

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

5th Grade Week 3 April 6 - April 10

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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

DIGITAL LESSON PACING GUIDE

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 April 6	ConnectEd Open Court Assignment: Tuesday April 7	ConnectEd Open Court Assignment: Wednesday April 8	ConnectEd Open Court Assignment: Thursday April 9	ConnectEd Open Court Assignment: Friday April 10
Math	Lesson: Chapter 9 Lesson 12: Subtracting Mixed Numbers CoachBook: Adding and subtracting mixed numbers	Lesson: Chapter 9: Lesson 13: Renaming Fractions CoachBook: Adding and subtracting mixed numbers	Lesson: Chapter 9: Review Ch 9 ZOOM HR Meeting at 11 am 5B ZOOM Meeting at 12:00 pm CoachBook: Adding and subtracting mixed numbers	Lesson: Chapter 9: Individual Zoom Meetings CoachBook: Adding and subtracting mixed numbers	Lesson: Chapter 9: KaHoot CoachBook: Adding and subtracting mixed numbers
Science	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy
Social Studies	Lesson: Chapter 8 Intro to Chapter USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 8 Place and Time USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 8 Lesson 1 Material USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 7 Lesson 2 Material USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 7 Lesson 3 Material USA Test Prep Khan Academy Power Point Research

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, USATest Prep or KhanAcademy 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 work 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. Work on Connect Ed
 - a. This connects with the Coach Book Lessons.
4. Complete the online **USATestPrep** material
5. 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:

6. 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.
7. Read and work through the the last examples in the printed **Coach Book Lesson**
 - a. It should walk you step by step how to work each problem.
8. Work on Connect Ed
 - a. This connects with the Coach Book Lessons.
9. Complete the online **USATestPrep** material
10. 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:

11. 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.
12. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
13. Online Homeroom Group Zoom Meeting @ 11:00 am 5B at 12:00 pm
 - a. I will send the invite through Dojo.
 - b. This will be the 1st attempt at an online lesson
14. Complete the online **USATestPrep** material
15. 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:

16. 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.
17. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
18. Individual Zoom Meetings
 - a. I will schedule these through DoJo.
 - b. Gives your child one-on-one instruction
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.

Day 5:

21. 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.
22. Read and work through the problems.
 - a. Frustrated? STOP! Try again tomorrow.
23. Kahoot @ 11:00 am
 - a. 5th Grade Kahoot.
24. Complete the online **USATestPrep** material
25. 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 3: What is weather? (pages 216-223, printed)

- **Day 1:**
 - Read pages 216-217
 - Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- **Day 2:**
 - Read pages 218-219
 - Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- **Day 3:**
 - Read pages 220-221
 - Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- **Day 4:**
 - Read pages 222-223
 - Highlight or underline important information and vocabulary words
 - Answer interactive questions while reading
- **Day 5:**
 - Complete the weather word search
- **Online Work (completed throughout the week):**
 - USATestPrep Assignments
 - Khan Academy Assignments

Social Studies:

The textbook used in class is available online to use.

- **Day 1:**
 - Using either the online or print material, complete the Chapter Introduction.
 - USA Test Prep assignments are due on Wednesday April 8th
 - Khan Academy material is due on Wednesday April 8th
 - Course material is also available online.
- **Day 2:**
 - Using either the online or print material, complete the Chapter: Place and Time material.
 - USA Test Prep assignments are due tomorrow, April 8th.

- Khan Academy material is due tomorrow, April 8th
- Course material is also available online.

- **Day 3:**
 - Using either the online or print material, complete the Chapter 7: Lesson 1 Material.
 - USA Test Prep assignments are due Friday, April 10th.
 - Khan Academy material is due Friday, April 10th.
 - Course material is also available online.

- **Day 4:**
 - Using either the online or print material, complete the Chapter 7: Lesson 2 Material.
 - USA Test Prep assignments are due tomorrow, April 10th.
 - Khan Academy Material is due tomorrow, April 10th.
 - Course material is also available online.

- **Day 5:**
 - Using either the online or print material, complete Chapter 7: Lesson 3 Material.
 - USA Test Prep assignments are due today!
 - Khan Academy Material is due today!
 - Course material is also available online.

Also, I have provided a rubric for a new power point presentation. If students have access to the internet, they can begin their research. Please follow all directions! I will provide log-ins for slides next week. Thanks!

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

<https://my.mheducation.com/login>

<https://www.usatestprep.com/>

<https://www.cdc.gov/flu/pandemic-resources/1918-commemoration/pandemic-timeline-1918.htm>

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.

Inquiry

Explore It!

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.

Materials



local 5-day weather forecast

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.

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Weather Report Predictions			
Day	Forecast High (°C)	Actual High (°C)	Difference Between Forecast and Actual (°C)
1			
2			
3			
4			
5			

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 **barometric pressure**. 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?

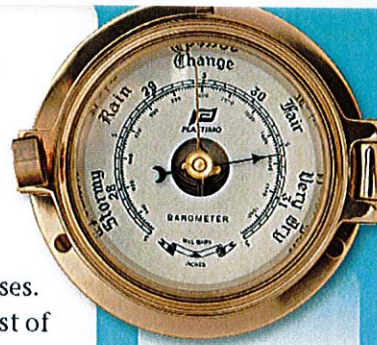


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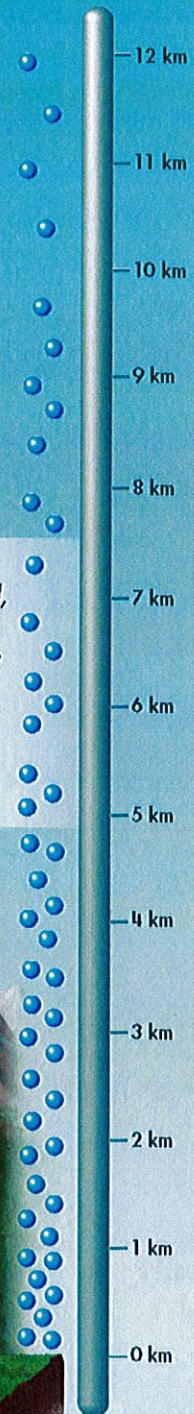
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A barometer is an instrument that shows air pressure.



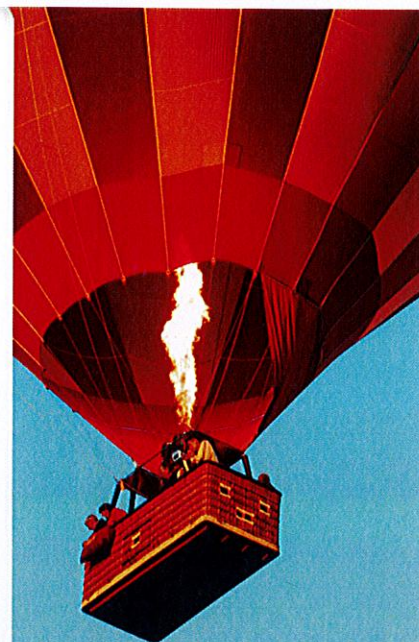
Air particles are represented here by small, blue spheres. As you move upward through the atmosphere, air particles are farther apart. This means that higher in the atmosphere, the pressure is lower.



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 packed. 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.

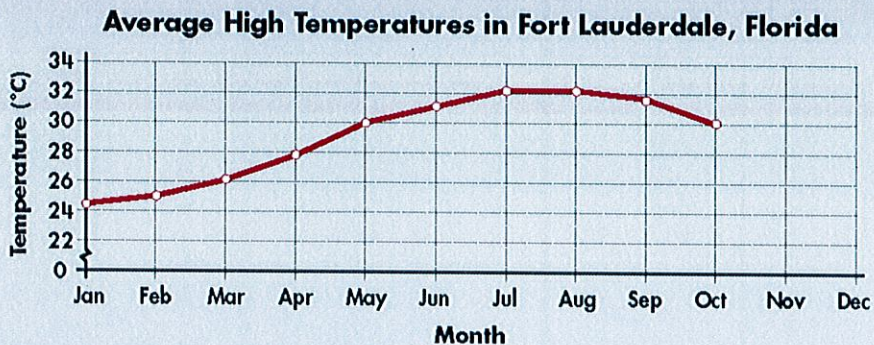
4. **Predict** What would happen if the air outside the hot air balloon were as hot as the air inside?



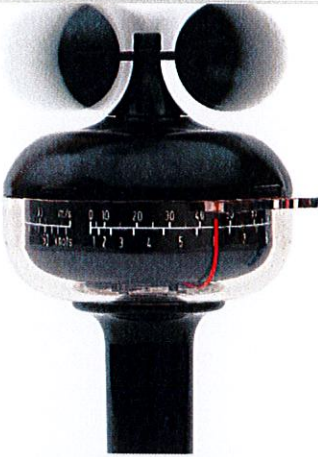
Do the math!

Line Graphs

Look at the graph of average monthly high temperatures for Fort Lauderdale, Florida.



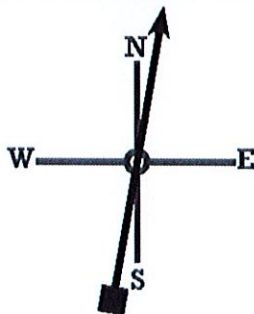
- 1 In November, the average high temperature was about 27°C. In December, it was about 25°C. Plot the missing data points and complete the graph above.
- 2 Between which two months did Fort Lauderdale have the greatest decrease in average temperature? About how many degrees did the temperature decrease?



Meteorologists measure wind speed using an instrument called an anemometer.



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.

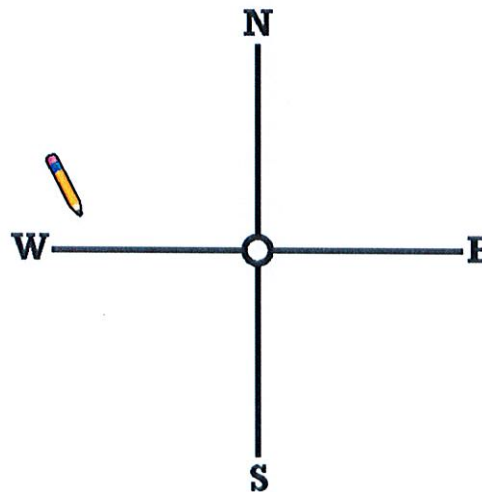


Winds

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 Canada.

Winds interact with landforms like mountain ranges, which in turn affects local weather. Mountains force the air 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 moisture. 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.



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



At-Home Lab

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?

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. **Circulation** 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 atmosphere, 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 ceiling fan should blow the air downward. This makes sweat evaporate faster and people feel cooler.

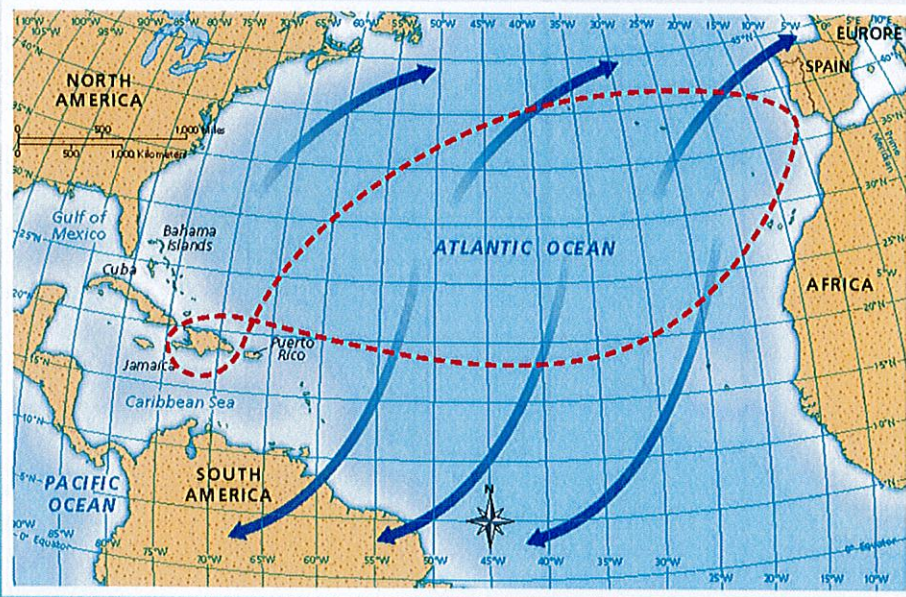
- 8. Demonstrate** Below is an example of a route from Europe to the Americas. Draw arrows on the route showing the direction a ship might take to save the most fuel. Explain your answer.



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In winter, a ceiling fan should draw the air upward. In a heated room, the hot air rises to the ceiling. The cold air blowing up pushes the hot air toward the walls and then down, where people can be warmed by it.

9. **Draw** arrows showing the motion of air in this room.



Got it?

10. **Infer** How does air circulation help keep temperatures on most parts of Earth mild?



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11. **UNLOCK THE BIG ?** List four factors that can help determine weather at a particular place and time.

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 **Stop!** I need help with

 **Wait!** I have a question about

 **Go!** Now I know

Name _____

Date _____

WEATHER



- Evaporation
- Condensation
- Precipitation
- Atmosphere
- Temperature
- Meteorologist
- Clouds
- Cirrus
- Cumulus
- Stratus
- Tools
- Anemometer
- Thermometer
- Barometer
- Rain Gauge
- Wind Vane

- | | | |
|----------------------------------|----------------------------------|--------------------------------------|
| <input type="checkbox"/> Weather | <input type="checkbox"/> Vapor | <input type="checkbox"/> Fog |
| <input type="checkbox"/> Solid | <input type="checkbox"/> Steam | <input type="checkbox"/> Oxygen |
| <input type="checkbox"/> Liquid | <input type="checkbox"/> Changes | <input type="checkbox"/> Front |
| <input type="checkbox"/> Gas | <input type="checkbox"/> Rain | <input type="checkbox"/> Pressure |
| <input type="checkbox"/> Ice | <input type="checkbox"/> Snow | <input type="checkbox"/> Climate |
| <input type="checkbox"/> Water | <input type="checkbox"/> Sleet | <input type="checkbox"/> Water Cycle |
| <input type="checkbox"/> Maps | <input type="checkbox"/> Hail | <input type="checkbox"/> Predictions |



Molly Phillips www.ClassroomConnections.com

Mexico, Central America, and the Caribbean Islands

Lesson 1: Physical Geography, *continued*

ABC Defining

1. What is the definition of *isthmus*?

✎ Marking the Text

2. Read the text on the right. Highlight the names of the three mountain ranges that are found in Mexico.

? Explaining

3. What effect does the Ring of Fire have on Mexico and Central America?

✎ Marking the Text

4. Read the text on the right. Highlight the names of the bodies of water found in the region.

Physical Geography of Mexico and Central America

Guiding Question *What landforms and waterways do Mexico and Central America have?*

Mexico and Central America form an **isthmus**, a narrow strip of land, that connects North and South America. Along with South America and some Caribbean islands, they make up Latin America. Spanish and Portuguese are spoken in this region of the Americas. Both languages are based on Latin, the language of ancient Rome.

Mexico is the largest nation of the region, with about two-thirds of the land. On the north, it has a long border with the United States. Two coastal mountain ranges form a backwards y. The Sierra Madre Occidental is on the west, and the Sierra Madre Oriental is in the east. There are coastal plains alongside both ranges.

Between the mountain ranges is a high central plateau. The two ranges join in the Southern Highlands, which form the tail of the y. Mountains run down the center of Central America, with narrow coastal lowlands on both sides.

Mexico and Central America lie along the Ring of Fire that rims the Pacific Ocean. Volcanoes are common here. The mountains of the Sierra Madre Occidental are made up of volcanic rock, but there are no active volcanoes. There are active volcanoes in the southern part of the Central Plateau and in Central America. The volcanic rock breaks down to create fertile, productive soil. Earthquakes are also common along the Ring of Fire.

The Pacific Ocean is on the west side of Mexico and Central America. The Gulf of California is an inlet of the Pacific Ocean that separates Baja California from the rest of Mexico. On the east are two arms of the Atlantic Ocean. They are the Gulf of Mexico and the Caribbean Sea.

There are few rivers in the region. Northern Mexico has a dry climate. The Rio Bravo del Norte is an important river. It is known as the Rio Grande in the United States. Southern Mexico and Central America get more rain. The largest lake is Lake Nicaragua in Nicaragua. The Panama Canal is an important waterway. It was built in the early 1900s to allow ships to travel between the Atlantic and Pacific oceans without going around South America.

Most of Mexico and Central America lie in the tropics. Because they are near the Equator, you might expect that the climate would be hot. The coastal lowlands are hot, but areas that are higher up are not. The highlands are much cooler.

Mexico, Central America, and the Caribbean Islands

Lesson 1: Physical Geography, *continued*

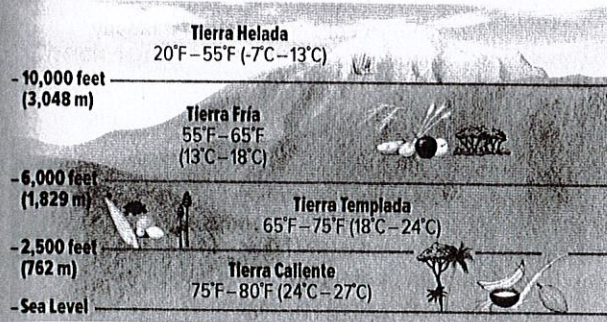
Geographers divide nearly all the region into three climate zones based on their elevation, or how high they are. Soil, crops, animals, and climate change from zone to zone.

The **tierra caliente** ("hot land") is the warmest zone. Tropical crops such as bananas, sugarcane, and rice grow there.

Slightly higher in elevation, the **tierra templada** ("temperate land") has a cooler climate. Coffee, corn, and wheat grow well in this zone and most of the people of the region live there.

At an even higher elevation is the **tierra fria** ("cold land"), which has chilly nights. Hardy crops such as potatoes, barley, and wheat grow there. Dairy farming is also a major agricultural activity in this climate zone.

A fourth zone above this is the **tierra helada** ("frozen land"), where few human activities take place. However, this climate zone is more common in other areas of the Americas.



Much of Mexico and Central America has a tropical wet/dry climate. Most of the precipitation falls during the wet summer season. There is a dry winter season that is longer in areas farther from the Equator. Fierce hurricanes can strike during the summer and early fall.

Mexico's most important resources are oil and natural gas. They are found along the coast of the Gulf of Mexico and in the gulf waters. The Spanish were first attracted to the area's gold and silver. Other minerals found here include copper, iron ore, and **bauxite**, a mineral ore used to make aluminum.

Most of Central America has few mineral resources. Nicaragua is an exception. It has gold, silver, iron ore, lead, zinc, and copper. Guatemala has some oil, and its mountains produce nickel.

Drawing Conclusions

5. Why do most of the people in Mexico and Central America live in the *tierra templada* climate zone?

Marking the Text

6. Read the text on the left. Underline the sentences that describe a tropical wet/dry climate.

Marking the Text

7. Circle the mineral that is used to make aluminum.

Reading Progress Check

8. Why are different climate zones found in this region, even though most of the region is in the tropics?

Mexico, Central America, and the Caribbean Islands

Lesson 1: Physical Geography, *continued*

 **Marking the Text**

9. Read the text on the right. Highlight the names of the two countries that share the island of Hispaniola.

 **Drawing Conclusions**

10. Why do you think that some of the islands of the Caribbean are called the Greater Antilles, while others are called the Lesser Antilles?

 **Defining**

11. How do *extinct* volcanoes differ from active volcanoes?

Physical Geography of the Caribbean Islands

Guiding Question *How are the Caribbean islands alike and different from one another?*

Hundreds of islands dot the Caribbean Sea. They are home to more than 30 countries or territories belonging to other countries. Some are large, with millions of people. Others are tiny, and home to only thousands.

The Caribbean islands can be split into three groups: the Greater Antilles, the Lesser Antilles, and the Bahamas. Each group contains many islands.

Caribbean Island Groups	
Greater Antilles	Four large islands: Cuba, Jamaica, Hispaniola, and Puerto Rico
Lesser Antilles	Dozens of smaller islands, mostly independent countries
Bahamas	Independent nation made up of more than 3,000 islands east of Florida

Cuba and Jamaica are independent countries. Hispaniola is home to two countries. Haiti is located on the west side of the island, and the Dominican Republic is on the east side. Puerto Rico is a U.S. commonwealth. It has its own government, but the people are American citizens.

The Lesser Antilles were once colonies of France, Britain, Spain, or the Netherlands. Now they are independent countries. Their cultures reflect their colonial past.

The Greater Antilles are a mountain chain. Much of this mountain chain is under water. The Lesser Antilles were formed by volcanoes. Many of these volcanoes no longer erupt because they are **extinct**. However, some are only **dormant**. That means they could erupt but do not show any signs of being active.

The Caribbean Sea is a western arm of the Atlantic Ocean. Its warm waters help feed the Gulf Stream. This current carries warm water up to the eastern coast of the United States. The Caribbean islands have a tropical wet/dry climate.

Temperatures are high year-round, but ocean breezes make life comfortable. Humidity is generally high. Rainfall varies. Some islands can get only 10 inches of rain a year. Others can get as

Mexico, Central America, and the Caribbean Islands

Lesson 1: Physical Geography, *continued*

much as 350 inches a year. The islands, mostly those in the north, are prone to hurricanes.

The Caribbean Sea is rich in fish. Some are harvested for food and others are for sport fishing. The islands have little timber today, and there are few mineral resources. Some Caribbean islands have important resources, though. Trinidad and Tobago have oil and natural gas. The Dominican Republic exports nickel, gold, and silver. Cuba is a major nickel producer. Jamaica has large amounts of bauxite.

However, the islands' most important resources are their climate and people. Millions of tourists come each year to enjoy the sandy beaches and warm hospitality.

Reading Progress Check

12. How did the islands of the Caribbean form?

Writing

Check for Understanding

1. **Informative/Explanatory** How is the physical geography of Mexico and Central America similar?

2. **Informative/Explanatory** Why do the islands of the Caribbean Sea have so many different cultures?

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Mexico, Central America, and the Caribbean Islands

Lesson 2: History of the Regions

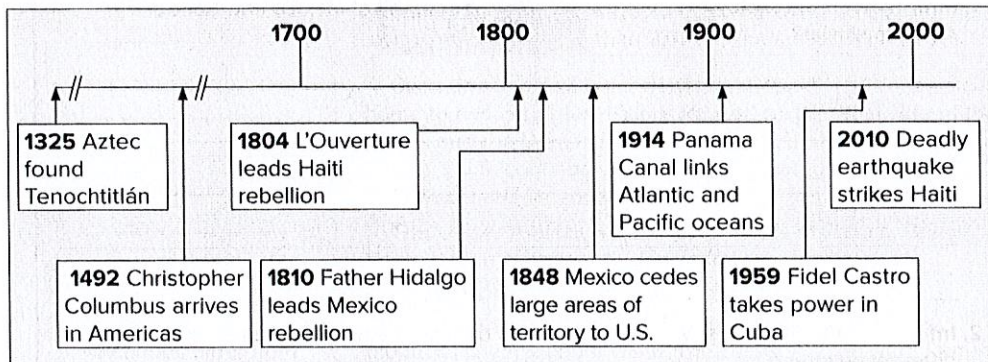
ESSENTIAL QUESTION

Why does conflict develop?

Terms to Know

- staple** a food that is eaten regularly
- surplus** extra; more than needed
- conquistador** a Spanish explorer of the early Americas
- colonialism** a policy based on control of one country by another
- revolution** a period of violent, sweeping change
- plantation** a large farm
- cash crop** farm product grown for sale
- caudillo** military strongmen who ruled the region's countries
- Columbian Exchange** the transfer of plants and animals between Europe, Asia, and Africa on one side and the Americas on the other

When did it happen?



Marking the Text

- Underline the staple foods of the early Mexicans.

Mexico's History

Guiding Question *How did economic and governmental relationships between Spanish and Native Americans in Mexico change over time?*

Native peoples first grew corn in Mexico about 7,000 years ago. They also grew other **staples**, or foods eaten regularly, such as squash, chilies, and avocados. They were able to produce more food than they needed to survive. This **surplus**, or extra food, allowed them to specialize in other jobs.

Mexico, Central America, and the Caribbean Islands

Lesson 2: History of the Regions, *continued*

The Maya formed a civilization about 3,000 years ago. They lived mainly in Mexico's Yucatán Peninsula and what is now Guatemala and Belize. One feature of their culture was great cities. They built pyramids and invented a complex writing system. Their civilization reached its peak from A.D. 300 to 900. Then it mysteriously collapsed.

The Aztec settled in central Mexico in about 1300. Their capital was Tenochtitlán, where Mexico City now stands. The Aztec had a complex social and religious system. They conquered many of their neighbors and made slaves of captured soldiers. They were also skilled farmers.

Around 1520, Hernán Cortés led a small force of Spanish **conquistadors**, or conquerors, to Mexico. Within two years, they had taken control of the Aztec empire. They were able to do this because their guns and armor were superior to Aztec spears. The Spanish also carried diseases for which the Native Americans had no resistance. These diseases killed many thousands. Many native peoples who resented Aztec rule joined Cortés as allies.

The conquest completely changed life in Mexico. It brought Spain riches in gold and silver mines. Priests converted native peoples to the Catholic faith. Native peoples were forced to work on farms or in mines. Spanish rule was an example of **colonialism**. Under colonialism, one nation controls an area and its government, economy, and society. The colony's resources go to make the ruling nation rich. Settlers from Spain controlled most of Mexico's wealth.

In 1821, Mexico gained its independence after 300 years of Spanish rule. However, little changed for the people who lived there. The country was ruled by wealthy landowners and native peoples remained poor. In the early 1900s, a **revolution** broke out. A revolution is a sweeping change. In Mexico, there was a new constitution and land reform. Land was divided into parcels given to poor people to farm.

A History of Central America

Guiding Question *How did the nations of Central America develop?*

The nations of Central America developed in similar ways to Mexico. However, there were also differences. The Maya thrived in Guatemala and Belize, as well as southern Mexico. Even after they abandoned their cities, they continued to live in the region. After conquering Mexico, the Spanish moved south. By the 1560s Spain controlled most of Central America. In the early 1800s, Britain claimed the area that is now Belize.



Marking the Text

2. Read the text on the left. Highlight the names of native groups that ruled parts of Mexico before the Spanish.



Marking the Text

3. Underline the definition of *colonialism*.



Analyzing

4. Why would Mexico's fight for independence during the 1800s not necessarily be considered a revolution?



Reading Progress Check

5. How were the Spanish able to conquer the Aztec?

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Mexico, Central America, and the Caribbean Islands

Lesson 2: History of the Regions, *continued*

Defining

6. What is the difference between a *conquistador* and a *caudillo*?

Marking the Text

7. Read the text on the right. Highlight the names of cash crops that were grown in Central America.

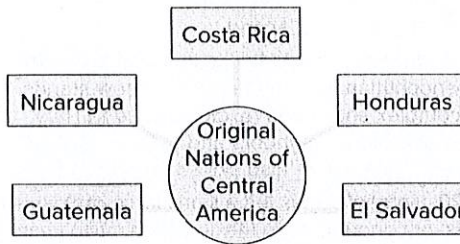
Drawing Conclusions

8. Why do you think the United States helped Panama gain freedom from Colombia?

Reading Progress Check

9. How did Central America's and Mexico's history differ?

Central America became independent soon after Mexico. In 1823, Central American territories united to form one government. By 1840, they had separated into five independent countries. Belize was still a British colony, and Panama was part of Colombia.



The countries of Central America were subjected to economic colonialism. Large companies from other countries dominated the people economically. They set up **plantations**, or large farms, to grow **cash crops** for export. The people working on the plantations were poorly paid. The most important cash crops were bananas, coffee, and sugarcane.

During most of this time, military strongmen called **caudillos** controlled the governments. The caudillos helped ensure the foreigners' success. The foreigners made sure the caudillos stayed in power.

Around 1900, the United States helped Panama gain independence from Colombia. The United States wanted to build a canal there. The United States controlled the canal until 2000. Then, by agreement, Panama took control of the canal.

The late 1900s were a time of conflict. The upper classes became richer. Most people, however, remained poor. Various groups demanded reforms. Several countries suffered from civil wars. Only Costa Rica and Belize remained peaceful. Costa Rica's president Óscar Arias Sánchez helped bring peace to the region.

History of the Caribbean Islands

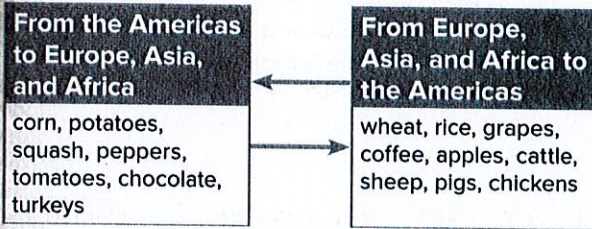
Guiding Question *How did the Caribbean islands develop?*

The history of the Caribbean islands is similar to that of Mexico and Central America. They have greater diversity because several European countries ruled them as colonies. Spain had colonies in what are now Cuba, the Dominican Republic, and Puerto Rico. The French settled what is now Haiti and some smaller islands. The British and Dutch also had colonies.

Mexico, Central America, and the Caribbean Islands

Lesson 2: History of the Regions, *continued*

In the 1600s, the Caribbean colonies became the center of the sugar industry. Many Native American workers died from disease, overwork, and starvation. Europeans brought in hundreds of thousands of enslaved Africans to work the plantations. The term Columbian Exchange refers to the movement of plants and animals between Europe, Asia, and Africa on one side and the Americas on the other. This transfer also introduced several new diseases around the world.



In 1804 Haiti gained its independence. The Dominican Republic won independence in 1844. Cuba and Puerto Rico were Spanish until the Spanish-American War in 1898. Cuba became independent, and Puerto Rico passed to the United States. Other islands did not become independent until the middle 1900s.

Rule by caudillos and poverty have remained a problem in Haiti and the Dominican Republic. Fidel Castro took over Cuba in 1959. His communist government controlled all areas of the economy and society. Other islands have had difficulties. With few resources, they have been unable to develop strong economies. Many rely on aid from the countries that used to run them as colonies.

Marking the Text

10. Read the text on the left. Cuba is the largest island nation in the Caribbean. Highlight all the references to Cuba in this section.

Identifying

11. What was the *Columbian Exchange*?

Reading Progress Check

12. What caused the population of the Caribbean islands to grow in colonial times?

Writing

Check for Understanding

1. Informative/Explanatory How did colonialism affect the nations of Mexico, Central America, and the Caribbean?

Mexico, Central America, and the Caribbean Islands

Lesson 3: Life in the Region

ESSENTIAL QUESTION

Why do people trade?

Terms to Know

maquiladora a foreign-owned factory where workers assemble parts

mural a large painting on a wall

dependence too much reliance

free-trade zone an area where trade barriers between countries are relaxed or lowered

remittance the money sent back home by people who have gone somewhere else to work

reggae a traditional Jamaican style of music that uses complex drum rhythms

What Do You Know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	How much of Mexico's output comes from factories?	
	What problems do residents of Mexico City face?	
	What products are manufactured in Central America?	
	What problems does Haiti face?	



Defining

- How does a *maquiladora* differ from a regular factory?

Modern Mexico

Guiding Question *What is life like in Mexico today?*

Mexico has a rich culture and is a rising economic power. It has close economic ties to the United States and Canada. Those three countries are joined in the North America Free Trade Agreement (NAFTA). Most of Mexico's trade is with the United States.

Factories account for about a third of Mexico's output. Some of them are **maquiladoras**, foreign-owned factories where products are assembled for export. Many are in northern Mexico. Textile and clothing industries, heavy manufacturing, and food processing are also important. Mexico produces iron, steel, and cars.

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Mexico, Central America, and the Caribbean Islands

Lesson 3: Life in the Region, *continued*

Agriculture remains important. Cotton and wheat grow in the north. Along the southeastern coast, farms produce coffee, sugarcane, and fruit. Farmers grow corn, wheat, fruits, and vegetables on the central plateau. Many farmers in the poor south grow just enough to feed their families.

Service industries are also important. Banking helps economic growth. A major service industry is tourism. People come to Mexico from around the world. Some visit ancient Maya sites and tour cities with Spanish colonial architecture. Others come to relax in resorts along the tropical coasts.

Mexicans are proud of their blend of Spanish and native cultures. In the early 1900s, several Mexican painters created impressive **murals**, which are large wall paintings, to celebrate Mexico's history and people. The Ballet Folklórico performs Mexican dances. Sports reflect Mexico's ties to Spain and the United States. Both soccer and baseball are popular.

Mexico City is one of the largest cities in the world. With its suburbs, it has more than 21 million people. This is nearly 20 percent of Mexico's population. Overcrowding and pollution are both problems. Air pollution from cars and factories is sometimes held in place by mountains. The result can be a serious threat to health.

Criminals who sell illegal drugs are another challenge facing Mexico. Drug lords use violence to fight police and frighten people. Mexico has been battling this problem with some success. Poverty is another major challenge. From one-fifth to nearly half of Mexico's people are poor. The economy is growing, however, and some economists predict that Mexico will become the region's leading economy in the 2010s.

Modern Central America

Guiding Question *What is life like in Central America?*

Central America has fewer resources than Mexico. Poverty is widespread. Some of the countries of Central America have begun to escape **dependence**, or too much reliance, on cash crops. Both manufacturing and tourism have grown. Most manufacturing is food processing and clothing and textile production. Tourists visit ancient Maya sites in Belize and Guatemala. They visit Costa Rica to see the plants and animals of the rain forest.

Panama benefits economically from the Panama Canal. It has begun a project that will expand the canal so that it can handle larger cargo ships.

 **Marking the Text**

2. Read the text on the left. Highlight the agricultural products produced in the different regions of Mexico.

 **Identifying**

3. What challenges does Mexico face?

 **Reading Progress Check**

4. How have close ties with the United States helped Mexico's economy?

 **Marking the Text**

5. Read the text on the left. Underline the sentences that tell about tourist attractions in Central America.

Mexico, Central America, and the Caribbean Islands

Lesson 3: Life in the Region, *continued*

Comparing and Contrasting

6. What similarities and differences are there between NAFTA and CAFTA-DR?

Marking the Text

7. Circle the definition of a *free-trade zone*. Why would nations want to be part of one?

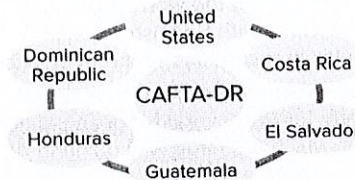
Reading Progress Check

8. Why is poverty such a big problem in Central America?

Marking the Text

9. Underline the text that tells what life in Cuba is like today.

The countries need to grow their economies to provide jobs for growing populations. Trade agreements provide a way to promote growth. In the 2000s, the United States and the Dominican Republic signed agreements with five Central American countries. The Central American Free Trade Agreement (CAFTA-DR) creates a **free-trade zone**. This means that trade barriers between these countries are lowered.



Modern Central America faces several challenges. Natural disasters pose another challenge to the area. Earthquakes and hurricanes can have a serious effect on a nation's economy. The region is also held back by political problems. The civil wars of the 1980s and 1990s are over. Some of the issues that caused them still exist. Conflicts could resume.

Central America's culture is influenced by European and native traditions. Spanish is the chief language in most of the region. In Belize, English is the official language. English is also spoken in many cities in the region. Native languages are common in rural Guatemala.

Most of the population is of mixed European and native heritage. Some people of African and Asian descent also live there. Most of the people are Roman Catholics. In recent years, Protestant faiths have gained followers.

The Caribbean Islands

Guiding Question *What is life like on the Caribbean islands?*

Most of the Caribbean islands are small countries. They have small populations and few resources. The biggest challenge for most is to develop economically. There is high unemployment in Puerto Rico. Cuba's economy is in poor condition. It relies on aid from Venezuela. Under communism, Cubans have little political freedom.

Haiti has a history of poor leadership. It is one of the world's poorest nations. There is also widespread disease. As many as one in eight Haitians have left the country. Among them were Haiti's most educated people. The country has not recovered from a deadly 2010 earthquake.

Mexico, Central America, and the Caribbean Islands

Lesson 3: Life in the Region, *continued*

Smaller Caribbean Islands have had more political success. Governments are democratic and stable. However, their economies are plagued by few resources and poverty. **Remittances**, or money sent back by people who migrated to other lands for work, play an important part in island economies.

Tourism is a major part of the economy of several islands. There are resorts in the Bahamas, Jamaica, and other islands. Resorts provide jobs for island citizens.

Caribbean cultures show a mix of mainly European and African influences. Large numbers of Asians also came to some of the islands in the 1800s and 1900s. Languages spoken on the islands reflect their colonial heritage. English is taught in Puerto Rico's schools. Creole, a blend of French and African languages, is also spoken in Haiti.

Languages of the Caribbean Islands

French	• Haiti
English	• Bahamas • Jamaica
Spanish	• Cuba • Dominican Republic • Cuba

Music of the Caribbean islands blends African and European influences. Cuba is famous for its *salsa*, and Jamaica for **reggae**. Reggae is popular around the world not only for its musical qualities but also for lyrics that protest poverty and lack of equal rights.



Drawing Conclusions

10. How do the languages of the Caribbean islands reflect their colonial history?



Reading Progress Check

11. How do economic conditions in Jamaica relate to the development of reggae?

Writing

Check for Understanding

1. **Informative/Explanatory** List three industries that are important in Mexico.

2. **Informative/Explanatory** How have natural disasters affected the region's economies?

At Home Power Point!

DIRECTIONS: Make sure that all the information is included in the slide show!

For your topic: Choose a famous person from Europe or Asia!

I will provide usernames and passwords next week so students can begin their slide show!

SLIDE 1: Who is the person that you chose? (A picture)

SLIDE 2: Where is the person from? When was the person born?

SLIDE 3: THREE facts about the person's family...

SLIDE 4: THREE things that your person did at a young age

SLIDE 5: TWO jobs that your person had at some point

SLIDE 6: What is your person doing right now?

SLIDE 7: Why is your person recognized as being famous?

SLIDE 8: How much money is the person worth?

SLIDE 9: What are TWO charities that your person has contributed to?

SLIDE 10: Pictures of the person's company or what they are doing

SLIDE 11: Do you think this person should be famous? 1 reason why or why not?

SLIDE 12: Is this person famous in The United States?



Scripps National Spelling Bee

Vocabulary List for Difficulty Level Two Bee

2019-2020

1.	disembark	<i>(verb)</i>	to leave or go ashore from a ship.
2.	earthquake	<i>(noun)</i>	a trembling or shaking of the earth that accompanies crustal movements.
3.	brought	<i>(verb)</i>	conveyed or carried along from one place to another.
4.	gallop	<i>(noun)</i>	the natural three-beat gait of a horse.
5.	dinosaur	<i>(noun)</i>	a member of a group of extinct reptiles.
6.	ancient	<i>(adjective)</i>	existing from a long ago period or date.
7.	tapestry	<i>(noun)</i>	a heavy textile woven by hand used for hangings or curtains.
8.	delivery	<i>(noun)</i>	an instance of the physical transfer of a shipment.
9.	attagirl	<i>(interjection)</i>	– used to express encouragement or approval to a woman or girl.
10.	salamanders	<i>(plural noun)</i>	various small amphibians that resemble lizards but don't have scales, are covered with a soft moist skin, live in moist dark places, pose no harm to humans, and feed on small animals such as aquatic worms and insects.
11.	usual	<i>(adjective)</i>	in accordance with the normal custom, usage or habit.
12.	challenge	<i>(noun)</i>	a thing which one can devote energy or effort to.
13.	cahoots	<i>(plural noun)</i>	secret agreement : collusion.
14.	oozing	<i>(verb)</i>	moving slowly or without notice.
15.	Mars	<i>(noun)</i>	the planet that is fourth from the sun and is noted for its apparent red color.
16.	pelican	<i>(noun)</i>	a large web-footed bird with long wings and a very large bill having a throat pouch in which it catches fish.
17.	drastic	<i>(adjective)</i>	notably vigorous or severe.
18.	yoga	<i>(noun)</i>	a group of exercises for achieving well-being and control of mind and body.
19.	burlap	<i>(noun)</i>	a course heavy plain-woven fabric typically made from hemp or jute that is used for bagging and wrapping items.
20.	blazer	<i>(noun)</i>	a single-breasted sports jacket usually with bright stripes or in a solid color that has a notched collar and patch pockets.
21.	trombone	<i>(noun)</i>	a brass instrument that consists of a long cylindrical metal tube that ends in a bell and has a movable slide which makes musical sounds.
22.	trembling	<i>(verb)</i>	quaking due to fear or another emotion.
23.	calmed	<i>(verb)</i>	made peaceful : induced quiet and peace in place of agitation or passion.
24.	police	<i>(noun)</i>	the department of the government which is concerned with maintaining public order, safety and health, and which has the power to enforce laws.
25.	certain	<i>(adjective)</i>	given to or marked by complete conviction and assurance.
26.	barograph	<i>(noun)</i>	an automatic instrument which is used to record variations in atmospheric pressure.



This list includes 225 challenging upper elementary words. If you learn the spellings and meanings of these words, you will be well prepared for your classroom bee. If you would like to be well prepared for a school spelling bee, ask your teacher for the 450-word School Spelling Bee Study List, which includes the words listed here in addition to the words at the One Bee and Three Bee levels of difficulty.

27.	charred	<i>(verb)</i>	partly burned on the outside.
28.	Pakistan	<i>(geographical entry)</i>	a country in southern Asia which borders the Arabian Sea.
29.	pressure	<i>(noun)</i>	the burden of mental or physical distress.
30.	surmised	<i>(verb)</i>	guessed : formed an opinion without substantial proof or certain knowledge.
31.	teak	<i>(noun)</i>	the hard, strong, durable, yellowish brown wood of a tall East Indian timber tree which is highly resistant to insect attack and warping and is used for shipbuilding.
32.	transit	<i>(noun)</i>	the public transportation of people by bus, subway train or other local system of conveyance.
33.	cannonade	<i>(noun)</i>	a noisy persistent attack (as of questions).
34.	appetite	<i>(noun)</i>	the desire to eat when food is available.
35.	luggage	<i>(noun)</i>	suitcases, bags used for travel or other articles used to carry a traveler's belongings.
36.	ramparts	<i>(plural noun)</i>	protective barriers.
37.	vinyl	<i>(noun)</i>	any of a group of tough durable plastics based on resins that are used especially in the forming of films and sheeting, flooring, and sound records.
38.	anemometers	<i>(plural noun)</i>	tools used to gauge the speed of the wind.
39.	dainty	<i>(adjective)</i>	characterized by beauty that is delicate in nature.
40.	buckle	<i>(verb)</i>	to secure two loose ends of something (such as a belt) with one end having a fastening and the other a catch.
41.	vividly	<i>(adverb)</i>	intensely, sharply, keenly.
42.	briny	<i>(adjective)</i>	salty.
43.	pavement	<i>(noun)</i>	the surface of a public thoroughfare which is artificially covered.
44.	garnet	<i>(noun)</i>	a brittle material which is typically red in color and occurs mainly in crystals.
45.	furrow	<i>(verb)</i>	to cultivate or till as if with a plow.
46.	sprawl	<i>(verb)</i>	to lie or sit with arms and legs stretched out : to spread out.
47.	museum	<i>(noun)</i>	a building or institution which is devoted to the gathering, care, study and display of objects of lasting interest and value.
48.	wren	<i>(noun)</i>	any of various small brown singing birds.
49.	legend	<i>(noun)</i>	someone having a special status as a result of possessing extraordinary qualities that are typically partly real and partly mythical.
50.	transistor	<i>(noun)</i>	an electronic device made of a small block of a semiconductor with three electrodes on it and that conducts electrons moving in one direction to the opposite direction.



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51.	amplify	<i>(verb)</i>	to expand, extend or enlarge a statement or idea by adding details or illustration.
52.	security	<i>(noun)</i>	freedom from care, anxiety or fear.
53.	refrain	<i>(noun)</i>	a phrase or verse that recurs regularly typically within a poem or song.
54.	tactics	<i>(plural noun)</i>	methods : systems of procedure.
55.	shepherd	<i>(noun)</i>	a man employed in tending, feeding and guarding sheep.
56.	Angus	<i>(noun)</i>	any of a breed of hornless black or red beef cattle originally from Scotland.
57.	mulish	<i>(adjective)</i>	stubborn, inflexible or uncompromising.
58.	rivalry	<i>(noun)</i>	competition.
59.	siblings	<i>(plural noun)</i>	two or more people with the same parents.
60.	chestnut	<i>(noun)</i>	any of a genus of deciduous trees or shrubs native to temperate regions of the northern hemisphere that have a fruit consisting of a single nut.
61.	minivan	<i>(noun)</i>	a small multipurpose vehicle with rear or side doors and side panels with windows that is used to transport passengers.
62.	plaid	<i>(adjective)</i>	having a cross-barred multicolored pattern.
63.	tissue	<i>(noun)</i>	an aggregate of cells together with their intercellular substance that form one of the structural materials out of which the body of a plant or an animal is made.
64.	scoundrel	<i>(noun)</i>	a bold selfish person who is equipped with low ethical standards.
65.	amino	<i>(adjective)</i>	relating to or containing the group NH ₂ united to a radical other than an acid radical.
66.	menthol	<i>(noun)</i>	an alcohol that occurs naturally in peppermint oil and Japanese mint oil and can be made artificially.
67.	Tabasco	<i>(trademark)</i>	– used for a condiment sauce made from capsicum berries.
68.	obvious	<i>(adjective)</i>	easily perceived by the mind.
69.	pulse	<i>(noun)</i>	a regular wave of distension in the arteries that is a result of blood progressing through an artery at each contraction of the ventricles of the heart.
70.	cottage	<i>(noun)</i>	a small house typically used in the summer.
71.	garland	<i>(noun)</i>	a wreath of leaves or flowers that is worn on the head or used for decoration.
72.	gnaw	<i>(verb)</i>	to bite or chew on with the teeth.
73.	comfort	<i>(noun)</i>	enjoyment in physical or mental well-being.
74.	caroling	<i>(verb)</i>	traveling outside in a group to sing Christmas songs on Christmas Eve.
	OR		carolling



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75.	foolishness	<i>(noun)</i>	the state of lacking seriousness : folly.
76.	constellation	<i>(noun)</i>	any of the 88 configurations of stars.
77.	sundering	<i>(verb)</i>	breaking or forcing apart.
78.	juncture	<i>(noun)</i>	a seam or joint.
79.	exploits	<i>(verb)</i>	takes undue advantage of.
80.	rabble-rouser	<i>(noun)</i>	a person who stirs up the masses of the people (such as to violence or hatred).
81.	profound	<i>(adjective)</i>	hard to understand or comprehend.
82.	wreath	<i>(noun)</i>	a crown or band of intertwined flowers or leaves worn or given as a mark of honor.
83.	profile	<i>(noun)</i>	a representation of something in outline.
84.	untoward	<i>(adjective)</i>	unfortunate or unlucky.
85.	memorial	<i>(adjective)</i>	commemorative.
86.	industrial	<i>(adjective)</i>	of or belonging to a department of a craft, business or manufacture.
87.	barrier	<i>(noun)</i>	an object or objects that serve to separate or keep items apart.
88.	gratingly	<i>(adverb)</i>	with an irritating or harsh effect or sound.
89.	brayed	<i>(verb)</i>	made a loud harsh cry — used of a donkey.
90.	Harlem	<i>(geographical entry)</i>	section of New York City in northern Manhattan that was a center of African American culture in the 1920s.
91.	messenger	<i>(noun)</i>	someone who delivers a written or oral communication : a courier.
92.	beacons	<i>(plural noun)</i>	fires placed on a hill or tower that are used to communicate signals.
93.	generation	<i>(noun)</i>	development, rise.
94.	coverage	<i>(noun)</i>	the amount of reporting given to a news event.
95.	deters	<i>(verb)</i>	turns aside or discourages from acting.
96.	Nepal	<i>(geographical entry)</i>	landlocked country in Asia in the Himalayas on the northeast border of India.
97.	disinfectant	<i>(noun)</i>	a chemical used to destroy vegetative forms of damaging microorganisms.
98.	campaign	<i>(noun)</i>	a period of continuous and often competitive activity in any seasonal occupation or industry.
99.	starvation	<i>(noun)</i>	the instance of suffering from extreme hunger.
100.	gamma	<i>(noun)</i>	the third letter of the Greek alphabet.
101.	spleen	<i>(noun)</i>	an abdominal organ that plays a role in the maintenance of blood volume, the production of blood cells, the recovery of material from worn-out blood cells and the production of antibodies.



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102.	utensils	<i>(plural noun)</i>	tools or instruments used in a kitchen.
103.	depot	<i>(noun)</i>	a bus station.
104.	incident	<i>(noun)</i>	an uncommon happening.
105.	brambles	<i>(plural noun)</i>	prickly and rough vines or shrubs.
106.	trifecta	<i>(noun)</i>	a bet in which the bettor selects the first, second and third finishers in a contest or race in the correct order.
107.	shingle	<i>(noun)</i>	coarse and rounded detritus found on the seashore and which is different from regular gravel due to its large size.
108.	mason	<i>(noun)</i>	a skilled artisan who builds using stone, brick or concrete.
109.	avoid	<i>(verb)</i>	to stay clear of : to keep away from.
110.	static	<i>(adjective)</i>	stable, stagnant.
111.	samples	<i>(plural noun)</i>	portions to represent a whole.
112.	modern	<i>(adjective)</i>	contemporary : relating to the present time.
113.	chalk	<i>(noun)</i>	the prepared form of a soft limestone, earthy in texture and white, gray or buff in color used for marking or drawing.
114.	concentrate	<i>(verb)</i>	to bring all one's powers, faculties or activities to bear.
115.	proud	<i>(adjective)</i>	elated : highly pleased.
116.	expiration	<i>(noun)</i>	termination, close, extinction.
117.	batteries	<i>(plural noun)</i>	level of enthusiasm or energy.
118.	centuries	<i>(plural noun)</i>	time spans of 100 years.
119.	differed	<i>(verb)</i>	varied : changed from time to time.
120.	fearsome	<i>(adjective)</i>	arousing from fright or terror.
121.	fiercest	<i>(adjective)</i>	characterized by the most furious unrestrained vehemence or zeal.
122.	residence	<i>(noun)</i>	the place where one lives or has their home.
123.	abated	<i>(verb)</i>	lessened : decreased in force.
124.	scattering	<i>(verb)</i>	spreading widely and randomly by throwing about.
125.	toppled	<i>(verb)</i>	tumbled down : fell from top-heaviness.
126.	vane	<i>(noun)</i>	a movable device used to show the direction of the wind.
127.	vortices	<i>(plural noun)</i>	tornadoes : quickly moving and spiraling columns of air.
128.	turbulent	<i>(adjective)</i>	tempestuous or stormy.
129.	obstacles	<i>(plural noun)</i>	things that hinder progress or stand in the way.



This list includes 225 challenging upper elementary words. If you learn the spellings and meanings of these words, you will be well prepared for your classroom bee. If you would like to be well prepared for a school spelling bee, ask your teacher for the 450-word School Spelling Bee Study List, which includes the words listed here in addition to the words at the One Bee and Three Bee levels of difficulty.

130.	continental	<i>(adjective)</i>	being the portion of the United States located on the continent of North America.
131.	deportment	<i>(noun)</i>	behavior or conduct.
132.	exhibits	<i>(plural noun)</i>	exhibitions or displays.
133.	agricultural	<i>(adjective)</i>	relating to or used in the science or art of working the soil, harvesting crops and raising livestock.
134.	momentous	<i>(adjective)</i>	weighty : of great importance.
135.	disturbance	<i>(noun)</i>	an interruption of quiet or peace.
136.	wily	<i>(adjective)</i>	crafty : full of deceitful cunning.
137.	rookie	<i>(noun)</i>	a member who is new to an athletic team.
138.	transparencies	<i>(plural noun)</i>	matters for displaying which are made on glass, thin cloth, paper or film and which are viewed by the help of light shining through the matter.
139.	hazmat	<i>(noun)</i>	a substance that is shipped and which would be dangerous to life or the environment if released without proper precaution.
140.	Antarctic	<i>(adjective)</i>	relating to the South Pole or the region surrounding it.
141.	perfume	<i>(noun)</i>	a fluid containing essences of flowers or synthetics which is used for its scent.
142.	plaiting	<i>(noun)</i>	braiding : the interweaving of three or more strands of hair.
143.	writers	<i>(plural noun)</i>	people who practice the act of literary or journalistic composition in words as a job.
144.	series	<i>(noun)</i>	a group of three or more things or events succeeding in order and having a relationship to each other.
145.	audience	<i>(noun)</i>	those present at a stage or film production or viewing of a televised program.
146.	insubstantial	<i>(adjective)</i>	imaginary : lacking substance.
147.	staggered	<i>(verb)</i>	swayed or tottered when standing or walking.
148.	assistance	<i>(noun)</i>	aid given to the needy, usually in monetary form.
149.	sanitized	<i>(verb)</i>	made hygienic through sterilization or cleaning.
150.	diminished	<i>(verb)</i>	decreased.
151.	organist	<i>(noun)</i>	someone who plays any of several large musical instruments which produce sustained tones by means of a keyboard.
152.	operator	<i>(noun)</i>	someone in charge of a telephone switchboard.



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153.	Louisiana	<i>(geographical entry)</i>	a state in the southern United States.
154.	perpetual	<i>(adjective)</i>	constant or indefinitely.
155.	blustery	<i>(adjective)</i>	stormy.
156.	molars	<i>(plural noun)</i>	teeth which are adapted for grinding due to having rounded or flattened surfaces.
157.	arrange	<i>(verb)</i>	to put in the correct or desired order.
158.	dissolved	<i>(verb)</i>	passed into an act by which a solid, liquid or gaseous substance is mixed typically with a liquid.
159.	extremely	<i>(adverb)</i>	in an intense manner.
160.	plastic	<i>(noun)</i>	any of a large group of materials of high molecular weight that usually contain a synthetic or semisynthetic organic substance, that are molded into objects of all sizes and shapes.
161.	multiplication	<i>(noun)</i>	a mathematical operation in which the first number is repeated as many times as there are units in the second number.
162.	middle	<i>(noun)</i>	the part halfway between two points.
163.	reasonable	<i>(adjective)</i>	not absurd or ridiculous : being in agreement with right thinking.
164.	closet	<i>(noun)</i>	a recess or cabinet used to hold china, clothing or other utensils.
165.	investigation	<i>(noun)</i>	study or research.
166.	accident	<i>(noun)</i>	an event that occurs by chance.
167.	discussion	<i>(noun)</i>	a consideration of a question typically occurring in informal debate.
168.	confused	<i>(verb)</i>	confounded : failed to distinguish between two or more parties.
169.	microwave	<i>(verb)</i>	to cook or heat food in an oven that prepares the food with short electromagnetic waves.
170.	gabled	<i>(adjective)</i>	furnished with the vertical triangular portion of the end of a building.
171.	settle	<i>(verb)</i>	seat : to cause to sit.
172.	somber	<i>(adjective)</i>	dejected in appearance or mood : gloomy.
	OR sombre		
173.	tampered	<i>(verb)</i>	interfered with so as to change for the worse.
174.	loyal	<i>(adjective)</i>	devoted to a person : faithful.
175.	remarkable	<i>(adjective)</i>	worthy of being noticed.
176.	joists	<i>(plural noun)</i>	the small timbers or iron or steel beams that are arranged in a parallel fashion stretching from wall to wall in a building.
177.	scrambling	<i>(verb)</i>	moving with urgency.



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178.	inspector	<i>(noun)</i>	a police officer ranking below a superintendent.
179.	distressed	<i>(adjective)</i>	overcome with pain or grief.
180.	smudge	<i>(noun)</i>	a splotch or smear.
181.	throttle	<i>(verb)</i>	to choke : to stop the breathing of by any means.
182.	perfection	<i>(noun)</i>	flawlessness : freedom from defect.
183.	capable	<i>(adjective)</i>	marked by general efficiency and by adequate resourcefulness, skill and reliability.
184.	gadgets	<i>(plural noun)</i>	typically small devices that are often considered novelties and that are found especially on pieces of machinery.
185.	channel	<i>(noun)</i>	a band of frequencies able to accommodate a single television or radio communication.
186.	chisel	<i>(noun)</i>	a tool consisting of a metal bar with a sharpened edge at one end used for working on the surface of materials by chipping or carving.
187.	chimney	<i>(noun)</i>	a vertical structure incorporated into a building that carries off smoke, fumes or gases.
188.	minnow	<i>(noun)</i>	a very small fish that can grow up to three inches long and that is common in streams.
189.	domain	<i>(noun)</i>	a large subdivision of the Internet denoted by an abbreviation consisting of computers or sites with a common purpose or a common location.
190.	shuffle	<i>(verb)</i>	to slide the feet back and forth without lifting them.
191.	carpenter	<i>(noun)</i>	a person whose career is to build or repair with wood.
192.	pruners	<i>(plural noun)</i>	a tool which is used to remove dead branches or leaves from vegetation.
193.	parcel	<i>(noun)</i>	a package.
194.	squawk	<i>(verb)</i>	to emit a loud harsh cry.
195.	Sheetrock	<i>(trademark)</i>	— used to describe a plasterboard formed of gypsum between two surfaces of hard paper.
196.	trowel	<i>(noun)</i>	a hand tool with a blade that is used to apply, spread, shape and smooth any loose material.
197.	nervous	<i>(adjective)</i>	originating in or affected by the nerves.
198.	spirit	<i>(noun)</i>	any supernatural being such as an apparition or elf.
199.	equator	<i>(noun)</i>	the circle of the celestial sphere whose plane runs perpendicular to the axis of Earth.
200.	evidence	<i>(noun)</i>	something submitted legally to a tribunal as a means of realizing the truth of any alleged matter of fact under investigation before it.
201.	solar	<i>(adjective)</i>	related to the sun and its effects on Earth and other planets.
202.	explore	<i>(verb)</i>	to search or look into.
203.	distance	<i>(noun)</i>	the amount of separation between two points.
204.	fault	<i>(noun)</i>	responsibility for failure.



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205.	colonists	<i>(plural noun)</i>	someone who settles in a new country.
206.	prudence	<i>(noun)</i>	wisdom shown in the exercise of self-control and reason.
207.	assembly	<i>(noun)</i>	a meeting scheduled for an entire student body and faculty of a school held for recreational, administrative or educational reasons.
208.	sheriff	<i>(noun)</i>	an important county officer in the United States who is typically elected by the people.
209.	tarry	<i>(verb)</i>	to dawdle or procrastinate.
210.	entity	<i>(noun)</i>	something that has an objective or physical reality and distinct character.
211.	archives	<i>(plural noun)</i>	repositories for documents of historical value.
212.	commotion	<i>(noun)</i>	noisy confusion.
213.	vacancy	<i>(noun)</i>	an empty office or post.
214.	beatboxing	<i>(noun)</i>	a musical style comprised of solo vocal imitation of percussion.
215.	mutate	<i>(verb)</i>	to undergo a significant alteration.
216.	commonplace	<i>(noun)</i>	a comment or remark lacking in originality.
217.	gingerbread	<i>(noun)</i>	a cake made with molasses and ginger which is then cut in fancy shapes and frosted.
218.	dispute	<i>(verb)</i>	to wrangle : to argue with persistence.
219.	episode	<i>(noun)</i>	a part of a television or radio serial presented in one period.
220.	confection	<i>(noun)</i>	a delicacy.
221.	autographs	<i>(plural noun)</i>	handwritten signatures.
222.	petite	<i>(adjective)</i>	little or small.
223.	station	<i>(noun)</i>	a post or position of duty.
224.	withers	<i>(plural noun)</i>	the ridge on a horse that falls between the shoulder bones.
225.	hunky-dory	<i>(adjective)</i>	fine.

Spelling Bee Study Guide

Ms. Ritz

*Test date April 10, 2020

1. Gallop
2. Pelican
3. Dainty
4. Museum
5. Tissue
6. Obvious
7. Foolishness
8. Utensils
9. Samples
10. Fearsome
11. Obstacles
12. Rookie
13. Perfume
14. Audience
15. Diminished
16. Middle
17. Dissolved
18. Settle
19. Chimney
20. Equator



Ms. Ritz

Scrambled Words

4/10/20

Name:

Unscramble each of the words.

Gallop	Pelican	Dainty	Museum
Tissue	Obvious	Foolishness	Utensils
Samples	Fearsome	Obstacles	Rookie
Perfume	Audience	Diminished	Dissolved
Waffle	Selfie	Gymnast	Barley

Answers

- 1) allogg _____
- 2) sodvlised _____
- 3) selett _____
- 4) upmfere _____
- 5) meuusm _____
- 6) ielapcn _____
- 7) qretaou _____
- 8) yidnat _____
- 9) luisestn _____
- 10) seuits _____
- 11) iidhiesndm _____
- 12) nhicyme _____
- 13) uvosoib _____
- 14) olnfsosehis _____
- 15) lidmed _____
- 16) aepsmsl _____
- 17) orekio _____
- 18) ueaicdne _____
- 19) eearmsfo _____
- 20) stoelscba _____

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

Find each word.

Gallop
Tissue
Samples
Perfume
MiddlePelican
Obvious
Fearsome
Audience
SeizeDainty
Foolishness
Obstacles
Dumplings
ChimneyMuseum
Utensils
Rookie
Dissolved
Equator

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



Order the words from A to Z.

Obstacles	Perfume	Museum	Obvious
Audience	Middle	Pelican	Equator
Dainty	Dissolved	Diminished	Settle
Samples	Gallon	Chimney	Rookie
Utensils	Polishness	Plasma	Pearl

Answers

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____
- 11) _____
- 12) _____
- 13) _____
- 14) _____
- 15) _____
- 16) _____
- 17) _____
- 18) _____
- 19) _____
- 20) _____

1. _____
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5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

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

Gallop	Pelican	Dainty	Museum
Tissue	Obvious	Foolishness	Utensils
Samples	Fearsome	Obstacles	Rookie
Perfume	Audience	Diminished	Dissolved
Middle	Settle	Chimney	Equation

Answers

- 1) _ i _ i _ i _ h e _ _____
- 2) m u s _ u _ _____
- 3) p e _ _ _ m e _____
- 4) _ a _ n _ y _____
- 5) o _ _ _ _ _ l e s _____
- 6) s e t _ _ e _____
- 7) _ _ o k i _ _____
- 8) _ _ d d _ e _____
- 9) _ e _ r _ o m e _____
- 10) _ a _ p l _ _ _____
- 11) _ o o _ i _ _ n e _ s _____
- 12) _ b v _ o _ _ _____
- 13) e _ u a _ o _ _____
- 14) _ i s _ _ _ v e d _____
- 15) _ i s s u _ _____
- 16) _ a l _ o p _____
- 17) p _ l _ _ a _ _____
- 18) _ t _ _ s _ l s _____
- 19) _ u _ i _ n _ e _____
- 20) c _ _ _ n _ y _____

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

Define each word.

Gallop
Tissue
Samples
Perfume
MiddlePelican
Obvious
Fearsome
Audience
SettleDainty
Foolishness
Obstacles
Diminished
ChimneyMuseum
Utensils
Rookie
Dissolved
Equator

1) Audience (Part of Speech) _____

2) Samples (Part of Speech) _____

3) Museum (Part of Speech) _____

4) Obstacles (Part of Speech) _____

5) Equator (Part of Speech) _____

6) Perfume (Part of Speech) _____

7) Obvious (Part of Speech) _____

8) Pelican (Part of Speech) _____

9) Settle (Part of Speech) _____

10) Middle (Part of Speech) _____

11) Fearsome (Part of Speech) _____

12) Foolishness (Part of Speech) _____

13) Dainty (Part of Speech) _____

14) Dissolved (Part of Speech) _____

15) Chimney (Part of Speech) _____

16) Tissue (Part of Speech) _____

17) Diminished (Part of Speech) _____

18) Rookie (Part of Speech) _____

19) Gallop (Part of Speech) _____

20) Utensils (Part of Speech) _____

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

Gallop
Tissue
Samples
Perfume
MiddlePelican
Obvious
Fearsome
Audience
SettleDainty
Foolishness
Obstacles
Diminished
ChimneyMuseum
Utensils
Rookie
Dissolved
Equator

1) Dissolved

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

2) Audience

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

3) Foolishness

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

4) Chimney

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

5) Perfume

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

6) Samples

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

7) Dainty

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

8) Fearsome

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

9) Equator

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

10) Settle

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

11) Gallop

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

12) Museum

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

13) Tissue

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

14) Obstacles

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

15) Rookie

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

16) Middle

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

17) Obvious

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

18) Pelican

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

19) Diminished

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

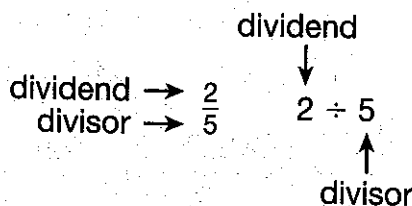
20) Utensils

_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____

Problem Solving: Interpreting Fractions as Division

1 GETTING THE IDEA

A fraction represents division of the numerator by the denominator. So, any fraction can be written as a division expression.



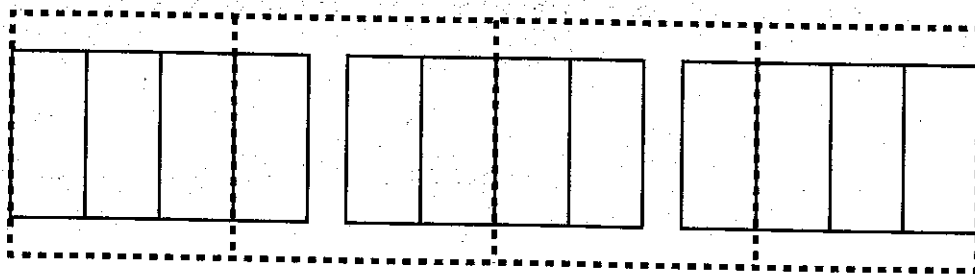
Example 1

Divide $3 \div 4$.

Strategy Use a model.

Step 1 Model the division expression.

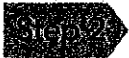
$3 \div 4$ means to divide 3 objects equally into 4 groups. There are not enough whole objects to divide into 4 groups. So, divide each whole into 4 parts.



Step 2 Write the quotient.

Each whole has 4 parts. There are 3 parts in each group. So, the fraction $\frac{3}{4}$ represents the quotient.

Solution $3 \div 4 = \frac{3}{4}$



Divide.

$$14 \div 6 = 2 \text{ R}2$$



Determine an approximate result.

14 blocks of clay are being shared among 6 students.

Each student can have 2 whole blocks of clay because $6 \times 2 = 12$.

Each student cannot have 3 whole blocks because $6 \times 3 = 18$.

Each student will receive between 2 and 3 blocks of clay.



Write the quotient as a mixed number.

The quotient is the whole number part of the mixed number.

The remainder is the numerator of the fraction part of the mixed number.

The divisor is the denominator of the fraction part of the mixed number.

$$14 \div 6 = 2 \text{ R}2 = 2\frac{2}{6}, \text{ or } 2\frac{1}{3}$$

Solution Each student will receive $2\frac{1}{3}$ blocks of clay.



COACHED EXAMPLE

A zookeeper has a 30-gallon tank of water. She divides the water equally among 12 animals. How many gallons of water does each animal get?

Write an equation to model the problem.

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \square$$

Divide. $\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ R} \underline{\hspace{2cm}}$

Determine an approximate result. Between which two whole numbers does the answer lie?

$\underline{\hspace{2cm}}$ and $\underline{\hspace{2cm}}$

Write the quotient as a mixed number. $\underline{\hspace{4cm}}$

Each animal gets $\underline{\hspace{2cm}}$ gallons of water.

- 7 Miguel and 2 of his friends share 7 rice cakes equally. Which equation represents how much each person receives?

A. $2 \div 7 = \frac{2}{7}$

B. $3 \div 7 = \frac{3}{7}$

C. $7 \div 2 = 3\frac{1}{2}$

D. $7 \div 3 = 2\frac{1}{3}$

- 8 Which quotient has a value that is greater than 2?

A. $14 \div 35$

B. $12 \div 5$

C. $30 \div 18$

D. $3 \div 7$

- 9 Marcus and Beth are planning a party. They plan to serve pudding for desert and are trying to decide how much to make. Which plan would provide the most amount of pudding for each person?

A. 5 cups of pudding for every 3 people

B. 6 cups of pudding for every 4 people

C. 2 cups of pudding for every 4 people

D. 8 cups of pudding for every 7 people

- 10 Which number could be placed in the box to make a true equation?

$$6 \div 15 = \frac{\square}{5}$$

A. 1

B. 2

C. 3

D. 6

- 11 Lanie has 2 quarts of milk that she wants to pour into 6 containers. She wants the same amount in each container. How much milk should she pour into each container?

A. $\frac{1}{6}$ quart

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

C. 3 quarts

D. 4 quarts

- 12 Roger has 5 cups of almonds. He wants to put the almonds into snack containers. How much should he put into each container if he wants to have a total 15 containers with the same amount of almonds in each?

A. $\frac{1}{5}$ cup

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

C. 3 cups

D. 10 cups

- 18 Erin and 4 of her friends equally share the cost of a 2 dollar bag of popcorn. How much does each friend pay?

- A. $\frac{2}{5}$ dollar
- B. $\frac{1}{2}$ dollar
- C. 2 dollars
- D. $2\frac{1}{2}$ dollars

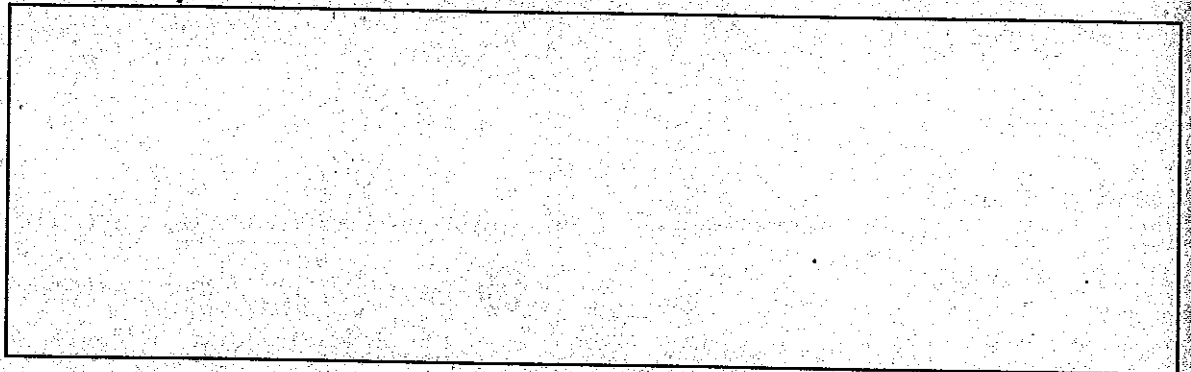
- 19 Which equation is false?

- A. $4 \div 20 = \frac{1}{5}$
- B. $2 \div 5 = 2\frac{1}{5}$
- C. $15 \div 7 = 2\frac{1}{7}$
- D. $6 \div 4 = 1\frac{1}{2}$

- 20 Anna has 5 dog treats that she wants to share equally among 3 dogs.

Part A

Draw a model to show how much each dog will get.



Part B

Write an equation to represent the problem and state how much each dogs gets. Explain how you found your answer.

