

ISD Grade Level: 5th Grade  
ISD Content: ELA  
Week: April 20 - April 24





# Work Page

# Home Reading Log

Name \_\_\_\_\_

Week of \_\_\_\_\_

<b>Weekend</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
<b>Monday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
<b>Tuesday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
<b>Wednesday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature
<b>Thursday</b>	Title _____ Pages _____ Summary or Reflections _____ _____ _____	Reading Minutes
	_____ _____	Parent Signature

# 5TH GRADE ELA CHOICE BOARD

choose an activity from each subject to complete for the week

## READING

### Main Idea

In the book of your choice, identify the main idea. Remember: the main idea is what the story is mostly about.

### Theme

In the short story or fairy tale of your choice, identify the theme. Remember: theme is the message the author wants you to learn from the story.

### Comparing

List similarities between the themes of “Little Red Riding Hood” and “The Three Little Pigs”, or your two favorite short stories or fairy tales.

### Contrasting

List the differences between the themes of “Little Red Riding Hood” and “The Three Little Pigs”, or your two favorite short stories or fairy tales.

## WRITING

### Quickwrite

Do you have a special activity or hobby you like to do? Write a paragraph describing what you like to do.

### Dessert

Write a paragraph describing your favorite dessert. If you want a challenge, try writing a poem about the dessert.

Write your very own poem about something in nature. Share your poem with someone you live with.

Do you have any goals you're working on? Write a page describing your goal and what you need to do to achieve it.

## SPELLING & VOCABULARY

Are you reading an independent book at home? Look for words ending in ‘i’ that match our spelling pattern. Write down what you find!

Complete the spelling word search in this packet.

Rainbow write your spelling words. Make each letter a different color.

Our root this week is ‘sub’ which means under or beneath. Think of 5 words that have the root in them and write them down. Use an online dictionary if you need help!

## COMPREHENSION & FLUENCY

Choose a scene or section from what you just read and **turn it into a comic strip or graphic novel**. Be sure to include speech bubbles, thought balloons, and bursts for sound effects.

**Write a letter to the author** of what you just read. Explain to the author what connections (text-to-self, text-to-text, text-to-world) you made in the book.

Draw what connections you have made in your book. Create a caption for each connection you make.

Read for 30 minutes a book of your choosing. Pick a comfy spot, get cozy, and dive in!

# Spelling Words

April 20-24, 2020

**-i**

1. taxi
2. kiwi
3. ski
4. deli
5. yeti
6. koi
7. bikini
8. salami
9. alibi
10. bonsai
11. graffiti
12. safari
13. spaghetti
14. broccoli
15. origami
16. tsunami
17. pepperoni
18. paparazzi
19. subtract
20. suffix

Name: \_\_\_\_\_

## -i spelling words

B I X L K J Q M E W U J Z N S I A B Q N E Z J  
Y T E N T E C D X F U T U A U A U D G V I R D  
K A G J V P S A F A R I A S D K L S A V M N F  
O L U E O S U B T R A C T G P P I A D X A X N  
T T I L E D I P H W G M T T R A D W M D G H V  
C I O K J T M P E V L A W R D A G I I I I Z L  
O A Q C O W A R A F O U U N V G F H Y Z R L V  
L S I S K I N M U P X F I B M L I F E C O Q L  
J N O C G X U T O W A V T I X E T Y I T C N O  
E O Y Z R J S R B F I R P S X S C Y L T T F I  
Z B B L L D T A H S M W A W C K W A O N I I T  
W F C Z S U F F I X B R S Z Y U I M C E G M A  
X J O M S S F M J E S X X D Z W K J C T Y I X  
C X E X M B L Z O R U R C E K I S H O G I T I  
P E P P E R O N I B I K I N I F J G R E Z E C  
A L I B I V L Z J Q B X H I D I D V B B J Y I

Find the following words in the puzzle.

Words are hidden     and .

PAPARAZZI  
PEPPERONI  
SPAGHETTI  
GRAFFITI  
SUBTRACT  
BROCCOLI  
TSUNAMI

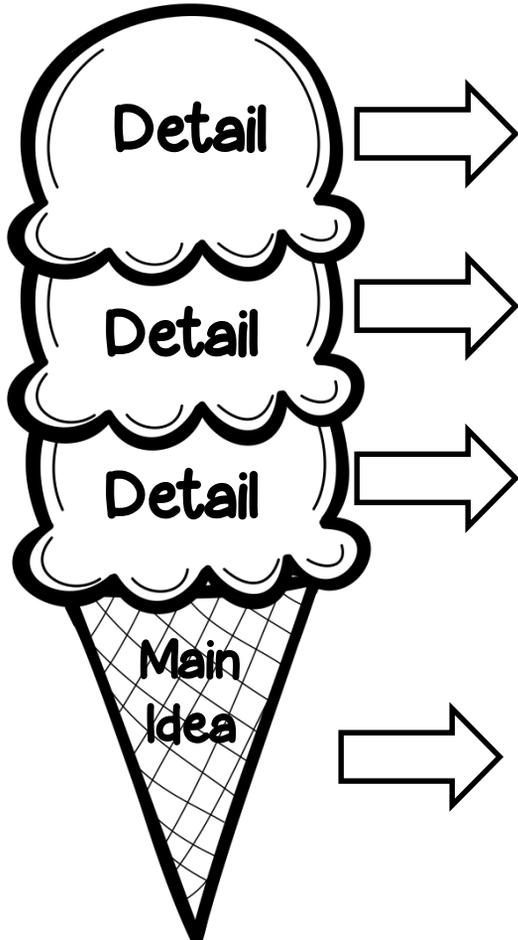
ORIGAMI  
SAFARI  
SUFFIX  
BONSAI  
SALAMI  
BIKINI  
ALIBI

KIWI  
YETI  
DELI  
TAXI  
KOI  
SKI

# Main Idea & Details

Directions: Read the following paragraph. Determine the main idea and write it beside the cone. Identify the three most important details and write them beside the scoops of ice cream.

Thunderstorms are dangerous. Every thunderstorm contains lightning, and lightning kills more people each year than tornadoes or hurricanes! Do you know what to do to remain safe during a thunderstorm? First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the National Weather Service recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical equipment. Avoid taking showers or baths. If you are unable to get safely inside a building, avoid taking cover beneath tall, isolated trees. Also avoid water, high ground, and metal objects. Knowing what to do (and what *not* to do) during a thunderstorm could save your life.





# Similes and Metaphors Graphic Organizer

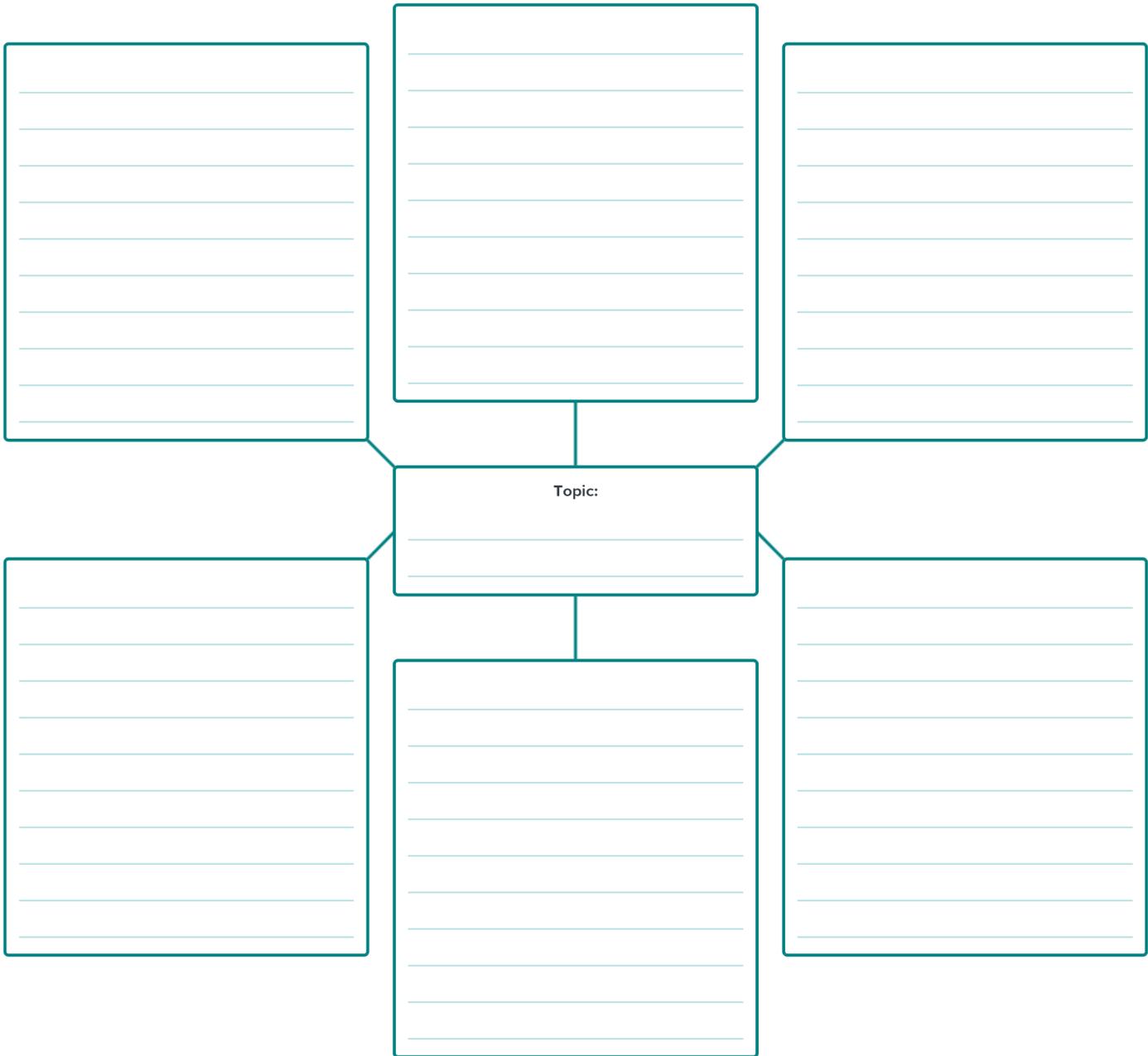
Date: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Brainstorm

Think of a topic for a poem and write it in the middle of the chart. Then brainstorm similes and metaphors about your topic. On a separate piece of paper, write your final poem!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fun with Alliteration Worksheet

Alliteration is a stylistic device in which a number of words , having the same consonant sound, occur close together in a series.

Ex. Peter picked a peck of pickled peppers.

**Directions:** Add a word to create alliteration in each sentence below so that the words have similar consonant sounds and occur close together in a series.

*Example A:* I rowed the boat in the sinfully \_\_\_\_\_ sea.

*Answer:* silent

1. Please put your \_\_\_\_\_ away.
2. I had to \_\_\_\_\_ home.
3. The lazy \_\_\_\_\_ lie like lumps.
4. Come and \_\_\_\_\_ your closet.
5. Peter \_\_\_\_\_ petunias in the pot.
6. Sarah Cynthia \_\_\_\_\_ Stout would not take the garbage out.
7. The baron was a busy \_\_\_\_\_.

Name: \_\_\_\_\_

## Haiku Planning Page

First, think of a topic about nature. Think about the things that you have seen outside. Close your eyes and picture a moment outside and everything around you. Below, write down what you see and hear.

What in nature are you describing? \_\_\_\_\_

Write down what you 'see' and 'hear': \_\_\_\_\_

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Now, make that shorter choosing less words: \_\_\_\_\_

---

---

Finally, fit it into three lines with the right amount of syllables:

\_\_\_\_\_

title

---

5 syllables

---

7 syllables

---

5 syllables

# Writing Limericks

A limerick is a type of poem that has five lines. Limericks are often funny or silly. The rhyme in a limerick is important. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme. In most limericks, lines 3 and 4 are shorter than lines 1, 2, and 5.

## Example: from *The Book of Nonsense* by Edward Lear

There was an Old Man of the Coast,  
Who placidly sat on a post;  
But when it was cold  
He relinquished his hold,  
And called for some hot buttered toast.

In this limerick *coast*, *post* and *toast* rhyme,  
and *cold* and *hold* rhyme.

Below are opening lines for two limericks. Write the other lines to complete the limerick. Remember which lines that need to rhyme.



### Limerick 1

1. There was a strong boy named Pete

2.

3.

4.

5.



### Limerick 2

1. There was a brown dog with a nose

2.

3.

4.

5.

Read the poem and fill in the graphic organizer below.

## At the Flick of a Switch

By Pat Moon

*Swish* goes the washing machine,  
*Grrrr* goes the grater,  
*Ping* goes the microwave,  
*Pdpp* the percolator,  
*Brmmmm* goes the vacuum cleaner,  
*Whim*, the tumble dryer,  
*Wizzz* goes the liquidizer,  
*Sizzz*, the deep-fat fryer  
There goes the thingy-me-bob  
That makes the fizzy drinks,  
With all the other thingy-me-bobs  
To the cupboard under the sink.  
Up goes more power stations,  
Up goes the smoke,  
Cough-cough goes this planet,  
“You’re going to make me choke.”

<p><b>Main Idea:</b> The main idea of a text is a sentence that explains what the text is mostly about. <b>*Answers the question: What is the text about?</b></p>	<p><b>Theme:</b> A message or lesson from the story that you can apply to your own life. <b>*Answers the question: What lesson does this text tell me about your life?</b></p>

Name: \_\_\_\_\_

## Using Titles in Text

The titles of major works are set apart from regular text. Major works are books, long poems, magazines, newspapers, journals, movies, plays, television shows, ballets, operas, paintings, albums, and names of ships.

When you are handwriting, you underline the title of the major work. If you are typing, you put the title in italics.

### Example:

He checked out a book called *The Three Musketeers* by Alexandre Dumas.

### Or if handwritten:

He checked out a book called The Three Musketeers by Alexandre Dumas.

Titles of smaller works are put in quotation marks. These are magazine articles, songs, essays, short stories, book chapter names, short poems, and television episodes.

I read an article in the *Chicago Tribune* titled "The Best Places for Pizza."

Rewrite each of the following sentences, using quotation marks and underlining or italics where needed.

1. Aline likes to sing the song O! Susanna.
2. The teacher read to the students from the book Where the Red Fern Grows.
3. Jim's grandmother gave him a subscription to National Geographic magazine.
4. Edgar Allen Poe wrote many short stories such as The Tell-Tale Heart.
5. Every Christmas the family went to see The Nutcracker performed by the city ballet company.
6. The Sesame Street theme song is Can You Tell Me How to Get to Sesame Street?
7. Last night I began the chapter in Black Beauty entitled Going For the Doctor.
8. The Lobster Quadrille is a short poem in Alice's Adventures in Wonderland by Lewis Carroll.

Name: \_\_\_\_\_

## *Italics* and Underlining for Titles

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### **or if handwritten:**

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Titles of smaller works are put in quotation marks. These are magazine articles, songs, essays, short stories, book chapter names, short poems, and television episodes.

I read an article in the *Chicago Tribune* titled "The Best Places for Pizza."

Circle the words in the following sentences that should be underlined or placed in italics.

1. The Lion King was a movie and also a play on Broadway.
2. The family watched The Wizard of Oz on television.
3. The Mona Lisa hangs in Paris, France at the Louvre Museum.
4. Henry Wadsworth Longfellow's epic poem Evangeline: A Tale of Acadie is divided into two parts of five sections, called cantos.
5. The first chapter of David Copperfield by Charles Dickens is entitled I Am Born.
6. The Washington Post newspaper was founded in 1877.
7. The British ship RMS Titanic sank in August 1912.
8. I think Harry Potter and the Sorcerer's Stone was better than Harry Potter and the Order of the Phoenix.
9. People magazine has an annual list called The 25 Most Intriguing People of the Year.
10. William Shakespeare's Romeo and Juliet was written before Hamlet.

ISD Grade Level: 5th Grade  
ISD Content: Social Studies  
Week: April 20 - April 24





# Work Page

- *Outline/Draw the territory for The Louisiana Purchase & Oregon Trail*
- *Label the THREE major mountain ranges in the U.S. - Rocky, Sierra Nevada, & Appalachian*
- *Draw arrows in the THREE states where prospectors mined for gold, silver, or copper in the West Region*
- *Color or shade in the states of Alaska and Hawaii*

# United States of America





Name \_\_\_\_\_

Date \_\_\_\_\_

## PONY EXPRESS

When people moved west in covered wagons, things came slowly. Letters and news took a long time to get from one side of the country to the other. People had to wait for months to hear news from other places. Sometimes the mail took as long as one year, and other times it didn't arrive at all.

The Pony Express was established in 1860 to help mail and news move quickly from one place to another. Riders brought mail and messages to people who were willing to pay for it. The Pony Express gave the riders \$100 dollars each month.

Each rider had to weigh less than 125 pounds. Larger people were not hired. They rode in rain or snow, day or night. They often rode in very dangerous conditions. Mail carriers had to ride very fast. They would change horses every 10–15 miles at a relay station. After 100 miles, a new rider would take over.

The Pony Express did not last long because it had many problems. The people who gave money to get it started did not get much money back. The letters cost too much to send. In 1862, the Pony Express ended.

### STORY QUESTIONS

1. The Pony Express was . . .
  - a. a place to keep ponies.
  - b. a group of horses and riders that carried mail and news across the U.S.
  - c. a line of horses that had many names.
  - d. a train named after a pony.
2. Which of the following could be dangers that a Pony Express rider probably faced?
  - a. friendly pioneers
  - b. calm streams and beautiful scenery
  - c. wolves and Native American attacks
  - d. wagon trains and campfires
3. If you wanted to be a rider for the Pony Express, how much could you weigh?
 

a. less than 125 pounds	c. 155 pounds
b. more than 125 pounds	d. weight didn't matter
4. According to the passage, why was the Pony Express started?
  - a. so riders could get practice riding across the country
  - b. to teach pioneers how to ride faster
  - c. so riders could exercise their ponies
  - d. to move messages and information quickly from place to place

# Gold Rush Boomtowns

**Cross-Curricular Focus: History/ Social Sciences**



The discovery of gold in the California Territory sparked not only national interest, but even worldwide attention. California was not even a state yet when gold was discovered in 1848. There were few regulations on treasure hunting. Gold was there for the taking. The adventurous risked everything and came by the thousands. The cities of Sacramento, Stockton and San Francisco expanded from tiny little villages to huge, active towns almost overnight. A town that grows rapidly due to new business opportunities became known as a **boomtown**.

Towns grew increasingly larger as more and more settlers came to the area. People from all over the world came to San Francisco in particular. They brought a variety of goods and services with them, making San Francisco an international cultural center. People of the time compared it to London, England. Prices were very high, but goods from around the world were available.

Usually, boomtown populations were mostly men. Few women came to California in the early days of the Gold Rush. The men who came to find their fortunes believed they would quickly make lots of money to take back home to loved ones.

When it became clear that people were not going to become wealthy overnight, some miners returned to their home. Those who stayed began to send for their families. Women with skills like cooking, washing clothes and sewing were highly regarded. Men did not like to do these things for themselves. Women willing to travel to the West could make a very good living marketing their homemaking skills. If single women wanted to marry, they had their choice of hundreds of men.

Though gold is what attracted people to the boomtowns, few made their fortunes by finding it. Those who really struck it rich were the **entrepreneurs**. They took advantage of the opportunity to sell things to the large numbers of people around them. A good example of this is Levi Strauss. He invented and sold durable pants for miners. They caught on in a big way. We know them now as blue jeans. Today, you don't have to be a miner to wear jeans. Some discoveries endure over time.

Name: \_\_\_\_\_

**Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.**

1) What is a boomtown?

\_\_\_\_\_

\_\_\_\_\_

2) What is the name of one California boomtown? \_\_\_\_\_

\_\_\_\_\_

3) What were some of the things that motivated women to come eventually?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) What did an entrepreneur do during the Gold Rush? \_\_\_\_\_

\_\_\_\_\_

5) Would you have wanted to go to California for the Gold Rush? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Read the passage and look at the propaganda photos. Then make your own poster and share it with your family.

Even though the fighting in World War II was all the way across the Atlantic and Pacific Oceans, the war changed the lives of everyone in America. The war effort in the United States was often called the home front.

### **Rationing**

Because of the war, many products were in short supply. Metal had to be used to make tanks and battleships. Medicine was needed for the battlefields. By the end of the war, many products were rationed. Each family would get ration stamps allowing them to buy a certain amount of a type of product. Products rationed included tires, automobiles, sugar, gasoline, meat, butter, and coal.

### **Women go to work**

When World War II began in 1939 there were around 190,000 men in the US Army. By the time the war ended in 1945, there were over 10 million. On top of this, factories in the US were at full capacity making arms, tanks, ships, and vehicles for the war. There was a shortage of workers. To fill the gap and help build supplies for the war, many women went to work. They took on tough physical labor jobs that previously had been done mostly by men. Women who went to work in factories were nicknamed Rosie the Riveter. They played a major role in keeping the factories running smoothly and producing much needed planes, tanks, and other arms for the war.

### **Entertainment and Propaganda**

The US government knew that Americans must stay united in the war effort in order to win the war. They created all sorts of posters that showed patriotism and ways that people could help with the war effort from home. There were also lots of wartime movies showing how brave the soldiers were and how evil Hitler and the enemy was. All movie scripts had to be approved by the government.



## 5th-SS-Lesson 22 - Holocaust

**Directions:** Just read the passage and look at the pictures of concentration camps. Today just reflect on something you are grateful to have in your life. I am grateful for my students, my son and husband, and all the people working to keep us safe right now.

Adolf Hitler blamed the Jewish people in Germany for the loss of WWI. He began to segregate the Jewish population into what was none as the Jewish Ghetto. He forced the people into one area that was fenced in with barbed wire and guarded. Soon these people began to disappear. They were boarded into trains and taken to concentration camps. At these camps people were forced into heavy labor, starved and often killed. Families were separated, many never finding each other again. Most of the horrors of the Holocaust were not discovered until the Allied forces moved through Germany after the war had ended.

- Six million Jewish people were murdered by the Nazis.
- This included as many as 1 million Jewish children
- They also killed Polish people, Catholics, Serbs, and handicapped people.
- It is thought that the Nazis murdered as many as 17 million innocent people.
- Some concentration camps even had gas chambers. People would be led into the chambers in large groups only to be killed with poison gas.



## 5th-SS-Lesson 23 - Bombing of Hiroshima and Nagasaki

**Directions:** Read the passage and write a letter to President Harry S. Truman. Explain to him why you agree or disagree on his decision to drop the bomb.



At the start of World War II in 1939 the atomic bomb had not yet been invented. However, scientists discovered about that time that a powerful explosion might be possible by splitting an atom. This type of bomb could destroy large cities in a single blast and would change warfare forever.

By the time the first atomic bomb had been made, Germany had already surrendered and World War II in Europe was over. Japan was defeated as well, but would not surrender. The US was thinking about an invasion of Japan. Army leaders figured that anywhere from 500,000 to 1 million US and Allied soldiers would die in an invasion. President Truman decided to drop the atomic bomb instead.

### **Hiroshima**

On August 6, 1945 an atomic bomb named Little Boy was dropped on Hiroshima, Japan. The explosion was huge, the city was destroyed, and tens of thousands of people were killed. The bomb itself was over 10 feet long and weighed around 10,000 pounds. A small parachute was on the bomb in order to slow its drop and allow the plane time to fly away from the blast zone.

### **Nagasaki**

Even after seeing the damage of the bomb on Hiroshima, Emperor Hirohito and Japan still refused to give up. Three days later, on August 9, 1945, another atomic bomb, nicknamed Fat Man, was dropped on Nagasaki, Japan. Again the damage and death was horrible. Japan surrendered several days later.

Dear President Truman,

\_\_\_\_\_

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## 5th-SS-Lesson 24 - Internment Camps

**Directions:** Read the passages and write or draw in the suitcase what you think you would take with you if you were in the same situation as Mary.

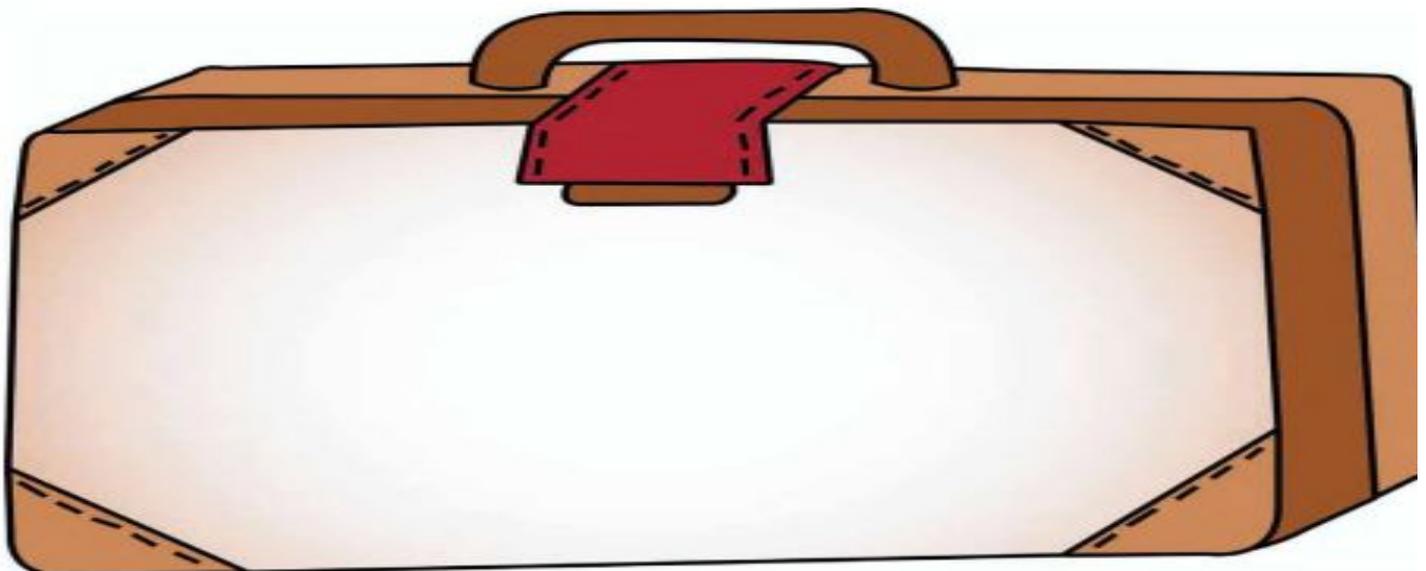
After the Japanese attacked Pearl Harbor the United States declared war on [Japan](#) and entered World War II. Not long after the attack, on February 19, 1942, President Roosevelt signed an executive order that allowed the military to force people of Japanese ancestry into internment camps. Around 120,000 Japanese-Americans were sent to the camps. Internment camps were sort of like prisons. People were forced to move into an area that was surrounded by barbed wire. They were not allowed to leave. The people were put in the camps based only on their race. They had not done anything wrong. The interment finally ended in January of 1945. Many of these families had been in the camps for over two years. Many of them lost their homes, farms, and other property while they were in the camps. They had to rebuild their lives.

When Japanese Americans were forced to leave their homes during World War II, they were given as little as ten days to prepare for the move, and could only take what they could carry to the internment camps. Children did not have much room for toys or special objects from home.

Mary Tsukamoto was one of the Japanese Americans who was forced to leave her home during the war. This is what she said about packing up and moving to the camp.



"...I started to gather rice, small sacks of rice and...and collected the packages of dehydrated soup and jello and things that were light, so that they wouldn't be such a heavy baggage for us to carry because they said you could only take what you could carry. And we knew we had to take blankets and sheets and bedding and things as well as some of our clothes."



## 5th-SS-Lesson 25 - World War II Review

**Directions:** Review the timeline and your previous work on WWII. Write a summary of what you have learned. Remember, 5th grade paragraphs are at least 7 to 9 sentences long.

### World War II

**1939 September 1** - Germany invades [Poland](#). World War II begins.

**1939 September 3** - France and Great Britain declare war on Germany.

**1940 April 9 to June 9** - Germany invades and takes control of Denmark and Norway.

**1940 May 10 to June 22** - Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe including the Netherlands, Belgium, and northern France.

**1940 May 30** - Winston Churchill becomes leader of the British government.

**1940 June 10** - Italy enters the war as a member of the Axis powers.

**1940 July 10** - Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain.

**1940 September 22** - Germany, Italy, and Japan sign the Tripartite Pact creating the Axis Alliance.

**1941 June 22** - Germany and the Axis Powers attack Russia with a huge force of over four million troops.

**1941 December 7** - The Japanese attack the US Navy in Pearl Harbor. The next day the US enters World War II on the side of the Allies.

**1942 June 4** - The US Navy defeats the Japanese navy at the Battle of Midway.

**1942 July 10** - The Allies invade and take the island of Sicily.

**1943 September 3** - Italy surrenders to the Allies, however Germany helps Mussolini to escape and set up a government in Northern Italy.

**1944 June 6** - D-day and the Normandy invasion. Allied forces invade France and push back the Germans.

**1944 August 25** - Paris is liberated from German control.

**1944 December 16** - The Germans launch a large attack in the Battle of the Bulge. They lose to the Allies sealing the fate of the German army.

**1945 February 19** - US Marines invade the island of Iwo Jima. After a fierce battle they capture the island.

**1945 April 12** - US President Franklin Roosevelt dies. He is succeeded by President Harry Truman.

**1945 April 30** - Adolf Hitler commits suicide as he knows Germany has lost the war.

**1945 May 7** - Germany surrenders to the Allies.

**1945 August 6** - The United States drops the Atomic Bomb on Hiroshima, Japan. The city is devastated.

**1945 August 9** - Another atomic bomb is dropped on Nagasaki, Japan.

**1945 September 2** - Japan surrenders to US General Douglas MacArthur and the Allies.

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ISD Content: Math  
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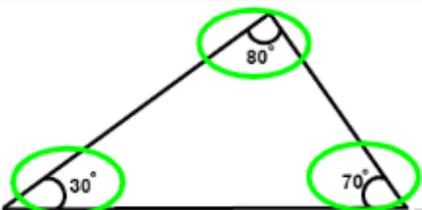
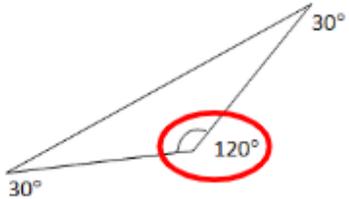
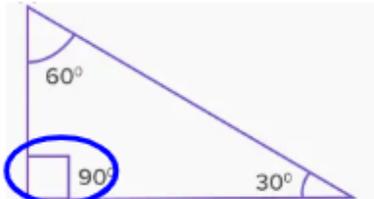




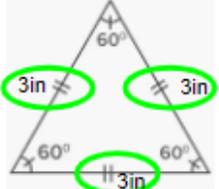
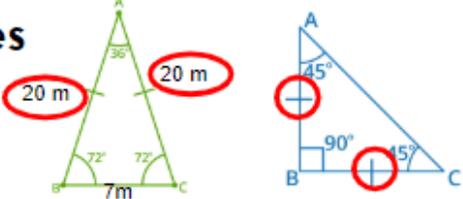
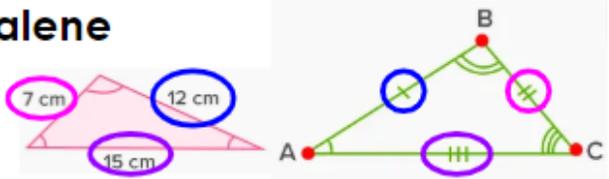
# Work Page

## Classifying Triangles by Side Length and Angle

### By Angles

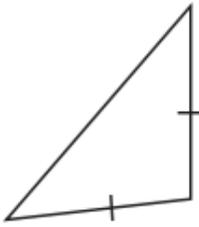
<u>Triangles</u>	<u>Attributes</u>
<b>Acute</b> 	All three angles measure <b>LESS</b> than $90^\circ$
<b>Obtuse</b> 	One angle measures <b>MORE</b> than $90^\circ$
<b>Right</b> 	One angle measures <b>EXACTLY</b> $90^\circ$

### By Side Lengths

<u>Triangles</u>	<u>Attributes</u>
<b>Equilateral</b> 	All <b>three</b> sides have <b>equal</b> lengths
<b>Isosceles</b> 	<b>Two</b> sides have <b>equal</b> lengths
<b>Scalene</b> 	<b>No</b> sides have <b>equal</b> lengths

Identify each triangle based on angles or sides.

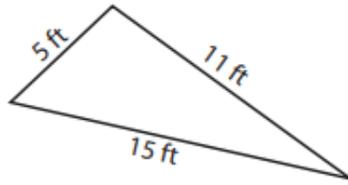
1)



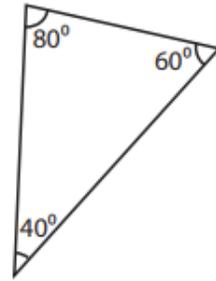
**Isosceles triangle**

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2)



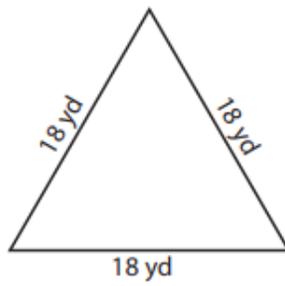
3)



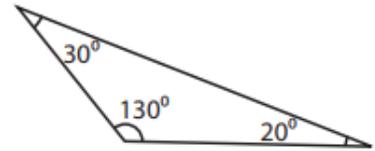
4)



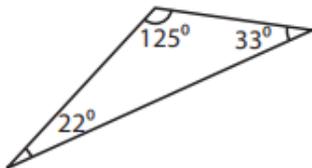
5)



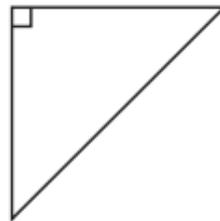
6)



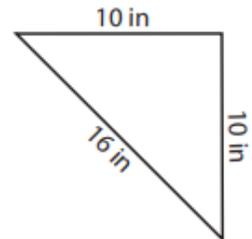
7)



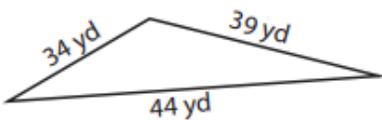
8)



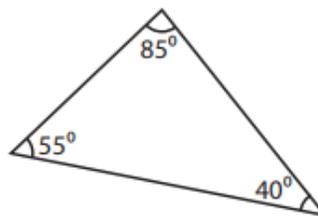
9)



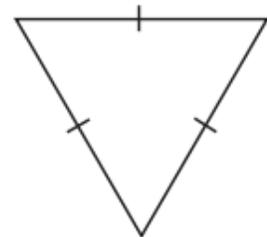
10)



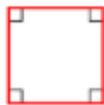
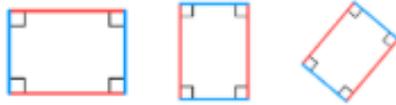
11)



12)



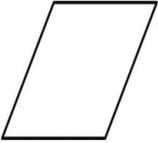
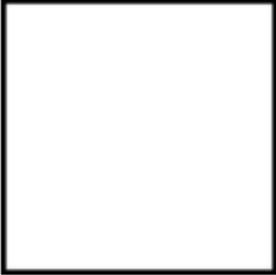
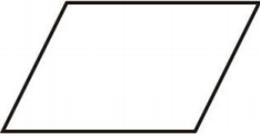
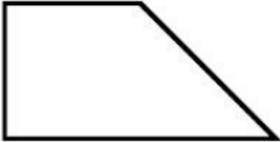
## Classifying Quadrilaterals

Shape	Attributes	Examples
<b>Square</b>	<ul style="list-style-type: none"> <li>• 2 sets of parallel sides</li> <li>• All sides are congruent</li> <li>• 4 right (90°) angles</li> </ul>	
<b>Rectangle</b>	<ul style="list-style-type: none"> <li>• 2 sets of parallel sides</li> <li>• Opposite sides are congruent</li> <li>• 4 right (90°) angles</li> </ul>	
<b>Rhombus</b>	<ul style="list-style-type: none"> <li>• 2 sets of parallel sides</li> <li>• All sides are congruent</li> </ul>	
<b>Trapezoid</b>	<ul style="list-style-type: none"> <li>• 1 set of parallel sides</li> </ul>	
<b>Kite</b>	<ul style="list-style-type: none"> <li>• 2 pairs of sides with the same length that are next to each other</li> </ul>	
<b>Parallelogram</b>	<ul style="list-style-type: none"> <li>• 2 sets of parallel sides</li> <li>• Opposite sides are congruent</li> <li>• Can have right (90°) angles</li> <li>• Opposite angles are congruent</li> </ul>	

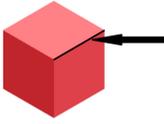
**Congruent means the sides/angles are equal.**

## Classifying Quadrilaterals

Check off the correct attributes for each quadrilateral.

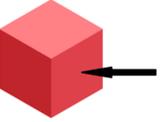
	<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Square</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Square</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Square</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> Nonparallel sides equal</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles of the base are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Trapezoid</li> <li><input type="checkbox"/> Square</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Square</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> All sides are congruent</li> <li><input type="checkbox"/> Opposite sides are congruent</li> <li><input type="checkbox"/> All angles are congruent</li> <li><input type="checkbox"/> Opposite angles are congruent</li> <li><input type="checkbox"/> 4 right angles</li> <li><input type="checkbox"/> 1 pair of parallel sides</li> <li><input type="checkbox"/> 2 pairs of parallel sides</li> <li><input type="checkbox"/> Polygon</li> <li><input type="checkbox"/> Quadrilateral</li> <li><input type="checkbox"/> Parallelogram</li> <li><input type="checkbox"/> Rectangle</li> <li><input type="checkbox"/> Trapezoid</li> <li><input type="checkbox"/> Rhombus</li> <li><input type="checkbox"/> Square</li> </ul>

1. The lines of a 3D shape are called...



- a) edges
- b) outside
- c) faces
- d) vertices

2. The flat part of a 3D shape is called a...

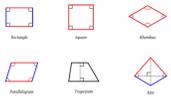


- a) side
- b) face
- c) half
- d) 3D

6. Name the polygon:  
A quadrilateral with exactly one pair of parallel sides.

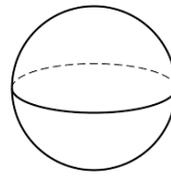
- a) Square
- b) Rhombus
- c) Trapezoid
- d) Parallelogram

7. What is a quadrilateral?



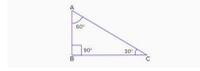
- a) A polygon with 3 sides
- b) A polygon with 4 sides
- c) A polygon with 5 sides
- d) A polygon with 6 sides

3. What is this shape?



- a) ball
- b) circle
- c) oval
- d) sphere

4. Which type of triangle has one right angle?



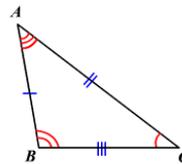
- a) Right
- b) Equilateral
- c) Scalene
- d) Obtuse
- e) Acute

5. Name the polygon in the picture.



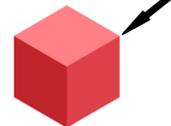
- a) Rectangle
- b) Rhombus
- c) Trapezoid
- d) Decagon

8. Which type of triangle has three different side lengths and three different angle measures?



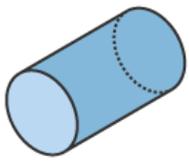
- a) Right
- b) Obtuse
- c) Scalene
- d) Isosceles
- e) Equilateral

9. The corners or points on a 3D shape are called...



- a) outlines
- b) cylinder
- c) lines
- d) vertices

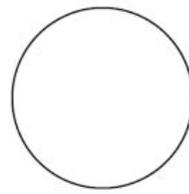
10.



What is the name of this shape?

- a) cyclinder
- b) sphere
- c) cone
- d) circle prism

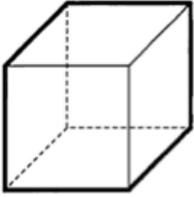
12.



Polygon or non-polygon?

- a) Polygon
- b) Non-Polygon

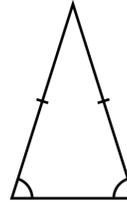
11.



How many faces does the shape below have?

- a) 2
- b) 4
- c) 6
- d) 8

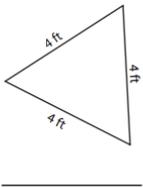
13.



What type of triangle is this?

- a) Equilateral
- b) Isosceles
- c) Scalene
- d) Obtuse

14.



Identify the triangle based on side length.

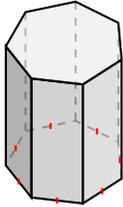
- a) Equilateral
- b) Isosceles
- c) Scalene
- d) Right

15. Name a 2D shape with 4 right angles.

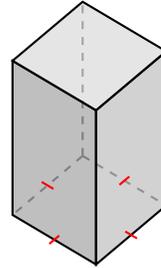
- a) hexagon
- b) rhombus
- c) rectangle
- d) triangle

# Classifying Prisms and Pyramids (A)

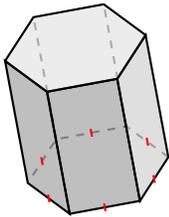
Name each figure based on the shape of its base.



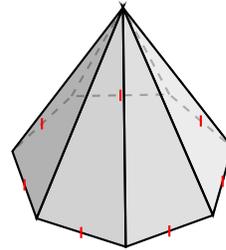
\_\_\_\_\_



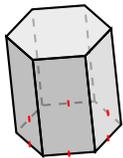
\_\_\_\_\_



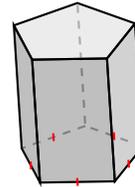
\_\_\_\_\_



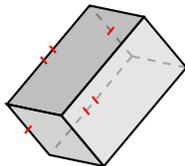
\_\_\_\_\_



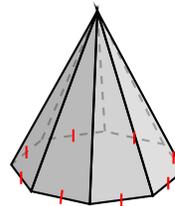
\_\_\_\_\_



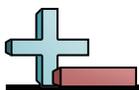
\_\_\_\_\_



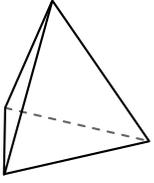
\_\_\_\_\_



\_\_\_\_\_

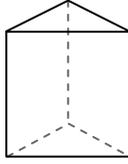


Use the diagram to determine the faces, vertices and edges of the shapes.



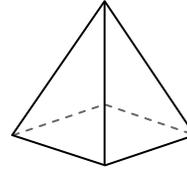
triangular pyramid

- 1) Faces: \_\_\_\_\_
- 2) Vertices: \_\_\_\_\_
- 3) Edges: \_\_\_\_\_



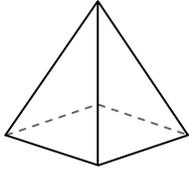
triangular prism

- 4) Faces: \_\_\_\_\_
- 5) Vertices: \_\_\_\_\_
- 6) Edges: \_\_\_\_\_

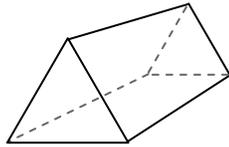


rectangular pyramid

- 7) Faces: \_\_\_\_\_
- 8) Vertices: \_\_\_\_\_
- 9) Edges: \_\_\_\_\_

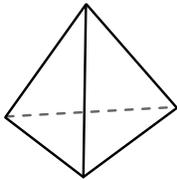


rectangular pyramid

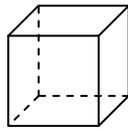


triangular prism

- 10) Which shape has more faces?
- A. rectangular pyramid
  - B. triangular prism
  - C. They both have the same number of faces.

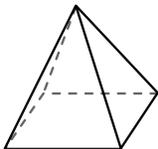


triangular pyramid

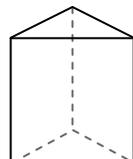


cube

- 11) Which shape has more vertices?
- A. triangular pyramid
  - B. cube
  - C. They both have the same number of vertices.



rectangular pyramid



triangular prism

- 12) Which shape has more edges?
- A. rectangular pyramid
  - B. triangular prism
  - C. They both have the same number of edges.

Answers

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

## Place Value (D)

What is the value of each underlined digit?

660,884,576,258.482

121,065,120,733.308

183,306,771,867.489

552,665,483,306.036

253,526,400,171.933

520,172,464,747.487

163,736,378,370.126

653,340,267,644.821

260,743,649,359.190

903,600,968,927.255

455,081,177,810.232

114,745,307,724.608

626,623,025,702.046

857,789,507,158.940

963,521,636,227.886

889,047,378,293.950

368,086,495,607.264

695,282,652,145.648



Find the value of the underlined digit.

Ex) 9,791,790.776

Ex) 690.34

1) 4,313.783

2) 93.389

3) 3,755,929.652

4) 9,103,499.5

5) 109.291

6) 9,137,037.83

7) 3,945,082.7

8) 5.66

9) 1,531.950

10) 2,749.1

11) 94,972.89

12) 1,953.27

13) 1,004,847.7

14) 268.20

15) 96,064.94

Answers

Ex. 9,000,000

Ex. 4/100

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Expanded Form

Write each decimal in expanded form.

examples:  $0.289 = 2 \times (1/10) + 8 \times (1/100) + 9 \times (1/1000)$

$$45.692 = 4 \times 10 + 5 \times 1 + 6 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$$

a.  $0.76 =$  \_\_\_\_\_

b.  $0.481 =$  \_\_\_\_\_

c.  $9.076 =$  \_\_\_\_\_

d.  $23.020 =$  \_\_\_\_\_

e.  $5.2 =$  \_\_\_\_\_

f.  $16.103 =$  \_\_\_\_\_

- g. The mass of a robin's egg is 6.501 grams. Write this number in expanded form.

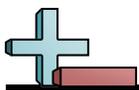


\_\_\_\_\_

- h. The height of a puffin is 24.02 cm. Write this number in expanded form.



\_\_\_\_\_



Determine the placement of the decimal in each product.

$$5.809 \times 7.8 = 45.3102$$

1. Count the quantity of numbers to the right of the decimal for each factor.

5.809 has 3 numbers right of the decimal (5.809)

7.8 has 1 number right of the decimal (7.8)

2. Add the amounts together. Your answer should have the same quantity of numbers to the right of the decimal.

$$3 + 1 = 4$$

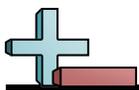
$$5.\underline{089} (3) \times 7.\underline{8} (1) = 45.\underline{3102} (4)$$

Also notice that  $5 \times 7 = 35$  and  $6 \times 8 = 48$ , so  $5.809 \times 7.8$  will be a more than 35 but less than 48.

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

- 1)  $3 \times 4.7 =$                       1 4 1
- 2)  $4 \times 1.54 =$                      6 1 6
- 3)  $5.22 \times 2 =$                      1 0 4 4
- 4)  $8.52 \times 6.524 =$                 5 5 5 8 4 4 8
- 5)  $7.69 \times 2.7 =$                     2 0 7 6 3
- 6)  $1.266 \times 3.3 =$                   4 1 7 7 8
- 7)  $6 \times 5.518 =$                     3 3 1 0 8
- 8)  $9.5 \times 4.256 =$                  4 0 4 3 2 0
- 9)  $7.569 \times 2.38 =$                 1 8 0 1 4 2 2
- 10)  $5.676 \times 2 =$                     1 1 3 5 2
- 11)  $9.58 \times 7 =$                      6 7 0 6
- 12)  $4.985 \times 3 =$                     1 4 9 5 5
- 13)  $7.6 \times 8.784 =$                  6 6 7 5 8 4
- 14)  $6.8 \times 1 =$                       6 8
- 15)  $6 \times 7.962 =$                   4 7 7 7 2
- 16)  $8.259 \times 7.5 =$                  6 1 9 4 2 5
- 17)  $9.6 \times 6.26 =$                  6 0 0 9 6
- 18)  $1 \times 5.5 =$                      5 5
- 19)  $5.37 \times 3 =$                     1 6 1 1
- 20)  $3.22 \times 4.766 =$               1 5 3 4 6 5 2



Solve each problem.

$$\begin{array}{r} 1) \quad 8.59 \\ \times \quad 6.4 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 37.13 \\ \times \quad 1.2 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 4.6 \\ \times \quad 5.8 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 7.62 \\ \times \quad 5.9 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 734.4 \\ \times \quad 9.1 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 4.9 \\ \times \quad 3.2 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 6.16 \\ \times \quad 3.3 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 18.56 \\ \times \quad 1.0 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 8.4 \\ \times \quad 9.3 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 90.8 \\ \times \quad 5.3 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 381.8 \\ \times \quad 5.7 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 4.9 \\ \times \quad 3.7 \\ \hline \end{array}$$

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



# Work Page

ISD Grade Level: 5th Grade  
ISD Content: Science  
Week: April 20 - April 24





# Work Page

# 5th Grade Science April 20 Handout

## Word Bank

vascular	gymnosperm	seedless	monocot
dicot	mono	nonvascular	angiosperm
di	fern	flowers	cones

**Directions:** Use the word bank to complete the sentences below about types of plants.

1. \_\_\_\_\_ plants have leaves, roots, and stems.
2. \_\_\_\_\_ plants DO NOT have leaves, roots, or stems.
3. Vascular plants can either have seeds or be \_\_\_\_\_ .
4. Seedless vascular plants reproduce using spores. An example would be a \_\_\_\_\_
5. Vascular plants that have seeds can either be \_\_\_\_\_ or \_\_\_\_\_ .
6. Angiosperms seeds are protected by \_\_\_\_\_ and/or fruit.
7. Gymnosperms have seeds inside of female \_\_\_\_\_ .
8. \_\_\_\_\_ have **one** food storage area for the seed.
9. \_\_\_\_\_ have **two** food storage areas.
10. \_\_\_\_\_ means one.
11. \_\_\_\_\_ means two.

**Directions:** Use the speech bubble to help you determine whether the following plants are monocots or dicots. Circle the correct answer next to the picture.

**REMEMBER:**

A **monocot** has floral parts in multiples of 3.

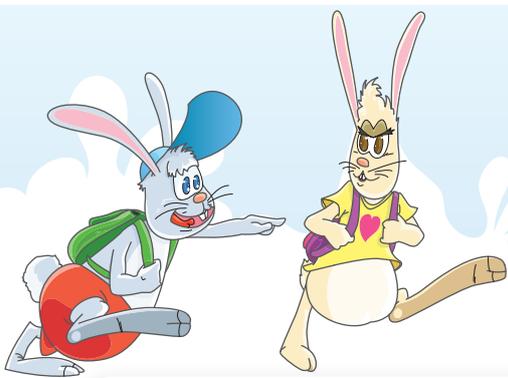
A **dicot** has floral parts in multiples of 4 or 5.

**Monocot**    **or**    **Dicot**



**Monocot**    **or**    **Dicot**

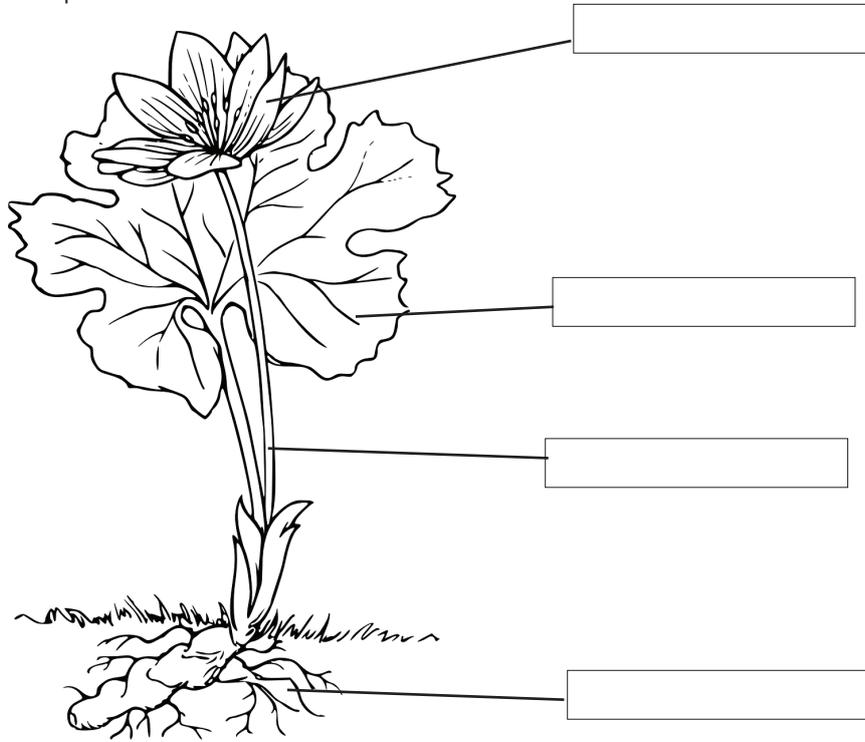




Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Functions of plant parts

1. Label the parts of the plant below.

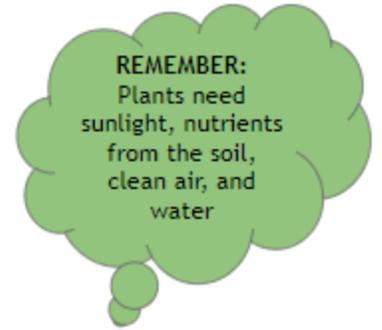


2. What part of the plant takes up water and nutrients from the soil ?
- leaves
  - roots
  - flowers
  - stem
3. They are the reproductive part of a plant.
- leaves
  - roots
  - flowers
  - stem
4. They also help in stabilizing a plant from being blown away by wind.
- leaves
  - roots
  - flowers
  - stem
5. The \_\_\_\_\_ of a plant are colorful and attract insects for pollination.
- leaves
  - roots
  - flowers
  - stem

# 5th Grade Science April 22 Handout

1. To survive, plants need air, water and \_\_\_\_\_.

- a. Wind
- b. People
- c. Fertilizer
- d. Sunlight



Use the table to answer questions 2 & 3.

2. Which plant would grow the best?

- a. Plant A
- b. Plant B
- c. Plant C

Plant	Sunlight	Water
A 	yes	no
B 	yes	yes
C 	no	yes

3. Why would that plant grow the best?

-----  
-----  
-----  
-----

4. Plants will grow better in which environment?

- a. dark/warm
- b. light/warm
- c. dark/cold
- d. light/cold

5. True or false: More water is always better. \_\_\_\_\_

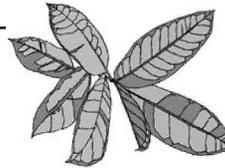
6. What will happen to a plant that does not get any water?

- a. Dry up and die
- b. Make new leaves
- c. Grow faster
- d. Grow slower

7. True or false: All plants need the same amount of sunlight, water, and type of soil. \_\_\_\_\_

# Plants Are Producers

**Cross-Curricular Focus: History/Life Science**



People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called **photosynthesis** using light from the sun, water and carbon dioxide. Carbon dioxide is the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to “eat.” The plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called **chloroplasts** that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called **grana**. These stacks are filled with chlorophyll. **Chlorophyll** is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they “breathe” out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

Name: \_\_\_\_\_

**Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.**

1) Why are plants called producers?

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2) Where do plants get their green color?

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3) Explain the relationship between people and plants. Why are we good partners?

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4) What would happen if there were not enough plants on Earth? \_\_\_\_\_

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5) What is a chloroplast?

---



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Name: \_\_\_\_\_

**I can explain how plants get what they need to grow from air and water.**

**Directions:** Answer the questions below. Be sure to explain your thinking.

1. Explain how plants are able to eat and grow with just three important things. Use the words from the word bank in your explanation and underline them in your paragraph.

water roots food energy photosynthesis glucose grow air sunlight sugar

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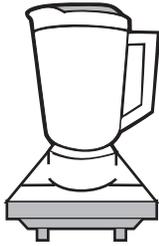
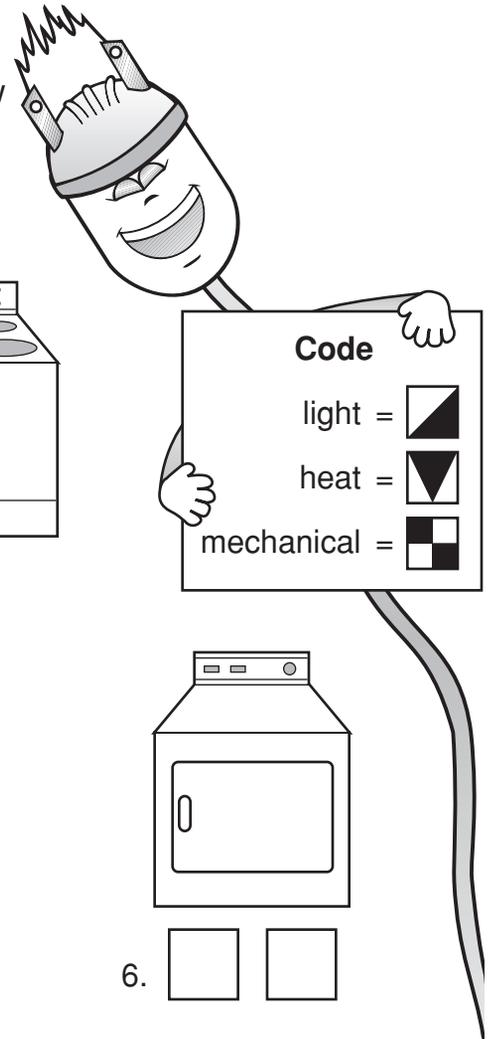
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2. Draw a picture, the best that you can, on the back which shows how plants eat. (Color and label your diagram.)

# Electricity at Work

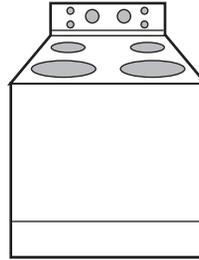
Electricity can provide light, heat, or mechanical energy. Draw the symbol under each object to show which kind or kinds of energy it uses.



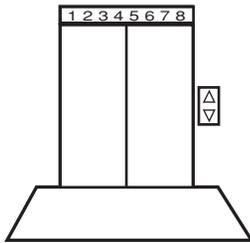
1.



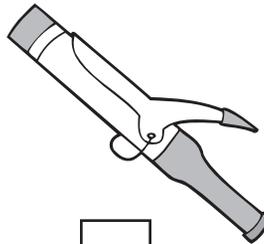
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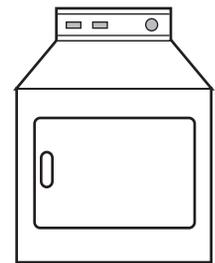
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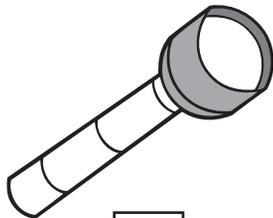
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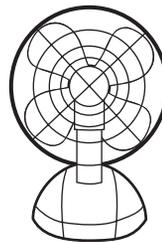
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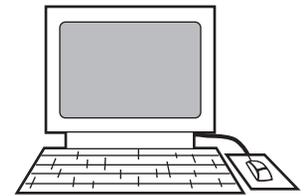
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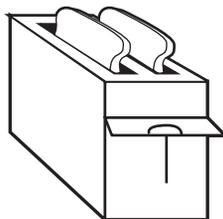
7.



8.



9.



10.



11.



12.

**Bonus Box:** Name five additional objects in which electricity provides light, heat, or mechanical energy.



# Simple Machines Worksheet

1. Match the simple machine with its correct definition by writing the corresponding number in the answer column.

Simple Machines	Answer
Lever =	
Inclined plane =	
Wedge =	
Screw =	
Wheel and axle =	
Pulley =	

Definitions
1. Something that reduces the friction of moving something.
2. Something that can hold things together or lift an object.
3. A ramp.
4. Something that uses a rope and can change the direction of a force
5. Something similar to a see-saw that can lift an object.
6. Something that can split an object apart.

2. On the line by each picture, write the type of simple machine.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

and

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



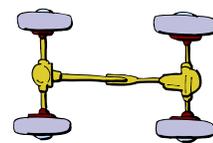
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# GENIUSCHALLENGE

## VARIATION OF TRAITS

1. Most traits that animal have are passed down to them from what?

\_\_\_\_\_

2. True or false: the environment can also influence traits of living things. \_\_\_\_\_

3. List two traits that are similar between the puppies.

1. \_\_\_\_\_

2. \_\_\_\_\_

4. List two traits that are different between the puppies.

1. \_\_\_\_\_

2. \_\_\_\_\_

5. If a mom and dad are both large, what size do you predict their offspring will be?

\_\_\_\_\_

6. Which of these environmental factors might positively impact a plant's traits?

- a.** fertilizer    **b.** dry soil    **c.** flooding    **d.** too much sunlight

7. Why is a tiger's pattern of stripes important?

\_\_\_\_\_

8. True or false: a white tiger and an orange tiger can be brother and sister. \_\_\_\_\_

9. What are some differences between baby alligators?

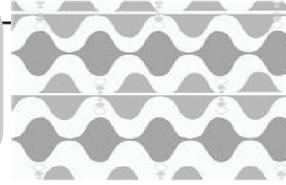
\_\_\_\_\_

10. What is one trait that you likely inherited from your parents?

\_\_\_\_\_

## Waves & Currents

### Cross-Curricular Focus: Physical Science



When you hear the words **waves** and **currents**, your brain might immediately make you think about the ocean. They at least make you think about some form of water. That's natural. That's probably where you have heard those two words used most. But waves and currents can also be talking about energy.

Energy travels in waves. Waves can be in the water, but they can also be on land or in the air. A wave moves energy from one place to another. Light, sound and mechanical energy all travel in waves.

Sound waves are made by the vibration of tiny particles we can't see. Plucking a string on a guitar makes the air around the string move back and forth.

A wave can be measured. To measure a wave, we look at its highest point (crest) and lowest point (trough). The distance from one trough to the next is called its wavelength. You can time the number of crests that happen in one minute. That will tell you the frequency of a wave.

An electric current is the constant flow of electric energy. The constant flow of charged particles is an electric current. Tiny particles with a negative charge move toward those with a positive charge. Electric current needs an unbroken path, or circuit. A circuit is made of wires, an energy source and something that uses energy. When they are connected in a circuit, the current can flow!

Name: \_\_\_\_\_

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Use your existing connections to the words waves and currents to help you connect to their new meanings. What do ocean waves and currents have to do with energy waves and electrical currents?

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2) Give an example of a kind of energy that travels in waves.

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3) What is the difference between a trough and a crest?

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4) What is a wavelength?

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5) What is a circuit made of?

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## Human Impact on the Earth



1. What do you notice in the image?

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2. What could humans have done to cause this?

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3. What is a way you could help situations like this?

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