



Dear 3rd – 5th 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](#) . 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, pídeles 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 https://www.clever.com/in/maywood89</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






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



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



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


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

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

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

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

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

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es 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](#)

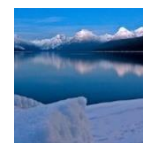
[Grand Canyon National Park](#)

[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 8 – May 11 – May 14

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	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	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 8 del 11 de mayo al 14 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

assume

guarantee

nominate

obviously

sympathy

weakling

rely

supportive

A. Write the correct word after its meaning.

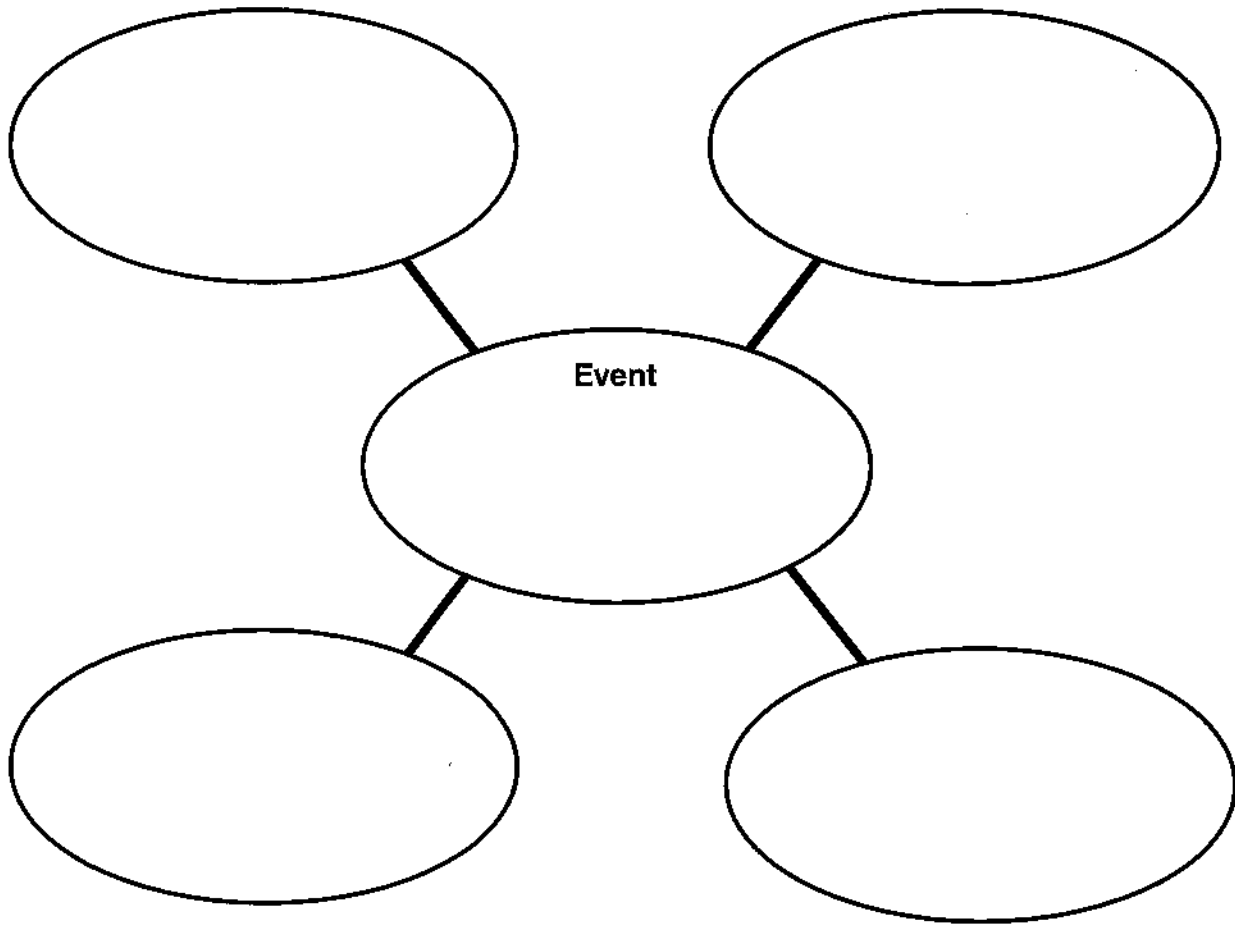
1. ability to feel sorry for others _____
2. providing help or encouragement _____
3. someone who lacks physical strength _____
4. suggest that a person or thing be chosen _____
5. make certain of something _____
6. trust or depend on _____
7. take for granted _____
8. in a way that is easy to see _____

B. Answer each question with a vocabulary word.

9. Which word would you use to describe a helpful friend? _____
10. Which word would you use to describe a person who cannot lift things? _____
11. Which word would you use to describe a feeling of sadness for another person's problems? _____

Name _____

Read the selection. Complete the compare and contrast graphic organizer.



Name _____

Read the passage. Use the make predictions strategy to check your understanding.

Nancy's First Interview

11 Nancy listened to her father finish a telephone call. "You're really
 24 putting me on the spot," he said. "I already have plans today, Jim."
 37 Mr. Jenson listened for a few moments and then hung up the telephone.
 Nancy prepared herself for bad news.
 43 Her father sighed. "I'm really sorry, Nance, but I have to work today.
 56 We'll have to go fishing another time." Mr. Jenson was a reporter for the
 70 city newspaper. After the stock market crash of 1929, his newspaper had
 82 laid off most of the reporters. He was glad to have a job, but working on a
 99 skeleton crew left him overworked and underpaid.
 106 Nancy tried not to look upset. She wished she could do something to
 119 comfort her dad. She didn't want him to feel guilty. "It's okay, Dad,"
 132 she said, forcing a smile.
 137 "All of our photographers are on other assignments," he grumbled.
 147 "What am I supposed to do now?" He paused for a moment, lost in
 161 thought. "Nancy," he said, "do you remember when I showed you how to
 174 use my camera?" She nodded. "If you can help me today, we can spend
 188 some time together."
 191 Nancy jumped up from her chair and ran to her bedroom to change out
 205 of her fishing clothes. "Make tracks," her dad called down the hallway.
 217 "We're in a hurry!"

Name _____

Mr. Jenson told Nancy about the assignment as they drove out of town. They were going to interview a family of migrant workers who had moved from Oklahoma to California in search of work. These families were sometimes called “Okies.”

Mr. Jenson pulled up to a crooked shack on the edge of a farm. A tall, thin man and a round woman greeted them at the door.

Nancy and her father followed Mr. and Mrs. Carter into the tiny house. All of their belongings were in one room: two dirty mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove. Nancy felt self-conscious; her family’s small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. “What brought you folks to California?” he asked.

“Work,” Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep cost an arm and a leg, and the drought killed our chances of a good crop.”

“Don’t you miss home?” Nancy asked. She immediately felt bad for interrupting, but her father smiled.

“There’s nothing to miss,” Mrs. Carter said. “The only thing we have left in this world is each other.”

Nancy was full of questions. The Carters answered them all. She realized that her family was a lot like the Carters. When times were tough, families supported one another.

After the interview, Nancy’s father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, “You’ve got a good little reporter there.”

Mr. Jenson grinned. “I taught her everything she knows,” he said. “She’s a chip off the old block.”



During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.

Library of Congress Prints and Photographs Division

Name _____

A. Reread the passage and answer the questions.

1. Who goes on the newspaper assignment with Mr. Jenson?

2. How does the Carters' home contrast with the Jensons' home?

3. How does Nancy compare her own family to the Carters?

4. When Mr. Jenson says Nancy is a "chip off the old block," which two people is he comparing?

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

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

Name _____

Afternoons Alone

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war on Japan. Without him, there was nobody to fish with or do anything else with in the afternoon.

Yesterday, his friend Corey had told Rusty, "My mother's gone to the factory every day, too. It's mighty lonely here after school. But I do chores and clean up around the house."

"It'll be keen when the war is over!" Rusty had replied.

"Then we'll all have family time a lot more often," Corey agreed.

Answer the questions about the text.

1. Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?

2. Historical fiction includes events typical of the time. What events in the text are typical of the time period in which the text is set?

3. Dialect is speech typical of a time and place. Dialect may include words and phrases that do not sound familiar. Write an example of dialect in the text. Then write what it means.

Name _____

An **idiom** is an expression that cannot be defined by the words in it. If you come across an idiom you do not understand, you can often use surrounding words and sentences to find clues to its meaning. Look at the example below of an **idiom** in a paragraph. The underlined words help indicate that *putting me on the spot* means “putting me in a difficult situation.”

Nancy listened to her father finish a telephone call. “You’re really **putting me on the spot**,” he said. “I already have plans today, Jim.”

Read each passage below. Underline the words that give a clue to what each idiom in bold means. Then circle the letter of the answer that restates the idiom correctly.

- After the stock market crash of 1929, his newspaper had laid off most of the reporters. He was glad to have a job, but working on a **skeleton crew** left him overworked and underpaid.
 - with very few coworkers
 - job in a graveyard
 - job with no boss
- “**Make tracks**,” her dad called down the hallway. “We’re in a hurry!”
 - wipe your feet
 - be thoughtful
 - move as fast as you can
- He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep **cost an arm and a leg**, and the drought killed our chances of a good crop.”
 - was a reasonable price
 - cost a lot of money
 - required medical attention

Name _____

Homophones are words that sound alike but are spelled differently and have different meanings. You can use context clues to determine the meaning of a homophone.

ate, eightLast night I **ate** the best meal.I have to be home by **eight** o'clock.

Read each pair of homophones. Choose which homophone belongs in each sentence and write it on the line. The first one has been done for you.

1. presents, presenceHer friends gave her some good-bye _____ **presents** _____ before she moved away.**2. chews, choose**

When you are finished, please _____ your favorite one.

3. flour, flower

You will need several cups of _____ to make the bread.

4. you're, your

I think I saw _____ coat in the back seat of the car.

5. waist, waste

You shouldn't _____ time playing those silly games.

6. pole, poll

The campers raised the blue and white flag up the _____.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about adding transitions to help connect ideas.

Draft Model

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.

Name _____

Bree wrote the paragraphs below using text evidence from *Bud, Not Buddy* and “Musical Impressions of the Great Depression” to respond to the prompt: *Add an event to the story in which Bud and Miss Thomas discuss an upcoming jazz concert that is part of the Federal Music Project of 1935.*

Miss Thomas stood at the window smiling. Bud watched her, wondering what she was thinking. “Miss Thomas,” he asked, “is everything OK?”

“Yes, Bud,” she said. “We’re going to play a concert in Detroit next month, and Mr. Calloway wants you to travel with us.”

Bud was as quiet as a goldfish. He didn’t know what to say, but slowly a big grin spread across his face.

“It’s a concert for the people and part of President Roosevelt’s Works Progress Administration,” Miss Thomas explained. “We’re playing to support the Federal Music Project of 1935. It’s a great program that helps musicians find work.”

“Wow!” Bud said excitedly, “Who else is playing?”

“Well, even though he isn’t being paid like the other musicians, Count Basie has agreed to help out with the cause,” Miss Thomas responded with a smile.

“A night of live jazz with one of the best!” Bud said and jumped happily. “Do the guys know yet?” he asked.

“Only you and Mr. Calloway. However, I’d like you to do me a favor,” she said. “Will you tell the rest of the group?”

“I sure will,” Bud said. He was out the door in a flash.

Reread the passage. Follow the directions below.

1. Circle the paragraph that includes the *most* text evidence from “Musical Impressions of the Great Depression.”
2. Draw a box around the complex sentence that appears in the model.
3. Underline the transitional word Bree used to signal contrast.
4. Write the idiom Bree included in her writing on the line.

Name Answer Key

assume

guarantee

nominate

obviously

sympathy

weakling

rely

supportive

A. Write the correct word after its meaning.

1. ability to feel sorry for others sympathy
2. providing help or encouragement supportive
3. someone who lacks physical strength weakling
4. suggest that a person or thing be chosen nominate
5. make certain of something guarantee
6. trust or depend on rely
7. take for granted assume
8. in a way that is easy to see obviously

B. Answer each question with a vocabulary word.

9. Which word would you use to describe a helpful friend? supportive
10. Which word would you use to describe a person who cannot lift things? weakling
11. Which word would you use to describe a feeling of sadness for another person's problems? sympathy

Name Answer Key

A. Reread the passage and answer the questions.

1. Who goes on the newspaper assignment with Mr. Jenson?

his daughter Nancy

2. How does the Carters' home contrast with the Jensons' home?

The Carters' home is tiny and dirty. The Jensens' house is bigger and nicer.

3. How does Nancy compare her own family to the Carters?

She sees that both families stick together during tough times.

4. When Mr. Jenson says Nancy is a "chip off the old block," which two people is he comparing?

himself and his daughter

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

	Words Read	-	Number of Errors	=	Words Correct Score
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Name _____

*Answer Key***Afternoons Alone**

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Yesterday, his friend Corey had told Rusty, "My mother's gone to the factory every day, too. It's mighty lonely here after school. But I do chores and clean up around the house."

"It'll be keen when the war is over!" Rusty had replied.

"Then we'll all have family time a lot more often," Corey agreed.

Answer the questions about the text.

1. **Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?**

It mentions a war with Japan. America declared war against Japan in 1941.

2. **Historical fiction includes events typical of the time. What events in the text are typical of the time period in which the text is set?**

People help to build tanks at the factory. Both men and women work there.

3. **Dialect is speech typical of a time and place. Dialect may include words and phrases that do not sound familiar. Write an example of dialect in the text. Then write what it means.**

Answers will vary but should include one of the following: "mighty lonely"

(very lonely); "moped around" (acted sad); "keen" (terrific)

Name _____

Answer Key

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Nancy listened to her father finish a telephone call. “You’re really **putting me on the spot**,” he said. “I already have plans today, Jim.”

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- “**Make tracks**,” her dad called down the hallway. “We’re in a hurry!”
 - wipe your feet
 - be thoughtful
 - move as fast as you can
- He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep **cost an arm and a leg**, and the drought killed our chances of a good crop.”
 - was a reasonable price
 - cost a lot of money
 - required medical attention

Name _____

Answer Key

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I have to be home by **eight** o'clock.

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Her friends gave her some good-bye _____ **presents** _____ before she moved away.

2. chews, choose

When you are finished, please _____ **choose** _____ your favorite one.

3. flour, flower

You will need several cups of _____ **flour** _____ to make the bread.

4. you're, your

I think I saw _____ **your** _____ coat in the back seat of the car.

5. waist, waste

You shouldn't _____ **waste** _____ time playing those silly games.

6. pole, poll

The campers raised the blue and white flag up the _____ **pole** _____.

Name _____

Answer Key

Bree wrote the paragraphs below using text evidence from *Bud, Not Buddy* and "Musical Impressions of the Great Depression" to respond to the prompt: *Add an event to the story in which Bud and Miss Thomas discuss an upcoming jazz concert that is part of the Federal Music Project of 1935.*

Miss Thomas stood at the window smiling. Bud watched her, wondering what she was thinking. "Miss Thomas," he asked, "is everything OK?"

"Yes, Bud," she said. "We're going to play a concert in Detroit next month, and Mr. Calloway wants you to travel with us."

Bud was as quiet as a goldfish. He didn't know what to say, but slowly a big grin spread across his face.

"It's a concert for the people and part of President Roosevelt's Works Progress Administration," Miss Thomas explained. "We're playing to support the Federal Music Project of 1935. It's a great program that helps musicians find work."

"Wow!" Bud said excitedly, "Who else is playing?"

"Well, even though he isn't being paid like the other musicians, Count Basie has agreed to help out with the cause," Miss Thomas responded with a smile.

"A night of live jazz with one of the best!" Bud said and jumped happily. "Do the guys know yet?" he asked.

"Only you and Mr. Calloway. However, I'd like you to do me a favor," she said. "Will you tell the rest of the group?"

"I sure will," Bud said. He was out the door in a flash.

Reread the passage. Follow the directions below.

1. Circle the paragraph that includes the *most* text evidence from "Musical Impressions of the Great Depression."
2. Draw a box around the complex sentence that appears in the model.
3. Underline the transitional word Bree used to signal contrast.
4. Write the idiom Bree included in her writing on the line.

in a flash

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

1. $372 - 149 = \underline{\hspace{2cm}}$

9. Is a hexagon a solid?

2. (Y) (N)

2. $46 \times 28 = \underline{\hspace{2cm}}$

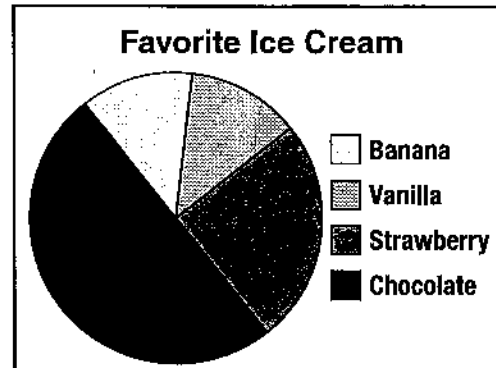
10. What percentage of the people chose banana ice cream as their favorite?

3. (Y) (N)

3. $61 \overline{)753}$

4. (Y) (N)

4. Write the ordinal number for seventy-three.



5. (Y) (N)

6. (Y) (N)

5. 50% of 140 is _____

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 be a shape with angles?

7. (Y) (N)

6. $3 \cdot 4 + 4 \cdot 7 = \underline{\hspace{2cm}}$

12. Faye is going to tie bows around trees to line the path for a parade. She needs 2 feet of ribbon for each tree. She wants to decorate 15 trees. How many yards of ribbon does she need?

8. (Y) (N)

7. $\square \div 7 = 20$

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

1. $13 + 27 + 14 =$ _____

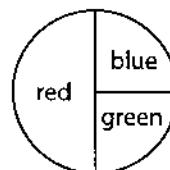
2.
$$\begin{array}{r} 75 \\ \times 34 \\ \hline \end{array}$$

3. Is 168 evenly divisible by 4?
_____4. Write the numeral for six hundred thousand four.
_____5. Write 35% as a decimal.

6. $(20 + 20 + 20) - 12 \div 3 =$

7. $67 - n = 25$

$n =$ _____

8. Calculate the perimeter of a hexagon with 4 cm sides.
_____9. Can a cross-section of a cube be a circle?
_____10. True or false? When reading a coordinate grid, it is correct to give the vertical (side) coordinate before the horizontal (bottom) coordinate on a grid.
_____11. Using the spinner below, what is the probability you will *not* land on red?
_____12. A watermelon was cut into 20 equal pieces. How many pieces of watermelon are there in a quarter of the watermelon?
_____**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. Take 28 away from 53.

2. $71 \times 95 =$ _____

3. $16 \overline{)276}$

4. What is the value of the digit 3 in 238,679?

5. Write the mixed number for $\frac{9}{4}$.

6. $9 \cdot 9 - 6 \cdot 5 =$ _____

7.

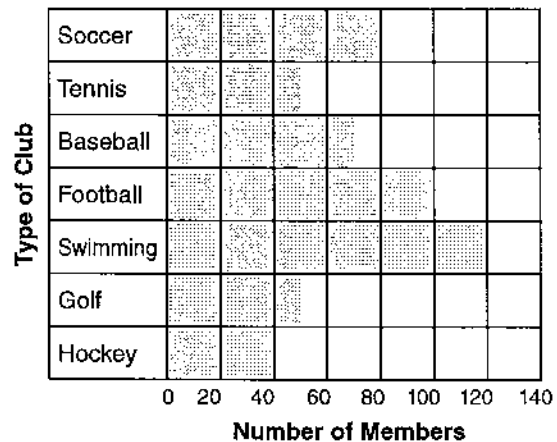
	3
x	
	63

8. Calculate the area of a rectangle that is 5 cm by 4 cm.

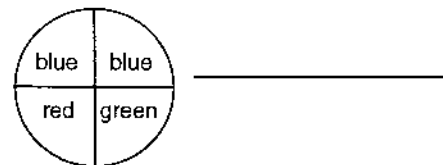
9. A quadrilateral has angles measuring 105° , 45° , and 45° . What is the measure of the fourth angle?

10. One-third of the swimming club members have won medals in competitions. How many members have won medals?

Sports Clubs



11. Using the spinner below, which color has a 50% probability of being spun?



12. Harold and his brother Beni combine their money to buy a new soccer ball that costs \$15.00. Two-thirds of the money was Harold's. How much money did Beni contribute?

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 129 \\ + 77 \\ \hline \end{array}$$

2. $82 \times 43 = \underline{\hspace{2cm}}$

3. $39 \overline{)465}$

4. What is the number 1,000 before 57,299?

5. $\frac{3}{5} + \frac{1}{5} = \underline{\hspace{2cm}}$

6. $1 \cdot 3 + 2 \cdot 5 = \underline{\hspace{2cm}}$

7. $2x + 45 = 163$
 $x = \underline{\hspace{2cm}}$

8. $3 \text{ km} = \underline{\hspace{2cm}} \text{ m}$

9. Use a protractor to draw an obtuse angle.

10. True or false? The median is the middle value in an ordered set of values.

11. Imagine that you write each letter of the word *ARIZONA* 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 an A?

12. Write the number that has the following place values:

7 in the hundreds place

9 in the ones place

0 in the thousands place

4 in the hundred thousands place

2 in the tens place

6 in the ten thousands place

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. $161 - 56 = \underline{\hspace{2cm}}$

2. $0.89 \times 0.26 = \underline{\hspace{2cm}}$

3. $28 \overline{)375}$

4. Round 79,503 to the nearest thousand.

5. Simplify $\frac{15}{20}$.

6. $19 \cdot 9 - 8 \cdot 5 =$


7. $4 \times 4 = \square \div 1$




8. 3 pints = _____ cups

9. Is the height of a house's front door most likely 75 inches or 75 centimeters?

10.

Books Read

 = 10 books

Mark	
Eric	
David	

The boys' parents will take them to the movies as a reward after they have read 100 books. How many more books does Mark have to read to get the reward?

11.

You make trail mix using the following ingredients: 25 candies, 50 raisins, 75 pieces of cereal, and 50 peanuts. If you reach in the bowl and grab one piece of food, what is the probability you will not grab a peanut?

12.

Complete the magic square using each number 3–11 only once.

10		
3	7	11

ANSWER KEY *(cont.)*

Day 159

- 84
- 1,484
- 11 R10 or 11.16
- 24,903
- $3\frac{1}{5}$
- 15
- 48
- no
- isosceles triangle
- 14.3%
- 0
- Output: 5, 10, 15, 20, 25, 30
Rule: Multiply the input by 5 to get the output.

Day 160

- 43
- 3, 6, 9, 12
- 12 R20 or 12.32
- 1,648; 2,025; 3,319
- \$40.00
- 625
- 50
- 12
- no
- $\frac{3}{11}$
- $\frac{4}{11}$, 0.36, 36%, or 4 out of 11
- 28

Day 161

- 183
- 1,026
- 11 R32 or 11.40
- greater than
- 2
- 34,907
- 1
- 30 m^3
- false
- octagon
- Number 1
- \$45.00

Day 162

- 131
- 8 and 9 should be colored.
- 10 R25 or 10.57
- 84,079
- $\frac{5}{4}$
- 88
- 5
- 12
- yes
- 102.2
- green shirt, skirt; green shirt, pants; red shirt, skirt; red shirt, pants
- Clockwise after 1: 2, 3, 4, 24, 12, 8, 6

Day 163

- 203
- 1,127
- 15 R1 or 15.04
- 3,567; 3,657; 3,756
- $\frac{4}{5}$
- 129
- 7
- 4,500
- 8 vertices
- 422
- $\frac{3}{10}$, 0.30, 30%, or 3 out of 10
- up to 8 squares can be found

Day 164

- 108
- 81
- 1, 2, 4, 5, 10, 20
- 58,000
- $1\frac{3}{5}$
- 71
- 183
- 18 m
- no
- 624
- unlikely
- \$8.50

Day 165

- 494
- 15.75
- 11 R51 or 11.71
- 2 ten thousands or 20,000
- \$18.10
- 330
- 200
- 42
- 5 faces
- true
- $\frac{125}{200}$, $\frac{5}{8}$, 0.625, 62.5%, or 5 out of 8
- 172,800 seconds

Day 166

- 223
- 1,288
- 12 R21 or 12.34
- 73rd
- 70
- 40
- 140
- 27 cm^3
- no
- 12.5%
- $\frac{15}{20}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- 10 yards

Day 167

- 54
- 2,550
- yes
- 600,004
- 0.35
- 56
- 42
- 24 cm
- no
- false
- $\frac{1}{2}$, 0.50, 50%, or 1 out of 2
- 5 pieces

Day 168

- 25
- 6745

- 17 R4 or 17.25
- 30,000 or 3 ten thousands
- $2\frac{1}{4}$
- 51
- 21
- 20 cm^2
- 165°
- 40 members
- blue
- \$5.00

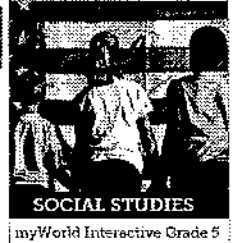
Day 169

- 206
- 3,526
- 11 R36 or 11.92
- 56,299
- $\frac{4}{5}$
- 13
- 59
- 3,000
- any angle bigger than 90° but smaller than 180°
- true
- $\frac{2}{7}$, 0.285, 28.5%, or 2 out of 7
- 460,729

Day 170

- 105
- 0.2314
- 13 R11 or 13.39
- 80,000
- $\frac{3}{4}$
- 131
- 16
- 6
- 75 inches
- 40 books
- $\frac{150}{200}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- magic square answers:

10	5	6
3	7	11
8	9	4



Most leaders of the Confederacy expected the secession to be peaceful. They believed deciding to secede was one of a state's rights. They didn't think their actions would lead to a long, bloody war. They were very wrong.

The First Shots

A Union force controlled Fort Sumter in South Carolina. It was in a Confederate state, so Confederate president Jefferson Davis thought the Union force should surrender the fort. He sent South Carolina's governor to ask the Union soldiers to leave the fort, but they refused.

Quest Connections

Music was often used to stir up patriotic feelings. Highlight words and phrases that you might use to write a song.

On April 8, 1861, the governor learned that Lincoln was sending a ship to resupply the fort. Jefferson Davis sent soldiers to help the governor.

On April 11, the Confederates again asked the Union soldiers to leave. Again, they refused. At 4:30 A.M. on April 12, Confederate forces began to fire on the fort. The next day, with no supplies left, the Union force surrendered the fort to the Confederates. No one had been killed, but the Civil War had begun.



The Civil War Begins

Lincoln responded to the attack on Fort Sumter by raising an army. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy. The Confederacy now had 11 states; the Union consisted of 23. Men on both sides eagerly enlisted. To **enlist** is to join the military. After all, it was an important cause. The North wanted to preserve the unity of the United States as a whole. The North also didn't want to lose access to the Mississippi River. The South was fighting for states' rights and a way of life.

The First Battle of Bull Run

At first, it seemed that the war *would* be over soon—and the Confederates would win. Lincoln sent 35,000 troops against the Confederate capital in Richmond, Virginia. On July 21, 1861, they met Confederate troops at a stream called Bull Run. The Union soldiers did well at first. But the Confederates stood their ground, inspired by a general named Thomas Jackson. "There stands Jackson like a stone wall," declared another Confederate general. His actions earned the general the nickname "Stonewall" Jackson. When Southern reinforcements arrived, the **overwhelmed** Union soldiers fled.

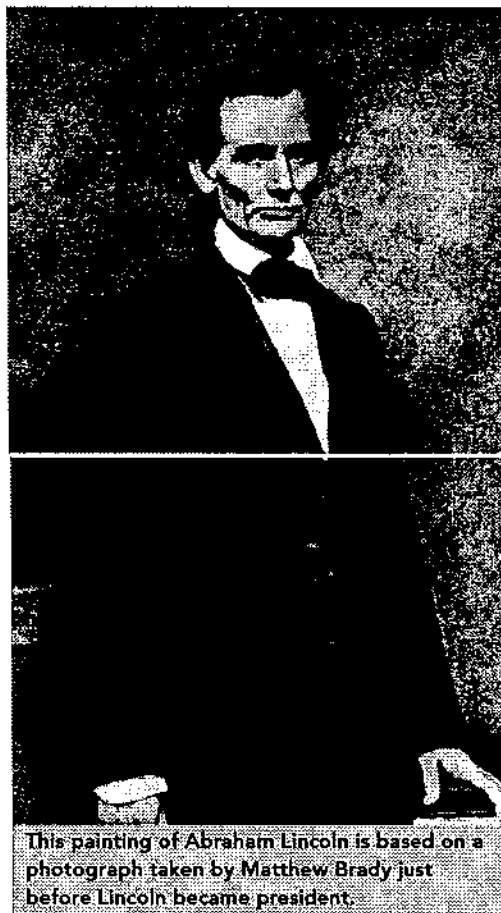
Lincoln Versus Davis

Abraham Lincoln, the president of the Union, and Jefferson Davis, the president of the Confederacy, were both skilled leaders. Both were born in Kentucky, but Davis had moved to Mississippi and Lincoln had moved to Illinois. Lincoln was trained as a lawyer. Davis, a West Point graduate, became an army officer. Both served in Washington, D.C.

Lincoln and Davis faced different challenges as the war began. The South had fewer resources than the North, but it had better military leaders and stronger reasons to fight.

The two men were different in their wartime strategies, too. Lincoln sought advice from General Winfield Scott, a Mexican War veteran.

1. **READING CHECK** **Compare and Contrast** Complete the chart to compare the Union and the Confederacy.



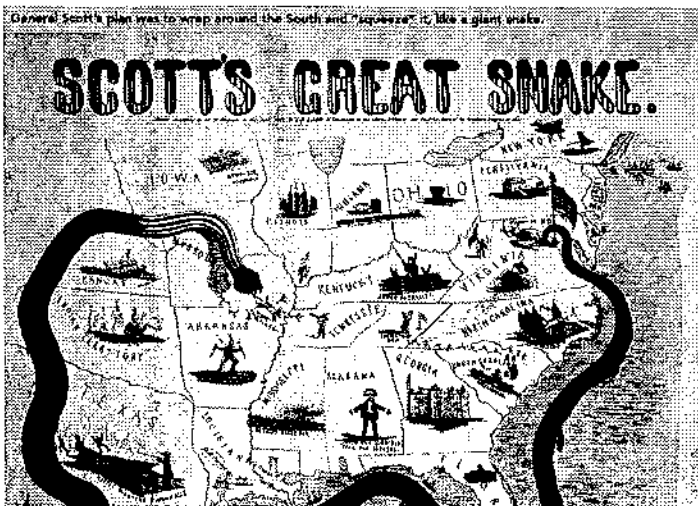
This painting of Abraham Lincoln is based on a photograph taken by Matthew Brady just before Lincoln became president.

The Union and the Confederacy

	United States of America	Confederate States of America
President		
Strategy		
Strengths	<ul style="list-style-type: none"> Produced 90% of the country's weapons, cloth, shoes, and iron Produced most of the country's food Had more railroads and roads Had more people 	<ul style="list-style-type: none"> Had more experienced hunters and soldiers Had a history of producing great military leaders Believed they were fighting for freedom Were fighting for—and on—their own land
Challenges	<ul style="list-style-type: none"> Didn't have many war veterans Didn't have as many talented military leaders 	<ul style="list-style-type: none"> Lacked big manufacturing centers Had fewer railroads

Lincoln Versus Davis *continued*

Scott planned a three-part strategy. First, the Union would form a naval blockade of the coasts. A **blockade** is a barrier of troops or ships to keep people and supplies from moving in and out of an area. Under a blockade, the South would not be able to ship cotton to European countries and wouldn't have money to pay for the war.



Second, Scott planned to take control of the Mississippi River, which would cut the Confederacy in half. Third, Scott planned to attack the Confederacy from the east and west. He called his strategy the Anaconda Plan because it would squeeze the Confederacy like an anaconda, a huge snake.

Davis had his own strategy. First, he planned to defend Confederate land until the North gave up. Southerners believed that Union troops would quit fighting because they weren't defending their own land. Second, Davis believed the British would help because they needed Southern cotton. Davis was wrong, Britain offered no help to either side.

New Tools of War

Wars often result in the invention of new tools and technologies. During the Civil War, guns were improved. The new guns could shoot farther and more accurately. Both Union and Confederate soldiers used early versions of the hand grenade. The Confederacy built a submarine, a ship that could travel underwater.

The Confederates created another new weapon: the ironclad. It was a ship covered, or clad, in iron, so cannonballs simply bounced off it. To make the ironclad, the Confederates covered an old Union ship, the *Merrimack*, with iron plates. They named it the *Virginia*. The *Virginia* successfully sank several Union ships. The Union built its own ironclad, the *Monitor*, which fought the *Virginia*. Since both ships were ironclads, they were unable to cause serious damage to each other.

2. **READING CHECK** Turn and talk with a partner about what made the *Monitor* and the *Virginia* special.

Brilliant Confederate Generals

While the Union had far greater resources than the Confederacy, the South had brilliant generals, especially Thomas "Stonewall" Jackson and Robert E. Lee. These generals often outsmarted Union forces many times larger than their own.

In 1862, Union general George McClellan hoped to capture the Confederate capital of Richmond, Virginia. McClellan planned to sail his Virginia, to avoid the Confederate army in northern Virginia. At first, it seemed as though McClellan's plan would work. However, Stonewall Jackson was fighting so successfully in Virginia's Shenandoah Valley that extra Union troops had to be sent there. There was no help for McClellan. Robert E. Lee then badly defeated McClellan's forces at Richmond. Some people feared that the Confederates would now move on Washington, D.C.

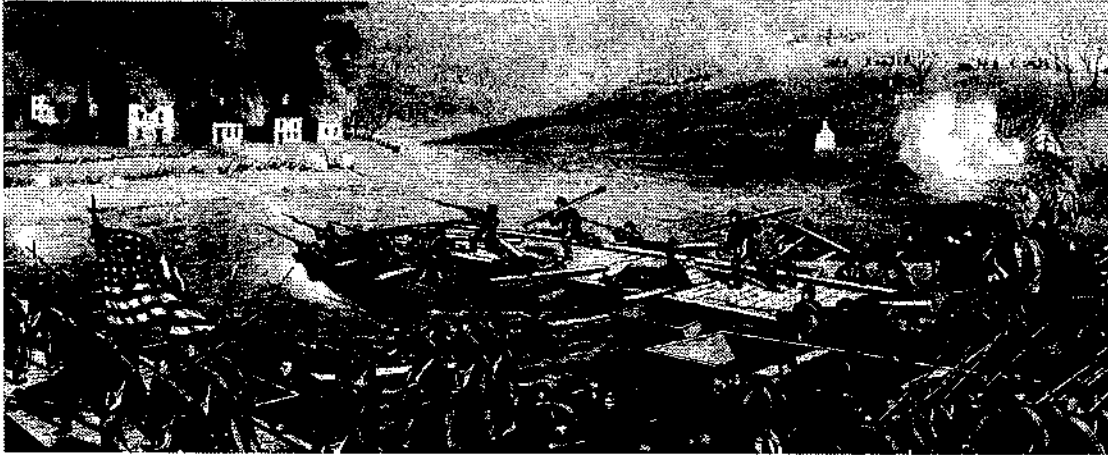


General Robert E. Lee commanded the Confederate army of northern Virginia.

With each Confederate success, there was more pressure on Lincoln.

Northerners had expected a swift, easy victory. It was beginning to look like the war might be long, and people began to question Lincoln's decision to fight.

The Battle of Fredericksburg in Virginia, in December 1862, was a huge Confederate victory.



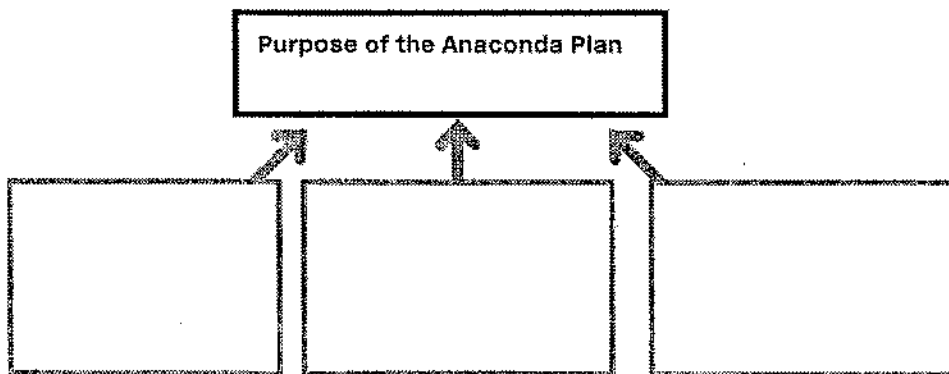
The Battle of Antietam

The Union needed a victory. It got one on September 17, 1862, at the Battle of Antietam (an TEET um). This battle was the single bloodiest day in the war. In the end, about 23,000 men lay dead or wounded, evenly divided between North and South. This **horrific** battle led Lincoln to make a decision that would change the war and the country.

3. **READING CHECK** Turn and talk with a partner. Discuss the reasons why a Northern victory was so important.

Lesson 2 Check

4. **Main Idea and Details** Fill in this chart. Identify the purpose, or main idea, of the Anaconda Plan. Then fill in details to show how the plan would work.



5. **Describe** why Davis was willing to fight.

Notebook

6. **Understand the** **Quest Connections** Why did many Civil War songs appeal to people's feelings of patriotism?

Notebook

2 The War Begins

INTERACTIVITY
Participate in a role-play activity to preview the outbreak of the war.

Check The BIG Question
I will know the strategies and key battles in the first years of the Civil War.

Vocabulary
siege
blockade
Academic Vocabulary
overwhelm
heretic

Jumpstart Activity

Move into small groups. Each group suggests an activity for the class to do. One group decides what to do. How do the other groups feel about just having a choice?

Most leaders of the Confederacy expected the secession to be peaceful. They believed deciding to secede was one of a state's rights. They didn't think their actions would lead to a long, bloody war. They were very wrong.

Confederate forces fired on Fort Sumter on April 12, 1861. This event marked the start of the Civil War.



The First Shots

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On April 8, 1861, the governor learned that Lincoln was sending a ship to resupply the fort. Jefferson Davis sent soldiers to help the governor.

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INTERACTIVITY
Explore the key ideas of secession.

QUEST CONNECTION
Music was often used to stir up patriotic feelings. Underline words and phrases that you might use to write a song.

The Civil War Begins

Lincoln responded to the attack on Fort Sumter by raising an army. Virginia, Arkansas, Tennessee, and North Carolina joined the Confederacy. The Confederacy now had 11 states; the Union consisted of 23. Men on both sides eagerly enlisted. To what is to join the military. After all, it was an important cause. The North wanted to preserve the unity of the United States as a whole. The North also didn't want to lose access to the Mississippi River. The South was fighting for states' rights and a way of life.

INTERACTIVITY
Learn how and why the Civil War was going on.

The First Battle of Bull Run

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Academic Vocabulary
overwhelm + adj. heat + verb

Lincoln Versus Davis

Abraham Lincoln, the president of the Union, and Jefferson Davis, the president of the Confederacy, were both skilled leaders. Both were born in Kentucky, but Davis had moved to Mississippi and Lincoln had moved to Illinois. Lincoln was trained as a lawyer. Davis, a West Point graduate, became an army officer. Both served in Washington, D.C.

Lincoln and Davis faced different challenges as the war began. The South had fewer resources than the North, but it had better military leaders and stronger reasons to fight.

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This painting of Abraham Lincoln is based on a photograph taken by Matthew Brady just before Lincoln became president.

	United States of America	Confederate States of America
President	Abraham Lincoln	Jefferson Davis
Strategy	Anaconda Plan	Wait for Union to give up Get help from Britain
Strengths	<ul style="list-style-type: none"> Produced 90% of the country's weapons, cloth, shoes, and iron Produced most of the country's food Had more railroads and roads Had more people 	<ul style="list-style-type: none"> Had more experienced hunters and soldiers Had a history of producing great military leaders Believed they were fighting for freedom Were fighting for—and on—their own land
Challenges	<ul style="list-style-type: none"> Didn't have many war veterans Didn't have as many talented military leaders 	<ul style="list-style-type: none"> Lacked big manufacturing centers Had fewer railroads

Scott planned a three-part strategy. First, the Union would form a naval blockade of the coasts. A **blockade** is a barrier of troops or ships to keep people and supplies from moving in and out of an area. Under a blockade, the South would not be able to ship cotton to European countries and wouldn't have money to pay for the war.

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General Scott's plan was to wrap around the South and "squeeze" it like a plank snake.

New Tools of War

Wars often result in the invention of new tools and technologies. During the Civil War, guns were improved. The new guns could shoot farther and more accurately. Both Union and Confederate soldiers used early versions of the hand grenade. The Confederacy built a submarine, a ship that could travel underwater.

The Confederates created another new weapon: the ironclad. It was a ship covered in steel. In fact, an cannonball simply bounced off it. To make the ironclad, the Confederates covered an old Union ship, the *Merowyn*, with iron plates. They named it the *Virginia*. The *Virginia* successfully sank several Union ships. The Union built its own ironclad, the *Merrimack*, which fought the *Virginia*. Since both ships were ironclads, they were unable to cause serious damage to each other.

2. **Reading Check** Turn and talk with a partner about what made the *Monitor* and the *Virginia* special.



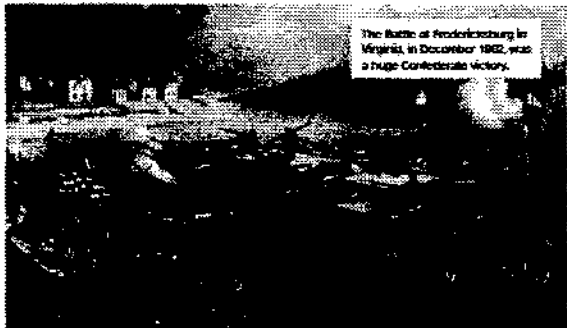
General Robert E. Lee commanded the Confederate army of northern Virginia.

Brilliant Confederate Generals

While the Union had far greater resources than the Confederacy, the South had brilliant generals, especially Thomas "Stonewall" Jackson and Robert E. Lee. These generals often outsmarted Union forces many times larger than their own.

In 1862, Union general George McClellan hoped to capture the Confederate capital of Richmond, Virginia. McClellan planned to sail his troops to a place on the coast of Virginia, to avoid the Confederate army in northern Virginia. At first, it seemed as though McClellan's plan would work. However, Stonewall Jackson was fighting so successfully in Virginia's Shenandoah Valley that extra Union troops had to be sent there. There was no help for McClellan. Robert E. Lee then badly defeated McClellan's forces at Richmond. Some people feared that the Confederates would now move on Washington, D.C.

With each Confederate success, there was more pressure on Lincoln. Northerners had expected a swift, easy victory. It was beginning to look like the war might be long, and people began to question Lincoln's decision to fight.



The Battle of Fredericksburg in Virginia, in December 1862, was a huge Confederate victory.

The Battle of Antietam

The Union needed a victory. It got one on September 17, 1862, at the Battle of Antietam (an TET I am). This battle was the single bloodiest day in the war. In the end, about 23,000 men lay dead or wounded, evenly divided between North and South. This **historic** battle led Lincoln to make a decision that would change the war and the country.

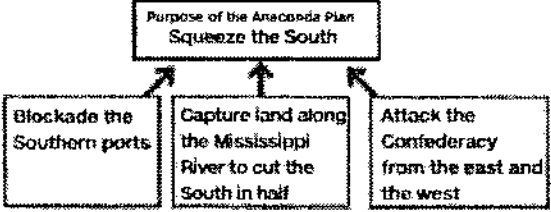
Academic Vocabulary
 horrific = sad, showing the answer to horror, frightening or shocking

3. **Reading Check** Turn and talk with a partner. Discuss the reasons why a Northern victory was so important.

Lesson 2 Check

INTERPRETING
 Check your understanding of the key ideas of the lesson.

4. Main Idea and Details Fill in this chart. Identify the purpose, or main idea, of the Anaconda Plan. Then fill in details to show how the plan would work.



5. Describe why Davis was willing to fight.

Possible answer: to defend the South's rights and way of life, to protect states' rights

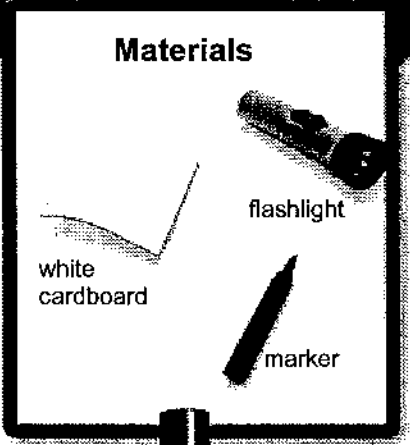
6. Understand the **QUERIES** Why did many Civil War songs appeal to people's feelings of patriotism?

Possible answer: Soldiers wanted to hear songs that inspired them and reminded them why they were fighting.

Inquiry Explore It!

How does sunlight strike Earth's surface?

- 1. Hold a flashlight about 15 cm directly above a piece of cardboard. Turn the flashlight on.
- 2. **Observe** the light on the cardboard. Trace the shape the light makes.
- 3. Repeat Step 1 slowly tilting the flashlight to the side. Repeat Step 2.



Explain Your Results

4. How did the light change?



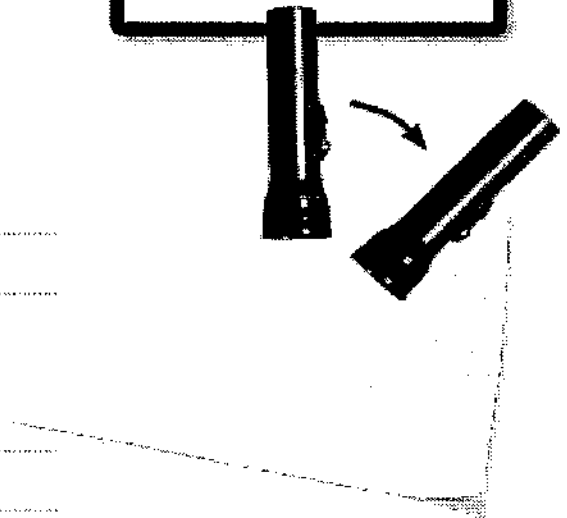
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5. **Infer** What determines how concentrated the sunlight is that strikes Earth's surface?

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Can you make a connection between what you learned in this activity and seasonal changes in temperatures where you live? Explain.

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