



Dear 3<sup>rd</sup> – 5<sup>th</sup> Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



**Reading (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



**Writing (30 minutes)**- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



**Math (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



**Social Studies (20 minutes)** - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



**Science (20 minutes)**- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



**Exercise (60 minutes a day)** - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



**Lectura (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídale que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



**Escritura (30 minutos)**- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



**Matemáticas (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



**Estudios Sociales (20 minutos)** - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










**Ciencias (20 minutos)**- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










**Ejercicio (60 minutos al día):** es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






## Additional Resource Links






<b>Reading</b>	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels
	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> Free audiobooks for PreK-High school students



<b>Online Magazines</b>	
	Time for Kids <a href="http://www.timeforkids.com">http://www.timeforkids.com</a>
	Scholastic News <a href="http://magazines.scholastic.com">http://magazines.scholastic.com</a> English <a href="https://classroommagazines.scholastic.com/spanish.html">https://classroommagazines.scholastic.com/spanish.html</a> Spanish
	Highlights Kids <a href="https://www.highlightskids.com/">https://www.highlightskids.com/</a>
	Sport Illustrated Kids <a href="http://www.sikids.com">http://www.sikids.com</a>
	National Geographic Kids <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a>



Writing	
	<a href="http://www.scholastic.com/teachers/story-starters/index.html">http://www.scholastic.com/teachers/story-starters/index.html</a> Story Starter ideas by grade level
	<a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> Digital story telling with backgrounds, characters, and text


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

Math	
	<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a> K-5 Math games, lessons, brainteasers
	<a href="https://minds-in-bloom.com/math-scavenger-hun/">https://minds-in-bloom.com/math-scavenger-hun/</a> K-5 Math scavenger hunt ideas
	<a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a> K-8 Practice early math through grade 8
	<a href="https://www.ixl.com/">https://www.ixl.com/</a> K-8 Practice early math through grade 8
	<a href="https://www.mathgames.com/math-games.html">https://www.mathgames.com/math-games.html</a> K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr <a href="https://jr.brainpop.com">https://jr.brainpop.com</a> BrainPOP Español <a href="https://esp.brainpop.com">https://esp.brainpop.com</a> BrainPop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a> BrainPopELL <a href="https://ell.brainpop.com">https://ell.brainpop.com</a> Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	<a href="https://www.eia.gov/kids/">https://www.eia.gov/kids/</a> Information and games about energy
	<a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a> Optical illusions
	<a href="https://blockly.games/">https://blockly.games/</a> Programming games for kids
	<a href="https://www.education.com/activity/social-studies/">https://www.education.com/activity/social-studies/</a> Social Studies activities by grade level

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

Art/Music	
	<a href="http://www.maywoodfinearts.org/?page_id=3043">http://www.maywoodfinearts.org/?page_id=3043</a> Take an online class with Maywood Fine Arts
	<a href="https://colormandala.com/">https://colormandala.com/</a> Color mandelas online

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

## Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

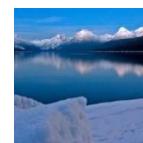
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



## Student eLearning Activities Log Week 10 – May 25 – May 29

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:					
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_



Name \_\_\_\_\_

approximately	astronomical	calculation	criteria
diameter	evaluate	orbit	spheres

**A. Write each word next to its definition.**

1. act of determining something using math \_\_\_\_\_
2. objects shaped like balls or globes \_\_\_\_\_
3. move in a circle around another object \_\_\_\_\_
4. relating to outer space or astronomy \_\_\_\_\_
5. examine closely to decide its value \_\_\_\_\_
6. rules for judging something \_\_\_\_\_
7. nearly or about \_\_\_\_\_
8. distance across a circle through its center \_\_\_\_\_

**B. Write four sentences. Use at least one vocabulary word in each sentence.**

9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_
11. \_\_\_\_\_  
\_\_\_\_\_
12. \_\_\_\_\_  
\_\_\_\_\_



Comprehension: **Cause and Effect Graphic Organizer**

Name \_\_\_\_\_

Read the selection. Complete the cause and effect graphic organizer.

Cause	→	Effect
	→	
	→	
	→	
	→	

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to check your understanding as you read.

### Is There Life Out There?

12 “Is there life out there?” is a question scientists who study astrobiology  
13 are trying to answer. They look for life in space. In recent years, they have  
14 turned their attention to Europa, one of Jupiter’s moons.

15 Europa is a little smaller than Earth’s moon and is covered by a sheet of  
16 ice. Its surface is too cold and has too much radiation for anything to live  
17 there. Scientists want to know what is under the ice. They believe that is  
18 where life on Europa might be.

#### 86 What Life Needs

87 For years, scientists thought all life on Earth depended on energy  
88 from the sun. During a process called photosynthesis, plants use energy  
89 from sunlight to make food and to put oxygen into the atmosphere.  
90 Aerobic creatures use that oxygen to breathe. Sunlight also provides  
91 the warmth that life needs. Scientists believed that nothing could live in  
92 extreme temperatures.

93 Scientists also thought that all food chains led back to plants and  
94 photosynthesis. Recent discoveries, however, have changed what scientists  
95 think about life. They have found worm-like creatures and other animals  
96 living around hydrothermal vents on the ocean floor. These creatures do  
97 not depend on the sun or plants for food and energy.  
98  
99

Name \_\_\_\_\_

The animals living around hydrothermal vents eat bacteria that live on or below the ocean floor. The bacteria get energy through a process called chemosynthesis. Hydrothermal vents spit warm water filled with chemicals from inside the earth. The bacteria use these chemicals as a source of food and energy.

**New Possibilities**

The discovery of chemosynthetic life changed the way scientists think about life in space. They no longer have to look only for places with sunlight and oxygen. Planets with oceans and hydrothermal vents might also support life. Based on these discoveries, Europa began to seem like a place where life might exist.

Europa has oxygen in its atmosphere, but the oxygen does not come from photosynthesis. Europa is too far from the sun and too cold to support photosynthetic life. Its surface temperature is usually more than 200 degrees below zero Fahrenheit.

Europa does have oceans. The ice on this moon's surface covers what looks like moving liquid water. Do these oceans have hydrothermal vents? Scientists do not yet know. If they do, the oceans of Europa might support chemosynthetic life. Only a visit to Europa would tell for sure.

Until then, scientists are studying the closest possible environment they can find on Earth: Lake Vostok in Antarctica. Like Europa's oceans, Lake Vostok sits miles beneath a frozen surface. It does not receive direct sunlight, either. Therefore, like Europa, the lake cannot support photosynthetic life. If scientists find life in the lake, it would support the idea that Europa might also have life.

Name \_\_\_\_\_

**A. Reread the passage and circle the letter of the best answer to each question.**

- 1. Why did scientists initially think life could not exist on Europa?**
  - a. It has no oxygen.
  - b. Its water is frozen.
  - c. It lacks sunlight.
  
- 2. Which discovery changed how scientists think about life in space?**
  - a. Europa
  - b. chemosynthesis
  - c. Lake Vostok
  
- 3. As a result of their discovery, what will scientists look for on Europa?**
  - a. frozen oceans
  - b. hydrothermal vents
  - c. direct sunlight
  
- 4. If scientists find life in Lake Vostok, how would that affect their ideas about Europa?**
  - a. Finding life on Europa would seem more likely.
  - b. Finding life on Europa would seem less likely.
  - c. Ideas about life on Europa would not change.

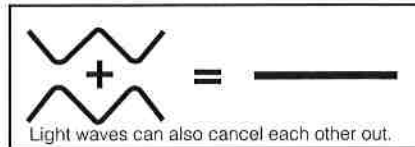
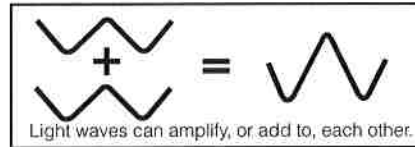
**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Seeing the Light

In 1803, Thomas Young made a discovery about light. He saw that when light from two sources overlapped, it made a pattern of bright light and darkness. He thought light acted like a wave: the bright areas were created when two light waves matched up; the dark areas were created when two light waves did not match. His theory led to future discoveries about light.



Young discovered that light waves change in brightness when they overlap.

Answer the questions about the text.

1. Expository text gives facts about a topic. How can you tell that this is expository text?

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2. List two kinds of text features included above.

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3. How does the title relate to the text?

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4. Which sentence or sentences from the text does the diagram help you understand?

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Name \_\_\_\_\_

A **root** is the basic part of a word that gives the word its meaning. Many English words contain Greek roots.

<b>Greek root</b>	<b>Meaning</b>	<b>Greek root</b>	<b>Meaning</b>
<i>aero</i>	air	<i>logy</i>	the study of
<i>atmos</i>	vapor, steam	<i>photo</i>	light
<i>astro</i>	star	<i>sphaira</i>	globe, ball
<i>bio</i>	life	<i>syntithenai</i>	making or putting together
<i>chemo</i>	chemical	<i>therme</i>	heat
<i>hydro</i>	water		

Read each passage below. Look at each word in bold. Use the chart above to find the Greek root or roots in the word. Place an "X" next to each root that you find.

1. "Is there life out there?" is a question scientists who study **astrobiology** are trying to answer. They look for life in space.

\_\_\_\_\_ bio                      \_\_\_\_\_ logy                      \_\_\_\_\_ astro

2. During a process called **photosynthesis**, plants use energy from sunlight.

\_\_\_\_\_ syntithenai                      \_\_\_\_\_ therme                      \_\_\_\_\_ photo

3. They make food and put oxygen into the **atmosphere**.

\_\_\_\_\_ aero                      \_\_\_\_\_ atmo                      \_\_\_\_\_ sphaira

4. **Aerobic** creatures use that oxygen to breathe.

\_\_\_\_\_ aero                      \_\_\_\_\_ astro                      \_\_\_\_\_ atmo

5. The animals living around **hydrothermal** vents eat bacteria that live on or below the ocean floor.

\_\_\_\_\_ hydro                      \_\_\_\_\_ syntethenai                      \_\_\_\_\_ therme

Name \_\_\_\_\_

A suffix is word part added to the end of a word. A suffix changes the word's meaning and its part of speech.

**-less** means "without" (*fear + less = fearless*)

**-ness** means "state of being" (*sad + ness = sadness*)

*Fearless* is an adjective that means "without fear." *Sadness* is a noun that means "state of being sad."

Read each word in the box below. Then write each word next to its meaning. The first one has been done for you.

hopeless	gladness	effortless	restless	thoughtless
weakness	goodness	motionless	darkness	foolishness

1. state of being good \_\_\_\_\_ **goodness**
2. without hope \_\_\_\_\_
3. state of being weak \_\_\_\_\_
4. state of being glad \_\_\_\_\_
5. without motion \_\_\_\_\_
6. state of being foolish \_\_\_\_\_
7. without effort \_\_\_\_\_
8. without thought \_\_\_\_\_
9. state of being dark \_\_\_\_\_
10. without rest \_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to add related ideas and delete unrelated ideas to create a stronger paragraph.**

**Draft Model**

The best way to learn about space is with a telescope. You can see what the surface of Earth’s moon looks like. The moon is not a planet.

- 1. What is the main topic of this paragraph?
- 2. How might you describe a telescope? For example, are there different types?
- 3. What can you learn from studying the surface of the moon?
- 4. What idea in the paragraph is unrelated to the rest of the paragraph?

**B. Now revise the draft by adding related ideas and deleting unrelated ideas to make a strong paragraph.**

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Name \_\_\_\_\_

April wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Explain the relationship between objects in space, including the Sun, planets, and moons. Use text evidence from When Is a Planet Not a Planet? and "New Moon" to support your answer.*

When it comes to the relationships between objects in space, the most important force is gravity. Gravity shapes celestial bodies as they form and affects how these bodies travel around each other.

Our solar system would never even have formed without gravity. *When Is a Planet Not a Planet?* describes how the Sun's gravity pulled on the bits of rock, dust, ice, and gas in the ring that surrounded it, causing them to clump together and form planets. In addition, the International Astronomical Union states that a planet's own gravity is what pulls it into its round or nearly round shape as it forms.

When a planet becomes large enough, its gravitational pull will "clear the neighborhood" of smaller objects around it. These objects may be pulled into orbit around the planet, becoming its moons. But these moons also pull on the planet they orbit. According to "New Moon," the gravitational pull between the Earth and the Moon creates the tides on Earth. Even such daily sights as the Moon rising or the tide coming in show the force of gravity at work.

Reread the passage. Follow the directions below.

1. Circle the comparative adjective April uses in her writing.
2. Draw a box around the transitional phrase in the second paragraph that April uses to connect two relevant facts.
3. Underline the figurative language that April uses to describe the effects of a planet's gravity.
4. Write one of the domain-specific words April uses in the first paragraph.

\_\_\_\_\_

Name Answer key

approximately	astronomical	calculation	criteria
diameter	evaluate	orbit	spheres

**A. Write each word next to its definition.**

- 1. act of determining something using math calculation
- 2. objects shaped like balls or globes spheres
- 3. move in a circle around another object orbit
- 4. relating to outer space or astronomy astronomical
- 5. examine closely to decide its value evaluate
- 6. rules for judging something criteria
- 7. nearly or about approximately
- 8. distance across a circle through its center diameter

**B. Write four sentences. Use at least one vocabulary word in each sentence. Possible responses provided.**

- 9. I did a quick *calculation* to see if I had enough money to buy six apples.  
\_\_\_\_\_
- 10. What are the *criteria* for determining the winner of the art contest?  
\_\_\_\_\_
- 11. I am *approximately* three inches taller than my sister.  
\_\_\_\_\_
- 12. The spacecraft will *orbit* Earth several times during its flight.  
\_\_\_\_\_

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Name \_\_\_\_\_ *Answer Key* \_\_\_\_\_

**A. Reread the passage and circle the letter of the best answer to each question.**

**1. Why did scientists initially think life could not exist on Europa?**

- a. It has no oxygen.
- b. Its water is frozen.
- c. It lacks sunlight.

**2. Which discovery changed how scientists think about life in space?**

- a. Europa
- b. chemosynthesis
- c. Lake Vostok

**3. As a result of their discovery, what will scientists look for on Europa?**

- a. frozen oceans
- b. hydrothermal vents
- c. direct sunlight

**4. If scientists find life in Lake Vostok, how would that affect their ideas about Europa?**

- a. Finding life on Europa would seem more likely.
- b. Finding life on Europa would seem less likely.
- c. Ideas about life on Europa would not change.

**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

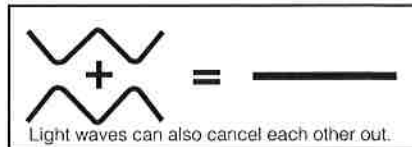
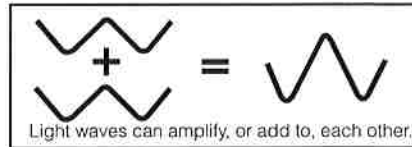
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Name \_\_\_\_\_

Answer Key

## Seeing the Light

In 1803, Thomas Young made a discovery about light. He saw that when light from two sources overlapped, it made a pattern of bright light and darkness. He thought light acted like a wave: the bright areas were created when two light waves matched up; the dark areas were created when two light waves did not match. His theory led to future discoveries about light.



Young discovered that light waves change in brightness when they overlap.

Answer the questions about the text.

1. Expository text gives facts about a topic. How can you tell that this is expository text?

It gives the reader facts and information about science and about a real scientist's discovery.

2. List two kinds of text features included above.  
a title and diagrams with captions

3. How does the title relate to the text?

Possible response: "Seeing the Light" refers to Thomas Young's observation about light.

4. Which sentence or sentences from the text does the diagram help you understand?

"He thought light acted like a wave: the bright areas were created when two light waves matched up; the dark areas were created when two light waves did not match."

*Answer Key*

Name \_\_\_\_\_

A **root** is the basic part of a word that gives the word its meaning. Many English words contain Greek roots.

Greek root	Meaning	Greek root	Meaning
<i>aero</i>	air	<i>logy</i>	the study of
<i>atmos</i>	vapor, steam	<i>photo</i>	light
<i>astro</i>	star	<i>sphaira</i>	globe, ball
<i>bio</i>	life	<i>syntithenai</i>	making or putting together
<i>chemo</i>	chemical	<i>therme</i>	heat
<i>hydro</i>	water		

Read each passage below. Look at each word in bold. Use the chart above to find the Greek root or roots in the word. Place an "X" next to each root that you find.

1. "Is there life out there?" is a question scientists who study **astrobiology** are trying to answer. They look for life in space.

  X   bio                        X   logy                        X   astro

2. During a process called **photosynthesis**, plants use energy from sunlight.

  X   syntithenai              \_\_\_\_\_ therme                X   photo

3. They make food and put oxygen into the **atmosphere**.

\_\_\_\_\_ aero                        X   atmo                        X   sphaira

4. **Aerobic** creatures use that oxygen to breathe.

  X   aero                      \_\_\_\_\_ astro                      \_\_\_\_\_ atmo

5. The animals living around **hydrothermal** vents eat bacteria that live on or below the ocean floor.

  X   hydro                      \_\_\_\_\_ syntethenai                X   therme

*Answer Key*

Name \_\_\_\_\_

A suffix is word part added to the end of a word. A suffix changes the word's meaning and its part of speech.

**-less** means "without" (*fear + less = fearless*)

**-ness** means "state of being" (*sad + ness = sadness*)

*Fearless* is an adjective that means "without fear." *Sadness* is a noun that means "state of being sad."

Read each word in the box below. Then write each word next to its meaning. The first one has been done for you.

hopeless	gladness	effortless	restless	thoughtless
weakness	goodness	motionless	darkness	foolishness

- |                           |                    |
|---------------------------|--------------------|
| 1. state of being good    | <u>goodness</u>    |
| 2. without hope           | <u>hopeless</u>    |
| 3. state of being weak    | <u>weakness</u>    |
| 4. state of being glad    | <u>gladness</u>    |
| 5. without motion         | <u>motionless</u>  |
| 6. state of being foolish | <u>foolishness</u> |
| 7. without effort         | <u>effortless</u>  |
| 8. without thought        | <u>thoughtless</u> |
| 9. state of being dark    | <u>darkness</u>    |
| 10. without rest          | <u>restless</u>    |



Name \_\_\_\_\_

Answer Key

April wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Explain the relationship between objects in space, including the Sun, planets, and moons. Use text evidence from When Is a Planet Not a Planet? and "New Moon" to support your answer.*

When it comes to the relationships between objects in space, the most important force is gravity. Gravity shapes celestial bodies as they form and affects how these bodies travel around each other.

Our solar system would never even have formed without gravity. *When Is a Planet Not a Planet?* describes how the Sun's gravity pulled on the bits of rock, dust, ice, and gas in the ring that surrounded it, causing them to clump together and form planets. In addition, the International Astronomical Union states that a planet's own gravity is what pulls it into its round or nearly round shape as it forms.

When a planet becomes large enough, its gravitational pull will "clear the neighborhood" of smaller objects around it. These objects may be pulled into orbit around the planet, becoming its moons. But these moons also pull on the planet they orbit. According to "New Moon," the gravitational pull between the Earth and the Moon creates the tides on Earth. Even such daily sights as the Moon rising or the tide coming in show the force of gravity at work.

Reread the passage. Follow the directions below.

1. **Circle** the comparative adjective April uses in her writing.
2. **Draw a box** around the transitional phrase in the second paragraph that April uses to connect two relevant facts.
3. **Underline** the figurative language that April uses to describe the effects of a planet's gravity.
4. **Write** one of the domain-specific words April uses in the first paragraph.

Possible answers: gravity, celestial bodies

# HOW TO USE THIS BOOK

*180 Days of Math for Fifth Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every fifth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	<b>Addition or Subtraction</b>	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
2	<b>Multiplication</b>	
3	<b>Division</b>	
4	<b>Place Value or Number Sense</b>	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands place-value structure of the base-ten number system
5	<b>Fractions, Decimals, and Percents</b>	Recognizes and generates equivalent forms of fractions, decimals, and percents
6	<b>Order of Operations and Patterns</b>	Understands the meanings of operations and how they relate to one another; represent and analyze patterns and functions
7	<b>Algebra</b>	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8	<b>Measurement</b>	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
9	<b>Geometry</b>	Analyzes characteristics and properties of two- and three-dimensional geometric shapes; Uses visualization and spatial reasoning to solve problems
10	<b>Data Analysis</b>	Selects and uses appropriate statistical methods to analyze data
11	<b>Probability</b>	Understands and applies basic concepts of probability
12	<b>Word Problem/Logic Problem or Mathematical Reasoning</b>	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

- 1. (Y) (N)
- 2. (Y) (N)
- 3. (Y) (N)
- 4. (Y) (N)
- 5. (Y) (N)
- 6. (Y) (N)
- 7. (Y) (N)
- 8. (Y) (N)
- 9. (Y) (N)
- 10. (Y) (N)
- 11. (Y) (N)
- 12. (Y) (N)

\_\_\_\_ / 12  
**Total**

1. 
$$\begin{array}{r} 148 \\ - 37 \\ \hline \end{array}$$

2. List the first 4 multiples of 5.  
\_\_\_\_\_

3.  $791 \div 4 =$  \_\_\_\_\_

4. What is the number before 13,301?  
\_\_\_\_\_

5. Write the mixed number for  $\frac{8}{3}$ .  
\_\_\_\_\_

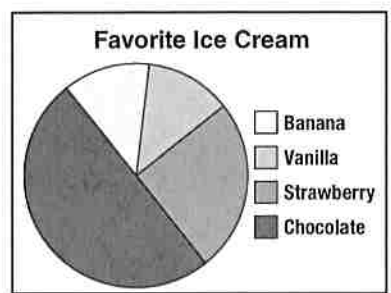
6.  $9 \times 9 + 80 - 40 =$   
\_\_\_\_\_

7.  $\square \div 8 = 4$

8. What is the elapsed time from 9:45 A.M. to 11:16 A.M.?  
\_\_\_\_\_

9. Are there any perpendicular lines in the letter A?  
\_\_\_\_\_

10. What percentage of the people chose vanilla ice cream as their favorite?



11. You can choose 2 toppings for your toast. Your choices are the following: grape jam, butter, honey, and peanut butter. List all the possible combinations you can make.  
\_\_\_\_\_  
\_\_\_\_\_

12. Complete the chart by rounding the number 621,498 to the specified place.

Ten	
Hundred	
Thousand	
Ten Thousand	
Hundred Thousand	

**NAME:** \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1.  $76 + 62 = \underline{\hspace{2cm}}$

2. 
$$\begin{array}{r} 43 \\ \times 12 \\ \hline \end{array}$$

3.  $5 \overline{)825}$

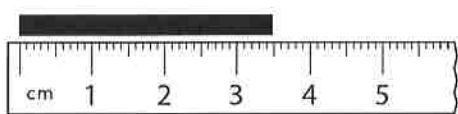
4. Is 5,849 greater than or less than 6,849?  
\_\_\_\_\_

5. Calculate half of \$9.70.  
\_\_\_\_\_

6.  $72 \div 8 + 25 \times 3 = \underline{\hspace{2cm}}$

7.  $42 \times 1 = 42 + \square$

8. What is the line length in centimeters?  
\_\_\_\_\_

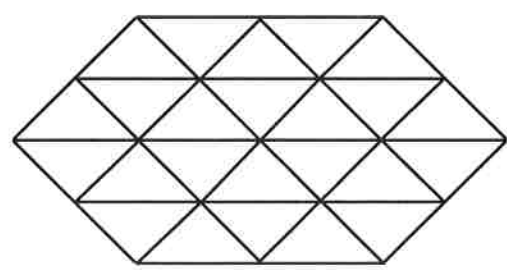


9. What is the sum of the inside angles of a triangle?  
\_\_\_\_\_

10. What is the outlier in this data set?  
278, 324, 353, 125, 314  
\_\_\_\_\_

11. Imagine that you write each letter of the word *CALIFORNIA* on individual cards. You shuffle them, turn them facedown on a table, and turn over the top card. What is the probability of turning over one of the first three letters of the alphabet?  
\_\_\_\_\_

12. Find and color 5 parallelograms within the image below.



**SCORE**

- 1. (Y) (N)
  - 2. (Y) (N)
  - 3. (Y) (N)
  - 4. (Y) (N)
  - 5. (Y) (N)
  - 6. (Y) (N)
  - 7. (Y) (N)
  - 8. (Y) (N)
  - 9. (Y) (N)
  - 10. (Y) (N)
  - 11. (Y) (N)
  - 12. (Y) (N)
- \_\_\_\_ / 12  
**Total**

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

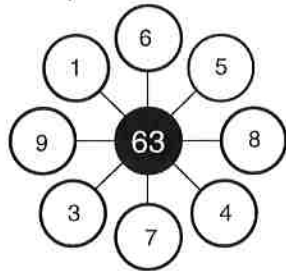
12. (Y) (N)

\_\_\_ / 12

**Total**

1.  $187 - 55 = \underline{\hspace{2cm}}$

2. Color the two factors that give the central product.



3.  $6 \overline{)827}$

4. Which digit is in the thousands place in the number 45,678?

\_\_\_\_\_

5. Write 0.25 as a fraction.

\_\_\_\_\_

6.  $15 \times 3 + 25 = \underline{\hspace{2cm}}$

7.  $\square \times 8 = 168$

8. Calculate the perimeter of a rectangle that is 7 cm by 3 cm.

\_\_\_\_\_

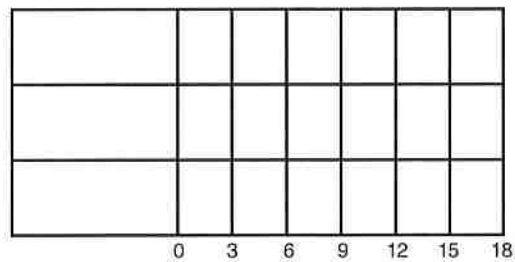
9. How many angles are inside a quadrilateral?

\_\_\_\_\_

10. Create a bar graph based on the tally chart below. Label the graph.

**Money in Tommy's Bank**

Quarters	
Dimes	
Nickels	



11. A family has five members: a mom, a dad, two sisters, and a brother. The family lines up single file. What is the probability that the grandma is at the front of the line?

\_\_\_\_\_

12. Raj has a collection of 30 toy cars. One-third of his collection is trucks. One-half of the collection is racing cars. The rest are sports cars. How many sports cars are in his collection?

\_\_\_\_\_

NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1. 
$$\begin{array}{r} 325 \\ + 134 \\ \hline \end{array}$$

2.  $17 \times 72 =$  \_\_\_\_\_

3.  $664 \div 7 =$  \_\_\_\_\_

4. Round 35,469 to the nearest thousand.  
\_\_\_\_\_

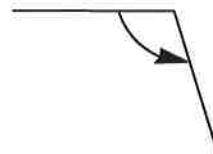
5. Write 65% as a fraction.  
\_\_\_\_\_

6.  $81 \div 9 + 56 \div 8 =$   
\_\_\_\_\_

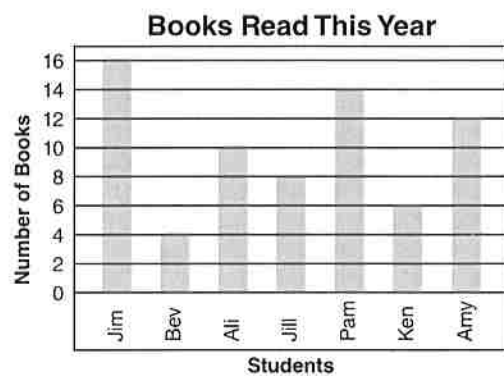
7. 
$$\begin{array}{r} \square \\ + 4 \\ \hline 38 \end{array}$$

8. Could the volume of a room be  $90 \text{ cm}^3$  or  $90 \text{ m}^3$ ?  
\_\_\_\_\_

9. Is the angle greater than or less than  $90^\circ$ ?  
\_\_\_\_\_



10. What percentage of the total books did Jill read?



11. You place the following shapes in a bag: 5 circles, 3 triangles, 7 squares, and 5 rectangles. If you reach into the bag and grab one shape, what is the probability that it will *not* be a square?  
\_\_\_\_\_

12. If you multiply me by 16, the product is 128. What number am I?  
\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

\_\_\_\_ / 12

**Total**

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

1. (Y) (N)

1.  $389 - 125 = \underline{\hspace{2cm}}$

2. (Y) (N)

2. 
$$\begin{array}{r} 325 \\ \times 34 \\ \hline \end{array}$$

3. (Y) (N)

3.  $4 \overline{)276}$

4. (Y) (N)

4. How many digits are in 90,030?

6. (Y) (N)

\_\_\_\_\_

7. (Y) (N)

5.  $\frac{3}{4} \times 32 = \underline{\hspace{2cm}}$

8. (Y) (N)

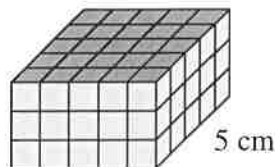
6.  $56 \div 7 - 42 \div 7 = \underline{\hspace{2cm}}$

9. (Y) (N)

7.  $7 \times 10 = 140 \div \square$

10. (Y) (N)

8. What is the volume of the prism?



\_\_\_\_\_

12. (Y) (N)

9.

One of the angles of a triangle is  $90^\circ$ . What kind of triangle is it: *right*, *isosceles*, or *scalene*?

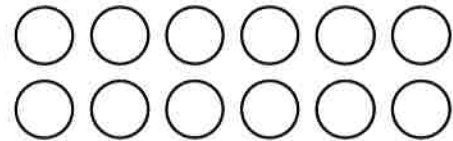
\_\_\_\_\_

10.

What is the mean of these numbers?  
81, 34, 79, 52, 66

\_\_\_\_\_

11.



These twelve marbles are put into a bag and randomly selected for a game. Color the circles so there is a 50% probability of selecting orange, a 25% chance of selecting blue, and a 25% chance of selecting yellow.

12.

Find the rule and complete the table.

Input	Output
8	2
12	3
16	
20	

\_\_\_\_ / 12

**Total**



# ANSWER KEY (cont.)

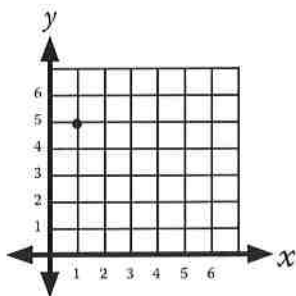
- 36
- 10
- 20
- 8
- 0 vertices
- 14 books
- $\frac{1}{2}$ , 0.50, 50%, or 1 out of 2
- \$5.00

## Day 139

- 159
- 63; 630; 6,300
- 187 R1 or 187.25
- 26,009
- 0.82
- 125
- 27
- 3.5
- $75^\circ$
- 7
- $\frac{1}{2}$ , 0.50, 50%, or 1 out of 2
- Second number: 33; 38; 43. Rule: Subtract 27 from the first number to get the second number.

## Day 140

- 23
- 1144
- 75 R1 or 75.16
- thousands
- $6.75$  or  $6\frac{3}{4}$
- 125
- 45
- 3
- no
- 



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- 2 times
- magic square answers:

9	4	5
2	6	10
7	8	3

## Day 141

- 388
- 64
- 72 R6 or 72.66
- 1,378
- 1
- 10,057
- 3
- no
- no
- no
- no
- $\frac{75}{200}$ ,  $\frac{3}{8}$ , 0.375, 37.5%, or 3 out of 8
- $\frac{69}{100}$ ; 0.69; 69%

## Day 142

- 307
- 752
- 95 R1 or 95.11
- 8 hundreds
- 45
- 65
- 14
- $30 \text{ cm}^2$
- yes
- 52
- 6 blue blocks
- 1,571 turkeys

## Day 143

- 53
- 567
- yes
- 158,249
- $1\frac{7}{8}$
- 45
- 7
- 16
- 8 cm
- \$250.00

- Answers may vary.
- \$199,000

## Day 144

- 23
- 315
- 25 R1 or 25.14
- 28,302
- $\frac{7}{4}$  or  $\frac{14}{8}$
- 140
- 109
- 120
- The long triangular prism on the left should be circled.
- true
- $\frac{1}{16}$ , 0.0625, 6.25%, or 1 out of 16
- answers after 1: 4, 6, 12, 3, 2

## Day 145

- 117
- 1,411
- 54
- 5,000 or 5 thousands
- 30
- 240
- 5
- 2
- 1
- 8 cups of lemonade
- $\frac{4}{10}$ ,  $\frac{2}{5}$ , 0.40, 40%, or 2 out of 5
- \$3.35

## Day 146

- 111
- 5, 10, 15, 20
- 197 R3 or 197.75
- 13,300
- $2\frac{2}{3}$
- 121
- 32
- 91 minutes
- no

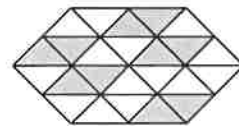
- $\frac{1}{8}$ , 0.125, 12.5%, or 1 out of 8
- grape jam, butter; grape jam, honey; grape jam, peanut butter; butter, honey; butter, peanut butter; honey, peanut butter; or vice versa

12.

Ten	621,500
Hundred	621,500
Thousand	621,000
Ten thousand	620,000
Hundred thousand	600,000

## Day 147

- 138
- 516
- 165
- less than
- \$4.85
- 84
- 0
- 3.5 cm
- $180^\circ$
- 125
- $\frac{3}{10}$ , 0.30, 30%, or 3 out of 10
- Answers will vary.



## Day 148

- 132
- 7 and 9 should be colored.
- 137 R5 or 137.83
- 5
- $\frac{25}{100}$  or  $\frac{1}{4}$
- 70
- 21
- 20 cm
- 4 angles

# ANSWER KEY (cont.)

10.

Money in Tommy's Bank	
Quarters	
Dimes	
Nickels	

Number of Coins

11. 0  
12. 5 cars

### Day 149

- 459
- 1,224
- 94 R6 or 94.86
- 35,000
- $\frac{65}{100}$  or  $\frac{13}{20}$
- 16
- 34
- 90 m<sup>3</sup>
- greater than
- 11.4%
- $\frac{13}{20}$ , 0.65, 65%, or 13 out of 20
- 8

### Day 150

- 264
- 11,050
- 69
- 5 digits
- 24
- 2
- 2
- 75 cm<sup>3</sup>
- right triangle
- 62.4
- 6 marbles should be colored orange, 3 blue, and 3 yellow.
- 4; 5

### Day 151

- 89
- 936
- 10 R12 or 10.86
- less than
- $\frac{5}{3}$
- 1,264

- 10
- 6:49 P.M.
- true
- square
- $\frac{2}{3}$ , 0.66, 66%, or 2 out of 3
- 6 feet

### Day 152

- 45
- 3,116
- 16
- 465,381
- \$5.30
- 8
- 7
- 5.8
- 5 vertices
- 5 books
- about 66 people
- \$1.25

### Day 153

- 189
- 36
- 13 R17 or 13.68
- 9,620
- 55%
- 9
- 10
- 36 cm<sup>2</sup>
- cylinder
- 10.

Team	0	2	4	6	8	10	12
Storks							
Sluggers							

Runs

- 9 times
- 100 pages

### Day 154

- 124
- 984
- 11 R4 or 11.31
- 5,000 or 5 thousands
- $\frac{1}{2}$
- 65
- 86

- 90
- 4 faces
- 17 mm
- 0
- 25%

### Day 155

- 168
- 735
- 16 R1 or 16.06
- no
- $\frac{4}{10}$  or  $\frac{2}{5}$
- 315
- 88
- 72
- false
- 22 people
- $\frac{3}{4}$ , 0.75, 75%, or 3 out of 4

12. magic square answers:

7	12	5
6	8	10
11	4	9

### Day 156

- 141
- 828
- 14 R24 or 14.66
- 59,998
- \$20.00
- 55
- 160
- 36 minutes
- obtuse angles
- no
- $\frac{7}{12}$ , 0.28, 28%, or 7 out of 12
- 12.

x	8	5	7	9
6	48	30	42	54
7	56	35	49	63
8	64	40	56	72
9	72	45	63	81

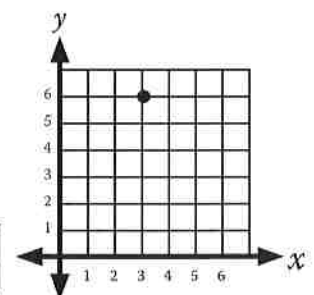
### Day 157

- 457
- 4,176
- 41
- no
- \$34.00
- 85
- 67
- 4
- 12 edges
- 40 members
- circle graph should show thirds numbered 1, 2, and 3.
- 48 children

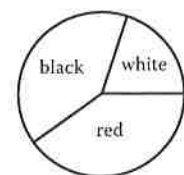
### Day 158

- 209
- 742
- 11 R21 or 11.31
- 38,649
- $\frac{4}{3}$
- 101
- 25
- yes
- 2 or more lines of symmetry should be drawn from a vertex perpendicular to the opposite side.

10.



11.



12. 3 months

# Directed Inquiry Investigate It!

## How does a banana slice change over time?

### Follow a Procedure

1. Place a whole banana slice in a cup.
2. Use a spoon to cut another banana slice into 4 pieces. Place the pieces in a second cup.
3. Put another banana slice into a third cup. Mash this slice with a spoon.

### Materials



3 banana slices



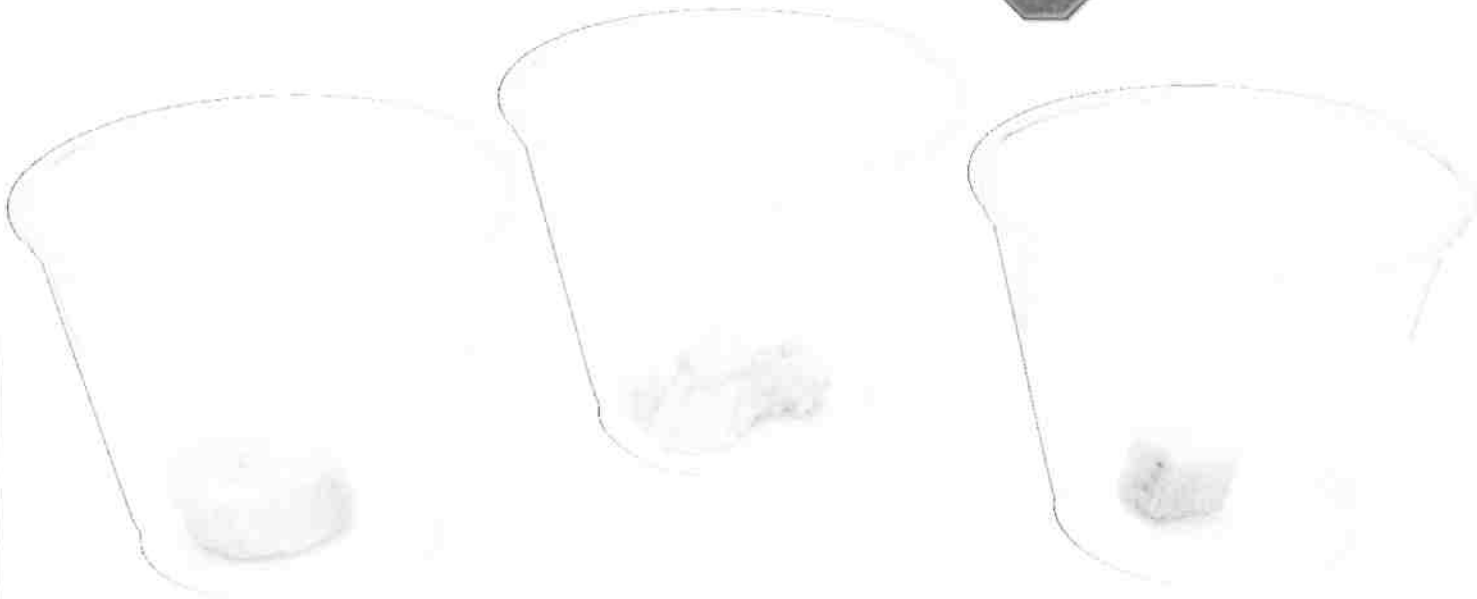
3 plastic cups



plastic spoon



Wash your hands when finished.



### Inquiry Skill

Record your data on a chart. This can help you make **inferences** based on the data.

4. **Observe** the slices when you place them in the cup and each hour for 3 hours.  
Record your observations on the activity sheet.

Changes to Banana Slices over Time			
Time	Observations		
	Whole Slice	Cut-Up Slice	Mashed Slice
When placed in cup			
After 1 hour			
After 2 hours			
After 3 hours			

### Analyze and Conclude

- Communicate** Summarize your  
Compare how the slices changed.
- Make an **inference** about what can affect the way a banana slice changes over time.
- How could experimenting with bananas teach scientists about other fruits?

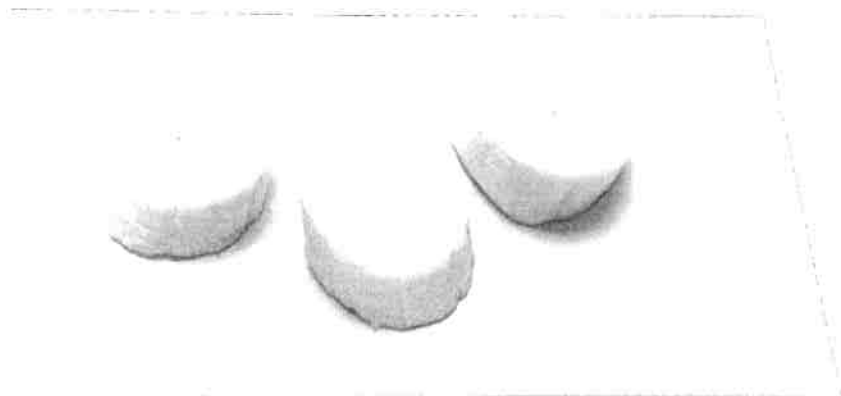


**Directed Inquiry**

**30 Second  
Lab Setup!**

How does a banana slice change over time?

**Materials**



3 banana slices



3 plastic cups

plastic spoon

## Guided Inquiry

### Modify Your Investigation

#### Investigate the Question

##### What substance can help preserve a banana slice?

Think of a substance that might slow the way a banana slice breaks down. You might try using lemon juice, salt, sugar, or vinegar.

**Predict** how a banana slice covered with the substance will look after 3 hours.

Cover one of two banana slices with the substance. **Observe** every hour for 3 hours.

**Record** your observations in a chart.

#### Analyze and Conclude

Compare your observations with your predictions. How do the two slices compare? How did the substance work as a preservative? Draw a conclusion.



## Open Inquiry

### Design Your Own Investigation

#### Ask Your Own Question

Think of a question you could ask about what might affect a banana slice.

##### **Sample question** How does light affect a banana slice?

With your teacher's help, use library and Internet resources to investigate your idea before you begin.

#### Investigate Your Question

Make a list of the things you need. Write a plan. Write each step. You may wish to make a chart or data table, graph, or drawing. Show your teacher your plan before you begin. Your plan should be so clear that others could follow it.

#### Analyze and Conclude

Tell what you learned about what affects a banana slice. Explain what happened during your investigation and why. Draw a conclusion about the results.

Compare your methods and results with others.

Think about how you could improve your plan.

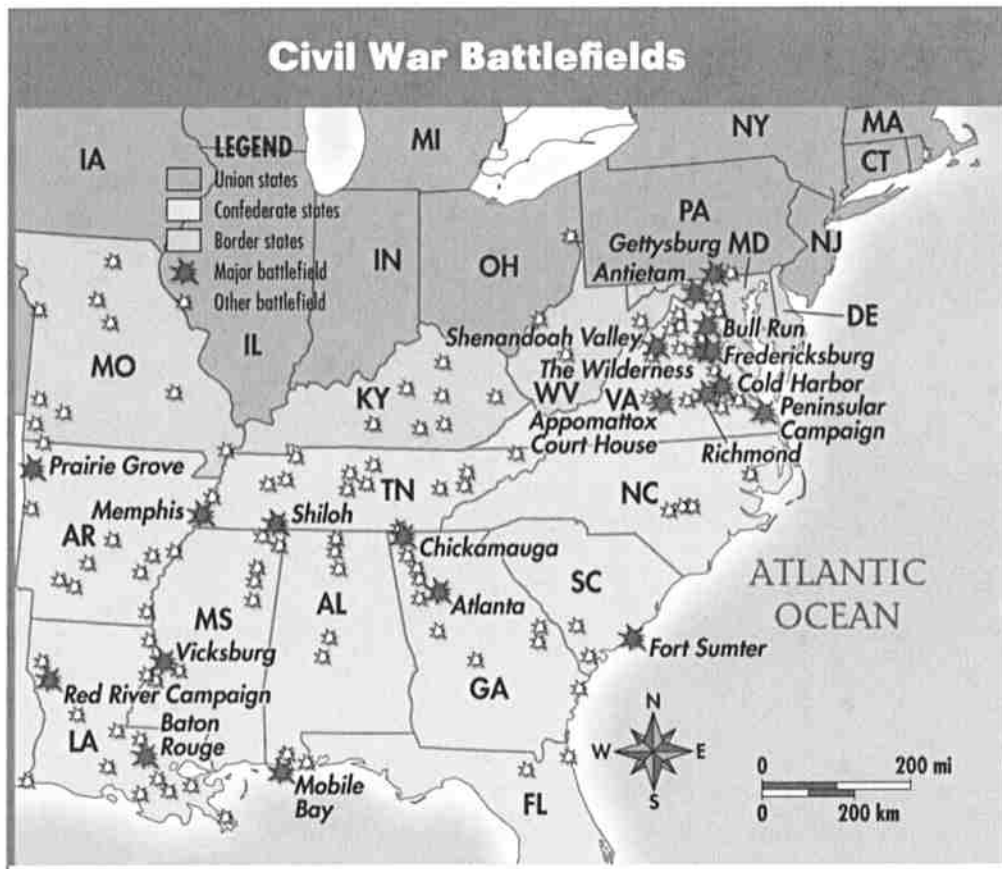
## Lesson 4: The War Ends



**SOCIAL STUDIES**

myWorld Interactive Grade 5  
Building Our Country

People were eager to see the Civil War end, and both sides became more aggressive. In July 1863, for the first time, Lee led his forces north of the Mason-Dixon line. This line had come to represent the division between free and slave states. The Confederates marched toward Gettysburg, Pennsylvania.



### Union Victory at Gettysburg

The Battle of Gettysburg was one of the most important battles of the war. It lasted three brutal days and was a turning point in the war.

General George Meade led the Union troops. On July 1, 1863, after a successful Confederate attack, Union soldiers retreated. However, the weary Confederates were unable to follow and gain the victory.

On July 2, fresh Union troops arrived. The Confederates attacked again, but this time the Union troops held their ground. The fighting was fierce.

On July 3, the Confederate forces fired more than 150 cannons. Northern cannons roared back. Commanded by General George Pickett, thousands of Confederate troops attacked. But "Pickett's Charge," as it was called, was a disaster. By the time it ended, more than 5,000 Confederate soldiers lay dead or wounded. The Union had won.

The Battle of Gettysburg was a key victory for the Union, but it came at a steep cost. More than 23,000 Union soldiers and 28,000 Confederate soldiers were dead.



# Union Victory at Vicksburg

The Confederates had turned back all previous Union attacks at Vicksburg, Mississippi. But controlling Vicksburg meant controlling the Mississippi River, so the Union wanted to take Vicksburg.

Union general Ulysses S. Grant attacked Vicksburg again and again, from the east and then, crossing the river, from the south. But direct attack continued to fail. So Grant laid siege.

A **siege** is a military blockade designed to make a city surrender. The siege lasted 48 days. People in Vicksburg dug caves into the hillside to escape fire from Union cannons. Confederate soldiers and civilians faced starvation. Vicksburg surrendered on July 4, 1863. The tide had finally turned in favor of the Union.



President Lincoln visits Union Army soldiers and officers in Antietam, Maryland battlefield, October 1862.

## Grant Versus Lee

President Lincoln once said of Ulysses S. Grant, "I can't spare this man. He fights." In March of 1864, Lincoln promoted Grant and gave him control over the entire Union army. Grant was famous for his aggressive fighting **style** and for being relentless.

Robert E. Lee, the chief commander of the Confederate troops, faced a terrible decision when the Civil War broke out. Lee loved the United States and was an officer in the U.S. Army. However, he felt tied to Virginia. He resigned from the Union army and sided with the South.

As a general, Lee was famous for his brilliant military tactics. He was skilled, smart, and daring on the battlefield. He was also known as a gentleman. He was a soldier with refined manners. He used **strategy** rather than brute force. He inspired his troops, because they respected him so much.

Grant and Lee were alike in many ways. Both had received their military training at the U.S. Military Academy at West Point. Both had served in the Mexican-American War. Both were brilliant military leaders.

1.  **READING CHECK** Turn and talk with a partner about how Lee and Grant's military approaches were similar and different.



Ulysses S. Grant

Grant and Lee		
	Ulysses S. Grant	Robert E. Lee
Birthplace	Ohio	Virginia
Education	U.S. Military Academy at West Point	U.S. Military Academy at West Point
Prior military service	Mexican-American War	Mexican-American War
Military rank	General	General
Side	North	South



Robert E. Lee



# Sherman in Georgia

Union general William Tecumseh Sherman played a major role in ending the war. Sherman's idea was that war should be as horrible as possible, so the enemy would stop fighting. He didn't just attack military targets; he worked to destroy the South economically, so it could no longer support an army. Sherman's approach came to be known as **total war**.

Leading 100,000 Union troops, Sherman began his invasion of Georgia in May 1864. He headed first for Atlanta. Confederate troops tried to stop Sherman's advance but were driven back by the huge number of Union soldiers.

Sherman began a siege of the city of Atlanta. By September 2, Sherman's forces controlled the city. They destroyed Atlanta's railroad center to disrupt the South's transportation system.

Sherman ordered everyone to leave and then burned much of the city. Union soldiers also took all the food and supplies they could find. Atlanta could no longer offer help to the Confederate army.

From Atlanta, Sherman headed for Savannah on the coast. With 62,000 soldiers, he cut a path of destruction across Georgia. This campaign came to be called "Sherman's March to the Sea." Union troops destroyed everything that might help the South keep fighting. Sherman gave his soldiers only bread to force them to raid villages for food.

Confederate soldiers continued to follow and fight Sherman's forces. They couldn't win, but they reduced the amount of damage done by the Union forces.

Sherman's army left a path of destruction across Georgia as they marched to the sea.



On December 21, 1864, Savannah fell without a fight. Union soldiers had caused \$100 million worth of damage in their march across Georgia. They then turned north, marching into South Carolina, causing even more destruction in the state where the war began.

## The Road to Appomattox

Union forces were closing in on Lee's army in Virginia. On April 2, 1865, General Lee sent a message to Jefferson Davis that the Confederates should leave Richmond, Virginia. The next day, Union troops entered the city. The Union had captured the capital of the Confederacy! When President Lincoln arrived to tour Richmond, the city's former enslaved African Americans cheered him.

Exhausted and starving, Lee's army of 55,000 men tried to escape west. Grant's force of about 113,000 soldiers trapped them. Grant met Lee in one last battle near the village of Appomattox Court House, Virginia, and once again defeated the weary Confederates. The end had come. The Civil War was over.

On April 9, 1865, General Grant and General Lee met at a farmhouse at Appomattox to discuss the terms of surrender. Among the many Union officers who witnessed the surrender was Ely S. Parker. A Seneca lawyer and Union officer, he had helped write up the terms of surrender.

Grant wanted the healing of the nation to start right away. He didn't take Confederate soldiers prisoner. Instead, he allowed Lee's soldiers to go free. In addition, the Union allowed the Southerners to keep their personal weapons and any horses they had. Grant also offered to give Lee's men food from Union supplies. Lee accepted. As Lee returned to his men, the Union soldiers cheered and fired their rifles, to celebrate their victory over the South. Grant silenced them, saying, "The war is over; the rebels are our countrymen again."

2.  **READING CHECK** Identify Generals Lee and Grant in the painting. Turn and talk with a partner about what the posture of each general suggests.

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## The Cost of the Civil War

The Civil War was the most destructive war in our history. The human costs were very high. About 620,000 people died. Families were torn apart, as some members sided with the Union and others with the Confederacy. The governments of both sides spent billions to fight the war. After the Civil War, many people were in mourning. Eventually a national holiday called Memorial Day was created. It honors all of our nation's fallen soldiers.

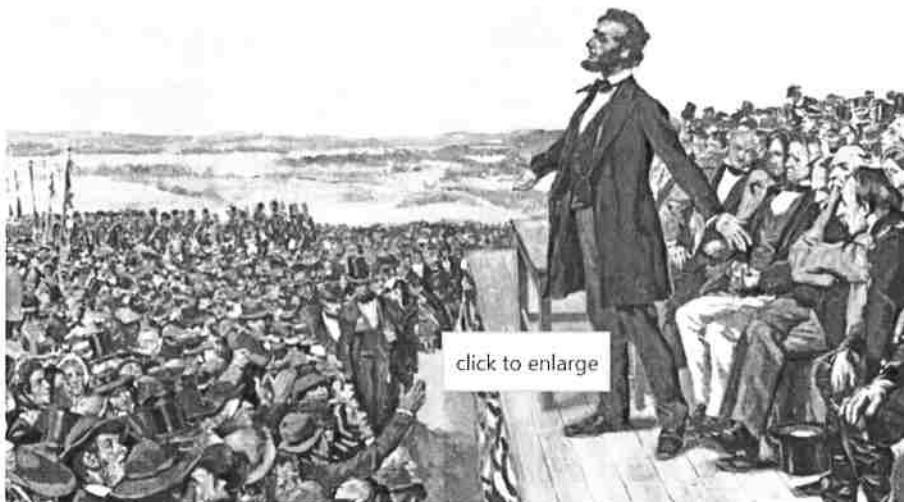
Other economic costs were shattering as well. Towns, farms, and industries in the South were ruined. Factories in the North that had relied on Southern cotton were in trouble. However, the economy of the South suffered far greater losses, particularly because the slaves on whom the economy depended were now freed.



Children sitting near ruined buildings in Charleston, South Carolina.

In spite of the destruction, Lincoln still hoped for the healing of the nation. After news of the Confederate surrender reached Washington, D.C., Lincoln appeared before a crowd and asked a band to play "Dixie," one of the battle songs of the Confederacy. "I have always thought 'Dixie' one of the best tunes I ever heard," he told the crowd.

## The Gettysburg Address



President Lincoln delivering the Gettysburg Address.

In 1863, thousands of Americans had been killed at Gettysburg, so the battlefield was made into a national cemetery to honor them. On November 19, 1863, about 15,000 people gathered for the ceremony to establish the cemetery. At this event, President Lincoln gave what has become one of America's most famous speeches.


Lincoln's speech, now known as the Gettysburg Address, began with the words "Four score and seven years ago our fathers brought forth upon this continent a new nation." (A score is 20.) Lincoln was reminding people that it had been 87 years since the Declaration of Independence. The fight was about preserving the nation and about self-government.

In the address, Lincoln also praised the soldiers who had given their lives to keep the dream of America alive. It reminded Americans that there was still more work to be done, but also why the work was important.

### Primary Source

"We here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

—Abraham Lincoln, from the Gettysburg Address

3.  **READING CHECK** Highlight the words in this excerpt that describe democracy.

## A Terrible Loss for the Nation

Friday evening, April 14, 1865, President Lincoln and his wife, Mary, attended a play at Ford's Theater. During the play, President Lincoln was shot! He died a few hours later, on the morning of April 15.

Lincoln was **assassinated**, or murdered for political reasons, by John Wilkes Booth, a 26-year-old actor who supported the Confederacy. Booth escaped from the theater. But federal troops found him later in a Virginia barn. He refused to surrender. The soldiers shot and killed him. Booth had not worked alone, and Lincoln was not the only target. The whole group of plotters was captured, tried, and hanged.

A funeral train took Lincoln's body to his hometown of Springfield, Illinois, to be buried. It was a tragic loss for the nation. But, before he died, Lincoln had achieved his goal. He had saved the Union.



Doctors surround President Lincoln after he is shot.

# Lesson 4 Check

4. Main Idea and Details List three supporting details for the Main Idea: The war turned in the Union's favor. Then explain to a partner how the details support the main idea.

Notebook

5. Explain why Union leaders like General Grant and President Lincoln did not want to punish the South.

Notebook

6. List at least three major actions that Lincoln is remembered for.

Notebook

## Answer Key

# 4 The War Ends

**INTERACTIVITY**  
Participate in a class discussion to preview the content of this lesson.

**Vocabulary**  
siege  
total war  
assassinate

**Academic Vocabulary**  
style  
strategy

**Unlock The BIG Question**  
I will know the people, battles, and events that led to the end of the Civil War.

**Jumpstart Activity**  
In a small group, list several actions you can take to help restore peace between two friends who have been arguing.

People were eager to see the Civil War end, and both sides became more aggressive. In July 1863, for the first time, Lee led his forces north of the Mason-Dixon line. This line had come to represent the division between free and slave states. The Confederates marched toward Gettysburg, Pennsylvania.

**Civil War Battlefields**

**LEGEND**  
 ● Battle site  
 ■ Union army  
 ■ Confederate army  
 ■ The border

440 Chapter 9 • Civil War and Reconstruction

# 4 The War Ends

**Union Victory at Gettysburg**

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**INTERACTIVITY**  
Explore the key ideas of this lesson.

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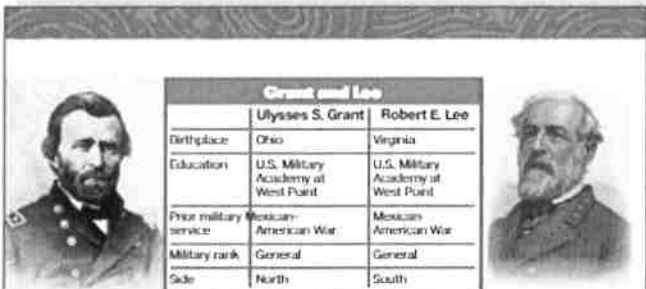
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LESSON 4 • The War Ends 441





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**1. Reading Check** Turn and talk with a partner about how Lee and Grant's military approaches were similar and different.

### Academic Vocabulary

**style** • n. a distinctive, particular, or characteristic of acting or way of moving  
**strategy** • n. a thought out plan to accomplish a goal over a long time

### The Road to Appomattox

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Grant

Lee

President Lincoln delivering the Gettysburg Address.



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### Lesson 4 Check

**4. Main Idea and Details** List three supporting details for the Main Idea: The War turned in the Union's favor. Then explain to a partner how the details support the main idea.

Gettysburg, Vicksburg, and Sherman's March

**5. Explain** why Union leaders like General Grant and President Lincoln did not want to punish the South.

Possible answer: The Union had fought to keep the country united, so uniting again was important to these leaders.

**6. List** at least three major actions that Lincoln is remembered for.

Possible answer: freeing the enslaved African Americans, Civil War, Gettysburg Address, saving the Union

### INTERACTIVITY

Check your understanding of the key ideas of this lesson.