



2020

Erie Rise Leadership  
Academy Charter School

Parent Lesson Plan

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## [ PARENT LESSON PLAN ]

5th Grade Week 5 April 20 - April 24

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## INTRODUCTION

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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

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### **Distribution Sites/Information**

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School  
1006 West 10<sup>th</sup> Street  
Erie, PA 16502

Tuesday and Friday from 10AM-12PM

### **Leadership Team**

Mr. Aubrey Favors, Interim CEO, HR: 814 812-3026

Mrs. Veronica Will, Principal: 814 873-5158

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

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### 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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA/ Writing</b>	ConnectEd Open Court Assignment: <i>Just 17 Syllables</i>	ConnectEd Open Court Assignment: <i>Just 17 Syllables</i>	ConnectEd Open Court Assignment: <i>Just 17 Syllables</i> Vocabulary Practice	ConnectEd Open Court Assignment: Fact and Opinion Practice	ConnectEd Open Court Assignment: Irregular Nouns and Irregular Verbs Practice
<b>Math</b>	Connect Ed USATestPrep Khan Academy Prodigy	Connect Ed USATestPrep Khan Academy Prodigy	Connect Ed USATestPrep Khan Academy Prodigy	Connect Ed USATestPrep Khan Academy Prodigy	Connect Ed USATestPrep Khan Academy Prodigy
<b>Science</b>	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy	USATestPrep Khan Academy
<b>Social Studies</b>	Lesson: Chapter 9 Intro to Chapter USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 9 Place and Time USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 9 Lesson 1 Material USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 9 Lesson 2 Material USA Test Prep Khan Academy Power Point Research	Lesson: Chapter 9 Lesson 3 Material USA Test Prep Khan Academy Power Point Research

### ELA PRINT MATERIAL

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#### Writing: Spelling Words Packet

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

### Packet Includes:

- Scrambled Words
- Word Find
- Alphabetical Order
- Creating Sentences
- Lesson 1: Short Vowel Spelling practice
- Spelling Bee Packet (see below for more information)

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 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 Assignments
    - Don't forget to click SUBMIT when you're completed
- **Day 1: Just 17 Syllables**
  - Read the story *Just 17 Syllables*
- **Day 2: Just 17 Syllables**
  - Reread the story *Just 17 Syllables*
  - Use the story to help answer comprehension questions (pages 328-329) on lined paper included in the packet.
- **Day 3: Just 17 Syllables Vocabulary Practice**
  - Use the story to help complete "Vocabulary" worksheet
- **Day 4: Fact and Opinion Practice**
  - Complete "Fact and Opinion" worksheet
- **Day 5: Irregular Nouns and Irregular Verbs Practice**
  - Complete "Irregular Nouns and Irregular Verbs" worksheet
  - If you aren't sure what the irregular forms are, don't be afraid to ask for help or use the internet to help.
- **USATestPrep**
  - If you are unable to complete USATestPrep assignments online then complete the worksheet titled Author's Purpose.

### MATH PRINT MATERIALS

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#### 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. Work through Lesson 2 work from the book.
3. USATestPrep

- a. If you are unable to get online, complete the print out.

**Day 2:**

4. 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.
5. Work through Lesson 2 work from the book.
6. USATestPrep
  - a. If you are unable to get online, complete the print out.

**Day 3:**

7. 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.
8. Work through Lesson 2 work from the book.
9. USATestPrep
  - a. If you are unable to get online, complete the print out.

**Day 4:**

10. 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.
11. Work through Lesson 2 work from the book.
12. USATestPrep
  - a. If you are unable to get online, complete the print out.

**Day 5:**

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. Work through Lesson 2 work from the book.
15. USATestPrep
  - a. If you are unable to get online, complete the print out.

## **SCIENCE/SOCIAL STUDIES PRINT MATERIAL**

**Science: Chapter 5 Lesson 4: How do clouds and precipitation form? Pages 224-229**

- **Day 1: Lesson 4: How do clouds and precipitation form? Pages 224-225**

- If possible try Explore It on page 224
- Read and highlight/underline important information and vocabulary words
- Answer questions

- **Day 2: Lesson 4: How do clouds and precipitation form? Pages 226-227**

- Read and highlight/underline important information and vocabulary words
- Answer questions

- **Day 3: Lesson 4: How do clouds and precipitation form? Pages 228-229**

- Read and highlight/underline important information and vocabulary words
- Answer questions

- **Day 4: Chapter 5 Lesson 4 Check**

- Using your textbook pages, complete the worksheet

- **Day 5: Cloud Word Search**

- Complete the cloud word search

- **USATestPrep**

- If you are unable to complete USATestPrep assignments online then complete the worksheet titled Water, Water Everywhere?

**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 22nd
  - Khan Academy material is due on Wednesday April 22nd
  - 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 22nd.
  - Khan Academy material is due tomorrow, April 22nd.
  - Course material is also available online.
  
- **Day 3:**
  - Using either the online or print material, complete the Chapter 9: Lesson 1 Material.
  - USA Test Prep assignments are due Friday, April 24th.
  - Khan Academy material is due Friday, April 24th.
  - Course material is also available online.
  
- **Day 4:**
  - Using either the online or print material, complete the Chapter 9: Lesson 2 Material.
  - USA Test Prep assignments are due tomorrow, April 24th.
  - Khan Academy Material is due tomorrow, April 24th.
  - Course material is also available online.
  
- **Day 5:**
  - Using either the online or print material, complete Chapter 9 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:

5th grade girls: [5thgeo1@gmail.com](mailto:5thgeo1@gmail.com)

Riseup2023

5th grade boys: [5thgeo2@gmail.com](mailto:5thgeo2@gmail.com)

Riseup20192020!

- Great Job Amar!

## **ADDITIONAL RESOURCES (EDUCATIONAL)**

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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.khanacademy.org/>

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



Scrambled Words

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

Unscramble each of the words.

Ancient	Sprawl	Amplify	Tactics
Barrier	Starvation	Centuries	Operator
Molars	Extremely	Multiplication	Reasonable
Accident	Confused	Tampered	Joists
Capable	Assembly	Entity	Dispute

Answers

- 1) suecrient \_\_\_\_\_
- 2) aitnnce \_\_\_\_\_
- 3) jiosts \_\_\_\_\_
- 4) arslom \_\_\_\_\_
- 5) tatccis \_\_\_\_\_
- 6) itsdupe \_\_\_\_\_
- 7) birerra \_\_\_\_\_
- 8) rdeaempt \_\_\_\_\_
- 9) aeaerbsonl \_\_\_\_\_
- 10) osnedufc \_\_\_\_\_
- 11) epacalb \_\_\_\_\_
- 12) lmioaltcitpuin \_\_\_\_\_
- 13) ypimfla \_\_\_\_\_
- 14) eyxreemtl \_\_\_\_\_
- 15) dintcaec \_\_\_\_\_
- 16) lbemayss \_\_\_\_\_
- 17) ttneyi \_\_\_\_\_
- 18) voratiatsn \_\_\_\_\_
- 19) lsrwpa \_\_\_\_\_
- 20) rrotpaoe \_\_\_\_\_

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



Word Find

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

Find each word.

Ancient	Sprawl	Amplify	Tactics
Barrier	Starvation	Centuries	Operator
Molars	Extremely	Multiplication	Reasonable
Accident	Confused	Tampered	Joists
Capable	Assembly	Entity	Dispute

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



Alphabetical Order

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

Order the words from A to Z.

Ancient	Reasonable	Sprawl	Starvation
Dispute	Tampered	Assembly	Centuries
Multiplication	Joists	Extremely	Capable
Entity	Molars	Barrier	Confused
Operator	Tactics	Accident	Amplify

Answers

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

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





Use the word listed in a sentence.

Ancient	Sprawl	Amplify	Tactics
Barrier	Starvation	Centuries	Operator
Molars	Extremely	Multiplication	Reasonable
Accident	Confused	Tampered	Joists
Capable	Assembly	Entity	Dispute

- 1) Starvation \_\_\_\_\_  
\_\_\_\_\_
- 2) Sprawl \_\_\_\_\_  
\_\_\_\_\_
- 3) Molars \_\_\_\_\_  
\_\_\_\_\_
- 4) Extremely \_\_\_\_\_  
\_\_\_\_\_
- 5) Amplify \_\_\_\_\_  
\_\_\_\_\_
- 6) Centuries \_\_\_\_\_  
\_\_\_\_\_
- 7) Tactics \_\_\_\_\_  
\_\_\_\_\_
- 8) Tampered \_\_\_\_\_  
\_\_\_\_\_
- 9) Operator \_\_\_\_\_  
\_\_\_\_\_
- 10) Joists \_\_\_\_\_  
\_\_\_\_\_
- 11) Assembly \_\_\_\_\_  
\_\_\_\_\_



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

12) Ancient

\_\_\_\_\_

\_\_\_\_\_

13) Entity

\_\_\_\_\_

\_\_\_\_\_

14) Accident

\_\_\_\_\_

\_\_\_\_\_

15) Multiplication

\_\_\_\_\_

\_\_\_\_\_

16) Barrier

\_\_\_\_\_

\_\_\_\_\_

17) Confused

\_\_\_\_\_

\_\_\_\_\_

18) Reasonable

\_\_\_\_\_

\_\_\_\_\_

19) Dispute

\_\_\_\_\_

\_\_\_\_\_

20) Capable

\_\_\_\_\_

\_\_\_\_\_

## Spelling Power

### Lesson 1: Short Vowel Spellings

#### Word Bank

arid	benefit	static	text	complex
distract	vivid	unselfish	trusting	plot

#### Key Concepts

- Short vowel sounds are often spelled with single vowel letters.
- Short vowel sounds include *a* as in *hat*, *e* as in *net*, *i* as in *did*, *o* as in *lot*, and *u* as in *cup*.

attic      block      unrest

#### Spelling Practice

Put the words from the Word Bank in alphabetical order. Then circle all short vowel sounds: *a*, *e*, *i*, *o*, and *u*.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Spelling in Context

Choose the word from the Word Bank that best completes each sentence. Write the word on the line.

- Giving to charity is a(n) \_\_\_\_\_ deed.
- Desert lands usually have a(n) \_\_\_\_\_ climate.
- The \_\_\_\_\_ on our car radio was annoying.
- Can I borrow your math \_\_\_\_\_ to finish my homework?
- "I'm \_\_\_\_\_ you to keep your promise," said Dad.

**LESSON 1 continued**

**Proofreading Practice**

As you read the following paragraph, circle the five misspelled words. Write the correct spelling for each circled word on the lines.

My friend Nick and I were planning a plout for a mystery. I wanted to yell out my idea, but I was afraid I would destract him. The scene—quite vived in my mind—was very complix. I thought both of us might benifit if I drew a picture. "What a great idea!" Nick exclaimed when he looked at the drawing.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

Below are eight more words that reflect the Key Concepts in the lesson. Find each hidden word in the word chain. Circle the words and then write them on the lines provided in the order in which they appear in the word chain. Circle the short vowels.

Example:

s*i*te*n*t*r*ust

sit tent trust

catnip                  daffodil                  encrust                  knot  
 nonsense              pun                          timid                      trunk

**catnipunonsensencrusttrunknotimidaffodil**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

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# Scripps National Spelling Bee

## Vocabulary List for Difficulty Level Two Bee

### 2019-2020

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1.	<b>disembark</b>	<i>(verb)</i>	to leave or go ashore from a ship.
2.	<b>earthquake</b>	<i>(noun)</i>	a trembling or shaking of the earth that accompanies crustal movements.
3.	<b>brought</b>	<i>(verb)</i>	conveyed or carried along from one place to another.
4.	<b>gallop</b>	<i>(noun)</i>	the natural three-beat gait of a horse.
5.	<b>dinosaur</b>	<i>(noun)</i>	a member of a group of extinct reptiles.
6.	<b>ancient</b>	<i>(adjective)</i>	existing from a long ago period or date.
7.	<b>tapestry</b>	<i>(noun)</i>	a heavy textile woven by hand used for hangings or curtains.
8.	<b>delivery</b>	<i>(noun)</i>	an instance of the physical transfer of a shipment.
9.	<b>attagirl</b>	<i>(interjection)</i>	— used to express encouragement or approval to a woman or girl.
10.	<b>salamanders</b>	<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.	<b>usual</b>	<i>(adjective)</i>	in accordance with the normal custom, usage or habit.
12.	<b>challenge</b>	<i>(noun)</i>	a thing which one can devote energy or effort to.
13.	<b>cahoots</b>	<i>(plural noun)</i>	secret agreement : collusion.
14.	<b>oozing</b>	<i>(verb)</i>	moving slowly or without notice.
15.	<b>Mars</b>	<i>(noun)</i>	the planet that is fourth from the sun and is noted for its apparent red color.
16.	<b>pelican</b>	<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.	<b>drastic</b>	<i>(adjective)</i>	notably vigorous or severe.
18.	<b>yoga</b>	<i>(noun)</i>	a group of exercises for achieving well-being and control of mind and body.
19.	<b>burlap</b>	<i>(noun)</i>	a course heavy plain-woven fabric typically made from hemp or jute that is used for bagging and wrapping items.
20.	<b>blazer</b>	<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.	<b>trombone</b>	<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.	<b>trembling</b>	<i>(verb)</i>	quaking due to fear or another emotion.
23.	<b>calmed</b>	<i>(verb)</i>	made peaceful : induced quiet and peace in place of agitation or passion.
24.	<b>police</b>	<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.	<b>certain</b>	<i>(adjective)</i>	given to or marked by complete conviction and assurance.
26.	<b>barograph</b>	<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.	<b>charred</b>	<i>(verb)</i>	partly burned on the outside.
28.	<b>Pakistan</b>	<i>(geographical entry)</i>	a country in southern Asia which borders the Arabian Sea.
29.	<b>pressure</b>	<i>(noun)</i>	the burden of mental or physical distress.
30.	<b>surmised</b>	<i>(verb)</i>	guessed : formed an opinion without substantial proof or certain knowledge.
31.	<b>teak</b>	<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.	<b>transit</b>	<i>(noun)</i>	the public transportation of people by bus, subway train or other local system of conveyance.
33.	<b>cannonade</b>	<i>(noun)</i>	a noisy persistent attack (as of questions).
34.	<b>appetite</b>	<i>(noun)</i>	the desire to eat when food is available.
35.	<b>luggage</b>	<i>(noun)</i>	suitcases, bags used for travel or other articles used to carry a traveler's belongings.
36.	<b>ramparts</b>	<i>(plural noun)</i>	protective barriers.
37.	<b>vinyl</b>	<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.	<b>anemometers</b>	<i>(plural noun)</i>	tools used to gauge the speed of the wind.
39.	<b>dainty</b>	<i>(adjective)</i>	characterized by beauty that is delicate in nature.
40.	<b>buckle</b>	<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.	<b>vividly</b>	<i>(adverb)</i>	intensely, sharply, keenly.
42.	<b>briny</b>	<i>(adjective)</i>	salty.
43.	<b>pavement</b>	<i>(noun)</i>	the surface of a public thoroughfare which is artificially covered.
44.	<b>garnet</b>	<i>(noun)</i>	a brittle material which is typically red in color and occurs mainly in crystals.
45.	<b>furrow</b>	<i>(verb)</i>	to cultivate or till as if with a plow.
46.	<b>sprawl</b>	<i>(verb)</i>	to lie or sit with arms and legs stretched out : to spread out.
47.	<b>museum</b>	<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.	<b>wren</b>	<i>(noun)</i>	any of various small brown singing birds.
49.	<b>legend</b>	<i>(noun)</i>	someone having a special status as a result of possessing extraordinary qualities that are typically partly real and partly mythical.
50.	<b>transistor</b>	<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.





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.

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



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75.	<b>foolishness</b>	<i>(noun)</i>	the state of lacking seriousness : folly.
76.	<b>constellation</b>	<i>(noun)</i>	any of the 88 configurations of stars.
77.	<b>sundering</b>	<i>(verb)</i>	breaking or forcing apart.
78.	<b>juncture</b>	<i>(noun)</i>	a seam or joint.
79.	<b>exploits</b>	<i>(verb)</i>	takes undue advantage of.
80.	<b>rabble-rouser</b>	<i>(noun)</i>	a person who stirs up the masses of the people (such as to violence or hatred).
81.	<b>profound</b>	<i>(adjective)</i>	hard to understand or comprehend.
82.	<b>wreath</b>	<i>(noun)</i>	a crown or band of intertwined flowers or leaves worn or given as a mark of honor.
83.	<b>profile</b>	<i>(noun)</i>	a representation of something in outline.
84.	<b>untoward</b>	<i>(adjective)</i>	unfortunate or unlucky.
85.	<b>memorial</b>	<i>(adjective)</i>	commemorative.
86.	<b>industrial</b>	<i>(adjective)</i>	of or belonging to a department of a craft, business or manufacture.
87.	<b>barrier</b>	<i>(noun)</i>	an object or objects that serve to separate or keep items apart.
88.	<b>gratingly</b>	<i>(adverb)</i>	with an irritating or harsh effect or sound.
89.	<b>brayed</b>	<i>(verb)</i>	made a loud harsh cry – used of a donkey.
90.	<b>Harlem</b>	<i>(geographical entry)</i>	section of New York City in northern Manhattan that was a center of African American culture in the 1920s.
91.	<b>messenger</b>	<i>(noun)</i>	someone who delivers a written or oral communication : a courier.
92.	<b>beacons</b>	<i>(plural noun)</i>	fires placed on a hill or tower that are used to communicate signals.
93.	<b>generation</b>	<i>(noun)</i>	development, rise.
94.	<b>coverage</b>	<i>(noun)</i>	the amount of reporting given to a news event.
95.	<b>deters</b>	<i>(verb)</i>	turns aside or discourages from acting.
96.	<b>Nepal</b>	<i>(geographical entry)</i>	landlocked country in Asia in the Himalayas on the northeast border of India.
97.	<b>disinfectant</b>	<i>(noun)</i>	a chemical used to destroy vegetative forms of damaging microorganisms.
98.	<b>campaign</b>	<i>(noun)</i>	a period of continuous and often competitive activity in any seasonal occupation or industry.
99.	<b>starvation</b>	<i>(noun)</i>	the instance of suffering from extreme hunger.
100.	<b>gamma</b>	<i>(noun)</i>	the third letter of the Greek alphabet.
101.	<b>spleen</b>	<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.	<b>utensils</b>	<i>(plural noun)</i>	tools or instruments used in a kitchen.
103.	<b>depot</b>	<i>(noun)</i>	a bus station.
104.	<b>incident</b>	<i>(noun)</i>	an uncommon happening.
105.	<b>brambles</b>	<i>(plural noun)</i>	prickly and rough vines or shrubs.
106.	<b>trifecta</b>	<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.	<b>shingle</b>	<i>(noun)</i>	coarse and rounded detritus found on the seashore and which is different from regular gravel due to its large size.
108.	<b>mason</b>	<i>(noun)</i>	a skilled artisan who builds using stone, brick or concrete.
109.	<b>avoid</b>	<i>(verb)</i>	to stay clear of : to keep away from.
110.	<b>static</b>	<i>(adjective)</i>	stable, stagnant.
111.	<b>samples</b>	<i>(plural noun)</i>	portions to represent a whole.
112.	<b>modern</b>	<i>(adjective)</i>	contemporary : relating to the present time.
113.	<b>chalk</b>	<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.	<b>concentrate</b>	<i>(verb)</i>	to bring all one's powers, faculties or activities to bear.
115.	<b>proud</b>	<i>(adjective)</i>	elated : highly pleased.
116.	<b>expiration</b>	<i>(noun)</i>	termination, close, extinction.
117.	<b>batteries</b>	<i>(plural noun)</i>	level of enthusiasm or energy.
118.	<b>centuries</b>	<i>(plural noun)</i>	time spans of 100 years.
119.	<b>differed</b>	<i>(verb)</i>	varied : changed from time to time.
120.	<b>fearsome</b>	<i>(adjective)</i>	arousing from fright or terror.
121.	<b>fiercest</b>	<i>(adjective)</i>	characterized by the most furious unrestrained vehemence or zeal.
122.	<b>residence</b>	<i>(noun)</i>	the place where one lives or has their home.
123.	<b>abated</b>	<i>(verb)</i>	lessened : decreased in force.
124.	<b>scattering</b>	<i>(verb)</i>	spreading widely and randomly by throwing about.
125.	<b>toppled</b>	<i>(verb)</i>	tumbled down : fell from top-heaviness.
126.	<b>vane</b>	<i>(noun)</i>	a movable device used to show the direction of the wind.
127.	<b>vortices</b>	<i>(plural noun)</i>	tornadoes : quickly moving and spiraling columns of air.
128.	<b>turbulent</b>	<i>(adjective)</i>	tempestuous or stormy.
129.	<b>obstacles</b>	<i>(plural noun)</i>	things that hinder progress or stand in the way.



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130.	<b>continental</b>	<i>(adjective)</i>	being the portion of the United States located on the continent of North America.
131.	<b>deportment</b>	<i>(noun)</i>	behavior or conduct.
132.	<b>exhibits</b>	<i>(plural noun)</i>	exhibitions or displays.
133.	<b>agricultural</b>	<i>(adjective)</i>	relating to or used in the science or art of working the soil, harvesting crops and raising livestock.
134.	<b>momentous</b>	<i>(adjective)</i>	weighty : of great importance.
135.	<b>disturbance</b>	<i>(noun)</i>	an interruption of quiet or peace.
136.	<b>wily</b>	<i>(adjective)</i>	crafty : full of deceitful cunning.
137.	<b>rookie</b>	<i>(noun)</i>	a member who is new to an athletic team.
138.	<b>transparencies</b>	<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.	<b>hazmat</b>	<i>(noun)</i>	a substance that is shipped and which would be dangerous to life or the environment if released without proper precaution.
140.	<b>Antarctic</b>	<i>(adjective)</i>	relating to the South Pole or the region surrounding it.
141.	<b>perfume</b>	<i>(noun)</i>	a fluid containing essences of flowers or synthetics which is used for its scent.
142.	<b>plaiting</b>	<i>(noun)</i>	braiding : the interweaving of three or more strands of hair.
143.	<b>writers</b>	<i>(plural noun)</i>	people who practice the act of literary or journalistic composition in words as a job.
144.	<b>series</b>	<i>(noun)</i>	a group of three or more things or events succeeding in order and having a relationship to each other.
145.	<b>audience</b>	<i>(noun)</i>	those present at a stage or film production or viewing of a televised program.
146.	<b>insubstantial</b>	<i>(adjective)</i>	imaginary : lacking substance.
147.	<b>staggered</b>	<i>(verb)</i>	swayed or tottered when standing or walking.
148.	<b>assistance</b>	<i>(noun)</i>	aid given to the needy, usually in monetary form.
149.	<b>sanitized</b>	<i>(verb)</i>	made hygienic through sterilization or cleaning.
150.	<b>diminished</b>	<i>(verb)</i>	decreased.
151.	<b>organist</b>	<i>(noun)</i>	someone who plays any of several large musical instruments which produce sustained tones by means of a keyboard.
152.	<b>operator</b>	<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.	<b>inspector</b>	<i>(noun)</i>	a police officer ranking below a superintendent.
179.	<b>distressed</b>	<i>(adjective)</i>	overcome with pain or grief.
180.	<b>smudge</b>	<i>(noun)</i>	a splotch or smear.
181.	<b>throttle</b>	<i>(verb)</i>	to choke : to stop the breathing of by any means.
182.	<b>perfection</b>	<i>(noun)</i>	flawlessness : freedom from defect.
183.	<b>capable</b>	<i>(adjective)</i>	marked by general efficiency and by adequate resourcefulness, skill and reliability.
184.	<b>gadgets</b>	<i>(plural noun)</i>	typically small devices that are often considered novelties and that are found especially on pieces of machinery.
185.	<b>channel</b>	<i>(noun)</i>	a band of frequencies able to accommodate a single television or radio communication.
186.	<b>chisel</b>	<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.	<b>chimney</b>	<i>(noun)</i>	a vertical structure incorporated into a building that carries off smoke, fumes or gases.
188.	<b>minnow</b>	<i>(noun)</i>	a very small fish that can grow up to three inches long and that is common in streams.
189.	<b>domain</b>	<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.	<b>shuffle</b>	<i>(verb)</i>	to slide the feet back and forth without lifting them.
191.	<b>carpenter</b>	<i>(noun)</i>	a person whose career is to build or repair with wood.
192.	<b>pruners</b>	<i>(plural noun)</i>	a tool which is used to remove dead branches or leaves from vegetation.
193.	<b>parcel</b>	<i>(noun)</i>	a package.
194.	<b>squawk</b>	<i>(verb)</i>	to emit a loud harsh cry.
195.	<b>Sheetrock</b>	<i>(trademark)</i>	— used to describe a plasterboard formed of gypsum between two surfaces of hard paper.
196.	<b>trowel</b>	<i>(noun)</i>	a hand tool with a blade that is used to apply, spread, shape and smooth any loose material.
197.	<b>nervous</b>	<i>(adjective)</i>	originating in or affected by the nerves.
198.	<b>spirit</b>	<i>(noun)</i>	any supernatural being such as an apparition or elf.
199.	<b>equator</b>	<i>(noun)</i>	the circle of the celestial sphere whose plane runs perpendicular to the axis of Earth.
200.	<b>evidence</b>	<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.	<b>solar</b>	<i>(adjective)</i>	related to the sun and its effects on Earth and other planets.
202.	<b>explore</b>	<i>(verb)</i>	to search or look into.
203.	<b>distance</b>	<i>(noun)</i>	the amount of separation between two points.
204.	<b>fault</b>	<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.



**Genre** Realistic Fiction

**Essential Question**

How can art help us connect with people around the world?

# Just 17 Syllables!

by Dennis Fertig  
illustrated by Lisa Fields

On a bright, sunny morning in Tokyo, Ms. Uchida led a class of Andrews International School students to Rikugien Garden. She was the school's Japanese culture teacher.

As the group walked, Ms. Uchida pointed out interesting Tokyo sights. One of her students, Danny Flores, barely paid attention. The noise of the busy Tokyo streets and a nearby **expressway** bothered him too much today. To shut out the sounds, Danny studied his cell phone screen. The plan worked so well that he hardly noticed when he entered Rikugien Garden with his class. It was the silence of the park that finally made him look around.


In the park, Danny felt the beautiful day. The green trees of summer were **gradually** becoming the red and gold, yellow and orange trees of autumn. Already, trees had scattered some leaves on the ground. Occasionally, a leaf drifted slowly down to join its fallen brothers and sisters.

Danny gently sniffed the autumn air. For a moment, it almost smelled like the hockey rink, warm pumpkin bread, corn mazes, and all the other things his family left in Ohio. Tears **welled** up in Danny's eyes, and he quickly became even more interested in his cell phone. He certainly didn't want his classmates to notice his **melancholy**.









Some of his Andrews International School classmates were from the United States, while more came from Britain, Australia, Ireland, and other English-speaking countries. There were also some Japanese students. The language used in the school was English, although non-Japanese students also studied Japanese.

The parents of most of the students worked in Tokyo. Danny's mother worked for a Tokyo **insurance** company, and his father reported on Asian news for an American newspaper.

This was Danny's first school year in Japan, and so far, it was both good and bad. He liked his teachers, classmates, and Japan—some of the time. But much of the time, he just wanted to go back to Ohio.

The class now walked into a pleasant, shady clearing near a large, beautiful pond in the center of the park. Danny noticed how the water glittered in some spots while it reflected sunlight and the colors of fall maple trees in others.

In the **clearing**, the students sat on two rows of backless benches. Danny sat down in the back row and immediately checked his cell phone for the weather forecast at home in Ohio.

Ms. Uchida stood next to another bench that faced the students. An older man with a briefcase stood nearby. Danny only noticed him when Ms. Uchida addressed the students. "We are in a park that was built more than three hundred years ago on the orders of a powerful **shogun** who ruled all of Japan," she said.

Danny's head popped up from his phone when Ms. Uchida said "shogun." He remembered his older cousins had a computer game that featured a fierce, powerful shogun who was feared by all. Would a real shogun actually have built a garden like this? It was easier for Danny to imagine furious battles being fought.

As Danny fantasized about what might have happened hundreds of years ago, he dropped his cell phone. When he realized that Ms. Uchida was staring directly at him, Danny hoped she hadn't spotted his phone.

Ms. Uchida then turned to the whole group and explained that the shogun's garden was dedicated to poetry. *Poetry!* thought Danny. *A fierce shogun built a gigantic park about poetry?!*

Ms. Uchida turned to the older man, and they bowed toward one another. Then Ms. Uchida said, "Students, this is Professor Nakano, an expert on Japanese literature. He will speak to us on this lovely morning about Japanese poetry and this amazing place, Rikugien Gardens."

The students, including Danny, stood up and bowed to the professor. Professor Nakano bowed toward the students and set his briefcase down on the bench. As he did, Danny looked around again at the park and admitted to himself that it was an amazing place. However, the idea of learning about poetry made him question whether or not his cell phone still had a strong charge. He hoped it would last through the entire visit to the park.









"Good morning, poetry fans," said the smiling professor.

As the students sat back down, Danny wondered exactly how many of his classmates were poetry fans. The professor might have been thinking the same thing. "If you are not a poetry fan, I hope you will become one this morning," he said.

As the professor spoke, Ms. Uchida walked behind the benches just as Danny was about to use his phone to check the latest news about his favorite hockey team. But a quick look from Ms. Uchida helped him make a smarter decision, and Danny turned the phone off.

"Centuries ago this garden was built to honor Japanese and Chinese poetry," the professor explained. "In fact, the word *rikugien* means 'six styles of poetry,' such as hymns, folk songs, and festive songs."

Professor Nakano then added, "This may look like one large garden, but it is really composed of eighty-eight smaller gardens. Each one represents a moment from ancient poems."

Danny frowned and thought, *Oh, no. Are we going to hear eighty-eight poems?* "I bet you are worried that I will recite eighty-eight poems this morning!" said Professor Nakano as he looked at the students with a smile.



The professor then talked about poetry in Japan. He explained that arts in many forms have always been important to Japanese people. Those forms include how food is prepared and how flowers are arranged, as well as paintings, dance, and theater. "Yet the most important art for Japanese people might be poetry," he said. "And the most popular form of poetry in Japan is haiku."

Danny had learned a bit about haiku back in Ohio and was not thrilled by the experience. He definitely was not a haiku fan, even if other American kids liked them.

Yet he knew feelings about haiku were different in Japan. During the short time he had been here, he realized that Japanese newspapers and magazines published new haiku poetry all the time. Danny had even watched some of his Japanese classmates talk about the newest haiku and read them aloud to each other.

The professor offered more haiku facts. "Today there are as many as ten million Japanese people who **regularly** write haiku, and many of those poets regularly send haiku to newspapers and magazines, hoping their poetry will be published."

Wow! thought Danny.

"Many of you know that a haiku is poetry that has just three lines," said Professor Nakano. "The first and last lines each have five syllables, while the middle line has seven syllables. This means that a haiku has just seventeen syllables in total."

That might be seventeen syllables too many, Danny thought.

Now Professor Nakano took a large-screen notebook computer from his backpack. He set it on the bench and opened it so that the screen faced the students. After he turned the computer on, a short poem appeared on the screen.









"This is a haiku written by a great Japanese poet," said the professor. "The words should be easy for you to see, but I will read it to you."

*'Tis the first snow—  
Just enough to bend  
The gladiolus leaves!*

Danny both read and listened carefully, but still didn't quite understand the poem. Then he got it, or, at least, he thought he did. The snowfall was just heavy enough to bend a flower.

The professor said, "I will read the first line once more, and as I do, please count the syllables."

As the professor slowly read the short line, Danny counted, one finger for each syllable. It was just four syllables, not five.

"Why just four syllables?" asked Professor Nakano.

Mieko, a Japanese student, raised her hand and asked, "Is it because the haiku you read was first written in Japanese, and you read an English translation of it?"

"Outstanding! Yes! Often, translations from one language to another change the number of syllables," explained the professor. "In a few minutes, you will write your own haiku, and please write in your own language."

Danny wasn't sure he could write a haiku in any language.



The professor continued, "The famous poet was named Bashō. The first thing many of you might want to know about him is that he was a poet, but he also came from a line of samurai warriors. Although it surprises many people who are not Japanese, it was not unusual for warriors to be poets, too.

*Whoa!* thought Danny. *Samurai warriors wrote haiku!* Danny knew that samurai were fierce soldiers in ancient Japan.


"Bashō died in the year 1694, just a year before the building of this park began," said the professor. "Since many of Bashō's haiku are about nature, this park is a good place to talk about him."









 During the next fifteen minutes, Professor Nakano talked more about Bashō and haiku. He said that when Bashō was a young man, a haiku was not a separate poem. Instead, it was the first **verse** in a longer poem called a *renga*. A *renga* could have one hundred verses that were each five lines long. The haiku part was just a three-line introduction.

*Whoa, Danny thought again. I am glad we will not have to write a renga!*

Professor Nakano further explained, "What Bashō did was change the haiku. He found ways to make seventeen syllables describe special moments in nature and life. I will put two of my favorites on the screen." Then he read each out loud.

**Ah! The waving *lespedeza*.**

**Which spills not a drop  
Of the clear dew!**

Professor Nakano continued:

**An ancient pond!**

**With a sound from the water  
Of the frog as it plunges in.**

The students were quiet as the professor read the first haiku, but they laughed at the second. As Professor Nakano read more of Bashō, Danny realized he was enjoying what he was hearing. How did that happen? Danny also realized he wasn't thinking much about Ohio right now.

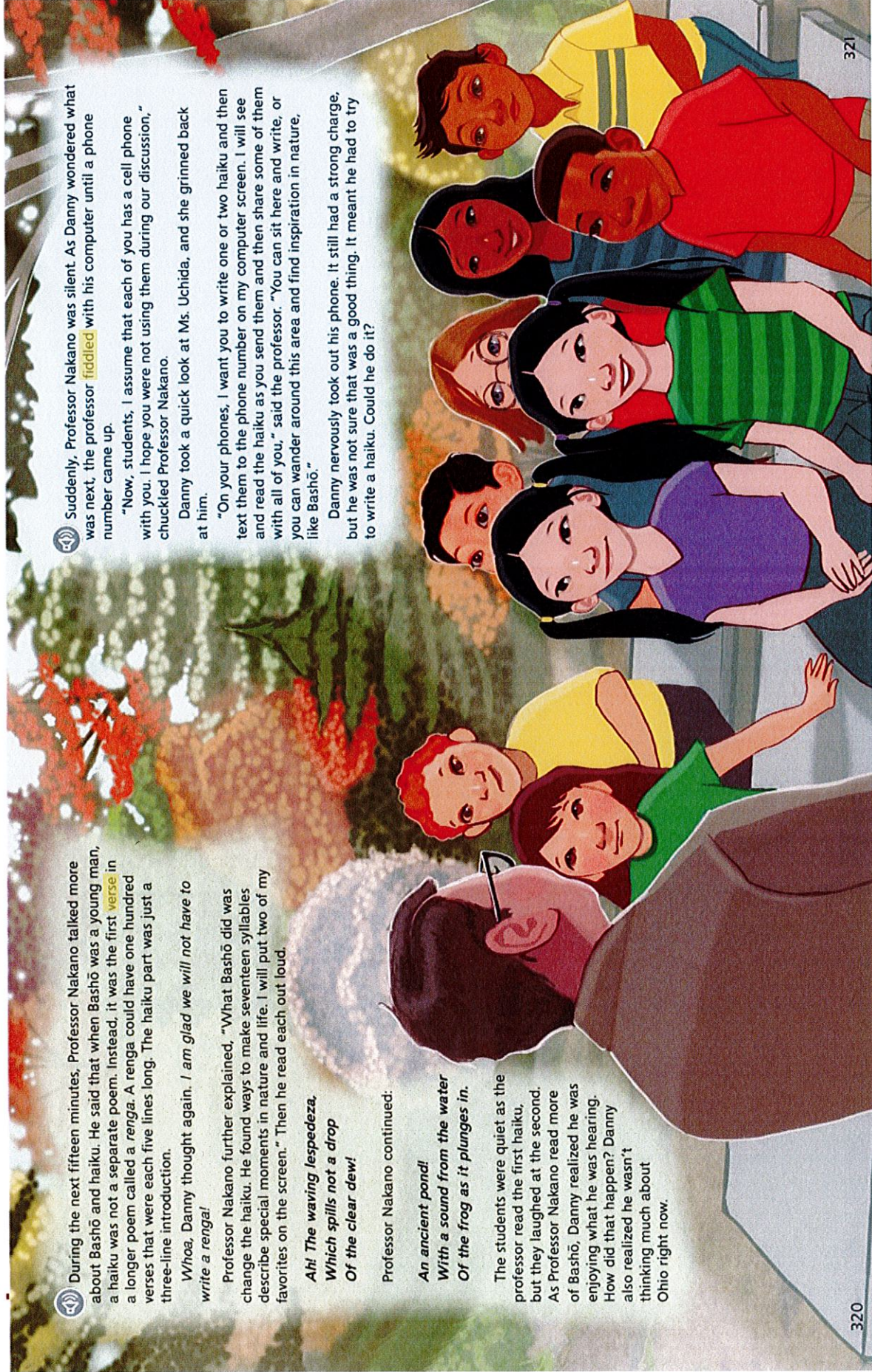
 Suddenly, Professor Nakano was silent. As Danny wondered what was next, the professor **fiddled** with his computer until a phone number came up.

"Now, students, I assume that each of you has a cell phone with you. I hope you were not using them during our discussion," chuckled Professor Nakano.

Danny took a quick look at Ms. Uchida, and she grinned back at him.

"On your phones, I want you to write one or two haiku and then text them to the phone number on my computer screen. I will see and read the haiku as you send them and then share some of them with all of you," said the professor. "You can sit here and write, or you can wander around this area and find inspiration in nature, like Bashō."

Danny nervously took out his phone. It still had a strong charge, but he was not sure that was a good thing. It meant he had to try to write a haiku. Could he do it?











Professor Nakano added one more thing. "If this is challenging for you, be as strong and determined as a samurai warrior. Make your pen mightier than the sword."

So Danny, the samurai haiku writer, started to think. As he did, he noticed that none of his classmates were typing, and many of them look puzzled. Some wandered around nearby. Danny walked to a nearby bridge for a different view. He hoped it would give him some creative inspiration.

Looking at the natural beauty of the park, Danny could imagine a samurai sitting and writing a haiku. Away from the din of battle and the demands of medieval Japan, this must have been peaceful. However, before he could even finish his thought, Danny noticed the flurry of activity from the other students.

One student began to type, then another, and pretty soon, the area was filled with flying thumbs pecking away on cell phones. Every now and then, a student would stop typing for a moment to count syllables—or fingers. Soon, haiku compositions were being streamed from cell phones to the professor's computer.


Danny pondered what his classmates could be writing about. The gardens? The lake? What could he write about? Noisy Tokyo streets? Ohio? Hockey?

Come on, Samurai Danny, think! Danny muttered to himself. As the other kids furiously typed and typed, inspiration finally came to Danny and he slowly started typing. As he paused once or twice to count syllables, Ms. Uchida saw some of what he was typing. When Danny thought he was finished, he reread his haiku. He thought it was good, so he texted it.







 Professor Nakano was sitting on the front bench reading each haiku as it came in. Now and then he smiled or nodded his head. Not many students had written more than one poem, so the professor's reading process was fairly quick. Soon, all the students had stopped thinking, typing, and counting fingers.


The professor stood up and set his notebook on the bench so that students could view it again. "Your haiku poems are wonderful! I will read two or three that I find especially **charming**," he said. "Later, I will talk to each of you about your fine work."

In a few seconds, the first haiku appeared on the screen. As Danny and other students read it, they counted the syllables.

*Green leaves change colors  
Brown, yellow, and red leaves fall  
Leaves leave sad trees bare*

Professor Nakano read the haiku aloud and then commented, "This haiku nicely honors the season of autumn."

Danny also thought it was excellent. He wondered if he, too, should have written about autumn.

 In a minute, a second haiku was on the screen. All the students counted again.

*Five great friends back home  
Six new friends in Tokyo  
My heart reaches far*

After the professor read that haiku aloud, he said, "I know being away from home is challenging at first, but students from other countries do eventually find a warm home here. This haiku is very moving."

Danny liked that haiku, too. He hadn't tried to make many friends in Tokyo yet, but he felt this seventeen syllable poem might inspire him to become a samurai warrior at making new friends.

Soon, a third haiku was on the professor's computer screen. Other students counted syllables, but it wasn't necessary for Danny to count for this one.

*Standing on a bridge  
Words of poetry fly past  
I try to catch them*

It was Danny's haiku. The professor smiled and said, "This expresses what you all tried to do. It tells what you each accomplished. This haiku honors each of you as well as haiku."

When Ms. Uchida smiled at Danny, Danny smiled back. It was a perfect day in Japan.









**Essential Question**

Why should we take time to appreciate nature?



**Even in the rain, come forth . . .**

Yamazaki Sokan

Even in the rain, come forth,  
O midnight moon!  
But first put on your hat.



**On a withered branch . . .**

Matsuo Bashō

On a withered branch  
A crow is sitting  
This autumn eve.

**I come weary . . .**

Matsuo Bashō

I come weary,  
In search of an inn—  
Ah! these wistaria flowers!

**Thought I, the fallen flowers . . .**

Arakida Moritake

Thought I, the fallen flowers  
Are returning to their branch;  
But lol! they were butterflies.



**For all men . . .**

Matsunaga Teitoku

For all men  
'Tis the seed of siesta—  
The autumn moon.





You will answer the comprehension questions on these pages as a class.

### Did You Know?

In Japanese, the pattern of haiku lines is not based on syllables, but on the number of sound units. Sound units are shorter than English syllables. This means that some English poets do not worry as much about keeping the number of syllables exact.

### Text Connections

1. What different roles does Danny's cell phone have in "Just 17 Syllables!"?
2. Why do English versions of Japanese haiku sometimes have an incorrect number of syllables, according to Professor Nakano?
3. Danny says he "learned a bit about haiku back in Ohio and was not thrilled by the experience." Why do you think his experience this time is different?
4. How does travel lead to surprises in both "I come weary . . ." and "My Chinese New Year"?
5. Connect Danny's feelings to a time when you felt out of place or homesick.
6. How might technology sometimes keep people from experiencing new things?

### Write

Try writing your own haiku about something charming in nature. Remember to follow the pattern of 5 syllables each in lines 1 and 3, and 7 syllables in line 2.

### Look Closer

#### Keys to Comprehension

1. Why do you think Danny hopes his cell phone has a strong charge when he hears they are going to learn about poetry? Quote from the text to support your inference.
2. How does Danny respond to the challenge of writing a haiku? Relate this to a theme of the story.

#### Writer's Craft

3. How does the point of view in "Just 17 Syllables!" influence how events are described?
4. Explain what a samurai was. Why do you think it helps Danny to think of himself as "the samurai haiku writer"?
5. How do the lines fit together and provide the structure in one of the haiku from this lesson?

#### Concept Development

6. As realistic fiction, how do both "Just 17 Syllables!" and "Heading Home" handle the theme of discovering a new culture?





A series of horizontal lines for writing, consisting of 28 evenly spaced lines.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Vocabulary

**FOCUS** Review the selection vocabulary words from  
“Just 17 Syllables!”

charming  
clearing  
expressway  
fiddled  
gradually  
insurance

melancholy  
pondered  
regularly  
shogun  
verse  
welled

**PRACTICE** Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. I sang the first section of the song and then everyone joined in singing the chorus.

\_\_\_\_\_

2. As the day went on, it little by little became warmer.

\_\_\_\_\_

3. We drove the car onto the wide road with several lanes to travel faster.

\_\_\_\_\_

4. Bashō was a Japanese military leader from long ago who wrote poetry.

\_\_\_\_\_

5. Tears gathered at the surface in her eyes as she recalled her deep disappointment.

\_\_\_\_\_

6. The attractive little house sat at the edge of the woods.

\_\_\_\_\_



7. The family had protection against loss or damage for their home.

\_\_\_\_\_

8. The boy aimlessly played with the zipper on his jacket.

\_\_\_\_\_

9. Look at the deer standing in the open piece of land free from trees near the stream.

\_\_\_\_\_

10. The girl thought carefully about her options for a research topic.

\_\_\_\_\_

11. We went for walks in the neighborhood again and again at about the same time.

\_\_\_\_\_

12. He felt a deep sadness when he thought about losing his family pictures due to a flood.

\_\_\_\_\_

**APPLY** Read each question. Think about the meaning of the underlined vocabulary word. Write your answer on the line.

13. What might cause someone to feel melancholy? \_\_\_\_\_

14. What would you see on an expressway? \_\_\_\_\_

15. What is something that you have pondered? \_\_\_\_\_

16. What is something you do regularly? \_\_\_\_\_

17. What are some things that gradually get bigger? \_\_\_\_\_

18. What might make someone seem charming? \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Fact and Opinion

### **FOCUS**

Good writers use both facts and opinions in their writing. A good reader can tell one from the other.

- **Facts** are details that can be proven true or false.
- **Opinions** are what people think. They cannot be proven true or false.

**PRACTICE** Read each sentence below and tell whether it is a fact or an opinion.

1. Haiku is the easiest poetry to write. \_\_\_\_\_
2. Haiku is poetry with three lines. \_\_\_\_\_
3. Bashō was known for writing haiku poetry. \_\_\_\_\_
4. Bashō wrote beautiful and interesting haikus. \_\_\_\_\_
5. Japan is an island nation in Asia. \_\_\_\_\_
6. Shoguns were military rulers in Japan before the revolution of 1867–1868.  
\_\_\_\_\_
7. Shoguns were great leaders in Japan. \_\_\_\_\_
8. It is important to get insurance for your home. \_\_\_\_\_
9. Car insurance will protect against the loss or damage of a car. \_\_\_\_\_
10. The minimum speed on the expressway is 45 miles per hour. \_\_\_\_\_

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**APPLY** Write one fact and one opinion you have about each topic below. Use complete sentences.

11. haiku

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

12. Japan

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

13. sports

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

14. music

**Fact:** \_\_\_\_\_

**Opinion:** \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Irregular Nouns and Irregular Verbs

### FOCUS

- Most **regular plurals** are formed by adding -s or -es to the singular noun, sometimes with a small change to singular noun.

park	parks
kiss	kisses
berry	berries
wolf	wolves

- **Irregular nouns** do not follow this rule. They change in a different way, or they do not change at all.

tooth	<b>teeth</b>
mouse	<b>mice</b>
deer	<b>deer</b>

- **Regular singular verbs** have -s or -es added to the base verb, while a regular plural verb is the base verb with nothing added.

He **walks**.      They **walk**.

- **Irregular verbs** use different words for the singular and plural forms. The verbs *be*, *have*, and *do* are irregular verbs.

Milo <b>is</b> here.	His sisters <b>are</b> here.
The boat <b>has</b> a leak.	The boats <b>have</b> leaks.
She <b>does</b> well.	They <b>do</b> well.

**PRACTICE** For each singular word below, write its plural form on the line.

- |                 |                 |
|-----------------|-----------------|
| 1. goose _____  | 5. child _____  |
| 2. sheep _____  | 6. person _____ |
| 3. hero _____   | 7. fish _____   |
| 4. turkey _____ | 8. bench _____  |

**APPLY** Complete each sentence below by writing the correct form of the verb in parentheses on the line.

9. Will \_\_\_\_\_ going to the beach this year for vacation. (be)
10. Kylie's dog \_\_\_\_\_ not like going to the vet. (do)
11. I \_\_\_\_\_ a new bike because my old one was too small. (have)
12. Caleb and Dylan \_\_\_\_\_ to give a presentation in class today. (have)
13. Elephants \_\_\_\_\_ the heaviest land mammals on Earth. (be)
14. Your notebooks \_\_\_\_\_ need to be put away during the test. (do)
15. Jonas \_\_\_\_\_ not remember where he put his tennis shoes. (do)

**Write a sentence that contains the plural form of each word in parentheses.**

16. (man) \_\_\_\_\_  
\_\_\_\_\_
17. (foot) \_\_\_\_\_  
\_\_\_\_\_
18. (moose) \_\_\_\_\_  
\_\_\_\_\_
19. (cactus) \_\_\_\_\_  
\_\_\_\_\_
20. (species) \_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Author's Purpose

Authors write to inform, persuade, or entertain readers. Read each description. Tell the author's purpose. Then, briefly explain your reasoning.



**Example:** A newsletter to parents at Jefferson Junior High lists the dates when students will be taking achievement tests.

Author's Purpose: To inform

Your Reasoning: Taking achievement tests is an important event in school. The parents need to have information about test dates and times.

1. Anna wrote a beautiful poem for her mother's birthday.

Author's Purpose: \_\_\_\_\_

Your Reasoning: \_\_\_\_\_

2. Kayla and Kyle wrote jokes for the talent show at school.

Author's Purpose: \_\_\_\_\_

Your Reasoning: \_\_\_\_\_

3. An environmental awareness group created flyers about the benefits of recycling.

Author's Purpose: \_\_\_\_\_

Your Reasoning: \_\_\_\_\_

4. Mrs. Johnson's garden club wrote *Love Your Greens*, a recipe book.

Author's Purpose: \_\_\_\_\_

Your Reasoning: \_\_\_\_\_

5. *Fairies at Play* is a children's book about fairies and the games they play.

Author's Purpose: \_\_\_\_\_

Your Reasoning: \_\_\_\_\_

6. **EXTENDED ACTIVITY:** Write your own description and tell the author's purpose. For extra credit, create the work you described!



**Lesson 4**

**Envision It!**

**How do clouds and precipitation form?**



A typical snowflake has six points. Shade in the spaces that contain six-pointed snowflakes.

**Inquiry Explore It!**

**Does a cloud form?**

- 1. Fill one bowl about  $\frac{1}{3}$  full with warm water. Put nothing in the other bowl. Close both lids. Put the same number of ice cubes on each lid.
- 2. **Observe** after 1 minute, 5 minutes, and 10 minutes.

**Materials**

Cloud or No Cloud?		
Observations		
Time	Bowl With Warm Water	Bowl Without Water
After 1 min		
After 5 min		
After 10 min		

**Explain Your Results**

- 3. **Communicate** Where did water condense? Did a cloud form? Discuss.



.....

.....

.....







I will know that there are different types of precipitation and each is connected with other weather conditions.

### Words to Know

sleet  
hail

## Water in the Air

Have you ever watched a cloud get larger? Have you tried to see shapes in the clouds? Clouds come in many shapes and sizes. Remember that clouds form when water vapor changes into tiny water droplets or ice crystals.

Whether a cloud is made of water droplets or ice crystals depends partly on air temperature. The temperature of air high in the clouds is often much lower than the temperature of the air close to the ground. Even on summer days, many clouds are made of ice crystals.

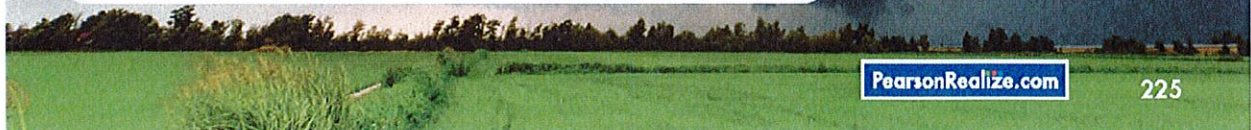
The ice crystals and water droplets in clouds can join together to make larger particles. The particles can get so large that the gravitational force due to the mass of the particles can cause them to fall out of the cloud. This is how precipitation forms.

- 1. Identify** What are clouds made of? Underline a statement or statements to support your answer.



- 2. Write About It** Use what you know about water on Earth. Tell why clouds are important.

*Heavy rain storms can happen when there is a large amount of water in the air.*





## Precipitation

You may be surprised to learn that most rain in the United States starts as snow. The temperature of the air high above the ground is often below  $0^{\circ}\text{C}$ . Clouds of ice crystals form in the cold air. The ice crystals grow larger until they start to fall as snowflakes. As they fall, the crystals sometimes stick to other crystals and become larger snowflakes. If the temperature of all the air between the cloud and the ground is less than  $0^{\circ}\text{C}$ , the ice crystals will fall to the ground as snowflakes.

The ice crystals from a cloud may change as they fall through different layers of air. If the ice crystals fall into air that is warmer than  $0^{\circ}\text{C}$ , they will melt and fall as rain. If the air near the ground is very cold, the rain sometimes freezes before it hits the ground. The frozen raindrops are **sleet**.

## Hail Formation

Sometimes, strong winds can blow upward through a thunderstorm cloud. These winds blow raindrops back up into the freezing air at the top of the cloud. This creates a small piece of ice. As the ice is blown through the cloud many times, many layers of water freeze on it. Finally, it gets too heavy for the winds to carry it back up. This frozen precipitation that forms in layers is called **hail**. The hailstone falls to the ground. Most hailstones are about the size of a pea. Some can get bigger than a baseball.



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### 3. Draw Conclusions

Suppose you know the air temperature from the ground all the way to a cloud is cold enough for water to freeze. The cloud forms precipitation. What conclusion could you draw about the type of precipitation that falls?

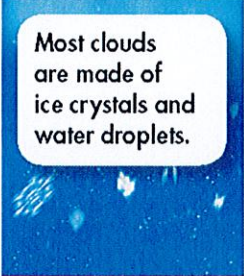
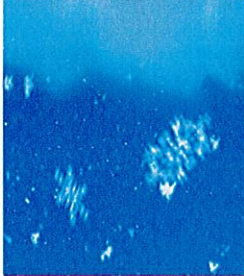
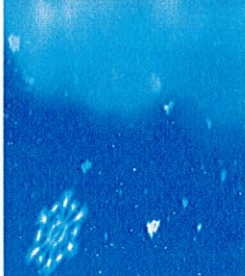
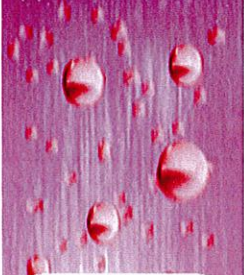
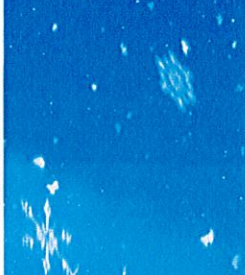

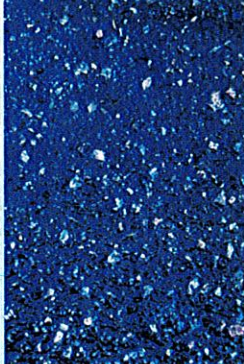
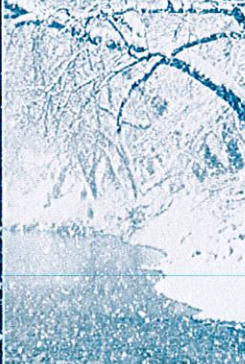
**Underline** the facts that helped you draw your conclusion.



### 4. **Summarize** What causes layers to form in hail?




## Rain, Sleet, and Snow Formation

Rain	Sleet	Snow
<p>Most clouds are made of ice crystals and water droplets.</p> 		
	<p>Ice crystals melt as they fall through a thin layer of warm air high above the ground.</p>	
<p>Ice crystals melt as they fall through warmer air. They fall to the ground as liquid drops.</p>	<p>If raindrops fall for a longer time through cold air, they freeze and fall to the ground as frozen drops called sleet.</p>	<p>If air between the clouds and the ground has a temperature below 0°C, ice crystals fall as snow. They reach the ground as frozen crystals.</p>
		

### 5. Give an Example

Three types of precipitation are rain, sleet, and snow. Do you know two other types? List them here.



.....

.....

.....

6. **Compare** Look at the chart. Circle one way rain and sleet are alike. Underline one way sleet and snow are alike.



### At-Home Lab

#### Rainmaker

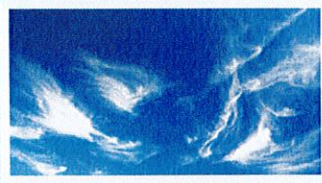
Spray the inside of a pot lid with water. Keep spraying until droplets form. Use a toothpick to push the smaller drops together to form larger drops. Continue until the droplets run in a stream.



**7. Identify** Look outside. Do you see any clouds? If so, **circle** the names of the cloud or clouds on this page.

## Types of Clouds

When you look at clouds in the sky, you may notice they can look different from day to day. Different cloud types form depending on the type of weather present. Clouds that form at different heights in the atmosphere have different names. Here are five common types of clouds.



### Cirrus

High-level clouds form more than 6 km above the ground. This region overlaps the region for midaltitude clouds. Cirrus clouds are high-altitude clouds that are often thin, wispy, and white.



### Cumulonimbus

Clouds that grow vertically have rising air inside them. The bases of these clouds may be as low as 1 km above the ground. The rising air may push the tops of these clouds higher than 12 km. Vertical clouds can cause thunderstorms.



### Altocumulus

The bases of mid-level clouds are between 2 km and 7 km above the ground. Altocumulus clouds are midlevel clouds that look like small, puffy balls. The bottoms of the clouds can look dark because sunlight may not reach them.



### Stratus

Low-level clouds are often seen less than 2 km above the ground. Stratus clouds are low-level clouds that cover the whole sky. They look dark because little sunlight gets through the layer of clouds.



### Fog

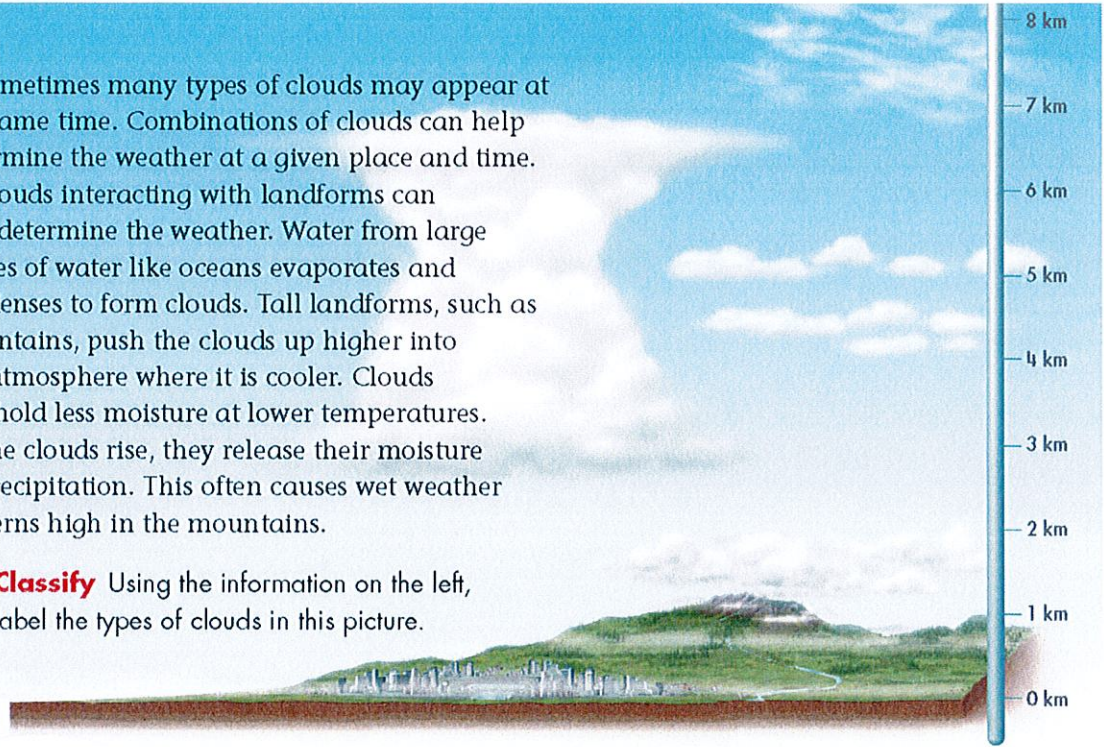
Fog is a cloud at ground level. As air near the ground cools, water vapor condenses into tiny droplets and forms a cloud at or near the ground. As more droplets form and get larger, the fog appears thicker.




Sometimes many types of clouds may appear at the same time. Combinations of clouds can help determine the weather at a given place and time.

Clouds interacting with landforms can also determine the weather. Water from large bodies of water like oceans evaporates and condenses to form clouds. Tall landforms, such as mountains, push the clouds up higher into the atmosphere where it is cooler. Clouds can hold less moisture at lower temperatures. As the clouds rise, they release their moisture as precipitation. This often causes wet weather patterns high in the mountains.

8. **Classify** Using the information on the left, label the types of clouds in this picture.




### Got it?

9.  **Sequence** Write the steps taken from water vapor to sleet.

.....

.....

.....

10.  **UNLOCK THE BIG** How are clouds and weather related?

.....

.....

.....

-  **Stop!** I need help with .....
-  **Wait!** I have a question about .....
-  **Go!** Now I know .....

## Words to Know

Write the word next to the description it matches.

<b>hail</b>	<b>precipitation</b>	<b>sleet</b>
-------------	----------------------	--------------

- \_\_\_\_\_ ice that forms in layers and then falls to the ground
- \_\_\_\_\_ water leaving clouds in various forms
- \_\_\_\_\_ frozen raindrops



## Explain

Tell if each statement is true or false. Explain your choice.

4. Clouds are always made of ice crystals.

This statement is \_\_\_\_\_ because \_\_\_\_\_

---

---

5. Cirrus clouds are low-level clouds that are often thin, wispy, and white.

This statement is \_\_\_\_\_ because \_\_\_\_\_

---

---



## Apply Concepts

6. Suppose it is 3°C outside. What form of precipitation might be falling?  
What form of precipitation might be falling if the temperature is below 0°C?  
Explain your answers.

---

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---



# Clouds

## Word Search



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

- |               |              |                      |
|---------------|--------------|----------------------|
| STRATUS       | ALTOSTRATUS  | VERTICAL DEVELOPMENT |
| STRATOCUMULUS | ALTOCUMULUS  | CLOUDS               |
| NIMBOSTATUS   | CIRROSTRATUS | LOW CLOUDS           |
| CUMULUS       | CIRROCUMULUS | MIDDLE CLOUDS        |
| CUMULONIMBUS  | CIRRUS       | HIGH CLOUDS          |



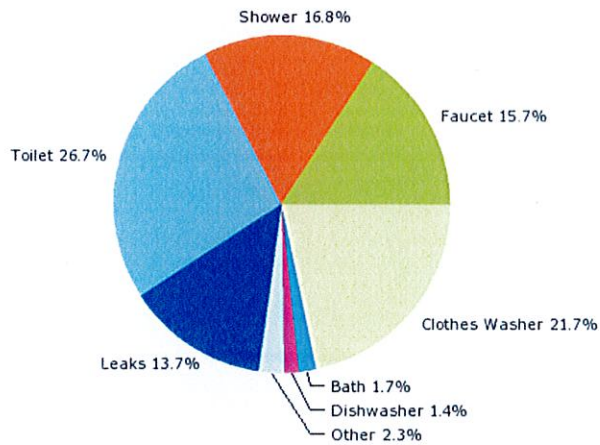
# Water, Water Everywhere?

Name:  
Teacher:

Class:  
Date:

**Directions:** Use the pie chart to help you answer the questions about water use in the United States.

## Household Water Use



1. In a typical home, what fixture/appliance uses the MOST water? \_\_\_\_\_
2. What fixture/appliance uses the LEAST water? \_\_\_\_\_ Why do you think this is?  
\_\_\_\_\_
3. In your home, what is one way YOU can cut back on water use? \_\_\_\_\_
4. According to the pie chart, about 14% of the water used can be stopped by doing what?  
\_\_\_\_\_
5. What is one reason why more water is used for showers than baths?  
\_\_\_\_\_



Your Classroom Partner  
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**The Tropical North**

**Lesson 1: Physical Geography of the Region**

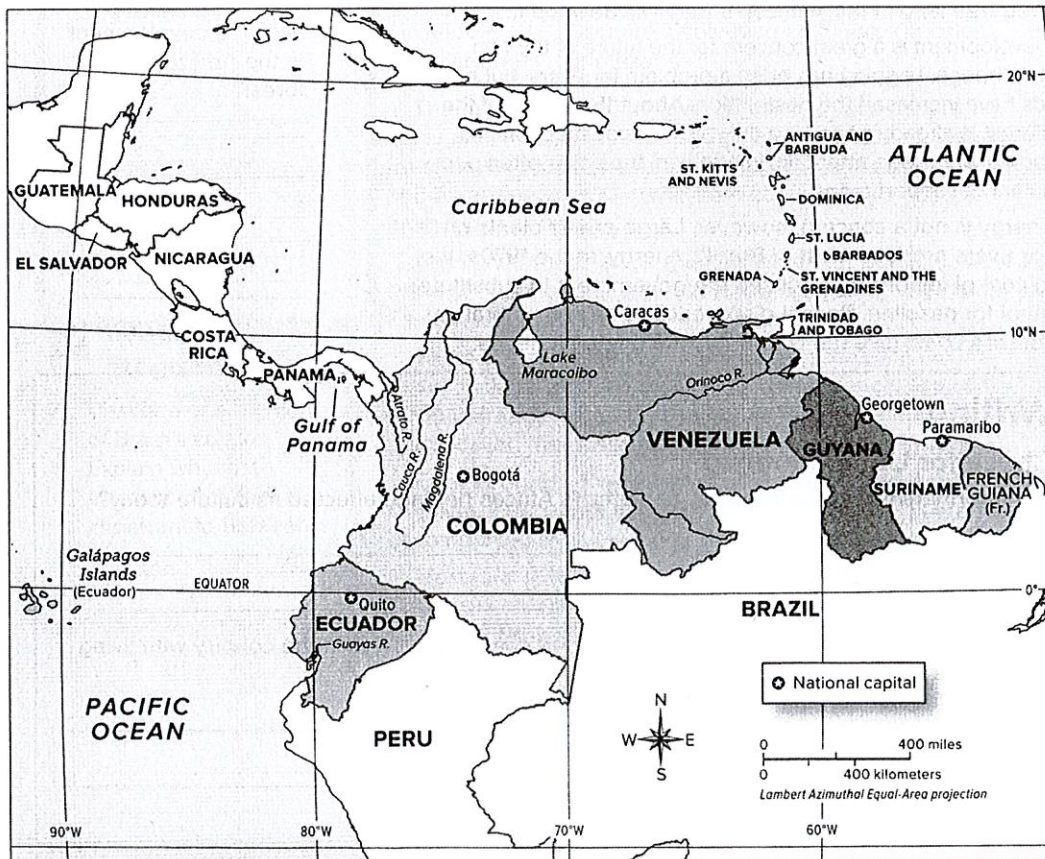
**ESSENTIAL QUESTION**

*How does geography influence the way people live?*

**Terms to Know**

- elevation** the measurement of how much above or below sea level a place is
- trade winds** steady winds that blow from higher latitudes toward the Equator
- cash crop** a farm product grown for export

**Where in the World: The Tropical North**



Copyright © McGraw-Hill Education

**The Tropical North**

**Lesson 1: Physical Geography of the Region, *continued***

**Landforms and Waterways**

**Guiding Question** *What are the major physical features of the Tropical North?*

South America's Tropical North consists of five countries: Ecuador, Colombia, Venezuela, Guyana, Suriname, and French Guiana. The first three have the region's most diverse physical geography. The Andes mountain ranges run through each of them. Some peaks have **elevations** more than 18,000 feet (5,486 m). Elevation is the height above sea level. Cotopaxi in Ecuador is the world's highest active volcano. The Sierra Nevada de Santa Marta in Colombia are the world's highest coastal range.

Colombia has coastlines on both the Pacific Ocean and the Caribbean Sea. Its mountains make travel between the coasts difficult. So does the Darién, a wilderness region of deep ravines, swamps, and dense rain forest.

West of the Andes, Colombia and Ecuador have narrow coastal lowlands. East of the mountains, more lowlands extend into Peru, Brazil, and Venezuela. The southern half is part of the Amazon Basin. The northern half is a grassy plain called the Llanos. This plain also covers most of northern Venezuela.

The Guiana Highlands are a heavily forested region of hills, low mountains, and plateaus. They stretch from Southern Venezuela east into Guyana, Suriname, and French Guiana. Rain forest covers most of this region. There is a narrow band of low and sometimes swampy plains along the Atlantic coast.

The Orinoco River in Venezuela is the continent's third-longest river. Colombia's two main rivers are the Magdalena and the Cauca. They are important routes into the country's agricultural and industrial interior. Commercial ships can navigate most of the length of these rivers. The Guayas River has made Guayaquil Ecuador's largest city and a major seaport.

The Galápagos Islands lie 600 miles (966 km) west of Ecuador. These islands belong to Ecuador. They are home to many unusual animals because the island is so isolated. Today they are protected.

**Climates**

**Guiding Question** *How and why do climates vary in the Tropical North?*

South America's Tropical North lies along the Equator. There are a variety of climates due to differences in elevation or location. Others are caused by ocean currents or winds.

**Defining**

1. What is the definition of *elevation*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Explaining**

2. Why is travel between Colombia's two coasts difficult?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Marking the Text**

3. Read the text on the left. Highlight the names of the countries where the Guiana Highlands are located.

**Reading Progress Check**

4. How do Colombia's rivers help the nation's economy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The Tropical North

### Lesson 1: Physical Geography of the Region, *continued*



#### Marking the Text

- Read the text on the right. Underline the sentences that describe the climate of the Chocó region of Colombia.



#### Reading Progress Check

- How do the climates of the Pacific coast, the Atlantic coast, and the Caribbean coast differ?

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#### Drawing Conclusions

- Why do you think the two nations that are most diverse in natural resources are also the richest countries in the Tropical North?

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The region's coasts, interior lowlands, plains, and hills all have some type of tropical climate. This means they are warm throughout the year.

Tropical Climates	
tropical monsoon	short dry season and long season with heavy rainfall
tropical wet-dry	high annual rainfall; most rain between May and October
tropical rain forest	no dry season

There are coastlines on the Pacific Ocean, the Caribbean Sea, and the Atlantic Ocean. Much of the coastal and lowlands of Ecuador and Colombia have a tropical rain forest climate. In the Chocó region of Colombia, it rains more than 300 days a year. More than 400 inches (1,016 cm) of rain fall each year. It is one of the wettest places on Earth.

The Llanos of Colombia and Venezuela have a tropical wet-dry climate. They get 40 to 70 inches (102–178 cm) of rain each year. The Guiana Highlands have a tropical monsoon climate in some places. In others, there is a tropical rain forest climate.

Guyana, Suriname, and French Guiana have the same climate as Venezuela's highlands. Their coasts are cooled by the **trade winds**. These are steady winds that blow from the higher latitudes toward the Equator. The cooler climate on the Caribbean coast of Venezuela and Colombia gets less than 20 inches (30 cm) of rain a year.

Mountain climates depend on the elevation. From 3,000 to 6,500 feet (914 to 1981 m), there is moderate rainfall. Temperatures average 65° to 75°F (18° to 24°C). Above this, it is colder. At about 10,000 feet (3,048 m), average daily temperatures are below 50°F (10°C). Wind, fog, and light drizzle are common. Vegetation is mainly grasses and hardy shrubs. Above 15,000 feet (4,572 m), the ground is covered with snow and ice year-round.

### Natural Resources

**Guiding Question** Which natural resources are most important to the economies of the Tropical North's countries? Tropical rain forests cover much of the North. However, the region's physical geography and lack of roads make it difficult to use this resource. The North's largest countries, Venezuela and Colombia, are also its richest and most diverse in natural resources, as well.

**The Tropical North**

**Lesson 1: Physical Geography of the Region, *continued***

Oil is found across much of the Tropical North. Venezuela is South America's top producer of oil. It also has large gas deposits and is South America's second-largest coal producer. Colombia is South America's largest coal producer, and the third-largest oil producer. Oil makes up 40 percent of Ecuador's exports.

Gold and diamonds are found throughout the region, with large amounts in some areas, as well as many other minerals and gems.

Mineral and Gem Production	
Gold	Colombia, Ecuador, Venezuela,
Diamonds	Colombia, Venezuela, Guyana, Suriname
Emeralds	Colombia
Bauxite	Guyana, Venezuela, Suriname
Copper, iron ore, other minerals	Colombia, Venezuela, Guyana, Suriname

Ecuador and Colombia grow bananas and coffee as their main **cash crop**, or farm product grown for export, as well as corn, potatoes, beans, and cassava. Colombia produces rice, wheat, sugarcane, cotton, and cattle for sale. Venezuela grows coffee for export, as well as corn and rice, and some ranching is done there. Only about 10 percent of Venezuelans are farmers.

In Guyana, Suriname, and French Guiana, most of the land is covered by rain forest. There is little farming done there and little in the way of oil or mineral resources.

 **Marking the Text**

8. Highlight the three countries in the region that produce the most oil.

 **Marking the Text**

9. Highlight the *cash crops* that are important to the economy of the Tropical North.

**Reading Progress Check**

10. Which fossil fuel, mineral, and gem are most widespread in the Tropical North?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Writing**

**Check for Understanding**

1. **Informative/Explanatory** Choose a major geographical feature of the Tropical North and write three facts about that feature.

\_\_\_\_\_

\_\_\_\_\_

2. **Informative/Explanatory** How are climate and elevation related in the Tropical North?

\_\_\_\_\_

\_\_\_\_\_



## The Tropical North

### Lesson 2: History of the Countries

#### ESSENTIAL QUESTION

*Why does conflict develop?*

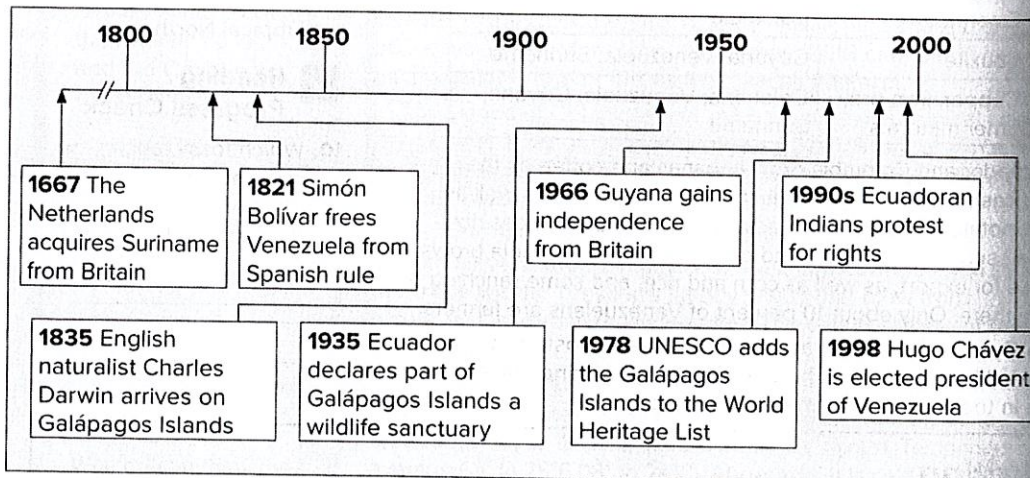
#### Terms to Know

**immunity** the ability to resist infection by a particular disease

**encomienda** the Spanish system that allowed Spanish colonists to demand labor from the Native Americans who lived in a certain area

**hacienda** a large estate

#### When did it happen?



#### Marking the Text

1. Read the text on the right. Highlight the names of Native American groups that lived in the Tropical North.

#### Early History and Colonization

**Guiding Question** *How did Europeans colonize the Tropical North?*

Indigenous peoples have lived in this region for thousands of years. Along the Caribbean and Atlantic coasts were Carib, Arawak, and other hunter-gatherer peoples. The Cara and other peoples built fishing villages along the Pacific coast. Groups like the Chibcha and Quitu settled in mountain valleys in the Andes. They farmed, made cotton cloth and gold ornaments, and traded with the Inca. In the late 1400s, some of these groups were conquered and became part of the Inca Empire.

**The Tropical North**

**Lesson 2: History of the Countries, *continued***

Spanish adventurers landed on the Caribbean and Atlantic coasts in the early 1500s. When they found no gold there, they lost interest. Spain first settled in Venezuela in 1523 and Colombia in 1525. They invaded Ecuador in 1534, after conquering the Inca. By the mid-1500s, Spain controlled all of what is now Ecuador, Colombia, and Venezuela. They did not colonize east of Venezuela.

The Spanish set up governments in their new colonies. Their capitals were located where there were already Native American settlements. Most were inland, at higher elevations. Climates were milder than on the tropical coasts. In the 1700s, the Spanish placed Venezuela, Ecuador, and Colombia under a single government.

Native Americans suffered greatly under Spanish rule. Thousands died of European diseases. They had no natural **immunity**, or protection against these illnesses. Other Native Americans were forced to work for Spanish colonists under a system called the **encomienda**. They often worked in mines and for large estates called **haciendas**. Most haciendas grew coffee, tobacco, sugarcane, or other cash crops. Some were cattle ranches.

The British, Dutch, and French fought over and colonized Guyana, Suriname, and French Guiana. The British and Dutch started sugar plantations. They also brought the first enslaved Africans to the area. Control of these colonies changed hands and names several times in the 1600s and 1700s.

Great Britain	British Guiana → Guyana
Netherlands	Dutch Guiana → Suriname
France	French Guiana

**Independence**

**Guiding Question** *How did Spain's colonies become independent countries?*

By the late 1700s, many Spanish colonists wanted independence. They got their chance when the French conquered Spain in 1808. Ecuadorans rose up in 1809. Columbians and Venezuelans soon followed. At first, the war was between groups that wanted to be independent and groups that stayed loyal to Spain. Spain expelled the French in 1814. It then tried to restore order in South America.

The colonies resisted Spain's efforts to reestablish control. Venezuelan Simón Bolívar led the revolt in the north. In 1819, Bolívar united Venezuela, Colombia, Panama, and Ecuador. He became the first president of the new republic of Gran Colombia.

**? Explaining**

2. Why did the Spanish locate most of their capitals inland?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ABC Defining**

3. How were the *encomienda* and the *hacienda* related?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**✓ Reading Progress Check**

4. Which European nations founded colonies in the Tropical North, and which countries did each colonize?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Pencil Marking the Text**

5. Read the text on the left. Highlight the names of the countries that united to form Gran Colombia.



## The Tropical North

### Lesson 2: History of the Countries, *continued*

#### Sequencing

6. Using the map on this page, create a time line showing the dates of independence for each country in the region.

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#### Marking the Text

7. Using the map on this page, circle the name of the country that is not independent.

#### Reading Progress Check

8. How did British, Dutch, and French colonists find workers after slavery ended in their colonies?

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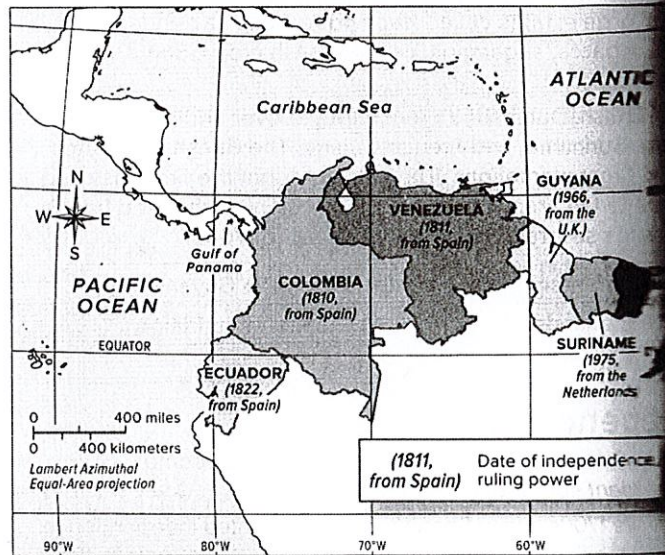


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After Bolívar's death in 1830, Ecuador and Venezuela became independent countries. In the early 1900s, Panama became independent from Colombia.

Independence did not bring democracy and peace. Wealthy landholders and wealthy city businesspeople competed for control of the government. Conflict over the role of the Catholic Church in society added to unrest. There were civil wars in Colombia and Venezuela. Dictators have often ruled Ecuador, Colombia, and Venezuela.

British, Dutch, and French Guiana remained colonies. In 1838 the British abolished slavery in their colony. The French and the Dutch followed in 1863. British and Dutch plantation owners then recruited workers from India and China. The Dutch also brought workers from their colony in Indonesia. The immigrants worked on sugar, rice, coffee, or cacao plantations. After a required length of time, they were free.



### Challenges and Change

**Guiding Question** *What challenges do the countries of the Tropical North face?*

Independence did not bring an end to trouble. Political and social problems continued to plague Ecuador, Colombia, and Venezuela through most of the twentieth century. Venezuela, for example, did not have a peaceful transfer of power until 1958.

**The Tropical North**

**Lesson 2: History of the Countries, *continued***

The British granted self-government to their colony of Guyana in 1891. In 1953 colonists were given the right to vote and to elect a legislature. Guyana gained independence in 1966. Colonists in Dutch Guiana received the right to vote in 1948. They gained self-government in 1953. The colony became the independent country of Suriname in 1975. The people of French Guiana became French citizens and gained the right to vote in 1848. Since 1945, the colony has been an overseas department, or district, of France.

The lack of strong, stable governments has led to major unrest. Violence between feuding political groups took as many as 200,000 lives in Colombia between 1946 and 1964. Ecuador has not been able to control its remote region in the Amazon Basin. Colombian rebels have built camps in Ecuador and Venezuela. This has led to tension between Colombia and its neighbors.

A border dispute between Guyana and Venezuela was finally settled in 2007. Another border dispute broke out after Suriname's independence. Guyana's African and South Asian populations have competed for power. This has caused years of unrest.

Suriname has also faced internal unrest. The military took power from civilian leaders in 1980 and again in 1990. Rebel groups of Maroons tried to overthrow the government. Maroons are descendants of escaped slaves. In response, the army killed thousands of Maroon civilians. Thousands fled to French Guiana.



**Marking the Text**

9. Read the text on the left. Underline the sentence that explains the current political status of French Guiana.



**Reading Progress Check**

10. Which of the region's nations have experienced serious internal unrest since gaining independence?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Writing**

**Check for Understanding**

1. **Informative/Explanatory** How did conflicts in society lead to independence for Spain's colonies and cause unrest afterward?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **Informative/Explanatory** Why do the Tropical North's nations have a history of tense relations and internal unrest?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## The Tropical North

### Lesson 3: Life in the Tropical North

#### ESSENTIAL QUESTION

*What makes a culture unique?*

#### Terms to Know

**Creole** a group of languages developed by enslaved people that is a mixture of French, Spanish, and African

**tariff** tax on imported goods

#### 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 . . .
	What ethnic groups live in the Tropical North?	
	Where do most of the people of the Tropical North live?	
	What is the Tropical North's culture like?	
	What are some of the challenges that the countries of the Tropical North face?	



#### Defining

1. What is the definition of *mestizo*?

\_\_\_\_\_

\_\_\_\_\_

#### People and Places

**Guiding Question** *What ethnic groups populate the Tropical North, and where do they live?*

Ecuador has the largest indigenous population of any country in the Tropical North. One quarter of the population is Native American. Mestizos are a mixture of white and Native American. Counting mestizos, 90 percent of Ecuadorans have some Native American ancestry.

**The Tropical North**

**Lesson 3: Life in the Tropical North, *continued***

In Venezuela and Colombia, 20 percent of the populations are white. Only 1 to 2 percent are Native American. Two-thirds of Colombians and Venezuelans are mestizos. The African populations of Venezuela, Ecuador, and Colombia are small. However, 15 percent of Colombians have mixed African and European ancestry.

Descendants of laborers from India are Suriname's largest group. They make up nearly 40 percent of the population. An equal number of people are of African and mixed-African descent. There is a large Indonesian population. Whites and Native Americans total less than 5 percent of the population.

Native Americans make up almost 10 percent of Guyana's population. A third of the population is African. East Indians account for more than 40 percent. There is no significant white population. About one out of six Guyanese is of mixed ancestry.

People of mixed race make up most of French Guiana's population. There are small groups of French, Native Americans, Chinese, East Indians, Laotians, Vietnamese, Lebanese, Haitians, and Africans.

Most people in the Tropical North live in cities. Bogotá, Colombia, is home to almost 5 million people. About 20 percent of Colombia's people live in the Caribbean lowlands. The Pacific coast is sparsely settled.

Most of Ecuador's Native Americans live in or around Quito. Most other Ecuadorans live along the coast. Venezuelans began moving to cities in the mid-1900s. More than 90 percent of the country's people live in Caracas and other cities along the coast.

Guyana, Suriname, and French Guiana are sparsely populated. Nearly everyone lives along the coast. Suriname's capital is home to more than half of the country's population. Most Guyanese live in small farm towns on the coast.

**People and Cultures**

**Guiding Question** *What is the Tropical North's culture like?*

Languages in Guyana, Suriname, and French Guiana reflect their colonial heritage and ethnic populations. **Creole** is widely spoken. It is a group of languages that enslaved Africans developed to help them communicate. Most people in Guyana speak English. In Suriname, the official language is Dutch. However, it is spoken only as a second language. Native American languages, Hindi, and other South Asian languages are heard in both countries.

 **Analyzing**

- 2. Why is the Tropical North home to so many ethnic groups?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **Marking the Text**

- 3. Read the text on the left. Highlight the names of major cities in the Tropical North.

**Reading Progress Check**

- 4. Where do the greatest number of people in the Tropical North live?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **Marking the Text**

- 5. Read the text on the left. Highlight the definition of the word *Creole*.



**The Tropical North**

**Lesson 3: Life in the Tropical North, *continued***



**Marking the Text**

6. In the text, highlight the names of languages that are spoken in the countries of the Tropical North.



**Describing**

7. How do Native American cultures continue to influence the Tropical North?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Reading Progress Check**

8. What language and religion are most common in the Tropical North?

\_\_\_\_\_

\_\_\_\_\_



**Defining**

9. How would ending *tariffs* between UNASUR's member nations help their economies?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spanish is the official language of Ecuador, Colombia, and Venezuela. Native American languages have created regional differences in Ecuadoran Spanish. Colombians, however, have preserved the purity of the Spanish language.

The religions of the Tropical North are equally diverse. Native Americans practice indigenous religions in all countries. However, most people practice religions reflecting the ethnic variety and colonial heritage of the region.

Ecuador	90% Roman Catholic
Venezuela	90% Roman Catholic
Colombia	90% Roman Catholic
Suriname	equal numbers Roman Catholic, Protestant, Hindu, Muslim
Guyana	Protestant, Hindu, with Catholic and Muslim minorities

Each country's foods, music, and other cultural elements reflect its ethnic and religious makeup. Venezuela, Colombia, and Ecuador celebrate Carnival. However, the festivities are not as colorful as those of Brazil. Many Andes communities celebrate regional religious festivals.

Culture often differs by geographic area. Native Americans in mountain regions weave baskets and cloth. They play Andean music using traditional instruments. A dance called the *cumbia* blends Spanish and African heritage. It is popular along the coast of Colombia and Venezuela. Other Venezuelan coastal music shows Caribbean island influences. Maracas and guitars make the music of the Llano.

**Ongoing Issues**

**Guiding Question** *What challenges do the countries of the Tropical North face?*

Many people in the Tropical North are poor. The region's natural resources have mostly benefited a wealthy few. This has led to tensions within and between countries.

Many South American leaders believe that trade will strengthen their countries' economies. In 2008 the countries of South America joined to form the Union of South American Nations (UNASUR). UNASUR has several goals, including ending **tariffs**, or taxes on imported goods, between member nations. It also would like to see the region adopt a single currency similar to the euro.

**The Tropical North**

**Lesson 3: Life in the Tropical North, *continued***

Another challenge is improving the region's relationship with the United States. The relationship has been rocky in the past. The United States and the Colombian government are working together to stop the flow of illegal drugs.

In 1998 Venezuelans elected Hugo Chávez as president. He often criticized the United States. He became friendly with anti-U.S. governments in Cuba and Iran. He promised to use Venezuela's oil income to improve conditions for the country's poor. In 2009 he seized control of U.S. oil companies operating in Venezuela. His rule split Venezuela into opposing groups. Working class Venezuelans supported his policies, but middle-class and wealthy Venezuelans opposed him.

The government of Colombia has had a long and bitter struggle with FARC. That is short for the Revolutionary Armed Forces of Colombia. FARC wants to decrease foreign influence in Colombia. It also wants to help the nation's poor farmers.

In Ecuador, indigenous people protested for rights. When the president did not help them, they organized to win rights. They want access to land, basic services, and political representation.



**Marking the Text**

- 10. Underline text that describes how the United States is working with a nation of the Tropical North.



**Reading Progress Check**

- 11. How did Hugo Chávez raise tensions between Venezuela and the United States?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Writing**

**Check for Understanding**

- 1. **Informative/Explanatory** Why are there Hindu and Muslim populations living in northern South America?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. **Informative/Explanatory** How and why is UNASUR likely to affect the economies and people of the Tropical North's countries?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



An entrepreneur is a person who sets up a business with the aim to make a profit.

This entrepreneur definition can be a bit vague but for good reason. An entrepreneur can be a person who sets up their first online store on the side or a freelancer just starting out.

The reason why they're considered entrepreneurs, though some disagree, is because where you start out isn't where you'll end up. An entrepreneur is someone who starts a [side hustle](#) that can eventually create a full-time, sustainable business with employees. Same with the freelancer. If your [entrepreneurial mindset](#) is focused on creating a profitable business, you fit the entrepreneur definition.

However, the entrepreneur meaning involves much more than being a business or job creator. Entrepreneurs are some of the world's most powerful transformers. From Elon Musk sending people to Mars to Bill Gates and Steve Jobs making computers part of every household, entrepreneurs imagine the world differently.

And the entrepreneur definition rarely ever talks about the enormous impact entrepreneurs have on the world.

**Entrepreneurs see possibilities and solutions where the average person only sees annoyances and problems.**

Understanding what is an entrepreneur can help more people recognize the value they contribute to the world.

## What Is the Meaning of Entrepreneurship?

The meaning of entrepreneurship involves an entrepreneur who takes action to make a change in the world. Whether startup entrepreneurs solve a problem that many [struggle](#) with each day, bring people together in a way no one has before, or build something revolutionary that advances society, they all have one thing in common: action.

It's not some idea that's stuck in your head. Entrepreneurs take the idea and execute it. Entrepreneurship is about execution of ideas.

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# Entrepreneurship

Name:

Class:

Teacher:

Date:

**Directions:** Place each item in the correct order.

ITEMBANK:

Capital	Entrepreneur	Incentive	Labor	Land	Partnership	Profit Motive	Sole Proprietorship
---------	--------------	-----------	-------	------	-------------	---------------	---------------------

This is equipment and factories used in the production of goods and services.

a person who takes the risk of a new business enterprise

an unincorporated business owned and run by two or more people

This is an unincorporated business owned and run by one person.

This is one of the three main factors of production. It is the measure of the work done by people.

Any factor, usually financial, to influence one choice over another by an individual or business.

In a market economy, this is the driving force that encourages individuals and organizations to improve their material well-being.

This is one of factors of production, referring to anything that is taken from the earth during the production of a good or service.



## Taxes and Public Goods



Name:

Class:

Teacher:

Date:

Directions:

Choose all the items that are examples of public goods provided by the government through taxpayer money.

highways

food

sanitation

private parks

national defense

schools



Name \_\_\_\_\_

Number and Operations – Fractions  
Preparation for 5.NF.2

# Lesson 2 Greatest Common Factor

**ESSENTIAL QUESTION** ?  
How are factors and multiples helpful in solving problems?

Factors shared by two or more numbers are called **common factors**. The greatest of the common factors of two or more numbers is the **greatest common factor (GCF)** of the numbers.



Math in My World

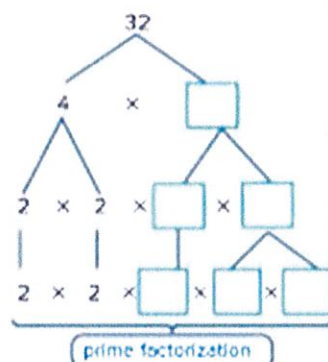
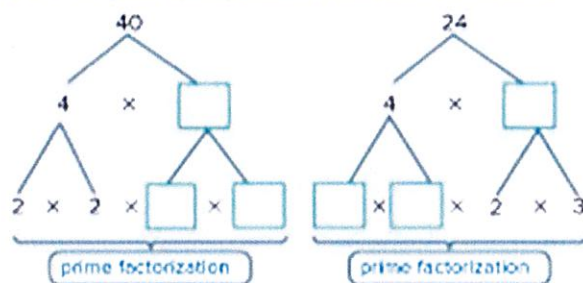


### Example 1

Sevierville Middle School arranges their sports trophies in rows in a display case. There is an equal number of trophies in each row. Each row has only one kind of trophy. What is the greatest possible number of trophies in each row?

Trophies	
Type	Number
Volleyball	40
Football	24
Baseball	32

Write the prime factorization to find common factors.



The common prime factors are 2, 2, and 2.

Multiply to find the GCF.

\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ or \_\_\_\_\_

So, the greatest number of trophies that could be placed in each row is \_\_\_\_\_.

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## Example 2



Find the GCF of 60 and 54.

Make an organized list of the factors for each number. Then circle the common factors.

60: 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60

54: 1, 2, 3, 6, 9, 18, 27, 54

The common factors are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

So, the greatest common factor, or GCF, of 60 and 54 is \_\_\_\_\_.

## Guided Practice

Find the GCF of each set of numbers.

1. 8, 32

8: \_\_\_\_\_

32: \_\_\_\_\_

The common factors are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

So, the GCF of 8 and 32 is \_\_\_\_\_.

2. 3, 12, 18

3: \_\_\_\_\_

12: \_\_\_\_\_

18: \_\_\_\_\_

The common factors are \_\_\_\_\_ and \_\_\_\_\_.

So, the GCF of 3, 12, and 18 is \_\_\_\_\_.

**Talk MATH**

Explain which method you prefer to find the GCF of two numbers.

Name \_\_\_\_\_

## Independent Practice

Find the GCF of each set of numbers.

3. 24, 60 \_\_\_\_\_

4. 12, 18 \_\_\_\_\_

5. 18, 42 \_\_\_\_\_

6. 30, 72 \_\_\_\_\_

7. 4, 10, 14 \_\_\_\_\_

8. 14, 35, 84 \_\_\_\_\_

9. 9, 18, 42 \_\_\_\_\_

10. 16, 52, 76 \_\_\_\_\_





## Problem Solving

11. **Mathematical PRACTICE 3** **Justify Conclusions** Annika is placing photos in a scrapbook. Each page will have only one size of photo. She also wants to place the same amount of photos on each page. What is the greatest number of photos that could be on each page? Justify your response.

Scrapbooking	
photo size	photos
Large	8
Medium	12
Small	16

12. Twelve pens and 16 pencils will be placed in bags with an equal number of each item. What is the most number of bags that can be made?



## Brain Builders

13. Oliver has 14 chocolate chip cookies and 21 iced cookies. Oliver gives each of his friends an equal number of each type of cookie. What is the greatest number of friends with whom he can share the cookies? How many of each type of cookie will each friend receive?

14. **Mathematical PRACTICE 3** **Which One Doesn't Belong?** What is the GCF of the four numbers shown? Circle the number that you would take away so that 8 will be the GCF of the remaining three numbers. Explain.

16

8

24

20

15. **?** **Building on the Essential Question** How can you find the greatest common factor of two numbers?

Name \_\_\_\_\_

Number and Operations – Fractions  
Preparation for 5.NF.2

# MY Homework

## Lesson 2

### Greatest Common Factor

## Homework Helper

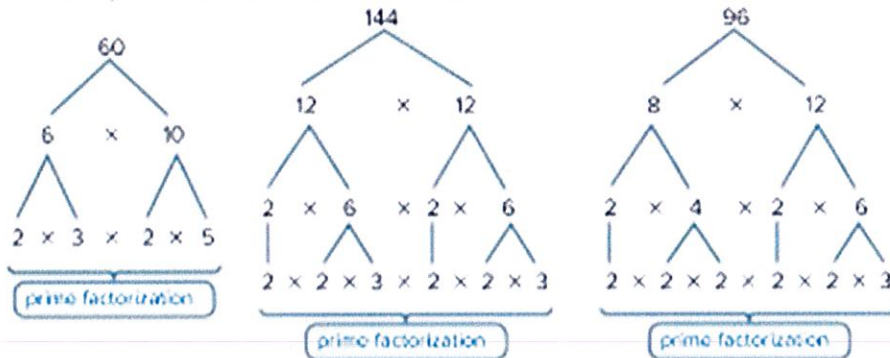


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The table shows the amount of money Ms. Ayala made over three days selling 4-inch × 6-inch prints at an arts festival. Each print costs the same amount. What is the most each print could have cost?

Ms. Ayala's Artwork	
Day	Cost (\$)
Friday	60
Saturday	144
Sunday	96

Write the prime factorization to find common factors.



The common prime factors are 2, 2, and 3.

Multiply to find the GCF.  $2 \times 2 \times 3 = 12$

So, the greatest cost of each print would be \$12.

## Practice

Find the GCF of each set of numbers.

1. 21, 30 \_\_\_\_\_

2. 12, 30, 72 \_\_\_\_\_



## Problem Solving

3. A store sells bottles of juice in equal size boxes. Garth bought 18 bottles, Rico bought 36 bottles, and Mai bought 45 bottles. What is the greatest number of bottles in each box? How many boxes did each person buy if each box contained the greatest number of bottles possible?

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## Brain Builders

4. **Mathematical PRACTICE** **Justify Conclusions** The GCF of any two even numbers is always even. Determine whether the statement is true or false. If true, explain why. If false, give a reason.

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## Vocabulary Check



5. Circle the correct term that makes the sentence true.  
The (greatest, least) of the common factors of two or more numbers is the (greatest, least) common factor of the numbers.
6. **Test Practice** Jeremiah will give away all of his sports cards to a number of his friends. What is the greatest number of friends he can give his cards to so that each friend will receive an equal number of baseball cards and football cards?

Sports Cards	
Type	Number
Baseball	32
Football	24

- Ⓐ 4 friends                      Ⓒ 12 friends  
Ⓑ 8 friends                      Ⓓ 16 friends

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Use the fruityfruits below to help you write the fraction.



1. How many fruity fruits are there in all?
2. How many different kinds of fruity fruit are in the picture?
3. Write the fraction that tells what part of the fruity fruits are grapes.
4. Write the fraction that tells what part of the fruity fruits are cherries.
5. Write the fraction that tells what part of the fruity fruits are pineapples.
6. Write the fraction that tells the number of grapes to the number of cherries.
7. Write the fraction that tells the number of pineapples to the number of grapes AND cherries.
8. Write the fraction that tells the number of grapes to the number of pineapples.
9. Write the fraction that tells the number of grapes AND pineapples to cherries.
10. Is the fraction that tells the number of grapes to cherries proper or improper? Explain.

