

5th Grade Lion Bag

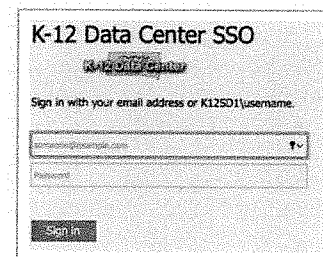
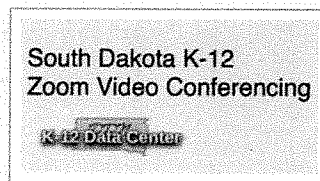
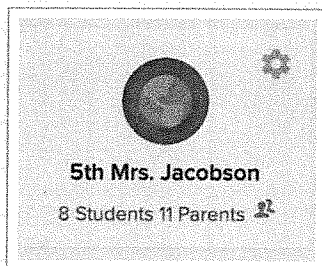
WEEK OF NOVEMBER 30 - DECEMBER 4

PARENT INFORMATION

Dear 5th Grade Parents,

Today you will receive your child's Lion Bag and device. The Lion Bags are all paper copies. Any work completed should be turned in on Friday, December 4. The 2nd Lion Bag will be ready for you to pick up at that time. If you have any questions please contact me via **Class Dojo** or call me at school. I will be available by phone during the school day except when I am Zooming with students. **605-862-8108 ext 107**. We are in this together! I want to support you any way I can, so do not hesitate to contact me:)

Mrs. Jacobson



CLASS DOJO

Class Dojo is the best way to contact me. I will check Class Dojo no less than 5 times a day. My contact hours are 8:00 A.M. to 4:00 P.M. However, you may leave a message at any time and I will answer the next day.

ZOOM

9:00 - 10:00 A.M. Daily Zoom time for ELA
12:30 - 1:30 P.M. Daily Zoom time for Math
During Zoom times I will be engaging with the students for instruction and homework support. If needed, an additional Zoom time can be scheduled on an individual basis.

STUDENT STATE EMAIL

The students have learned how to use their State Email. We have set the following norms:

- used to access Zoom links and other items from Mrs. J
- used **only** to connect with **Mrs. J** or BSCS teacher
- Mrs. J monitors all emails (She can read and delete)
- this email can/will be disabled if misused



5th Grade

Distance Learning Schedule

Week of: Nov 30 – Dec 4

Student: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Journeys Reading Zoom 9:00-10 daily 'Old Yeller- promptly @ 9:00!	<input type="checkbox"/> Vocabulary <input type="checkbox"/> 1 st read of Storm Warriors (Read aloud link in google classroom) <input type="checkbox"/> Characterization	<input type="checkbox"/> View Promethean Flip Chart VST 9 <input type="checkbox"/> Greek Latin Roots <input type="checkbox"/> Text Questions <input type="checkbox"/>	<input type="checkbox"/> Conclusions & Generalizations	<input type="checkbox"/> Conclusions & Generalizations <input type="checkbox"/> Essential Question	<input type="checkbox"/> End of the week Quizzes
Grammar	<input type="checkbox"/>	<input type="checkbox"/> Using <u>And</u> , <u>But</u> , and <u>Or</u> (91) <input type="checkbox"/> Conjunctions in Compound Sentences (92)	<input type="checkbox"/> View Promethean Flip chart Grammar 9 <input type="checkbox"/> Subordinating Conjunctions (3 pages)	<input type="checkbox"/> Dependent and Independent Clauses <input type="checkbox"/> Correlative Conjunctions	<input type="checkbox"/> Spelling Sort to practice before Test <input type="checkbox"/> Spelling Test (9) <input type="checkbox"/> Spelling Intro (10)
Spelling *Spelling City	<input type="checkbox"/> Spelling Test (8) <input type="checkbox"/> Spelling Intro (9) <input type="checkbox"/> Spelling Practice (Monday)	<input type="checkbox"/> Spelling Sort <input type="checkbox"/> Spelling Practice (Tuesday)	<input type="checkbox"/> Spelling pages <input type="checkbox"/> Spelling Practice (Wednesday)	<input type="checkbox"/> Proof Reading <input type="checkbox"/> Practice Test (9)	<input type="checkbox"/> Spelling Test (9)
Math Zoom 12:30 -1:30 daily	<input type="checkbox"/> Cafeteria Problems (25-26) <input type="checkbox"/> Zoom w/Mrs. J	<input type="checkbox"/> Fraction Story Problems <input type="checkbox"/> Lesson w/Mrs. J	<input type="checkbox"/> Double Number Line (43-45) <input type="checkbox"/> Math Help w/Mrs. J	<input type="checkbox"/> Adding & Subtracting Fraction <input type="checkbox"/> Math Help w/Mrs. J	<input type="checkbox"/> Dream Box <input type="checkbox"/> Freckle
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monday

<p>Reading Zoom 9:00 A.M. Daily *paper assignments to turn in</p>	<p>Vocabulary (Journeys 262-63) *Vocab Definition/sentences 1st Read of 'Storm Warriors' (266-277) Read aloud link Google Classroom reading *Characterization</p>
<p>Accelerated Reading</p>	<p>Read at least 30 minutes to keep up with your AR points.</p>
<p>Grammar</p>	
<p>Spelling</p>	<p>Spelling Test (8) Spelling Intro (9) *Spelling Practice (Monday)</p>
<p>Math Zoom 12:30 P.M. daily *paper assignments to turn in</p>	<p>*Cafeteria Problems pgs. 25 & 26</p>
<p>Specials: TBT</p>	<p>Music Band Speech PE</p>

Name _____ Date _____

Storm Warriors
Vocabulary Word Cards

critical	clammy
secured	squalling
realization	commotion
annoyance	demolished
bundle	elite

Name: _____

STORM WARRIORS

Vocabulary

Directions: Define each word using the glossary. Then, write each vocabulary word into a sentence that shows you understand the meaning of the word.

Word	Definition	Sentence
critical		
demolished		
bundle		
annoyance		
secured		
elite		
commotion		
squalling		
clammy		
realization		

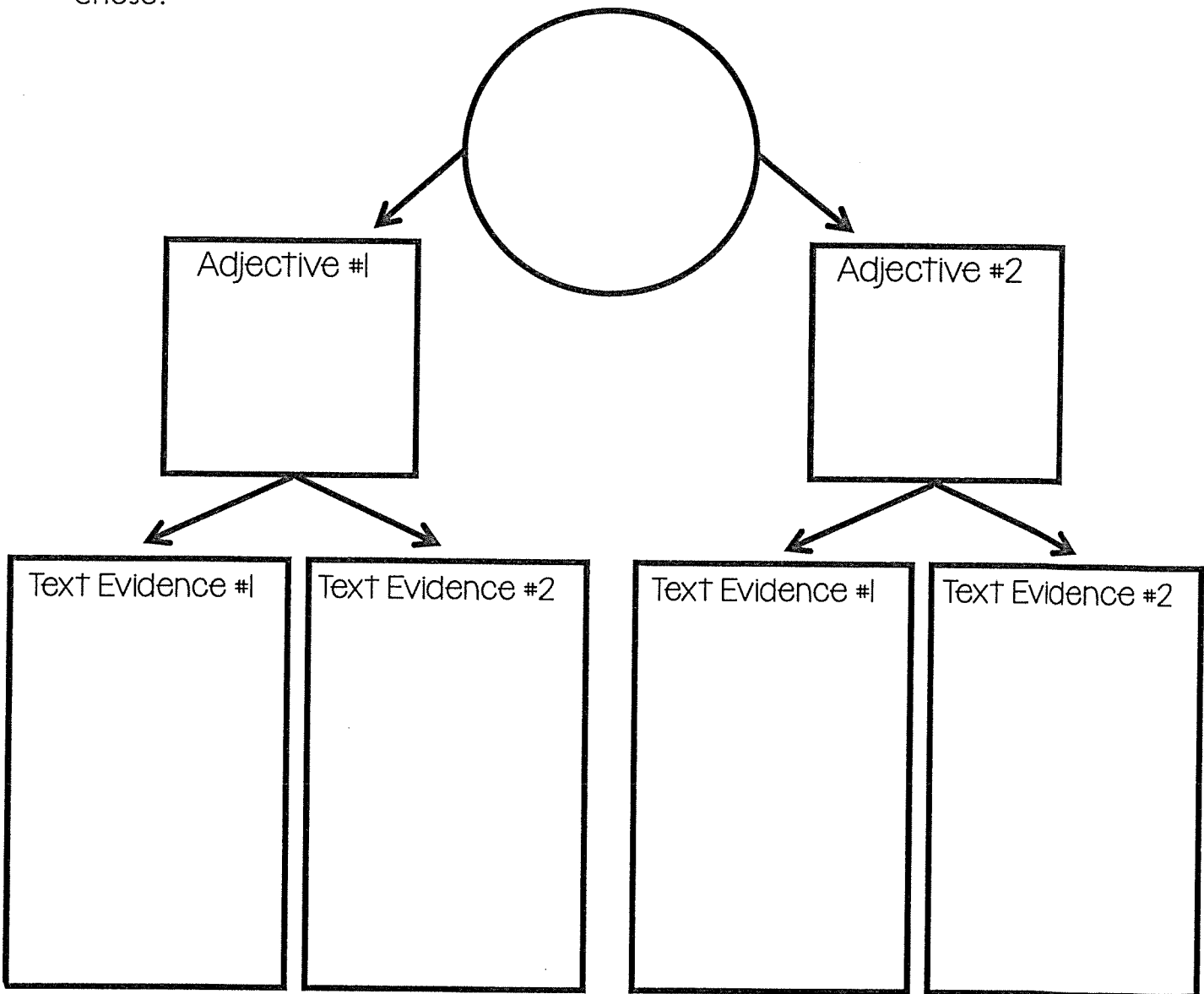
Name: _____

STORM WARRIORS

Characterization

Directions: Think about the characters in Storm Warriors. Choose character to study.

1. Write that character's name in the circle at the top.
2. Write an adjective (describing word) that describes the character in each of the squares.
3. In each rectangle, write evidence from the text that supports the adjective you chose.



Name: _____

STORM WARRIORS

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

Monday

Tues

Wednesday

wildlife			
uproar			
home run			
headache			
top-secret			
teammate			
wheelchair			
light bulb			
well-known			
throughout			
life preserver			
barefoot			
part-time			
warehouse			
overboard			
post office			
outspoken			
up-to-date			
awestruck			
newscast			

Name: _____

STORM WARRIORS

Spelling 3 Times Each

Directions: Write your spelling words three times each. Use your neatest handwriting.

Monday Tues Wednesday

REVIEW

goodbye			
all right			
forever			
twenty-two			
somebody			

CHALLENGE

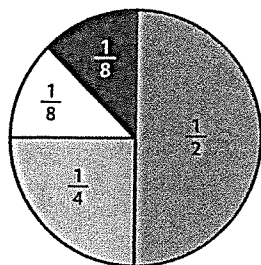
motorcycle			
overseas			
quick-witted			
stomachache			
bulletin board			



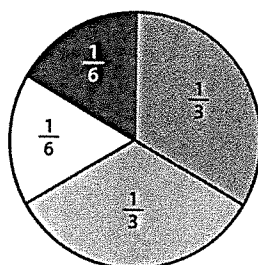
Cafeteria Problems page 1 of 2

- 1** The cafeteria at King Elementary asked the students to vote on their favorite main dishes. The circle graphs below show the results. Use the information to answer the questions below.

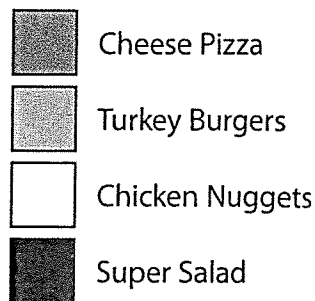
Fourth Grade Favorites



Fifth Grade Favorites



Key



- a** What fraction of the fourth graders did *not* vote for super salad? Show your work.
- b** What fraction of the fifth grade voted for turkey burgers or chicken nuggets? Show your work.
- c** 192 fourth graders voted. How many of them voted for turkey burgers? Show your work.
- d** 174 fifth graders voted. How many of them voted for chicken nuggets?

(continued on next page)

NAME _____

DATE _____

Cafeteria Problems page 2 of 2

- 2** What is:
- a** $\frac{1}{2}$ of 60?
 - b** $\frac{1}{3} \times 60$?
 - c** $\frac{1}{2}$ of 100?
 - d** $\frac{1}{5} \times 100$?
- 3** While waiting for his grandma to arrive, Patrick spent $\frac{1}{2}$ of an hour on the phone with a friend and $\frac{1}{4}$ of an hour listening to the radio. How long did Patrick spend waiting for his grandma? Write your answer both in minutes and as a fraction of an hour.
- 4** Beth walked $\frac{1}{3}$ of a mile from her house to her friend's house, $\frac{1}{4}$ of a mile to the post office, and then another $\frac{1}{2}$ of a mile from the post office back home. How far did Beth walk?
- 5** **CHALLENGE** Rodney and Josiah each bought a package of the same kind of cookies at the store. Rodney ate $\frac{1}{2}$ package of cookies on Monday and $\frac{1}{3}$ of the same package on Tuesday. Josiah ate $\frac{5}{12}$ of his package on Monday and $\frac{1}{2}$ of the package on Tuesday. Who ate more? How much more?

Tuesday

<p>Reading Zoom 9:00 A.M. Daily *paper assignments to turn in</p>	<p>View Promethean Flipchart VST 9 *Greek and Latin Roots *Text Questions</p>
<p>Accelerated Reading</p>	<p>Read at least 30 minutes to keep up with your AR points.</p>
<p>Grammar</p>	<p>*Using <i>And, But, and Or</i> (91) *Conjunctions in Compound Sentences (92)</p>
<p>Spelling</p>	<p>*Spelling Sort *Spelling Practice (Tuesday)</p>
<p>Math Zoom 12:30 P.M. daily *paper assignments to turn in</p>	<p>*Fraction Story Problems Math Lesson with Mrs. J</p>
<p>Specials: TBT</p>	<p>Music Band Speech PE</p>

Greek and Latin Roots *tele*, *photo*, *scrib*, and *rupt*

Storm Warriors
Vocabulary Strategies:
Greek and Latin Roots

* View #9 just
Flip chart
before doing this
page. ::

The listed words have a Greek or Latin root. The Greek root *tele* means *distance*, and *photo* means *light*. The Latin root *scrib* means *write*, and *rupt* means *break*. Choose a word from the list to complete each sentence.

telephone

telescope

interrupt

ruptured

scribble

telegram

describe

photography

1. Before telephones and e-mail were invented, people shared urgent news by sending a _____.
2. She promised to _____ the rest of her trip in her next letter.
3. It is very rude to _____ someone while he or she is speaking.
4. The sailor used a _____ to scout for land and to identify distant ships.
5. Before the _____ became popular, people had to meet in person to talk.
6. The sail _____ during the storm and had to be sewn.
7. When sea captains kept written records, it was very important to write neatly and not _____.
8. One of the first things you learn in _____ class is when to use the flash.

Name: _____

STORM WARRIORS

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. Describe both the setting and main character of Storm Warriors. Use 3 details from the story in your answer.

2. Explain the meaning of the surfmen's motto: You have to go out, but you don't have to come back.

3. Make a connection to the text: How would that motto affect your willingness to do the job of a surfman?

4. Circle the word that best describe the surfmen.

brave

foolish

selfless

Support your choice with 2 details from the story.

Name: _____

STORM WARRIORS

Text Questions

5. What was the "screaming bundle?"

- a. a kitten
- b. an injured sailor
- c. a child

6. Describe how Nathan helps the surfmen with the rescue.

7. In the first paragraph of Storm Warriors, the author writes that knowledge is as important as bravery. Give an example of Nathan's knowledge being as important as the surfmen's bravery.

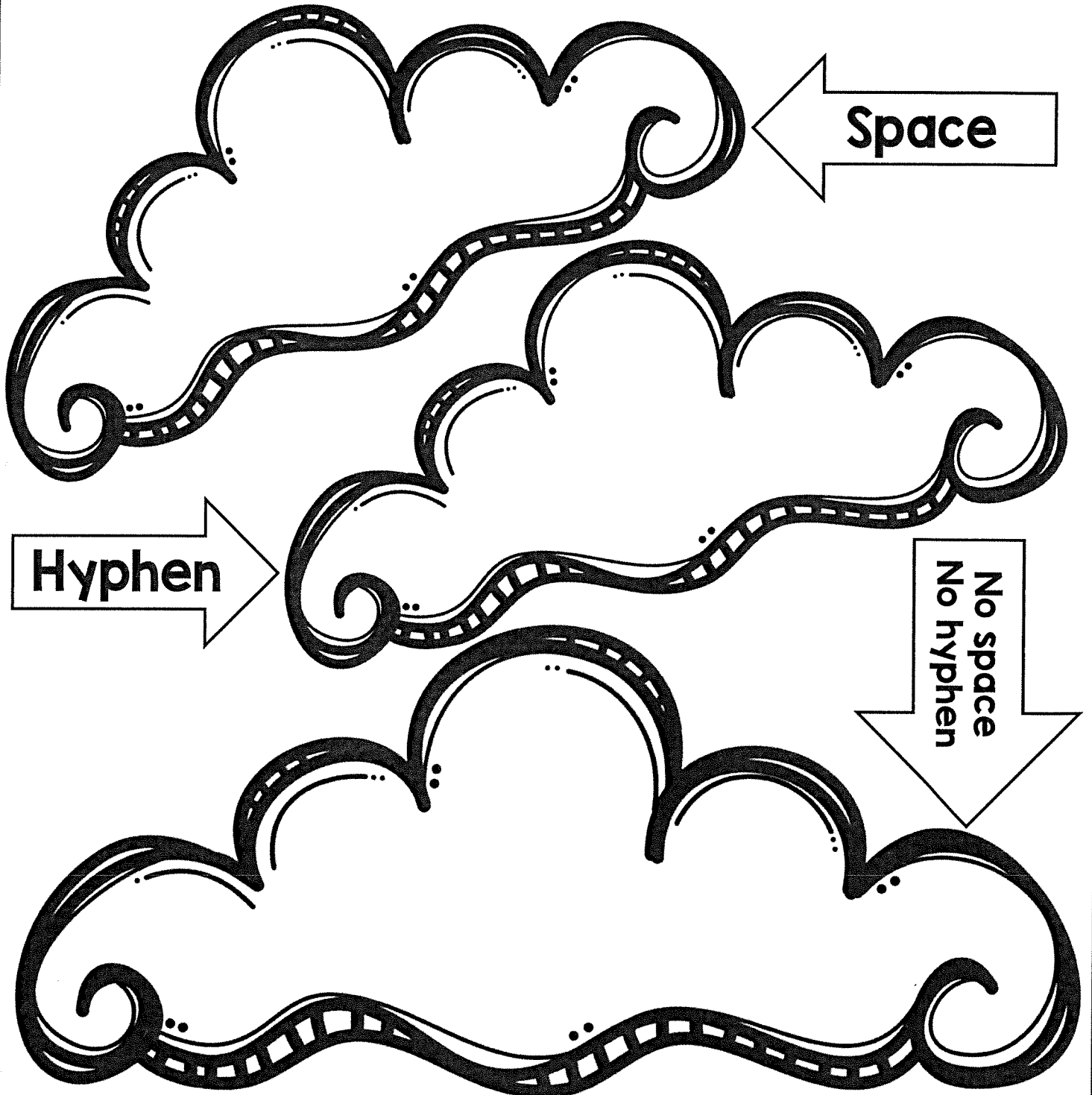
8. Make an inference: Why might the captain's voice be shaking as he thanks the surfmen?

Name: _____

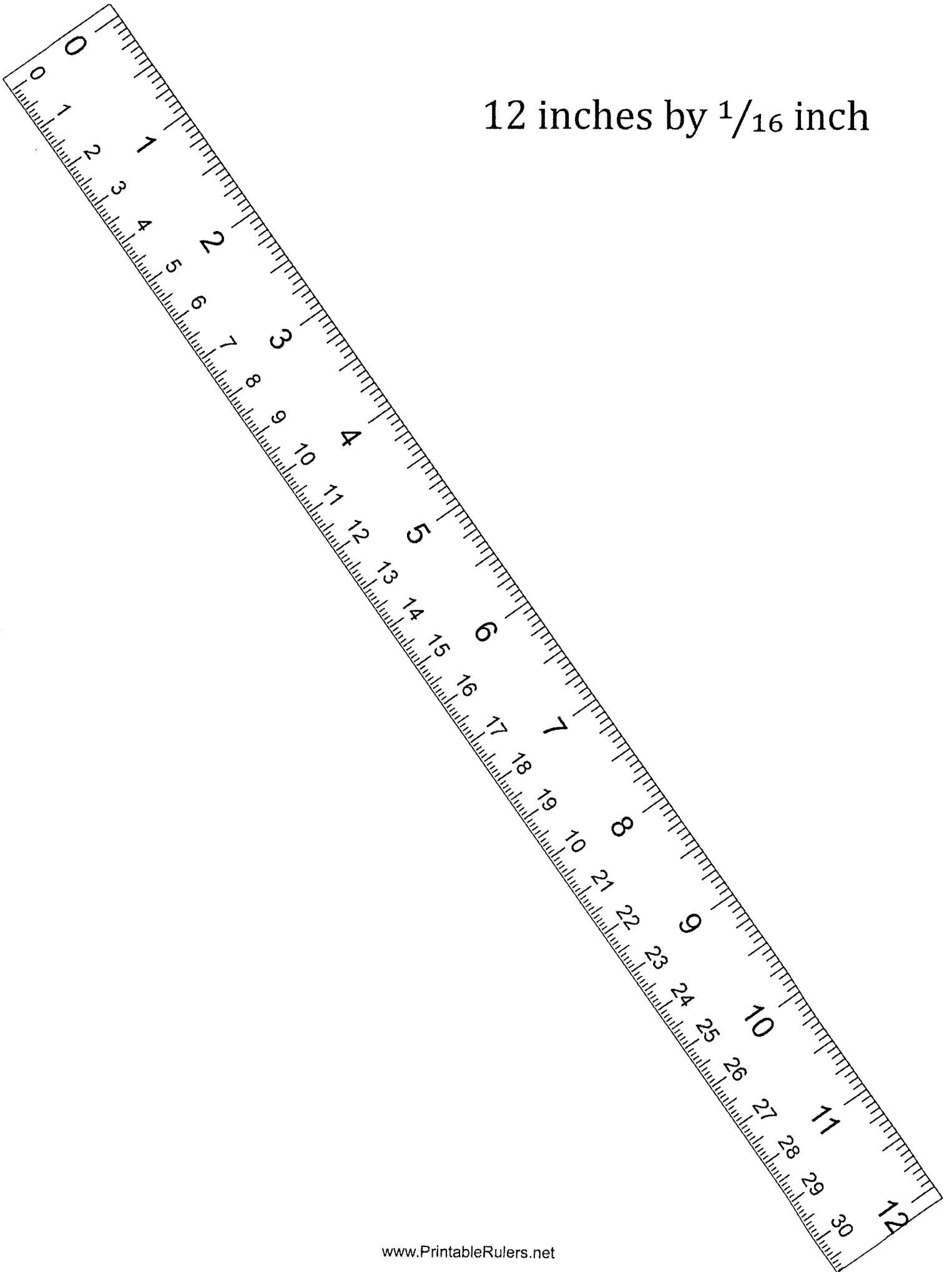
STORM WARRIORS

Spelling Sort

Directions: Write the spelling words into the correct cloud.



12 inches by $\frac{1}{16}$ inch



NAME _____

DATE _____



Fraction Story Problems

- 1a** Measure the line below and make a mark along the line to show exactly where each of these fractions belongs. Be sure to label each mark with the name of the fraction.

$$\frac{1}{6}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$$



- b** Explain how you figured out where to place each fraction along the line.
- 2** Yesterday Carson recycled $1\frac{1}{3}$ pounds of paper packaging. He also recycled $\frac{3}{4}$ of a pound of plastic packaging. Combined, how many pounds of packaging did Carson recycle yesterday? Show all your work.
- 3** Carmen ran $1\frac{3}{8}$ miles yesterday. Her sister Lola ran $2\frac{1}{4}$ miles. How much farther did Lola run than Carmen? Show all your work.

Name _____ Date _____

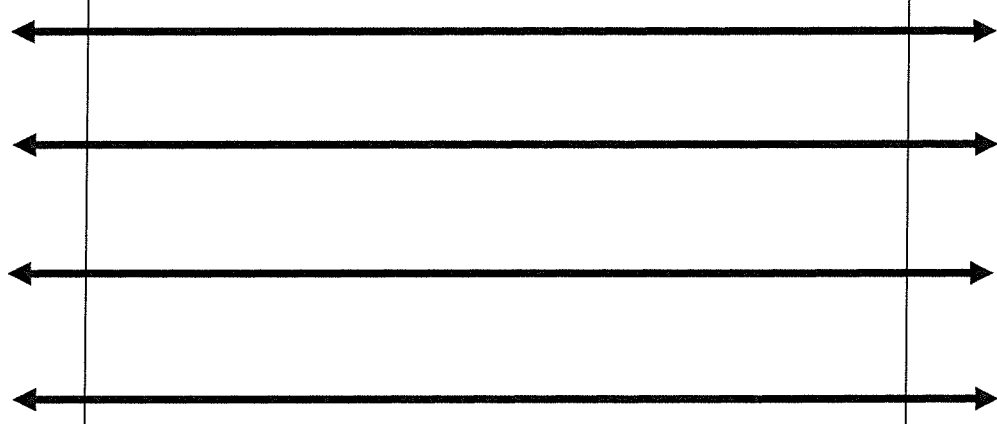
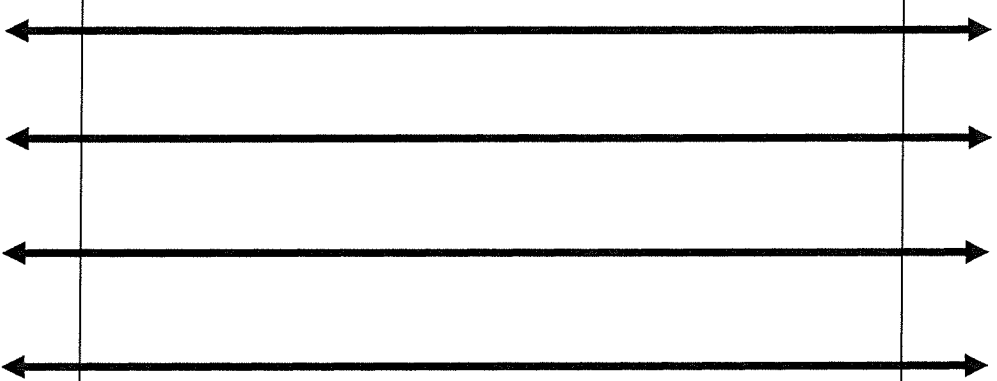
Unit 2, Module 2, Session 3
Problems & Investigations: Double Number Lines

Remember: Divide, then scale up if necessary.

1	2	3
$\frac{1}{2}$ of 44	$\frac{1}{4}$ of 16	$\frac{1}{5}$ of 25
$\frac{1}{4}$ of 44	$\frac{2}{4}$ of 16	$\frac{2}{5}$ of 25
$\frac{1}{8}$ of 44	$\frac{3}{4}$ of 16	$\frac{4}{5}$ of 25

Mr. Miles is a teacher who is training on a nearby hike and bike trail to run a race. In his training he walks to warm up and then he jogs or runs. On day, he walked $\frac{1}{10}$ of the trail and then he ran $\frac{1}{4}$ of the trail. How much of the trail did he cover that day?

Problem	Strategies	Connections
$\frac{1}{10} + \frac{1}{4}$		What might be a trail length that will work with $\frac{1}{10}$ and $\frac{1}{4}$ of length? <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> (10? 25? 40? 100?)

$\frac{1}{7} + \frac{3}{5}$		
$\frac{7}{8} - \frac{1}{3}$		

Addition process:

1. Determine a number line length
2. Find the first distance
3. Find the second distance
4. Add the distances

To find the distance of a *non-unit* fraction:

1. Find the length of the unit fraction
2. Scale up to find the non-unit fraction

Subtraction process:

1. Determine a number line length
2. Find the first distance
3. Find the second distance
4. Remove the second distance from the first distance or find the difference

Wednesday

<p>Reading Zoom 9:00 A.M. Daily *paper assignments to turn in</p>	<p>Discuss <i>Conclusions and Generalizations</i> via our Zoom. *<i>Conclusions & Generalizations</i> page</p>
<p>Accelerated Reading</p>	<p>Read at least 30 minutes to keep up with your AR points.</p>
<p>Grammar</p>	<p>View Promethean Flip Chart <i>Grammar 9</i> *Work towards completing the 3 pages.</p>
<p>Spelling</p>	<p>Spelling Pages Spelling Practice (Wednesday)</p>
<p>Math Zoom 12:30 P.M. daily *paper assignments to turn in</p>	<p>*Double Number Line (43-45) Zoom Help w/Mrs. J</p>
<p>Specials: TBA</p>	<p>Music Band Speech PE</p>

Name: _____

STORM WARRIORS

Conclusions & Generalizations

Directions: As you read, complete the graphic organizer. Note the details that helps you draw a conclusion or generalization while reading.

Detail	Detail	Detail
CONCLUSION #1		
Surfmen must have courage to do their job well.		

Detail	Detail	Detail
CONCLUSION #2		
Knowledge is as important as bravery.		

Subordinating Conjunctions

Storm Warriors
Grammar: Complex Sentences

A **subordinating conjunction** connects two thoughts to make a **complex sentence**. The thought with the subordinating conjunction cannot stand on its own. It needs the rest of the sentence to make sense.

subordinating conjunction

Because a storm was coming, we went home early.

Some subordinating conjunctions are *if, because, when, while, and although*.

Thinking Questions

Which part of the sentence cannot stand on its own? What word does it begin with?

Activity Circle the subordinating conjunction in each sentence.

1. Although it was cloudy, we decided to go for a drive.
2. We wanted to go to the beach since the weather was still warm.
3. Because it looked like it might rain, we took our umbrellas.
4. We planned to head home if the rain became too heavy.
5. While we were at the beach, we picked up some seashells.
6. When the first raindrops fell, we walked back to the car.

Activity Write a sentence explaining what subordinating conjunctions do.

Subordinating Conjunctions

Rules: A subordinating conjunction is a word that connects an independent clause to a dependent clause. Writers use subordinating conjunctions to emphasize the dependent clause and avoid run-on sentences. When the dependent clause comes before the independent clause, you must separate them with a comma (,).

Common Subordinating Conjunctions

After	If	Unless
Although	In order to	Until
As	In case	When
As long as	Now that	Whenever
As soon as	Once	Where
Because	Only	Whereas
Before	Provided that	Wherever
By the time	So that	Whether
Even if	Than	Whether or not
Even though	Though	While

Examples

The independent clause is underlined, the dependent clause is in *italics*, and the subordinating conjunction is **bold**.

I have to go to math class **after** *going to writing class*.

In order to *earn an A in social studies*, I must pass the final exam.

Whenever *I study for a test*, I get a good grade.

Directions: Circle the subordinating conjunctions and add any commas, if necessary, in the passage below. Then, discuss the question.

Dear Mom and Dad,
By the time you read this note you will have noticed I did not clean my room. Though I intended to clean up after myself I got distracted by video games.



Discuss: What are the subordinating conjunctions in the passage? Did any commas need to be added? Why?

Subordinating Conjunctions

Directions: Circle the subordinating conjunctions and add any commas, if necessary, in the passage below. Then, discuss the question.

I hope to be able to do a cartwheel by the end of the summer unless I do not practice enough. I think I will be able to do it as long as I practice for at least fifteen minutes every day.



Discuss: What are the subordinating conjunctions in the passage? Did any commas need to be added? Why?

Directions: Circle the subordinating conjunctions and add any commas, if necessary, in the passage below. Then, discuss the question.

Whenever I watch a scary movie I have a nightmare. As soon as I shut my eyes I start thinking about the scariest parts of the movie. My dark room also makes me feel scared so that I cannot fall asleep.



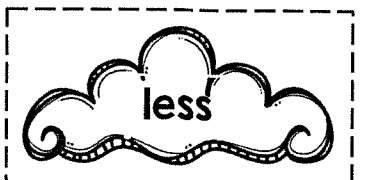
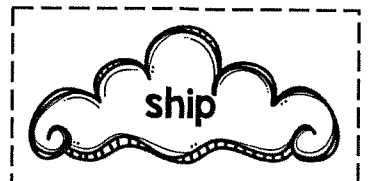
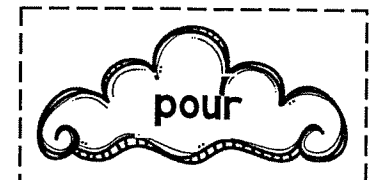
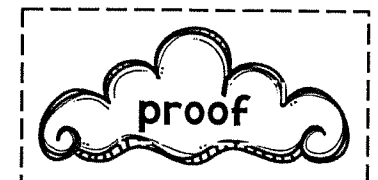
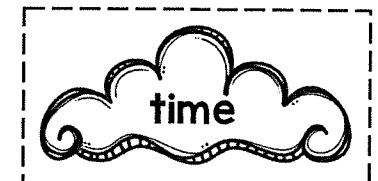
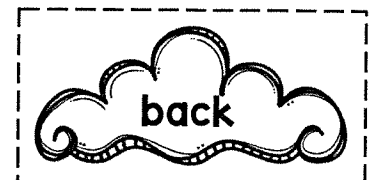
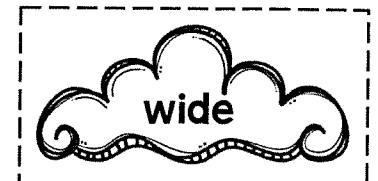
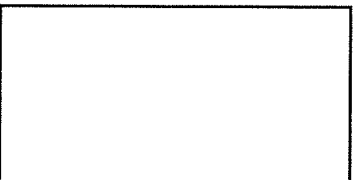
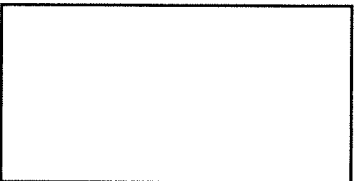
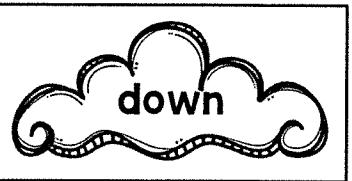
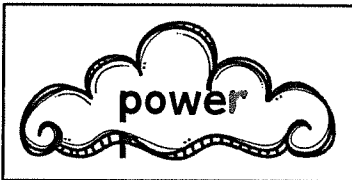
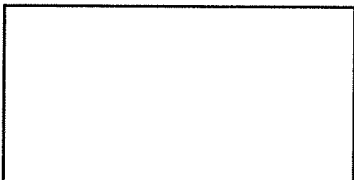
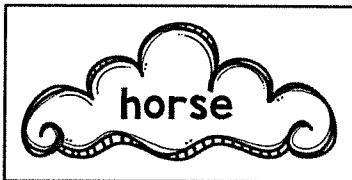
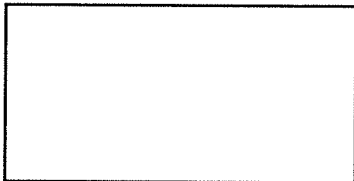
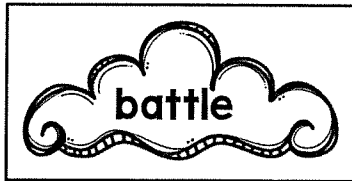
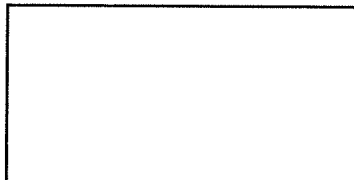
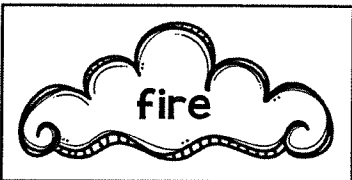
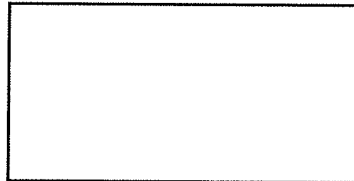
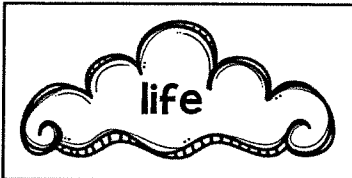
Discuss: What are the subordinating conjunctions in the passage? Did any commas need to be added? Why?

Name: _____

STORM WARRIORS

Compound Words

Directions: Cut and paste the words so that they create a compound word.
or write



Compound Words

Storm Warriors
Spelling: Compound Words

Basic Read the letter. Write the Basic Words that best replace the underlined numbers in the sentences.

Dear Kyle Fleetly:

You are the greatest soccer player ever! After watching a televised (1) of highlights from your soccer game against Chicago recently, a (2) went off in my head. I want to be a (3) soccer player like you when I grow up. I read news about you every day to have (4) information. The fans yell and create such an (5) when you play! It must be fun to play with you as your (6)! I'm usually quiet and not (7) about my sports heroes. But I'm amazed and (8) at how well you've played (9) your career. Well, it's time to mail this letter at the (10). Please write back.

Thanks,

Wendel

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Challenge 11–14. What would make an adventurous vacation? Write a few sentences about things you would like to see or do. Use four Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. wildlife
2. uproar
3. home run
4. headache
5. top-secret
6. teammate
7. wheelchair
8. light bulb
9. well-known
10. throughout
11. life preserver
12. barefoot
13. part-time
14. warehouse
15. overboard
16. post office
17. outspoken
18. up-to-date
19. awestruck
20. newscast

Challenge

motorcycle
overseas
quick-witted
stomachache
bulletin board

NAME _____

| DATE _____



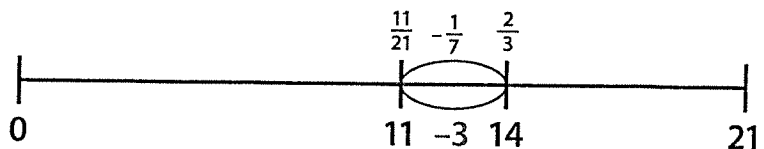
Double Number Line

 page 1 of 2

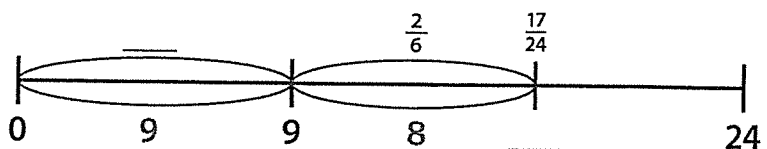
1 For each of the following:

- Draw a line from each equation to the matching double number line.
- Fill in the blanks on the last three double number lines.
- Record the answer to each equation.

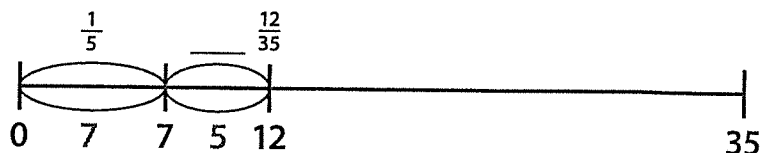
$$\frac{2}{9} + \frac{1}{5} = \underline{\quad}$$



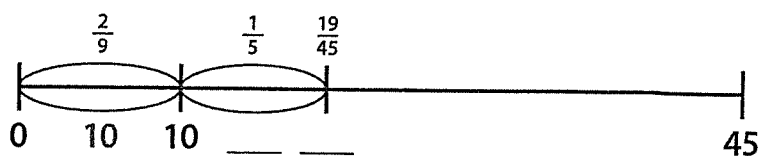
$$\frac{3}{8} + \frac{2}{6} = \underline{\quad}$$



$$\frac{2}{3} - \frac{1}{7} = \underline{\quad}$$



$$\frac{1}{5} + \frac{1}{7} = \underline{\quad}$$



2 Use a double number line to solve these problems.

- a On Monday, Mr. Miles walked $\frac{1}{9}$ of the trail to warm up and then he ran $\frac{7}{8}$ of the trail. What fraction of the trail did Mr. Miles cover on Monday?

(continued on next page)

NAME _____

DATE _____

Double Number Line page 2 of 2

- b** On Tuesday, Mr. Miles walked $\frac{2}{9}$ of the trail to warm up and then he ran $\frac{4}{6}$ of the trail. What fraction of the trail did Mr. Miles cover on Tuesday?
- c** On Wednesday, Mr. Miles walked and ran $\frac{9}{10}$ of the trail. Then he walked $\frac{1}{8}$ of the trail back and stopped to rest. What fraction of the course was Mr. Miles from the beginning of the trail when he stopped?
- d** On Thursday, Mr. Miles walked and ran $\frac{19}{20}$ of the trail. Then he walked $\frac{1}{3}$ of the trail back before he stopped to rest. What fraction of the trail was Mr. Miles from the beginning of the trail when he stopped?

NAME _____

DATE _____



Another Double Number Line

1 Solve the following.

a $\frac{1}{4}$ of 24

b $\frac{3}{4}$ of 24

2 Solve the following.

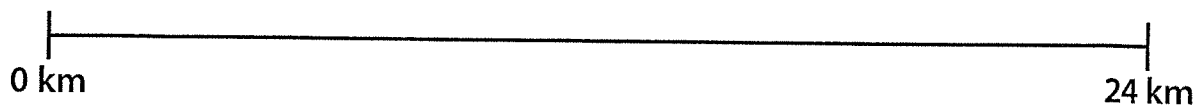
a $\frac{1}{8} \times 56$

b $\frac{3}{8} \times 56$

3 Mark both the fraction and the distance traveled on the number line below.

a $\frac{1}{4}$ of 24 km

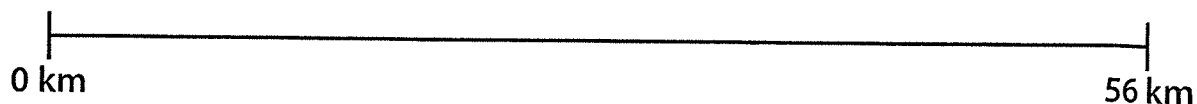
b $\frac{3}{4} \times 24$ km



4 Mark the fraction and the distance traveled on the number line below.

a $\frac{1}{8} \times 56$ km

b $\frac{3}{8}$ of 56 km



5 Becky canoed $\frac{7}{8}$ of the way down a 56 kilometer river. How many kilometers did she canoe?

Thursday

Reading Zoom 9:00 A.M. Daily *paper assignments to turn in	*Conclusions & Generalizations page *Essential Question
Accelerated Reading	Read at least 30 minutes to keep up with your AR points.
Grammar	*Dependent and Independent Clauses *Correlative Conjunctions
Spelling	Spelling Practice Test (9) *Proof Reading for Spelling
Math Zoom 12:30 P.M. daily *paper assignments to turn in	*Adding & Subtracting Fractions
Specials: TBA	Music Band Speech PE

Name: _____

STORM WARRIORS

Conclusions & Generalizations

Directions: Answer the following question in complete sentences. Use text evidence to support your answer.

1. After reading the story, the reader could make the following generalization:

Knowledge can help save lives.

Support this generalization with details from the story.

2. After reading the story, the reader could draw the following conclusion:

The surfmen trust Nathan.

Support this conclusion with at least 3 details from the story.

Name: _____

STORM WARRIORS

Essential Question

**How can an act of courage reveal
a person's true nature?**

Dependent and Independent Clauses

A **complex sentence** is made up of a dependent clause and an independent clause.

A **dependent clause** begins with a subordinating conjunction and needs the rest of the sentence to make sense. An **independent clause** can stand on its own.

dependent clause **independent clause**

When it started to rain, we went inside.

Thinking Questions

Which part of the sentence can stand on its own?

Which part just gives extra information?

Activity Circle the dependent clause and underline the independent clause in each sentence.

1. We boarded up the windows because a hurricane was coming.
2. After we were finished, we went to the store for supplies.
3. Because the storm could knock down power lines, we bought flashlights.
4. We wanted to hurry back before the storm started.
5. When we returned home, the rain began to fall.
6. While the hurricane raged, we stayed safe inside.

Correlative Conjunctions

Correlative conjunctions always work in pairs. They connect two words, phrases, or clauses that are parallel. Correlative conjunctions include *both/and*, *either/or*, *neither/nor*, *not only/but also*, *whether/or*.

Correlative conjunctions

Not only did they make the station a museum, **but they also** created a special exhibit.

Thinking Question

What two words work together to connect parallel parts of the sentence?

Activity Circle the correlative conjunctions. Then underline the words, phrases, or clauses they connect.

1. Neither the museum nor the historian could find more than one picture of the surfmen.
2. Both the crew and the surfmen felt relieved.

Activity Use the correlative conjunctions in parentheses to join the two sentences. Write the new sentence.

3. Nathan would become a surferman depending on the outcome of his training. He would become a doctor depending on the outcome of his training. (whether/or)

4. Rescues were often long. They were often dangerous. (both/and)

5. He was a good swimmer. He was a tremendous leader. (not only/but also)

Storm Warriors
Spelling: Compound Words

Proofreading for Spelling

Find the incorrect or misspelled words and circle them. Write them correctly on the lines below.

After school, when we're not running bearfoot on the beach, my friend Larry and I are parttime helpers at the U.S. Coast Guard shipwreck museum warehouse, next to the old post office. We were awstruck to see all of the salvaged artifacts for the first time: an early whealchair, a 19th-century shipboard remedy for a head-ache, a lite bulb from a sunken ship, and a life preservor thrown overbored from the *Harriet Lane*. There are many other artifacts: a photo of the winning home-run in a big game against Navy, a top-secrat Civil War document, a collection of wild life drawings by a Coast Guard admiral, and the microphone from the first ship-to-shore newscaste. It is an amazing but not wellknown resource for history buffs.

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Spelling Words

1. wildlife
2. uproar
3. home run
4. headache
5. top-secret
6. teammate
7. wheelchair
8. light bulb
9. well-known
10. throughout
11. life preserver
12. barefoot
13. part-time
14. warehouse
15. overboard
16. post office
17. outspoken
18. up-to-date
19. awestruck
20. newscast

- Challenge**
motorcycle
overseas
quick-witted
stomachache
bulletin board



Adding & Subtracting Fractions page 1 of 2

- 1** Solve the problems on this page. If your answer is an improper fraction, find its equivalent mixed number.

$$\frac{3}{4} + \frac{1}{2} = \frac{3}{4} + \frac{2}{4} = \frac{5}{4} = 1\frac{1}{4}$$

$\frac{5}{4}$ is an improper fraction because 5 is greater than 4. $\frac{4}{4}$ is equal to 1, so $\frac{5}{4}$ is equal to $1\frac{1}{4}$.

a $1\frac{5}{10} - \frac{4}{10} =$

b $\frac{7}{4} - \frac{3}{4} =$

c $\frac{4}{12} + 1\frac{2}{3} =$

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

e $\frac{5}{10} - \frac{1}{4} =$

f $4\frac{30}{60} + 1\frac{1}{4} =$

- 2** Find two different ways to show that $\frac{1}{3} + \frac{1}{4}$ is *not* equal to $\frac{2}{7}$. You can use numbers, words, and labeled sketches.

NAME _____

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Adding & Subtracting Fractions page 2 of 2

- 3** Dan must do homework for $\frac{1}{2}$ an hour and clean his room for $\frac{1}{3}$ of an hour before he can play. What fraction of an hour must Dan do homework and clean before he can play?
- 4** Danielle found a nickel on the playground at school. She also found \$0.20 on the sidewalk.
- a** How much money did she find?
- b** What fraction of a dollar did Danielle find?
- 5** **CHALLENGE** Mariah has an after-school babysitting job. This is a record of the number of hours she worked last week.

Day of the Week	Baby-sitting Hours
Monday	$2\frac{1}{2}$
Tuesday	$3\frac{1}{2}$
Wednesday	$2\frac{1}{4}$
Thursday	$3\frac{2}{3}$

Mariah gets paid \$6 per hour. How much money did she earn babysitting last week? Show your work.

Friday

<p>Reading Zoom 9:00 A.M. Daily *paper assignments to turn in</p>	<p>End of the week quizzes (will send via student email)</p>
<p>Accelerated Reading</p>	<p>Read at least 30 minutes to keep up with your AR points.</p>
<p>Grammar</p>	
<p>Spelling</p>	<p>Spelling Sort to practice before Test Spelling Test (9) Spelling Intro (10)</p>
<p>Math Zoom 12:30 P.M. daily *paper assignments to turn in</p>	<p>Dream Box Freckle</p>
<p>Specials: TBA</p>	<p>PE Art</p>

Spelling Word Sort

Compound Words

Compound Words spelled as One Word	Compound Words spelled with -Hyphens	Compound Words spelled as Separate Words

Extra Credit!

Name: _____

PEA ISLAND'S FORGOTTEN HEROES *Companion text*

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. What inspired Katie Burkhard to write a paper entitled, *Forgotten Legacy: African American Storm Warriors*?

2. Reread the first paragraph under the section heading *Finding a Lost Story*. Use context clues to define the word *elite* as it is used in the first sentence.

3. What problem does Katie perceive and what does she do to attempt to correct it?

4. Write 3 important facts from the section, *Reclaiming a Legacy*.