"If you've met one person with autism, you've met one person with autism."

-Dr. Stephen Shore, an autistic professor of special education at Adelphi University.

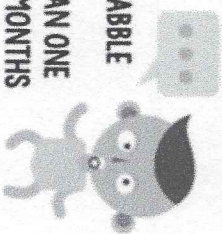
Do you know someone with autism? You can help in many ways.

- Be friendly. Kids with autism sometimes have a tough time feeling welcome. Your kindness is a special gift.
- Learn more about autism. The more you understand, the less afraid you'll be of a classmate's differences, and the more **compassion** you'll have for his or her challenges.
- Don't make fun of behaviors that may seem odd to you. Kids with autism are doing the best they can, just as we all are.
- Include kids with autism in activities, and offer extra help if needed.
- Stand up for kids with autism if they are being bullied, or let a teacher know.

In addition to their challenges, people with autism have gifts to share. They might be very smart, or they may be funny or sweet or determined to find joy, even in the face of difficulties. In truth, we all have both gifts and challenges. Kindness makes the world a better place for everyone.

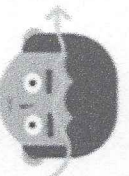
AUTISM

TOP EARLY SIGNS

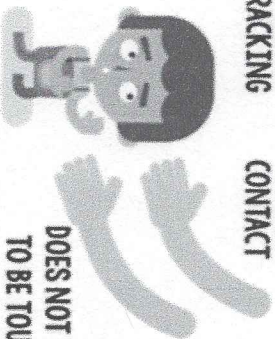


DOES NOT BABBLE

NO MORE THAN ONE WORD BY 16 MONTHS



NO EYE TRACKING



NO EYE CONTACT

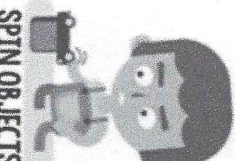
DOES NOT WANT TO BE TOUCHED



ECHOLALIA



ABC DEFG 1234



DIFFICULTY MIXING WITH OTHER CHILDREN



INAPPROPRIATE LAUGHING OR GIGGLING

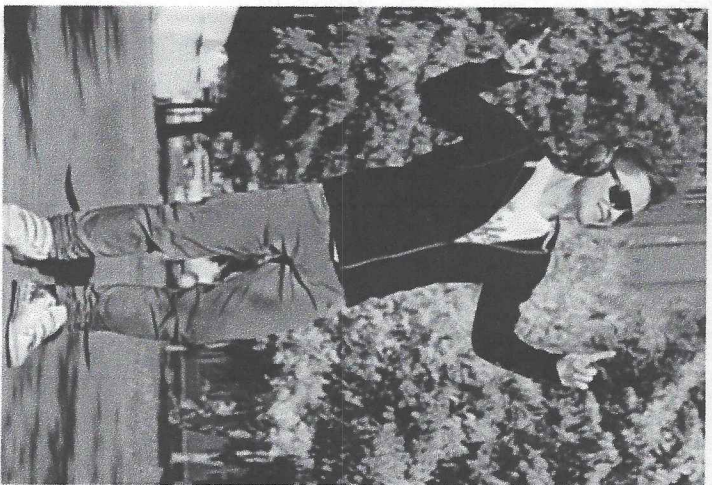
DOES NOT SMILE WHEN SMILED AT

Read the following questions? Choose 6 questions to answer in the space below. Make sure to write which question you are answering.

- 1) What evidence in the text shows that people with autism are sensitive to lights, sounds, textures, and touch? RI.5.1
- 2) What is the main idea of the article? What details support that idea? RI.5.2
- 3) List three things mentioned in the article that are helpful to children with autism. RI.5.3
- 4) What does the word *compassion* mean? Why is this word important to understanding the article? RI.5.4
- 5) How is the text arranged? Why did the author use this structure? RI.5.5
- 6) Why was Dr. Shore's quote included in the article? What does the quote mean? RI.5.6
- 7) How does the graphic contribute to your understanding of the article? RI.5.7
- 8) The author claims that making friends may be hard for children with autism. What evidence supports this claim? RI.5.8
- 9) How is compassion important in this passage and in "Animal Rescue" (Week 5)? RI.5.9
- 10) How are Jenny and Darren the same? How are they different? RI.5.3
- 11) Why do experts use the phrase *autism spectrum disorder* rather than *autism*? RI.5.4
- 12) Why do some children with autism get bullied? What can help them? RI.5.5

You Don't Know Tony

People stare at my older brother wherever he goes, although nowadays more people understand that people with special needs are just different and that exceptionalities are not frightening or contagious. Still, they can't help but give Tony a quick stare and then turn their heads. The looks might be sympathetic or compassionate. I'm not mad at those people anymore, but I used to loathe how they looked at him.



If you lived with Tony, you'd know he can play four instruments, and he can build impressive structures out of Legos. You'd know he is crazy about animals, and animals are crazy about him. If Tony sees an animal in trouble—a turtle crossing the road, a baby bird that has fallen out of its nest, or a squirrel that's stuck in our shed—he rushes to

the rescue. In short, he's sweet, smart, compassionate, and talented. And you know he must be really awesome because I'm his younger brother, and I'm bragging about him. Trust me, there's nothing more annoying than an older brother, even Tony—but I have to admit, he's one fantastic guy!

But if you just see Tony on the street or walking around town, you notice that there's something different about him. He's walking along, singing and humming, and sometimes his hands are flying around as if he's playing an invisible piano. That's part of having autism. You think more about what feels right for you in your mind and your body rather than how people are looking at you. If you ask me, the world should be like that anyway. If the world were like that, I think there would be less bullying, less teasing. What would you bother teasing anyone for? You'd say, "That person must be doing what makes him happy! Good for him!"

But the world isn't like that, and today, as I'm walking home from the park with Tony, I can feel the eyes on us and heads turning as we pass while Tony is belting out, "I wish that I could teach the world to sing in perfect harmony!" He's been learning that song on the guitar this week, and he sounds great. He just doesn't sound like what people expect as they cross Bellham Park on a Thursday afternoon.

"Tony, not so loud—people don't want to hear you serenade them, okay?" I hush him, blushing.

"Mitch, that pigeon's wing is bent." Tony suddenly

stops and won't keep walking, no matter how hard I tug his sleeve.

"It's probably fine," I placate. But I know what's about to happen. Tony, with his laser-beam eyes, has spotted the one pigeon in a flock of three hundred that has a hurt wing, and the hero in his soul is about to burst forth.

"It's a definite break—he can't fly, and he'll become prey to larger animals," Tony says, shaking off my arm and launching himself into the flock of pigeons, making 299 squawking birds take flight and one poor, terrified pigeon scuttle away.

Tony is in his glory. He never notices how everyone stares at him. I try to be like Tony, ignoring the eyes I feel on us and focusing on what my brother's doing. He's taking off his jacket and reaching down unhesitatingly, grabbing the bird just right with his magical, talented hands that never hurt. The pigeon lets him wrap the sleeve of the jacket around it to immobilize the wing, and then Tony looks around. There's a hot dog cart on the edge of the park, and he says, "Mitch, I need a box. Get me a box from the hot dog cart—they must have some."

Feeling like an idiot but refusing to create more of a spectacle by arguing with Tony, I go sheepishly to the hot dog vendor. "My brother found a bird with a broken wing, and he's wrapped it in his jacket. The next step is to put it in a box to transport it to the vet."

The girl working the cart is older than me—probably Tony's age. She quickly grabs a cardboard box used for

buns. "Will this work?"

"I think so, thanks," I smile politely, preparing to leave.

"How'd he know to do that? I could never pick up a wild bird. If I did, it would probably peck my eyes out!" she gasped.

"Yeah, well, my brother is..." He's so many things—so many wonderful, wacky things. I wouldn't change Tony for anything. "My brother is unique."

"I'll say. I never knew someone could rescue a bird like that!"

"Well," I grin, "you don't know Tony."



Read the following questions? Choose 6 questions to answer in the space below. Make sure to write which question you are answering.

- 1) What quote is the best evidence to show that Mitch loves his older brother Tony, even though he is different? RL.5.1
- 2) How does Mitch respond to the challenge of having a brother who acts differently and attracts some unwanted attention? RL.5.2
- 3) Why does Mitch help Tony, although he's embarrassed by his brother's actions? RL.5.3
- 4) What does the word *exceptionalities* mean in this story? How does your knowledge of the word *exception* or *except* help you determine the meaning? RL.5.4
- 5) How does the first paragraph impact the rest of the story? RL.5.5
- 6) Who is telling this story? How can you tell? RL.5.6
- 7) How does the first image give you insight into Tony's personality? Does this image match what you read about him in the story? RL.5.7
- 8) How does the image of the two brothers influence your understanding of the relationship between Tony and Mitch? RL.5.7
- 9) What characteristic of Tony relates to the story "Seeking Shelter" (Week 6)? RL.5.9
- 10) Would you have preferred that this story be written in third person? Why or why not? RL.5.6
- 11) Why do Tony and Mitch have such different reactions to the attention that Tony receives? RL.5.3
- 12) What is the theme of the story? How do you know? RL.5.2

Name _____

Mondays

Solving Problems Practice



<p>Bob can eat half a pizza in 11 minutes. How long will it take Bob to eat $2\frac{1}{2}$ pizzas?</p>	<p>Jada will pay \$385 a month for her new car. She will pay for 5 years. The interest on her car loan is \$410 a year. How much interest will Jada have paid once her car loan is paid in full?</p>	<p>Each gallon of paint covers 350 square feet. Ann needs enough paint to cover 2,100 square feet. How many gallons must she buy?</p>	<p>Mr. Smith and his daughter Dee were building shelves for her room. One day they worked $\frac{2}{3}$ of an hour. The second day they worked twice as long. How many total minutes did they work on the shelves?</p>	<p>Brandi and her mom are shopping at a new pet store with 21 reptiles. One-third of the reptiles are turtles, six more are snakes, and the rest of them are lizards. How many turtles and lizards are there combined?</p>



Fraction Tic-Tac-Toe



To add fractions with unlike denominators, follow these steps.

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

$$+ \frac{2}{6} = \frac{4}{6}$$

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

$$\frac{2}{6} = \frac{2}{6}$$

$$\frac{2}{6}$$

$$+ \frac{2}{6}$$

$$\frac{4}{6}$$

$$\frac{4 \div 2}{6 \div 2} = \frac{2}{3}$$

1. Find the common denominator.

2. Find equivalent fractions.

3. Add.

4. Reduce to lowest terms.

Add. Reduce to lowest terms. Then use the Key to fill in the X's and O's.

Key

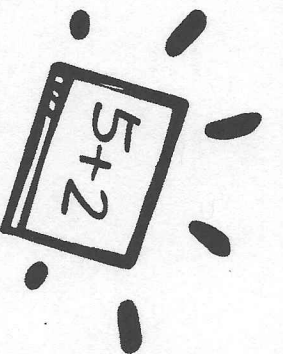
$\frac{3}{5} = O$	$\frac{7}{8} = X$
$\frac{4}{5} = O$	$\frac{1}{4} = O$
$\frac{4}{15} = O$	$\frac{5}{12} = X$
$\frac{4}{9} = X$	$\frac{7}{9} = O$
$\frac{3}{14} = X$	$\frac{1}{2} = X$
$\frac{3}{8} = X$	$\frac{3}{10} = X$
$\frac{2}{3} = O$	$\frac{7}{12} = O$
$\frac{5}{8} = X$	$\frac{5}{6} = X$
$\frac{3}{4} = X$	$1 = O$
$\frac{7}{16} = X$	

A.	$\frac{1}{2}$ + $\frac{1}{8}$	$\frac{1}{2}$ + $\frac{1}{4}$	$\frac{1}{6}$ + $\frac{1}{2}$
	$\frac{1}{4}$ + $\frac{1}{8}$	$\frac{1}{5}$ + $\frac{1}{10}$	$\frac{1}{3}$ + $\frac{1}{6}$
	$\frac{1}{2}$ + $\frac{1}{10}$	$\frac{1}{5}$ + $\frac{1}{15}$	$\frac{1}{3}$ + $\frac{1}{9}$
B.	$\frac{1}{4}$ + $\frac{5}{8}$	$\frac{1}{6}$ + $\frac{1}{12}$	$\frac{1}{3}$ + $\frac{1}{12}$
	$\frac{2}{3}$ + $\frac{2}{6}$	$\frac{1}{2}$ + $\frac{1}{12}$	$\frac{1}{2}$ + $\frac{2}{6}$
	$\frac{1}{7}$ + $\frac{1}{14}$	$\frac{3}{16}$ + $\frac{1}{4}$	$\frac{2}{3}$ + $\frac{1}{9}$

Name _____

Tuesday

Solving Problems Practice



<p>Jimmy practiced half the amount of piano that Heather did. Heather practiced one-fourth the time that Connor did. Conner practiced twice as long as Laura. If Laura practiced for 2 hours, how long did Jimmy practice?</p>	<p>Pedro read 145 books during the school year. Sammy read 260, Lori read 118, and Scott read 229 books. How many books were read by Sammy, Lori, and Scott?</p>	<p>It costs \$15 to attend a golf camp. Buckets of golf balls to use for practice cost an extra \$5 each. How many buckets of golf balls can Alex buy if he has \$60 to spend?</p>	<p>Ruth's car traveled 120 miles during the 1st race. During the 2nd race, it traveled 124 miles. During the 3rd race, it traveled 189 miles. Estimate the number of miles the car traveled in all.</p>	<p>Music World is having a huge sale. They are selling every item at half price. Danny wants to buy three items. The prices before the sale are \$8.50, \$14.00, and \$12.26. What will the three items cost in all on sale?</p>



The Rapids Are Approaching!



To add mixed numbers, follow these steps.

$$\begin{array}{r} 1 \frac{2}{4} = \frac{4}{8} \\ + 1 \frac{6}{8} = \frac{6}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \frac{4}{8} \\ + 1 \frac{6}{8} \\ \hline 2 \frac{10}{8} \end{array}$$

2. Add the fractions.
Change the improper fraction to a mixed number.

$$\begin{array}{r} 1 \frac{4}{8} \\ + 1 \frac{6}{8} \\ \hline 3 \frac{2}{8} \end{array}$$

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

1. Find equivalent fractions.

3. Add the whole numbers.

4. Reduce the fraction to lowest terms.

Add. Reduce to lowest terms.



A.
$$\begin{array}{r} 1 \frac{1}{2} \\ + 3 \frac{1}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \frac{1}{2} \\ + 2 \frac{4}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{1}{2} \\ + 1 \frac{3}{4} \\ \hline \end{array}$$

B.
$$\begin{array}{r} 2 \frac{3}{7} \\ + 1 \frac{1}{14} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{1}{6} \\ + 1 \frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \frac{1}{2} \\ + 2 \frac{1}{3} \\ \hline \end{array}$$

C.
$$\begin{array}{r} 4 \frac{2}{3} \\ + 3 \frac{1}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{5}{8} \\ + 1 \frac{4}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \frac{1}{6} \\ + 1 \frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \frac{3}{9} \\ + 1 \frac{1}{3} \\ \hline \end{array}$$

D.
$$\begin{array}{r} 6 \frac{1}{3} \\ + \frac{2}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{1}{3} \\ + \frac{4}{9} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \frac{1}{2} \\ + 2 \frac{4}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 1 \frac{1}{4} \\ + 3 \frac{7}{8} \\ \hline \end{array}$$

E.
$$\begin{array}{r} 2 \frac{3}{5} \\ + 1 \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{2}{4} \\ + 1 \frac{1}{8} \\ \hline \end{array}$$

$$\begin{array}{r} 9 \frac{2}{5} \\ + \frac{8}{10} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{4}{5} \\ + 3 \frac{9}{10} \\ \hline \end{array}$$



Laura and her brother went canoeing down the Snake River. They paddled for 2 and $\frac{3}{4}$ hours before stopping for lunch. After lunch, they paddled for 3 and $\frac{4}{8}$ hours. How long did they paddle altogether?

Name _____

wednesdays

Solving Problems Practice



<p>When the soccer team scored a goal, the people in six groups of seats stood up to cheer. There were 1,285 people seated in each group of seats. How many people stood up to cheer?</p>	<p>During the week, five students kept track of how much time they did homework. Jon did 185 minutes, Susan did 205 minutes, Doug did 240 minutes, Sharon did 95 minutes, and Bo did 155 minutes. What is the range of the minutes spent doing homework?</p>	<p>Tim's family collected aluminum cans to recycle. They got two cents for every three cans they collected. How much money did they receive for 2,187 cans?</p>	<p>The snack bar was open for 4 hours. 325 bags of popcorn were sold every hour. How many bags of popcorn were sold altogether?</p>	<p>Allie will host a picnic. Hot dogs come in packs of 8, but hot dog buns in packs of 10. If she needs to have the same number of hot dogs and buns, what is the least number of each that Allie can buy?</p>

Name _____



Subtracting fractions with unlike denominators

A Grand Canyon



To subtract fractions with unlike denominators, follow these steps.

$$\frac{3}{4} = \frac{\quad}{8}$$

$$-\frac{4}{8} = \frac{\quad}{8}$$

$$\frac{3 \times 2}{4 \times 2} = \frac{6}{8}$$

$$-\frac{4}{8}$$

$$\frac{6}{8}$$

$$-\frac{4}{8}$$

$$\frac{2}{8}$$

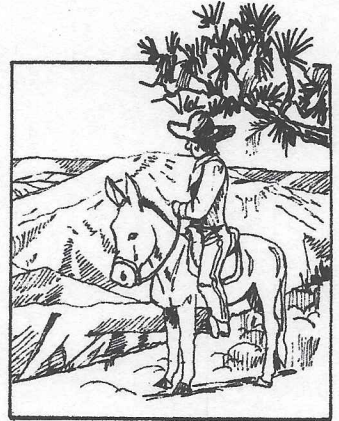
$$\frac{2}{8} = \frac{1}{4}$$

1. Find the least common denominator.

2. Find equivalent fractions.

3. Subtract.

4. Reduce to lowest terms.



Subtract. Reduce to lowest terms. Then write the numerator of the problems listed below to complete the interesting fact.

A. $\frac{7}{14}$

$$-\frac{3}{7}$$

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

$$-\frac{10}{15}$$

C. $\frac{4}{6}$

$$-\frac{5}{12}$$

D. $\frac{2}{3}$

$$-\frac{1}{12}$$

E. $\frac{4}{7}$

$$-\frac{7}{14}$$

F. $\frac{23}{25}$

$$-\frac{3}{5}$$

G. $\frac{4}{8}$

$$-\frac{4}{16}$$

H. $\frac{7}{10}$

$$-\frac{3}{5}$$

I. $\frac{2}{3}$

$$-\frac{4}{9}$$

J. $\frac{5}{6}$

$$-\frac{3}{12}$$

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

$$-\frac{8}{12}$$

L. $\frac{9}{10}$

$$-\frac{3}{5}$$

M. $\frac{4}{7}$

$$-\frac{3}{14}$$

N. $\frac{7}{9}$

$$-\frac{3}{18}$$

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

$$-\frac{6}{15}$$

Grand Canyon National Park covers

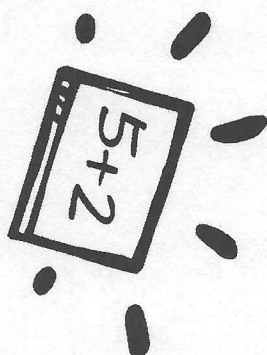
_____ acres.

K I C F L D M

Name _____

Thursdays
~~Wednesdays~~

Solving Problems Practice



<p>The city fleet has 127 buses. Each bus can seat 44 people at a time. If all the buses were in use at the same time and each bus was full, how many people would be seated?</p>	<p>At a balloon festival, 268 people showed up to watch on Friday night. On Saturday night, twice as many people came. How many people in all came to watch on both nights?</p>	<p>Russell was scheduled to leave on vacation when a snowstorm came through. $\frac{1}{4}$ out of 496 flights at the airport were canceled. How many flights were able to leave?</p>	<p>Kayleen's family went to a family reunion. They drove 1,520 miles the first day and 986 miles the second day. How many more miles did they travel on the first day?</p>	<p>Marty keeps coins in large bottles. Marty has 38 bottles and each one holds 445 pennies. How many pennies does Marty have in all the bottles?</p>

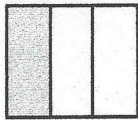
Name _____



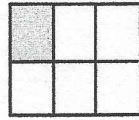
It's Raining Multiplication



To multiply fractions, multiply the numerators. Then multiply the denominators. Reduce to lowest terms.

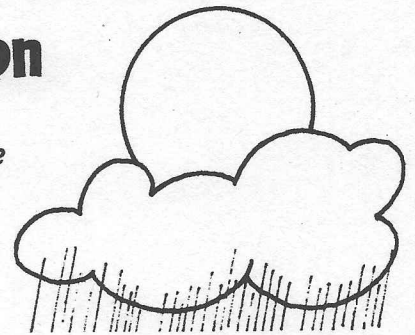


$$\frac{1}{2} \text{ of } \frac{1}{3}$$



$$\frac{1}{2} \text{ of } \frac{1}{3} = \frac{1}{6}$$

$$\frac{1 \times 1}{2 \times 3} = \frac{1}{6}$$



Multiply. Reduce to lowest terms. Then write the ones digit in the denominator from each product in the raindrops in order on the lines below to learn a fact about rain.

A. $\frac{1}{3} \times \frac{2}{6} =$ $\frac{3}{5} \times \frac{2}{3} =$ $\frac{3}{4} \times \frac{1}{2} =$ $\frac{1}{4} \times \frac{1}{3} =$

B. $\frac{1}{5} \times \frac{1}{6} =$ $\frac{2}{4} \times \frac{1}{2} =$ $\frac{1}{4} \times \frac{2}{3} =$ $\frac{3}{4} \times \frac{1}{3} =$

C. $\frac{4}{8} \times \frac{1}{2} =$ $\frac{1}{8} \times \frac{1}{2} =$ $\frac{1}{5} \times \frac{1}{10} =$ $\frac{1}{3} \times \frac{1}{6} =$

D. $\frac{3}{5} \times \frac{1}{3} =$ $\frac{2}{6} \times \frac{1}{4} =$ $\frac{1}{3} \times \frac{1}{2} =$ $\frac{5}{8} \times \frac{2}{3} =$

E. $\frac{3}{7} \times \frac{3}{6} =$ $\frac{1}{5} \times \frac{1}{4} =$ $\frac{1}{2} \times \frac{1}{4} =$ $\frac{2}{3} \times \frac{3}{4} =$

F. $\frac{3}{5} \times \frac{1}{2} =$ $\frac{4}{6} \times \frac{2}{3} =$ $\frac{1}{2} \times \frac{1}{9} =$ $\frac{3}{4} \times \frac{2}{7} =$

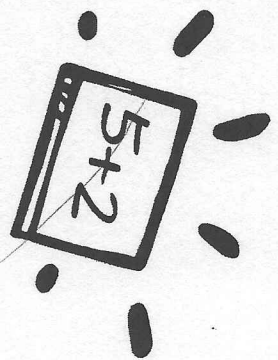
Areas of Hawaii have over _____ inches
A B C

or _____ centimeters of rain each year!
D E F

Name _____

Friday

Solving Problems Practice



<p>Carrie bought 527 pieces of candy corn, 389 chocolate candies, and 680 lemon drops. How many pieces of candy did Carrie buy in all?</p>	<p>Jimmy bet his mom he could clean his entire room in $7\frac{1}{2}$ minutes. He won the bet with 49 seconds to spare. How many seconds did it take for Jimmy to clean his room?</p>	<p>Three children in the Smithson family have been saving money to buy a new computer. They are going to split the cost. If the entire system costs \$2,172, how much will each person have to pay?</p>	<p>The movie theater has room for 325 people. There are 3 dozen seats in the reserved ticket section and 4 seats for customers with handicaps. How many seats are left for all other people?</p>	<p>On Friday night, 2,950 people attended the concert. On Saturday night, 3,159 people attended. If there are 4,000 stadium seats in all, how many empty seats were there for the two nights?</p>

Story Rubric

Use this rubric to develop and revise your draft story. Try to score a 4 in each category!

	Organization	Ideas & Support	Conventions
Score 4	My story is crafted with purposeful structure, includes plot elements, and uses literary devices.	My writing develops an engaging plot with details, including characters, setting, and dialogue.	<ul style="list-style-type: none"> My sentence structure and word choice contribute to the clarity of my story. My writing includes proper grammar, spelling, capitalization, and punctuation.
Score 3	My story has a structure, includes most plot elements, and uses some literary devices.	My writing develops a plot with specific details, including characters and setting.	<ul style="list-style-type: none"> My sentence structure and word choice mostly contribute to the clarity of my story. My writing has a few errors in grammar, spelling, capitalization or punctuation.
Score 2	My use of plot elements and literary devices is not effective. There is some structure.	My writing has a weak plot with few details.	<ul style="list-style-type: none"> My sentence structure and word choice may weaken my story. My writing has errors in grammar, spelling, capitalization, and punctuation.
Score 1	My story has little structure, uses no literary devices, and the narrative is hard to follow.	My writing does not develop a plot and includes very few details.	<ul style="list-style-type: none"> My sentence structure and word choice do not contribute to the clarity of my story. My writing has many errors in grammar, spelling, capitalization and punctuation.