2020

Erie Rise Leadership Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

5th Grade Week 1 March 23-27

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours, Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School 1006 West 10th Street Erie, PA 16502

Monday and Wednesday from 9AM until 12PM

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503

Mrs. Veronica Will, Principal: 814 873-5158 Mr. Aubrey Favors, HR: 814 812-3026

Mr. Kirk Paskell, Transportation: 814 566-0002

Mr. Homer Smith, PR: 814 392-3413

Mrs. Pearl Jeffries, Social Services: 814 722-5056

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	ConnectEd Open Court Assignment: Monday March 23	ConnectEd Open Court Assignment: Tuesday March 24	ConnectEd Open Court Assignment: Wednesday March 25	ConnectEd Open Court Assignment: Thursday March 26	ConnectEd Open Court Assignment : Friday March 27
Math	Lesson: Chapter 6 Lesson 1: Multiplying Decimals CoachBook: Adding and subtraction mixed numbers	Lesson: Chapter 6 Lesson 1: Multiplying Decimals CoachBook: Adding and subtraction mixed numbers	Lesson: Chapter 6 Lesson 1: Multiplying Decimals CoachBook: Adding and subtraction mixed numbers	Lesson: Chapter 6 Lesson 1: Multiplying Decimals CoachBook: Adding and subtraction mixed numbers	Lesson: Chapter 6 Lesson 1: Multiplying Decimals CoachBook: Adding and subtraction mixed numbers
Science	Lesson: Chapter 5 Lesson 1 (printed) USATestPrep	Lesson: Chapter 5 Lesson 1 (printed) USATestPrep	Lesson: Chapter 5 Lesson 1 (printed) USATestPrep	Lesson: Chapter 5 Lesson 1 (printed) USATestPrep	Lesson: Chapter 5 Lesson 1 (printed)
Social Studies	Lesson: Chapter 6 Intro to Chapter USA Test Prep	Lesson: Chapter 6 Place and Time USA Test Prep	Lesson: Chapter 6 Lesson 1 Material USA Test Prep	Lesson: Chapter 6 Lesson 2 Material USA Test Prep	USATestPrep Lesson: Chapter 6 Lesson 3 Material USA Test Prep

ELA PRINT MATERIAL

Writing: Spelling Words Packet

Students can complete the packet at their own pace throughout the week.

Packet Includes:

- 20 Word Spelling List
- Spelling Bee Packet (see below for more information)
- Word scramble
- Alphabetical Order
- Finding the missing letter
- Find the correct spelling
- Create Sentences
- Define each word

The spelling bee packet gives the correct spellings and the definitions for the words on their list. Students may use this to complete their work, they will need to search for each word in the packet. Students may want to keep the spelling bee packet for future use.

Students may go on TypingClub or USATest Prep for more ELA practice.

Reading:

- Go to https://connected.mcgraw-hill.com/connected/login.do
- Login in using personal username and password
 - 5th Grade: Launch Open Court Book
 - Click Menu
 - Click To Do
 - Complete Assignment BY date
 - Don't forget to click SUBMIT when you're completed

MATH PRINT MATERIALS

Day 1:

- 1. Complete Basic Facts Create Flashcards, time how many they get correct in 5 mins
 - a. Your student will know what basic facts s/he is working on.
- 2. Read and workt through the first two examples in the printed Coach Book Lesson
 - a. It should walk you step by step how to work each problem.
- 3. Complete the online USATestPrep material
- 4. Play Prodigy
 - a. These questions always deal with what is done in class, what is ahead, and what your student needs work on.

Day 2:

- 5. Complete Basic Facts Create Flashcards, time how many they get correct in 5 mins
 - a. Your student will know what basic facts s/he is working on.
- 6. Read and workt through the the last examples in the printed Coach Book Lesson
 - a. It should walk you step by step how to work each problem.
- 7. Complete the online **USATestPrep** material
- 8. Play Prodigy
 - a. These questions always deal with what is done in class, what is ahead, and what your student needs work on.

Day 3:

- 9. Complete Basic Facts Create Flashcards, time how many they get correct in 5 mins
 - a. Your student will know what basic facts s/he is working on.
- 10. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
- 11. Complete the online **USATestPrep** material
- 12. Play Prodigy
 - a. These questions always deal with what is done in class, what is ahead, and what your student needs work on.

Day 4:

- 13. Complete Basic Facts Create Flashcards, time how many they get correct in 5 mins
 - a. Your student will know what basic facts s/he is working on.
- 14. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
- 15. Complete the online **USATestPrep** material
- 16. Play Prodigy
 - a. These questions always deal with what is done in class, what is ahead, and what your student needs work on.

Day 5:

- 17. Complete Basic Facts Create Flashcards, time how many they get correct in 5 mins
 - a. Your student will know what basic facts s/he is working on.
- 18. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
- 19. Complete the online **USATestPrep** material
- 20. Play Prodigy
 - a. These questions always deal with what is done in class, what is ahead, and what your student needs work on.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

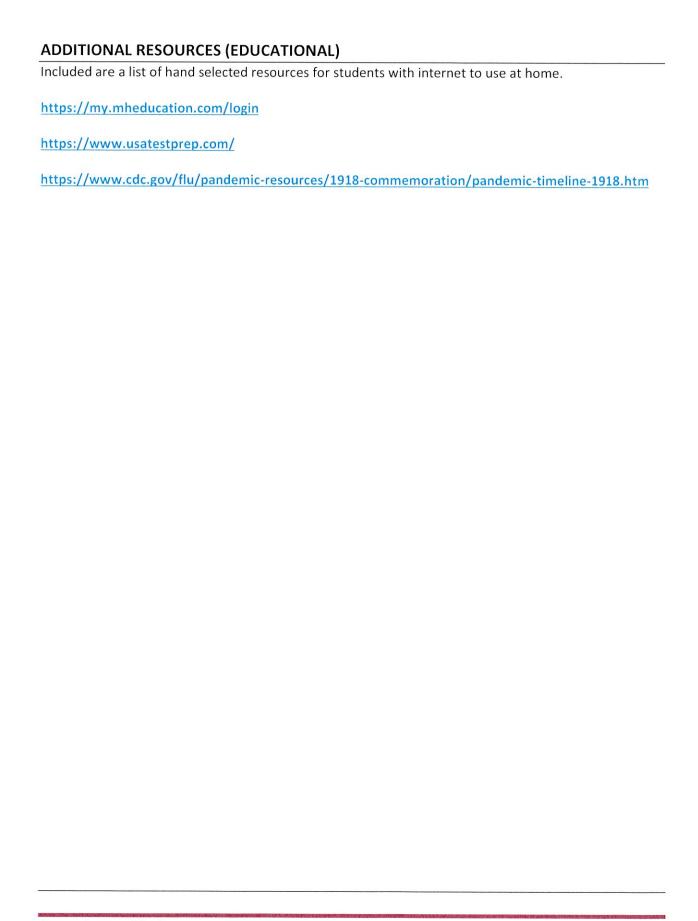
Science: Chapter 5 Lesson 1: What is the water cycle? (pages 204-209, printed)

- Day 1:
 - Read pages 204-205
 - O Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- Day 2:
 - Read pages 206-207
 - Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- Day 3:
 - o Read pages 208-209
 - O Highlight or underline important information and vocabulary words
 - o Answer interactive questions while reading
- Day 4:
 - Read the passage titled "The Water Cycle"
 - Use the passage to help answer the questions
- Day 5:
 - Complete the water cycle word search
 - **USATestPrep-** Work on science assignments as they are posted.

Social Studies:

The textbook used in class is available online to use.

- Day 1:
 - O Using either the online or print material, complete the Chapter Introduction.
 - O USA Test Prep assignments are due on Wednesday March 25th
 - Course material is also available online.
- Day 2:
 - Using either the online or print material, complete the Chapter: Place and Time material.
 - O USA Test Prep assignments are due tomorrow, March 25th.
 - Course material is also available online.
- Day 3:
 - O Using either the online or print material, complete the Chapter 6: Lesson 1 Material.
 - O USA Test Prep assignments are due Friday, March 27th.
 - Course material is also available online.
- Day 4:
 - O Using either the online or print material, complete the Chapter 6: Lesson 2 Material.
 - O USA Test Prep assignments are due tomorrow, March 27th.
 - Course material is also available online.
- Day 5:
 - O Using either the online or print material, complete Chapter 6: Lesson 3 Material.
 - USA Test Prep assignments are due today!
 - O Course material is also available online.
 - O Using the online resource below, related to the Pandemic of 1918, describe two similarities and differences from what we're experiencing now versus then.



5th Grade Science

For each lesson, read and answer the questions in the lesson. Use the lesson to complete the worksheets that go along with the lesson.

Lesson 1

What is the water cycle?

Envision Itl

Why do you think it is possible to see the lion's breath?

my planet

5th grade Week!

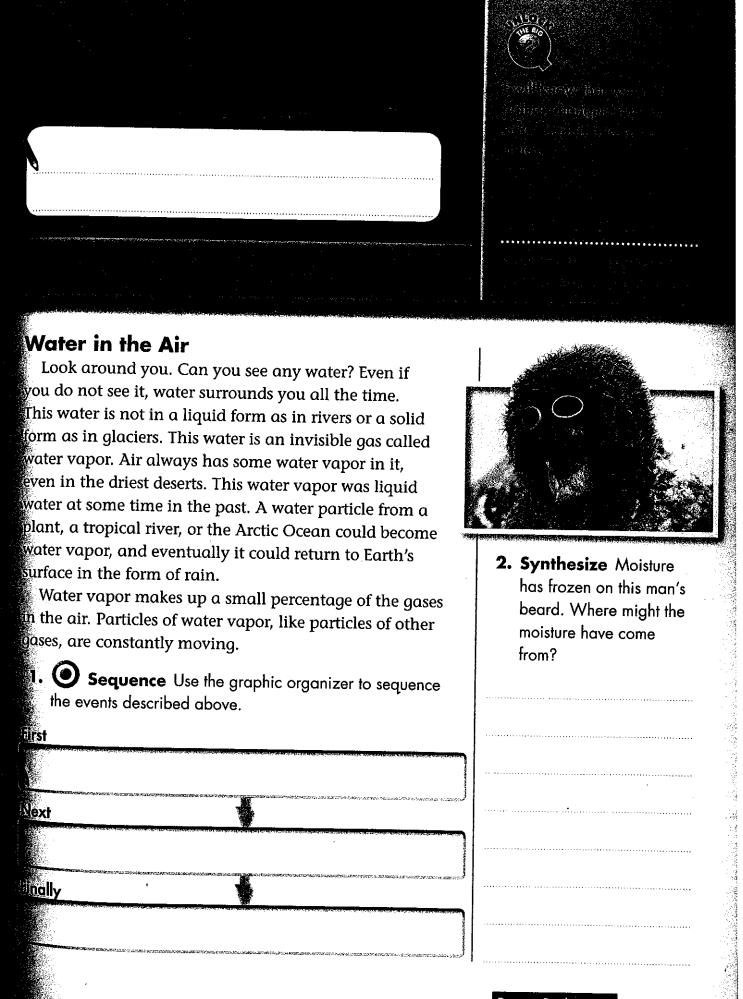
There's nothing like a tall glass
of cool water on a hot day. Much of
our planet is covered in water, but the water in
the ocean is salt water. People in all parts of the
world need fresh water to drink and to grow crops.

Geographically, there are places that do not have much fresh water, such as the Middle East. However, people can use water from the sea after the salt has been removed from it. Desalination removes salt from seawater to get fresh water. Seawater can be distilled. This involves boiling seawater to make water vapor, which condenses into fresh water and leaves the salt behind. Desalination takes a lot of energy and is expensive, but costs are decreasing as technology improves.

onnections

One liter of sea water contains around 35 g of salt.

What do you think might happen to the salt that comes out of seawater during desalination?



The Water Cycle

Water is always moving on, through, and above Earth as it changes from one form to another in the water cycle. The water through is the repeated movement of water through the environment in different forms. The water cycle is continuous, but we can talk about the different processes as steps. The steps of the water cycle include evaporation, condensation, precipitation, and runoff. These steps can be affected by temperature, pressure, wind, and the elevation of the land. A diagram of the water cycle is shown here.

such as water, to a gas. Water evaporates from the ocean or other water bodies into the atmosphere. Water vapor is water in the form of a gas in the air. In the form a gas, such as water vapor, turns into liquid. Clouds form when water vapor condenses into water droplets and ice crystals. In the water falls from clouds as rain, snow, sleet, or hail. The water cycle can follow different paths. For example, condensation forms clouds, but it can also form dew.

Sublimation and frost formation are other possible paths in the water cycle sublimation is ice changing into water wards without first melting. Water vapor constitute into ice without first becoming helius water. The descrivitals that form and success size called hosts.

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4. CHALLENGE Look at the diagram below. Where do you think the water cycle begins? Popular Visiter Visital Livers and a Collegen alough the restriction of property Hestita of Marketters in our distribution in the second morning are sure J. MAY

5. Apply How might pesticides and fertilizers on land become a problem in an ocean ecosystem?

Very slowly, snow and ice turn into water vapor by sublimation.

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Grevieli, เอเอา Howle moves แก้ง เหมอย Holdes อกไม่และอสากก Water condenses as it loses energy.



Water evaporates as it absorbs energy from the sun.

Frozen water (absorbs/loses) energy from the sun as it melts.

At-Home Lab

Watering Can

Fill a can with ice and water. Add a drop of food coloring to the can and stir until the color is even. Observe. When droplets form on the outside of the can, wipe them with a white paper towel. What are the droplets and where did they come from? How do you know?

Energy in the Water Cycle

The sun has a major effect on the water cycle. The energy of sunlight causes most evaporation, sublimation, and melting. Energy is needed to evaporate the water and to move the water vapor winds. This energy originally comes from the sun.

When water vapor condenses into liquid water, it releases energy and cools. This energy warms the air or water in the immediate area.

- 6. Main Idea and Details Circle the main idea and underline two details in the first paragraph above.
- 7. Determine Read and complete the captions in diagram above. Circle the part of the diagram shows water vapor turning into liquid water.



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Think about what you learned in thi does water move through the enviro	is lesson. How onment?
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Did you know that all the water on Earth now was also on Earth thousands of years ago? That's because the water on Earth is in a constant cycle. The water you drink at lunch today could have been a part of a massive hurricane a few years ago, and a glacier 10,000 years ago! After you wash your hands the next time, ask yourself what happens to the water after it flushes down the drain. It doesn't disappear. It meanders its way down the drain and pushes itself back into the world, where the cycle continues.

When you go to the ocean or the lake in the summer time, the water that is present is constantly moving, even when it looks still. On a hot summer day, the suns rays warm the water to a point where it evaporates. Evaporation is a term that describes the transformation of water from a liquid to a gas. So while you can't see evaporation occur, because we can't see the gas form of H2O with the human eye, it's happening around you all the time!

There's one other more peculiar way that water makes it way into the atmosphere around us a gas. It's called transpiration. Transpiration is when a plant releases the water it has absorbed into the atmosphere. The water travels from the root of the plant to the stems then to the leaves. The plant can't hold the water forever, though! It has to release it, so once it has used the water for its nutrients it lets it go into the atmosphere.

After that water from the lake or tree is turned into a gas, it travels quickly in the air around us. It tends to rise instead of sink (think of a boiling pot of water and the steam that comes from it). So why doesn't the gas H2O just float all the way to outer space? Well, have you ever been on top of a mountain, or somewhere high in the sky? If you have, then you know it's really cold up there! When that water was first turning into a gas in the lake, it's because it got warm. When it gets cold again, it turns back into a liquid. That is called condensation. It's just like when the windows in your car fog up. That liquid doesn't magically appear there. It condenses from the air onto the cold windows. When you think of condensation, think of clouds.

Once the water has formed high in the sky, it turns heavy. Just like water flowing from a faucet, it falls. It falls from the sky and from the clouds. This is called precipitation. Precipitation comes in different forms. From rain to snow to sleet to hail. Any water, whether its liquid or solid, that falls from the sky is called precipitation. Easy enough, right?

Finally, one the water has fallen from the sky, it doesn't always fall directly into a lake or stream, but it does get their eventually. Water that falls onto hills, roads, or mountains, runs down that hill and finds its way back into one of those bodies of water. This process is called runoff. I'm sure you've seen it before. Any water that is moving in a spot that water doesn't usually exist is runoff.

It's a complicated process for something as simple as water, but isn't it great that we don't have to produce more water to survive? Water just exists. It won't ever go anywhere. It will just continue to be a part of the water cycle forever. Now, enjoy that next sip of water that could have been the same water that your favorite celebrity once drank!

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Directions: After reading Weather vs. Climate, answer the following questions. Refer back to the text when necessary

- 1. What is the central idea of the passage?
- a. Water is the most important thing on Earth.
- b. The water cycle can be difficult to understand.
- c. We have to watch how much water we drink so we don't run out.
- d. The water cycle is the constant change and movement of water from one form to the next.
- 2. Which of these is a strong supporting detail for the answer to number 1?
- a. The water you drink at lunch today could have been a part of a massive hurricane a few years ago, and a glacier 10,000 years ago!
- b. Precipitation comes in different forms.
- c. Once the water has formed high in the sky, it turns heavy.
- d. Any water that is moving in a spot that water doesn't usually exist is runoff.
- 3. Which part of the water cycle involves liquid turning into a gas?
- a. precipitation
- b. transpiration
- c. evaporation
- d. condensation
- 4. Which part of the water cycle is noticed on a snowy day?
- a. condensation
- b. precipitation
- c, evaporation
- d. transpiration
- 5. How does the following sentence fit into the overall structure of the passage?

It's just like when the windows in your car fog up. That liquid doesn't magically appear there.

- a. it supports the idea that condensation is when gasses turn to liquids.
- b. it supports the idea that evaporation is when liquids turn to gasses.
- c. it provides the central idea of the overall text.
- d. it is a direct quote from a source outside the text.
- 6. Re-read paragraph 1. What does the word meanders mean?
- a. trickles
- b. rushes
- c. stops
- d. zig zags

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- 7. Re-read paragraph 3. What does the word peculiar mean?
- a. awesome
- b. intelligent
- c. different
- d. plant-like
- 8. Based on the passage, what would be the proper order of the water cycle (without plants)?
- a. precipitation, condensation, evaporation, runoff
- b. condensation, evaporation, precipitation, runoff
- c. evaporation, condensation, precipitation, runoff
- d. evaporation, precipitation, condensation, runoff
- 9. Why do swimming pools need to be filled up in the summer more than once if they don't have any leaks?
- a. the jets in the pool don't push in enough water.
- b. the water from the pool condenses and disappears.
- c. the chemicals put into the pool cause it to evaporate.
- d. the heat from the sun causes the water to evaporate into the atmosphere.
- 10. What is the authors purpose of the text.
- a. to entertain the reader by making jokes throughout the text.
- b. to persuade the reader that water is amazing.
- c. to inform the reader that we need to be careful about how much water we use.
- d. to inform the reader that water is in a constant cycle.

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12. In a few sente	ences, explain why	we will never	run out of wo	iter on Earth.	
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lesson 2

What are the spheres of Earth?

Envision It!

Tell which spheres of Earth helps this person to windsurf.

my planet Diary

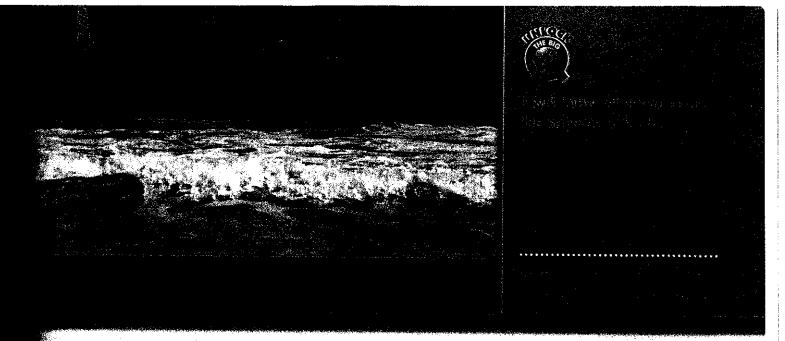
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A glacier is a large mass of ice and snow moving on land. Its huge mass pushes down the land under it. When glaciers melt, the land that was under them rises slowly, like the way some seat cushions come back into shape after you stand up. This process is happening in parts of Alaska and in other parts of the world. Because the land is rising, some areas that were once underwater are now dry land.

What impact might the rising land have on the state of Alaska?

5th grade Week 2

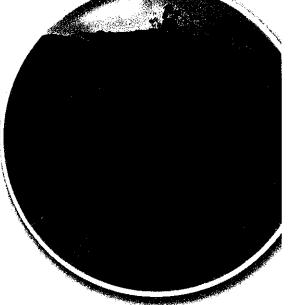
Alaska, 2004

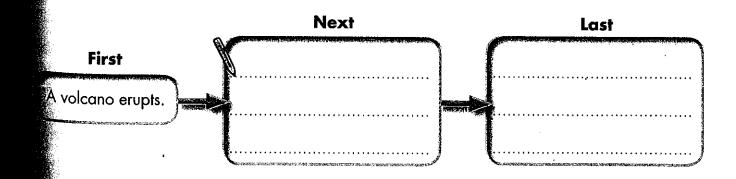


Earth as a System

Earth is a system. A system is a group of parts that work together. Earth's system is made up of parts called spheres. Four major spheres of Earth's system are air, water, land, and all living things. These spheres interact because parts of them move into each other. For example, air always contains dirt particles and evaporated water. The dirt falls into oceans, rivers, and lakes. The water falls on the land as rain or snow. Events also happen that result in spheres interacting. When a volcano erupts, materials from the land move into the air as gas and ash. The ash can fall into water. The way the air, water, and land interact makes it possible for organisms to live on Earth.

1. **Sequence** Complete the graphic organizer below. **Write** what happens when a volcano erupts.





Adding and Subtracting Fractions and Mixed Numbers

GETTING THE IDEA

A **mixed number** is a number that has a whole-number part and a fraction part.

whole number

 $\begin{array}{c}
\downarrow \\
15\frac{2}{5} \\
\uparrow \\
\text{fraction}
\end{array}$

To add and subtract fractions and mixed numbers, use **equivalent fractions** with like denominators. You can use **common denominators** of two or more fractions to write equivalent fractions. A common denominator is a **common multiple** of two or more denominators.

Equivalent fractions are two or more fractions that name the same part or amount but have different denominators.

$$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$$

A **common denominator** is a common multiple of two or more denominators.

 $\frac{1}{2}$ and $\frac{2}{5}$ have the common denominator 10.

A **common multiple** is a multiple that two or more numbers share

Multiples of 3: 3, 6, 9, 12. . .

Multiples of 4: 4, 18, 12, 16 ...

3 and 4 have a common multiple of 12.

5 Week 1

Example 2

Add $2\frac{2}{5} + 4\frac{2}{3}$.

Strategy Find a common denominator for the fraction parts.



You can multiply the denominators to find a common denominator.

$$5 \times 3 = 15$$

Write equivalent fractions using the common denominator.

$$\frac{2}{5} = \frac{2 \times 3}{5 \times 3} = \frac{6}{15}$$

$$\frac{2}{3} = \frac{2 \times 5}{3 \times 5} = \frac{10}{15}$$

Rewrite the mixed numbers using the common denominator.

$$2\frac{2}{5} = 2\frac{6}{15}$$
 $4\frac{2}{3} = 4\frac{10}{15}$

Regroup the mixed numbers as the sum of the whole number parts and the fraction parts.

$$2\frac{2}{5} + 4\frac{2}{3} = 2\frac{6}{15} + 4\frac{10}{15}$$
$$= \left(2 + \frac{6}{15}\right) + \left(4 + \frac{10}{15}\right)$$
$$= \left(2 + 4\right) + \left(\frac{6}{15} + \frac{10}{15}\right)$$

Add the whole number parts. Add the fraction parts. Simplify.

$$(2+4) + \left(\frac{6}{15} + \frac{10}{15}\right) = 6 + \frac{16}{15}$$

$$= 6 + \frac{15}{15} + \frac{1}{15}$$

$$= 6 + 1 + \frac{1}{15}$$

$$= 7 + \frac{1}{15}$$

Solution $2\frac{2}{5} + 4\frac{2}{3} = 7\frac{1}{15}$

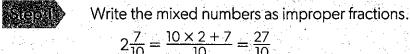
Sometimes when you subtract mixed numbers, you may need to change the mixed numbers to **improper fractions**. To change a mixed number to an improper fraction, first multiply the denominator and the whole number, then add the numerator. This gives the numerator of the improper fraction. The denominator of the improper fraction is the same as the fraction part of the mixed number.

$$2\frac{3}{5} = \frac{5 \times 2 + 3}{5} = \frac{13}{5}$$

Example 4

Subtract $2\frac{7}{10} - 1\frac{1}{4}$.

Strategy Change the mixed numbers to improper fractions. Then use equivalent fractions to find the difference.



$$1\frac{1}{4} = \frac{4 \times 1 + 1}{4} = \frac{5}{4}$$

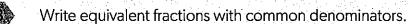
Siep 2 Find a common denominator.

Make a list of multiples of the greater denominator, 10.

Multiples of 10: 10, 20, 30, 40, 50, . . .

20 is the least multiple that is also a multiple of 4.

Therefore, 20 is a common denominator.



$$\frac{27}{10} = \frac{27 \times 2}{10 \times 2} = \frac{54}{20}$$
$$\frac{5}{4} = \frac{5 \times 5}{4 \times 5} = \frac{25}{20}$$

Find the difference.

$$\frac{27}{10} - \frac{5}{4} = \frac{54}{20} - \frac{25}{20}$$
$$= \frac{29}{20}$$

Write the improper fraction as a mixed number.

$$\frac{29}{20}$$
 = 29 ÷ 20 = 1 R9 = $1\frac{9}{20}$

Use addition to check your answer.

$$\frac{29}{20} + \frac{25}{20} = \frac{54}{20} = 2\frac{14}{20} = 2\frac{7}{10} \checkmark$$

Solution $2\frac{7}{10} - 1\frac{1}{4} = 1\frac{9}{20}$

- I) stim walked fig mile to the post office. Then he walked figmile to the gym.
 What is the total distance that Tim walked?
 - **A.** $\frac{1}{4}$ mile
 - **B.** $\frac{4}{15}$ mile
 - **C.** $\frac{2}{5}$ mile
 - **D.** $\frac{1}{2}$ mile
- 2 Find the sum:

$$\frac{2}{3} + \frac{1}{6} + \frac{1}{5}$$

- **A**, $\frac{2}{15}$
- **B:** $\frac{2}{3}$
- **C.** $1\frac{1}{3}$
- **D.** 1 $\frac{1}{30}$
- Which sum or difference is greater than 1 whole?
 - **A.** $\frac{4}{7} + \frac{1}{3}$
 - **B.** $\frac{7}{9} + \frac{1}{4}$
 - **C.** $1\frac{1}{10} \frac{1}{5}$
 - **D.** $1\frac{3}{6} \frac{3}{4}$

4 Which equation is false?

A.
$$1\frac{5}{6} - \frac{1}{3} = 1\frac{3}{6}$$

B.
$$\frac{1}{2} + \frac{3}{4} = 1\frac{1}{4}$$

c.
$$\frac{3}{5} - \frac{1}{2} = \frac{2}{3}$$

D.
$$\frac{8}{10} + \frac{1}{3} = 1\frac{2}{15}$$

Which expression has a value of $\frac{7}{12}$?

A.
$$\frac{3}{4} + \frac{1}{6}$$

B.
$$\frac{2}{3} + \frac{1}{6}$$

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

D.
$$3\frac{3}{4} - \frac{1}{6}$$

6 Which number makes the equation true?

$$\frac{4}{5}$$
 $=$ $\frac{2}{15}$

A.
$$\frac{2}{10}$$

B.
$$\frac{1}{3}$$

C.
$$\frac{1}{2}$$

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

- 12 Which equation is true?
 - **A.** $1\frac{1}{5} + \frac{5}{6} = 1\frac{6}{30}$
 - **B.** $\frac{1}{4} \frac{1}{12} = \frac{1}{8}$
 - **c.** $\frac{2}{3} \frac{1}{5} = \frac{1}{15}$
 - **D.** $\frac{1}{2} + \frac{7}{8} = 1\frac{3}{8}$
- **13** Subtract: $1\frac{1}{8} \frac{3}{4}$
 - **A.** $1\frac{2}{4}$
 - **B.** $1\frac{5}{8}$
 - **C.** $\frac{3}{8}$
 - **D.** $\frac{3}{4}$
- 14 Which sum is less than 1 whole?
 - **A.** $\frac{1}{2} + \frac{1}{4} + \frac{1}{3}$
 - **B.** $\frac{2}{5} + \frac{1}{8} + \frac{3}{10}$
 - **c.** $\frac{1}{6} + \frac{1}{3} + \frac{5}{8}$
 - **D.** $\frac{2}{3} + \frac{1}{8} + \frac{1}{4}$

- Nicholas is $1\frac{2}{3}$ feet taller than his brother Sam. Sam is $3\frac{3}{8}$ feet tall. How tall is Nicholas?
 - **A.** $2\frac{1}{5}$ feet
 - **B.** $1\frac{17}{24}$ feet
 - **C.** $4\frac{5}{11}$ feet
 - **D.** $5\frac{1}{24}$ feet
- Sasha is having a lemonade sale.
 - At the start of the sale, she has $\frac{3}{4}$ gallon of lemonade.
 - She is worried that she won't have enough, so she makes another ²/₃ gallon of lemonade.
 - She sells $\frac{5}{6}$ gallon of lemonade.

How much lemonade does she have left?

- A. Ogallons
- **B.** $\frac{7}{12}$ gallon
- **C.** $\frac{5}{6}$ gallon
- **D.** $2\frac{1}{4}$ gallons

networks

Canada

Lesson 1: The Physical Geography of Canada

ESSENTIAL QUESTION

How do people adapt to their environment?



Terms to Know

province an administrative unit similar to a state

territory land administered by the national government

shield a large area of relatively flat land composed of ancient, hard rock

coniferous evergreen trees that produce cones to hold seeds and have needles instead of leaves

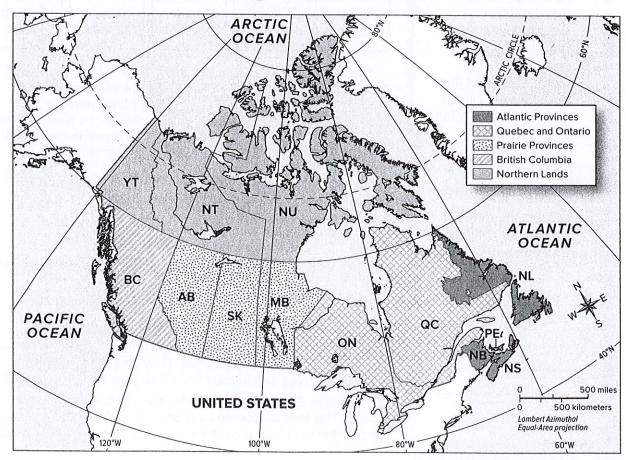
deciduous trees that shed their leaves in the autumn

archipelago a group of islands

tundra a flat, treeless plain with permanently frozen ground

fishery an area where fish come to feed in huge numbers

Where in the World: Regions of Canada



CLASS

Canada

Lesson 1: The Physical Geography of Canada, continued

The northeastern and western areas of this region have highlands. In Manitoba, the highlands are part of the Canadian Shield. In Alberta, they are part of the Canadian Rockies.

Cold Arctic air from the north blows across this region. Winters are cold. The average temperature in January is -1° F (-18° C). Summers are much warmer. The average temperature in July is 67° F (19° C). Precipitation in this area is low.

British Columbia has the Rocky Mountains on its eastern side and the Coast Mountains on its western side. In between sits a deep valley and plateaus. The Canadian Rocky Mountains have 30 mountains that are over 10,000 feet (3,048 m) high. The Coast Mountains rise as high as 15,000 feet (4,572 m).

British Columbia has a marine west coast climate. Warm air blows west from the ocean. This means temperatures are mild. Rainfall is heavy in some areas.

The Northern Lands include Nunavut, Northwest Territories, and Yukon Territory. They all lie in northern Canada next to the Arctic Ocean. A group of islands, called an **archipelago**, sits in the Arctic Ocean. It has about 1,000 islands. Some islands are tiny, and some are very large. For instance, Baffin Island is larger than the state of California.

The center of this region is covered by lowland plains. The Canadian Shield is in the eastern side of the region. It continues north onto the islands north of Hudson Bay.

The western side of the Far North has high mountains. One of them is Mount Logan. At 19,524 feet (5,951 m), it is Canada's highest mountain.

Much of the Far North has a subarctic climate. This means it has cold winters and mild summers. The areas farthest north have a tundra climate. A **tundra** is a flat, treeless plain with permanently frozen ground.

Bodies of Water

Guiding Question What bodies of water are important to Canada? Three oceans border Canada. They are the Atlantic, the Pacific, and the Arctic. They affect climate in different ways.

Ocean	Effect on Climate
Atlantic	Brings moderate temperatures in eastern Canada
Pacific	Brings rain and mild temperatures to western Canada
Arctic	Chills northern and central Canada

j ska	
	Explaining
4.	What is the effect of the marine west coast climate on British Columbia?
A	Defining
5.	What is an archipelago?
	Marking the Text
6.	Underline every time the Canadian Shield is mentioned in the text. In which regions is the shield located?
-	Reading Progress Check
7.	Why do most of Canada's people live in southern Canada?

Aimosphere

The mixture of water vapor and other gases, as well as particles of matter such as dust that surrounds Earth's surface is called the analysisms. Nitrogen and oxygen are the main gases in the atmosphere. It also contains a small amount of carbon dioxide. Most of the atmosphere is close to the surface of Earth. Thunder, lightning, wind, and rain occuhere. As you go higher and higher, there is less and less gas. and the air pressure decreases.

The almosphere is essential for life on Earth. No other planet in the solar system contains the same mixture of gase that arganisms need to live. The atmosphere also holds in heat from the sun, making Earth warm enough to support life. The atmosphere helps protect living things from being damaged by too much sunlight.

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	6	ei	ш	1.37.6	4.4	445	× 1	= 8						15.	4					11.3	

Generalize What are the components of the atmosphere that help organisms live on Earth?

Gases in	Planets' Atmo	spheres
Venus .	-Earth	Jupiter 1
carbon dioxide	nitrogen	hydrogen helium
nitrogen	oxygen	

4. Compare The chart shows the main gases in the atmospheres of three planets. How is Earth's atmosphere similar to the atmospheres of the other planets? How it different?

Hydrosphere

All the waters of Earth make up the **hydrosphere**. The hydrosphere covers a little less than $\frac{3}{4}$ of Earth's surface. Most of the hydrosphere is ocean water. The Pacific Ocean is the largest and deepest part of the ocean, followed by the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean. The oceans are connected.

The hydrosphere also contains fresh water. Most lakes, rivers, streams, and glaciers are fresh water. So is groundwater. Groundwater is rain or melted snow that soaks into the ground. Fresh water is not evenly spread over Earth. Some places have more fresh water than others.

5. Predict Describe what Earth would be like if the hydrosphere covered only 25 percent of its surface.



Lightning Lab

Bodies of Water Near You

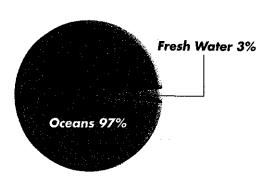
Look at a local map.
List the bodies of water close to where you live.
Do they help you travel, provide drinking water, or give you a beautiful place to visit? Tell how they are changing.



Read a Circle Graph

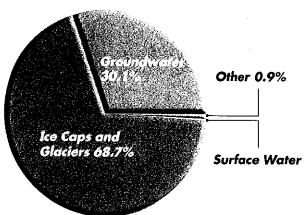
Water covers most of Earth's surface. Only a very small percentage of that water is drinkable.

Earth's Water



Compute What percentage of Earth's fresh water is surface water?

Fresh Water



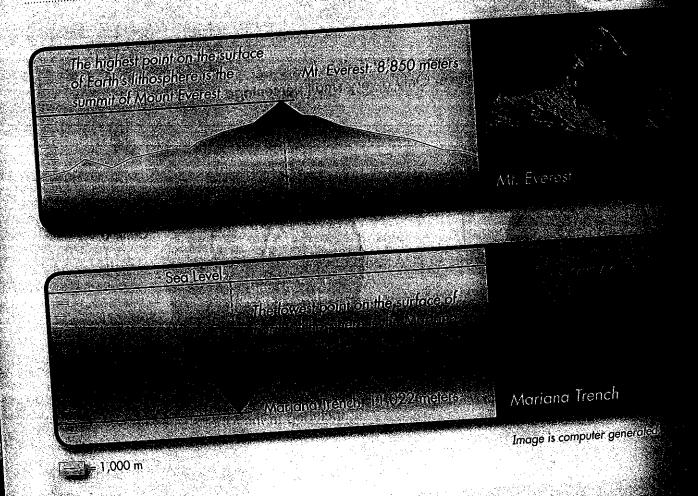
CHALLENGE What water might be included in the label Other?

6. Calculate What is the distance from the bottom of the Mariana Trench to the summit of Mount Everest? Express your answer in meters and in kilometers.

The Lithosphere

The solid, rocky outer layer of Earth is the lithosphaes The lithosphere contains rocks, soils, and minerals. It covers the entire surface of Earth and is made up of the continents islands, and the ocean floors. The surface of the lithosphere varies from flat plains to hills and valleys to mountaintops. The distance from Earth's surface to its center is about 6,400 kilometers. Scientists have drilled holes into Earth as deep as 12 kilometers. The drills have brought up samples of rock. Using rock samples and other methods, scientists have inferred that the lithosphere averages about 100 kilometers thick. This measurement is about as far as you can travel in a car on the highway in one hour. Compared to the radius of Earth, the lithosphere is very thin!

7. Exemplify If you use a hard-boiled egg as a model for Earth, which part of the egg would represent the lithosphere?



Biosphere

Living things can be found almost everywhere on Earth. The part of Earth in which living things are found is the **biosphere**. The biosphere extends from about 10 kilometers above Earth's surface to about 10 kilometers below the surface of the ocean. Although living things may live in different parts of the biosphere, they all share resources such as water, air, and light.

8. Identify What parts of Earth allow organisms to live in areas like the one shown?

Gotit?

9. Identify What makes up the hydrosphere?

0. Explain How does life on Earth depend on the atmosphere?

Stop! I need help with

Wait! I have a question about

Go! Now I know

Name:					Date [.]
					Date:

Earth's Spheres Reading Passage

EARTH'S SPHERES

Earth is very complex. There's a lot of processes taking place in or on Earth's air, water and land. These processes take place in four different "spheres" of Earth. We describe these spheres individually, but they are connected to each other through biological and chemical cycles and processes.

The **geosphere** describes all the rocks and minerals found on and in Earth's ground. It includes solid rock that covers Earth's surface and makes up the ocean floor, the continent and landforms. The geosphere also includes solid rock, minerals and metal found below Earth's surface and liquid, molten rock found deep within Earth.

The **hydrosphere** describes all the water on Earth. Freshwater found in lakes, rivers, streams and the ground (groundwater) and saltwater that makes up the seas and oceans are part of the hydrosphere. Water frozen at the polar ice caps and in glaciers found in the mountains as well as water vapor in the air are part of the hydrosphere as well.

The **atmosphere** describes the air on Earth. It includes important gases that surround Earth. It contains oxygen, which is needed by animals to survive and carbon dioxide, which is needed by plants to make food. The atmosphere also contains ozone, which blocks harmful UV light.

The **biosphere** describes all the living things on Earth. It includes plants and animals, fungi and microscopic organisms such as bacteria and protists. These living things are found in Earth's air, on Earth's surface, in the soil and in the water.

Questions

- 1. What is the geosphere? What does it include?
- 2. What is the hydrosphere? What does it include?
- 3. What is the atmosphere? What does it include?
- 4. How is the biosphere different from the other spheres?
- 5. Do you think the biosphere would exist without the geosphere, hydrosphere or atmosphere? Justify your answer.

Name: Date: Earth's Spheres Answer Sheet	
Que 1.	what is the geosphere? What does it include?
2.	What is the hydrosphere? What does it include?
3.	What is the atmosphere? What does it include?
4.	How is the biosphere different from the other spheres?
5.	Do you think the biosphere would exist without the geosphere, hydrosphere or atmosphere? Justify your answer.

Namo:		
Name:	 	

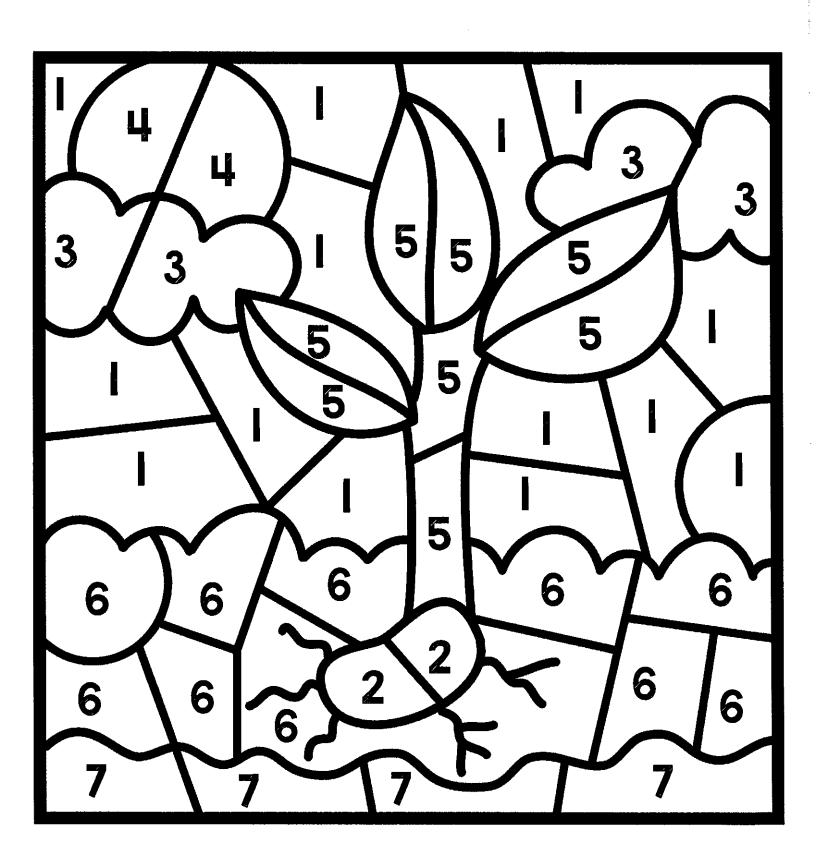
Earth's Spheres Color By Number

Read each example and decide which spheres are interacting (working together). Use your answers to color the picture.

Hint

Biosphere: Life Lithosphere: Ground Atmosphere: Air Hydrosphere: Water

Example	Spheres That Are Interacting						
Plants use nutrients from the soil	Biosphere and Hydrosphere	Litho sphere and Bio sphere					
in order to grow.	Color the 1's Green	Color the 1's Blue					
The rushing water of a river can	Hydrosphere and Biosphere	Hydro sphere and Litho sphere					
break down the shore.	Color the 2's Brown	Color the 2's Tan					
Humans breathe oxygen to	Atmosphere and Biosphere	Bio sphere and Litho sphere					
survive.	Color the 3's White	Color the 3's Yellow					
Water in a pond evaporates	Atmosphere and Lithosphere	Atmosphere and Hydrosphere					
faster when it is hot outside.	Color the 4's Green	Color the 4's Yellow					
Strong winds can change the	Litho sphere and Atmo sphere	Litho sphere and Bio sphere					
shape of sand dunes by blowing the sand to other areas.	Color the 5's Green	Color the 5's Brown					
Humans use water to take	Hydrosphere and Biosphere	Biosphere and Atmosphere					
showers or baths.	Color the 6's Brown	Color the 6's Green					
Humans dig deep holes in order	Biosphere and Atmosphere	Biosphere and Lithosphere					
to build homes with basements.	Color the 7's Yellow	Color the 7's Gray					



Lesson 3

What is weather?

Envision It!

This map shows different weather conditions in a particular region. Circle the areas where you might find clear skies.



How accurate are weather forecasts?

- 1. Look at the current 5-day weather forecast. **Record** the forecasted high temperatures.
- 2. Check the weather report each day for the next 5 days. Record the actual high for the previous day.
- 3. Compare the forecasted data with the actual data.

Explain Your Results

- 4. What was the largest difference between the forecast and actual temperatures?
- 5. Draw a Conclusion Do you see a pattern in the accuracy of the forecasts? Explain.



	The second second		Predictions Difference Be
ay	Forecast High (°C)	Actual High (°C)	Forecast and
1			
2			
3			
4			
5	5		

Week 3

Ye ather You probably know that a thermometer can be used	
measure air temperature. But it takes more than a	2. Suggest: Where might be a good place to set
perature reading to describe the weather. Weather	up this measuring tool?
the state of the atmosphere, including its temperature,	Explain.
speed and direction, air pressure, moisture, amount of	
or snow, and other factors. Scientists called meteorologists study and predict	
other. Meteorologists collect data from many tools to	
debout the weather today and to predict future weather.	
properties and the data they use are collected automatically	
weather observation stations. Knowing and predicting	
weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather is very important for planning all sorts of weather we	
Draw Conclusions Use the graphic organizer selow to draw a conclusion from the text above.	
rigiow to atom a condusion from the text above.	
(Colaubino)	

THE BIG

PearsonRealize.com

Barometric Pressure

When you look up on a clear day, you see a high, blue sky. You are really looking through 9,600 km (about 6,000 mi) of air. The blanket of air that surrounds Earth is its atmosphere. Like other matter, air has mass and takes up space.

Air is made up of a mixture of invisible gases. Over $\frac{3}{4}$ of Earth's atmosphere is nitrogen. Most of the rest is oxygen, but small amounts of carbon dioxide gas are also present. The part of the atmosphere closest to Earth's surface contains water vapor. The amount of water vapor depends on time and place. For example, air over the ocean or a forest has more water vapor than air over a desert.

Gravity pulls the mass of air in the atmosphere toward Earth's surface. The pushing force of the atmosphere is called proportion to the construction of the constru Air pushes with equal force in all directions. Many kilograms of gas are pressing down on your school building. They do not crush it because the air inside the building exerts pressure too. Air pushing down is balanced by air pushing up and sideways. Air pressure decreases as you go higher in the atmosphere.

3. CHALLENGE Suppose you take two readings from a barometer. One reading is taken at the top of a tall building and the other at ground level. Which reading is likely to be higher? Why?

gn instrument that shows air pressure

Air particles are represented here by small blue spheres. As you are faither apair linus means that higher in the almosphere, the pressure js lower....

Temperature

Air temperature also affects weather. As the sun warms Earth's surface, air that is in contact with the surface becomes warmer. As the air particles move farther apart, the air pushes down with less pressure. The warm air rises, causing an area of low pressure to form, and air from areas with higher pressure rushes in. If the air near Earth's surface cools, the particles in the air become more closely backed. This denser, cooler air pushes down with more pressure. An area of high pressure forms. Air from this area flows into lower-pressure areas. The temperature of the air also affects the type of precipitation—rain, snow, or sleet.

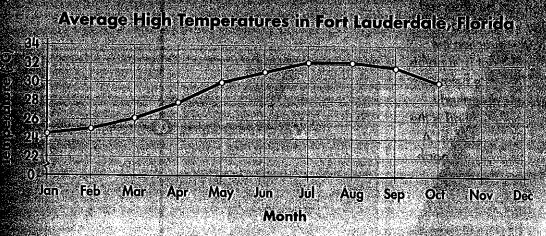
Predict What would happen if the air outside the hot air balloon were as hot as the air inside?



ne Craphs

at the graph of average monthly high temperatures for Fort Landerdale. Florida

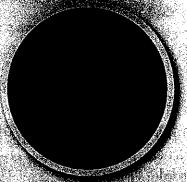
Contract Contract the Source



In November, the average high temperature was about 27°C. In December, it was about 25°C. Plot the missing data points and complete the graph above.

teliveen which two months did Fort Lauderdale have the greatest decrease to a supplied the semperature? About how many degrees did the temperature decrease?

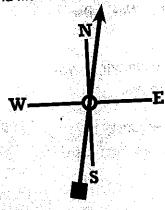
Meleorellegiss incesigre wind



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Wind direction can be observed with a weather vane. The arrow points toward the direction the wind comes from. That is, it points into the wind. The vane below shows that there is a northerly wind. The name of the wind is the direction from which it blows. A north wind comes from the north and moves toward the south.

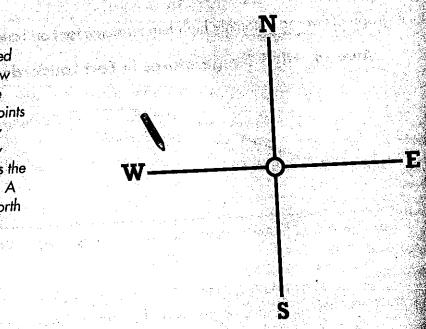


Winds

Wind is air movement caused by differences in pressure. In general, air moves from areas of high pressure to areas of low pressure. Think about a balloon. When you let air out of a balloon, air rushes from inside the balloon where pressure is higher to where pressure is lower outside the balloon. You can feel wind.

Wind speed and direction affect weather. Local weather can be affected by special winds called jet streams. A jet stream is a narrow band of high-speed wind. A polar jet stream blows from west to east high in the atmosphere over North America. The jet stream affects day-to-day weather and seasons. In the winter, the jet stream can bring cold air from the north to states as far south as Kentucky. In the summer, the jet stream brings warmer air north into Canon

Winds interact with landforms like mountain ranges, which in turn affects local weather. Mountains force the to rise upwards and cool. Clouds form in the cooler air and release precipitation. This causes wet weather on the side of the mountain facing the wind. As air passes over to the opposite side of the mountain, it sinks and absorbs mois This causes the weather patterns to be drier in that area.



5. Draw On the blank weather vane diagram above draw an arrow to represent a southeasterly wind

Water in the Atmosphere

Three other factors for determining weather are humidity, clouds, and precipitation. **Humidity** is the amount of water vapor in the air. The particles of water vapor are too small to be visible, but when conditions are right, they can come together to form small water droplets and ice crystals. These droplets and crystals are bigger than water vapor particles and can reflect light from the sun. At this point, we can see the water as a cloud. If the droplets or crystals get large enough, they can fall to the ground as precipitation, such as rain or snow.

6. Summarize What do the factors humidity, clouds, and precipitation have in common? List two things.



Running Hot and Cold Work with an adult. Fill

a bottle with hot water and then wait a minute or so. Gently pour the water out and immediately cap the bottle. Now run cold water over the bottle. What happens? Can you reverse this process?

7. Describe Write two or more sentences that tell what is going on in the picture below. Use the words humidity, clouds, and precipitation.

Meteorologists use an instrument called a hygrometer to measure humidity. Zoos use hygrometers to monitor the air for animals that need high humidity.

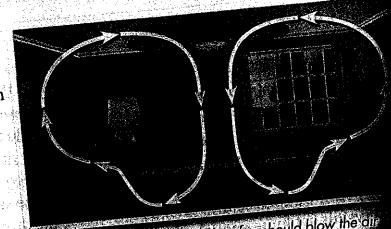


Circulation

Have you ever used an electric fan to cool a room in the summer? You can also use a fan to make a heater more efficient in the winter. The fan moves air around the room.

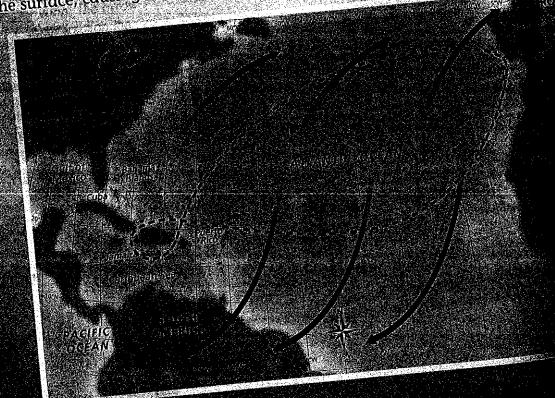
The wind may blow from different directions, but winds do follow some large-scale patterns over continents and the ocean. These patterns are determined by differences in temperature and pressure in different parts of the atmosphere. The large scale movement of air is called circulation: Circulture is the movement of air that redistributes heat on Earth.

For example, the trade winds are a persistent pattern of winds that blow near the equator. The warmest parts of our planet are near the equator. The air above this region becomes warm and rises, creating a low pressure zone. High in the armosphere this warm air travels away from the equator, cools down, and sinks. It then blows back toward the equator along the surface, causing the trade winds.



In summer, a céiling fan should blow the air downward. This makes sweat evaporate form and people feel cooler

8. Demonstrate Below is an example of a route from Europe to the American Draw arrows on the route showing the direction a ship might take to save the most fuel. Explain your answer.



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Weather

Name:

Weather is the day-to-day conditions of the atmosphere at a specific time and place. Weather is all around us all of the time. Weather is what is happening outside currently. The temperature of air, blowing wind, different types of precipitation, types of clouds, and sunshine all make up the weather. Changes in weather can happen hour by hour.

Temperature is how hot or cold something is. Temperature is measured using thermometers. In the daytime, temperatures are warmer. This is due to sunlight. At night, temperatures are cooler because areas receive less sunlight. Many days have cold temperatures. Many days have warm temperatures. Sunlight warms the air temperature. The stronger the Sun's rays are, the warmer the temperature is. Sunlight is strongest at the equator and weakest at the poles.

Wind is moving air. Moving air creates weather. The wind is always changing directions. Wind can bring clouds and moisture from an area. Wind speed and direction changes the weather. The speed of wind is measured with anemometers. An anemometer is a rod with cone-shapes cups attached to its spikes. Gentle wind from the south brings warmer weather. Fast, strong wind moves clouds to bring rainstorms.

Rain, snow, sleet, and hail are kinds of precipitation. The sun heats water in lakes and oceans. Some water changes to a gas called water vapor. In clouds, it falls to Earth as precipitation. Rain gauges measure the amount of precipitation that falls in an area.

Clouds are made of dust and millions of tiny droplets of water. Watching clouds help predict the weather. Dark clouds bring rain. White clouds usually mean that dry weather is ahead. Barometers are instruments use to measure the air pressure outside. A change in air pressure means that there is or may be a change in weather.

FILL IT:

WEATHER

CIRCLE IT:

l. What is weather?

2. What creates weather?

3. How is temperature measured?

4. Why are temperatures cooler at night?

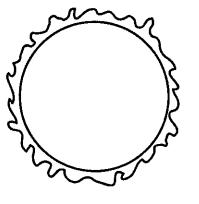
5. Where is sunlight the strongest?

6. There is a change in air pressure. What does this mean?

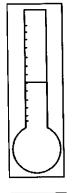
- I. What is NOT an example of precipitation?
- a. snow
- b. ice
- c. rain
- d. clouds
- 2. The stronger the Sun's rays are, _____
- a. the more it rains.
- b. the faster the wind blows.
- c, the warmer the temperature is.
- d. the cooler the temperature is.
- 3. What three words describe weather?
- a. clouds, simple machine, snow
- b. rain gauge, weather, pulley
- c. wind, water, axle
- d. barometer, thermometer, rain
- 4. What heats water in lakes and oceans?
- a. moon
- b. sun
- c. thermometer
- d. heater

COLORIT

Color in the thermometer based on the time of day it is.









What is weather? Why does it change?	What :	tools are	used
to measure it?			

Date Name ■ Evaporation Condensation E ☐ Precipitation X M N Atmosphere G ☐ Temperature G ☐ Meteorologist G E G ☐ Clouds M 0 E 🔲 Cirrus G M R R Cumulus R E R I E Ī A I □Stratus I E E ☐ Tools R M **└** Anemometer G D C Thermometer S G Barometer 0 Rain Gauge 5 R R I D R ■ Wind Vane R Miller ■ Weather $\mathbf{J}\mathsf{Fog}$ Vapor □ Solid Steam **Oxygen** Liquid **]**Front Changes ☐ Gas **⊃**Rain Pressure $oldsymbol{oldsymbol{\sqcup}}$ Ice Climate **□** Water Water Cycle Sleet **□**Maps Predictions

Persuasive Texts

GETTING THE IDEA

Persuasive text is written to persuade, or convince, readers to accept a certain view or take a specific action. Persuasive texts include speeches, arguments, essays, and opinion blog posts. One place that often features persuasive texts is the editorial section of a newspaper or magazine. Editors give their opinions in editorials. Readers respond to news stories by writing letters to the editor.

Structure

Many persuasive texts follow this common structure:

- An introduction, which states the author's position.
- **Supporting paragraphs** with reasons and evidence to back up the author's position.
- A conclusion, which restates the author's position and summarizes the main points.

In a persuasive text, an author gives his or her point of view, or personal beliefs about a topic. At the beginning of the text, the author makes a claim. A claim is a statement an author makes in support of or against an idea. The remainder of the text will explain more about the author's claim.

Reasons and Evidence

An author of a persuasive text wants readers to accept his or her ideas. He or she will lay out specific reasons that explain to readers why they should consider his or her point of view. Each reason is a statement that tells why the claim is worthy or important. Well-written persuasive texts usually have multiple reasons to support each claim.

Week 1 5th grade In addition, each reason should be supported by evidence. Evidence includes facts, examples, details, data, or other information that show why the author believes the claim. A good author will present strong, convincing evidence. This demonstrates that the author has carefully considered all information to form a complete idea about the topic. When the evidence is solid, readers are more likely to believe what the author has to say.

The following chart shows an author's claim and the reasons and evidence used to support it.

Claim: Our state should	not charge tolls on state l	nighways.
Reason: Paying tolls slows down traffic and creates traffic back-ups.	Reason: Having tollbooths increases the number of accidents on the highway.	
Evidence: Drivers frequently report slowed or stopped traffic in the miles before a tollbooth.	Evidence: More accidents occur within the miles before and after a tollbooth than on any other part of the highway.	Evidence: The average citizen with an hour commute can spend as much as \$1,000 a year on highway tolls.

Though authors of informational texts rely on facts, or statements that can be proved, persuasive authors often include opinions in their work. Opinions are statements of personal belief. They cannot be proved. Authors may include opinions that are supported by facts and details, but that does not make them true. As you read a persuasive text, be careful to separate information that is true from statements of personal thoughts and feelings.

When you consider an author's claim, you should also make sure that all the evidence is relevant, or closely related to the topic. For example, a student writes that too much homework has negative effects on students. In the essay, the student states that more hours of homework are associated with fewer hours of sleep. Which of the following evidence would NOT be relevant to the author's claim?

- statistics from research studies about students' sleep habits
- accounts from students about how too much homework has affected their sleep
- a quote from a student about how homework is unfair

Persuasive Techniques

Writers of persuasive texts present their claims and evidence in different ways than in other texts. They use language that is designed to influence the reader. These methods, called persuasive techniques, often appeal to the reader's emotions or sense of right and wrong. The chart below shows other examples of persuasive techniques.

Technique	What It Does	Example				
bandwagon appeal	implies that "everyone is doing it, so you should, too"	Most Americans prefer to drink bottled water over tap water.				
generalizations	makes a broad statement that may not apply to all people or things described	We all know that people should drink eight glasses of water every day.				
famous names	uses a celebrity's or expert's name to promote something	Dr. Sam, host of the TV show <i>Get Healthy</i> , drinks this brand of water.				

Always consider whether an author may be biased. When an author is biased, he or she slants the information to benefit a personal interest. Ask: What might the author gain from persuading people to change their views? Does this affect how he or she presents the information?

Language Spotlight • Figurative Language

Many persuasive writers use figurative language stoldraw a comparison that readers can relate to or that can affect readers emotions. Circle each example of figurative language below.

Is your rock of a mattress causing you aches and pains? Then you need to try our cushion foam mattresses! Sleeping on one of our mattresses is like snuggling into a puffy cloud.

Read the passage.

Digital Textbooks Are th the Future

Work Z

Schools across the country should switch from to digital textbooks. Regular textbooks are too hea carry around and don't offer timely information. They are also very expensive in the long run. New e-readers are much more convenient and more likely to be read by today's youth.

First of all, loading textbooks onto an e-reader is much more convenient than lugging around a stack of heavy textbooks. Studies also show that heavy backpacks can be bad for students' bodies. Specifically, one recent study at the University of California used MRI¹ scans to show that overloaded backpacks place stress on the spine. This can cause the spine to curve and lead to lasting damage. Why slump under the weight of a heavy bag when you can carry all of your books in one small device? An e-reader is much more sensible and convenient. Not only is it small and lightweight, but it can carry all of a student's books along with a lot of other content.

In addition to being heavy, textbooks are also expensive. Because of books' high prices, schools often limit how often books are replaced. As a result, books can quickly become outdated or show damage from overuse. On the other hand, e-readers can be easily and quickly updated using the Internet. This means that students and schools can readily access the most up-to-date educational resources. And many of these resources are offered at a reduced cost. Plenty of experts agree that schools can save a lot of money by using e-readers. Sure, the start-up fees to purchase the e-readers may be steep, but the long-term savings are well worth the initial costs.

¹ MRI: "Magnetic Resonance Imaging"; a medical imaging system that uses a magnetic field and energy waves to take pictures of the inside of the human body.

Most likely, schools would not have to purchase e-readers for all students. Many parents and students already own e-readers or tablets that can store e-books. Reading on a digital device has become a common practice for most people. Many newspapers and magazines now rely on digital subscribers to keep their publications going. In all likelihood, e-books will one day replace paper books in the same way that digital music has largely replaced CDs. Schools should stay ahead of this trend and make the switch now.

By using e-readers, schools can better appeal to students' interests and motivate them to read. A majority of students are immersed in the current digital trends. So it is likely that they would be more motivated to read their assignments if they could do so on a digital device.

Overall, it only makes sense for schools to replace their textbooks with e-readers. Not only can e-readers save schools time and money, but they can save students from strained backs, too! On top of that, they are fun and motivating for students. That reason alone should justify the switch. After all, we all want to do what's best for students' learning!

Answer the following questions.

- 1 Which sentence from the passage includes the **best** example of a persuasive technique?
 - **A.** New e-readers are much more convenient and more likely to be read by today's youth.
 - **B.** Why slump under the weight of a heavy bag when you can carry all of your books in one small device?
 - C. In addition to being heavy, textbooks are also expensive.
 - **D.** Many newspapers and magazines now rely on digital subscribers to keep their publications going.

Hint Think about which sentence asks the reader to feel something in response to the topic.

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Use the Reading Guide to help you understand the passage.

Print Textbooks Belong in the Classroom

Reading Guide

Notice how the author introduces the topic. How might this introduction affect the reader's view of the topic?

What is the author's claim?

What evidence does the author provide to support his or her claim?

Picture a classroom in which each student holds a digital device in his or her hand. The class is doing a group reading of *Johnny Tremain*. But what is actually happening on each device? One student is playing a game, and another is typing a private note. Several students are having technical problems and can't get their devices to turn to the right page. Sounds like a nightmare for any student or teacher. Yet, this will be the reality if schools switch to digital books. Print textbooks are more appropriate for classroom learning and should not be replaced by electronic textbooks.

As the example above shows, digital books would be a distraction in schools. The majority of digital devices contain games and other applications that would distract students from reading. Even e-readers, devices designed for reading books, usually include other features. Research shows that young adult brains are less able to focus on one task than adult brains. So why would schools want to increase the distractions students face?

In addition to being distracting, e-readers may impede learning simply because they use screens. One study by the University of Leicester showed this. Some students read about an unfamiliar subject on e-readers and other students read the same material in print. The results of the study showed that students who read the printed books learned the information more quickly. Other researchers have also looked into these differences. They have found that the brain processes digital text differently than printed text. In the long run, digital devices may negatively affect students' learning.



Regarding Culture

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Spelling Bee Study Guide

Ms. Ritz

- *Test date March 27, 2020
- 1. Delivery
- 2. Challenge
- 3. Police
- 4. Refrain
- 5. Siblings
- 6. Generation
- 7. Disinfectant
- 8. Modern
- 9. Hazmat
- 10. Assistance
- 11. Plastic
- 12. Microwave
- 13. Remarkable
- 14. Perfection
- 15. Evidence
- 16. Nervous
- 17. Solar
- 18. Explore
- 19. Memorial
- 20. Loyal



Alphabetical Order

			tical Order	Name	:
Ord	ler the words from	m A to Z.			Answers
	Delivery Modern Refrain Siblings Police	Assistance Solar Microwave Plastic Evidence	Loyal Nervous Explore Perfection Disinfectant	Generation Challenge Hazmat Remarkable Memorial	1
1)					3.
2)					4.
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Name:

Fill in the missing letters to create words from your spelling list.

Delivery Refrain Hazmat Remarkable Perfection

Challenge Siblings Solar Explore

Police Modern Assistance Plastic Evidence

Generation Disinfectant Microwave Nervous Memorial Loyal . .

1) S _ _ _ r

2) _ o y a _

3) re ark___e

4) c_al_e___

5) _ _ i _ e r y

6) m i _ _ o w _ v _

7) ass_st___e

8) ne_v_u_

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13) p__f__ti_n

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Answers

11. _____

12.

14. _____

17. _____

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/6	

Creating Sentences

Name:

Use the word listed in a sentence.

Delivery Refrain Hazmat Remarkable Solar Challenge
Siblings
Assistance
Perfection
Explore

Police Modern Plastic Evidence Memorial Generation Disinfectant Microwave Nervous Loyal

1)	Loyal			_		
2)	Nervous			 		
3)	Microwave					
4)	Modern					
5)	Perfection					
6)	Disinfectant					
7)	Evidence					
8)	Police		•		· · · · · · · · · · · · · · · · · · ·	
9)	Assistance					
10)	Hazmat					
11)	Refrain					
		· · · · · · · · · · · · · · · · · · ·				

A		· Name:
12)	Memorial	
13)	Solar	
14)	Delivery	
15)	Challenge	
16)	Generation	
17)	Explore	
18)	Remarkable	
19)	Siblings	
20)	Plastic	

Writing Four Times

Name:

Write each word 4 times (twice lowercase, twice UPPERCASE).

Delivery Challenge
Refrain Siblings
Hazmat Assistance
Remarkable Perfection
Solar Explore

Police Modern Plastic Evidence Memorial

Generation
Disinfectant
Microwave
Nervous
Loyal

	Solar	Explore	Memorial	Loyal
1)	Refrain			
2)	Disinfectant			
3)	Remarkable			
4)	Solar			
5)	Explore			
6)	Evidence			
7)	Microwave			
8)	Police			
9)	Loyal			
				

A		 Name:	
10)	Modern	 	
11)	Generation		
12)	Assistance		
13)	Memorial	 	
14)	Plastic		
. _ \			
15)	Challenge		
16)	Delivery		
10)		 	
l7)	Siblings		
(8)	Perfection		
19)	Hazmat		
20)	Nervous	 	



Challing

Find the Correct Spelling 3 27 20 Name:

Find the Correct Spelling 3 21 20 Name:						
Determine which is the correct spelling of each word from your spelling list.						
					1 2	
1) A.	. Nervous	B. Nirvous	C. Nervouse	D. Nervouhs		
2) A.	. Explore	B. Explere	C. Explor	D. Exploree	3	
3) A.	. Modern	B. Modrn	C. Moderne	D. Modirn	4.	
4) A.	. Assistance	B. Assistence	C. Assistanke	D. Assestance		
5) A.	. Loyel	B. Loial	C. Loyale	D. Loyal	5	
6) A.	. Chaellenge	B. Chalenge	C. Challeng	D. Challenge	6	
7) A.	. Hazmat	B. Hezmat	C. Hazmate	D. Haezmat	6.	
8) A.	. Evidince	B. Evidence	C. Evidenke	D. Evidenc	7	
9) A.	. Seblings	B. Siblingse	C. Siblings	D. Siblingz		
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11) A.	Disinfectent	B. Disinfektant	C. Desinfectant	D. Disinfectant	9.	
12) A.	Microwav	B. Microwave	C. Mikrowave	D. Microuave	j	
13) A.	Generatione	B. Generashon	C. Generation	D. Generaetion	10	
14) A.	Polece	B. Polike	C. Polic	D. Police		
15) A.	Perfection	B. Perfecshin	C. Perfectin	D. Perfectione	11	
16) A.	Remarkable	B. Remaerkable	C. Remarkabel	D. Remarcable	12.	
17) A.	Delivere	B. Delivery	C. Deliverie	D. Dilivery	12.	
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