

# Hillcrest

Elementary School



## HOME LEARNING PACKET: PHASE 3

PAQUETE DE APRENDIZAJE EN EL HOGAR: FASE 3


5TH GRADE  
5TO GRADO



# SPECIALS CHOICE BOARD

Pick something from a different column each day! Be sure to do all areas over the course of the week (and P.E. is twice each week!).

Music	P.E. (Physical Education)	Art	STEM
<p>Play a Rhythm Clapping game with a family member.</p> <p>You clap a rhythm and the family has to echo you.</p> <p>You can clap, pat, snap, use your voice or any other part of your body!</p> <p>Make it easy to start then more difficult as you go.</p>	<p>Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</p> <p>Tabata Work Out Below:</p> <ol style="list-style-type: none"> <li>1. Jumping Jacks- 20 seconds on 10 seconds off</li> <li>2. High Knees- 20 seconds on 10 seconds off</li> <li>3. Push-up- 20 seconds on 10 seconds off</li> <li>4. crunches - 20 seconds on 10 seconds off</li> <li>5. Squats- 20 seconds on 10 seconds off</li> <li>6. Plank- 20 seconds on 10 seconds off</li> <li>7. Mountain Climbers- 20 seconds on 10 seconds off</li> </ol>	<p>Choose something new from the attached "Art Everyday List!" Do one every day!</p>	<p>Making Triangles</p> <p>You will need:</p> <p>9 Pencils, or Pens, or Sticks, or Toothpicks. Anything straight.</p> <p>How many triangles can you make with those 9 sticks?</p>
<p>Make an instrument using recycling items. Ideas:</p> <ul style="list-style-type: none"> <li>-Make drums using cans and canisters.</li> <li>-Make a horn using toilet paper rolls or paper towel rolls</li> <li>-Make a string instrument using box and string or rubber bands</li> </ul>	<ul style="list-style-type: none"> <li>● Grab an invisible jump rope. Jump rope for 30 seconds</li> <li>● Find someone to play 10 games of rock paper scissor with. Winner picks an exercise for both of you to do.</li> <li>● Dance to your favorite song</li> </ul>	<p>Choose something new from the attached "Art Everyday List!" Do one every day!</p>	<p>Money Tower</p> <p>You will need:</p> <p>Coins, as many as you can find.</p> <p>Stack the coins as tall as you can. When it falls, count how much was your tower worth?</p> <p>See More on the Back --&gt;</p>

<p>Sing the song “Count on Me” by Bruno Mars with your family. You can find the words and music on YouTube! What do the lyrics mean to you?</p>	<p><u>Create Your Own Game/Activity</u></p>  <p>Grab materials you have around your house. Try to limit your equipment to 3-5 items.</p>	<p>Choose something new from the attached “Art Everyday List!” Do one every day!</p>	<p>Longest Paper Plate Challenge:</p> <p>You will need a paper plate and scissors.</p> <p>How can you make the paper plate into one long piece without glue or tape? When finished, measure your plate to see how long it is.</p>
<p>Use household items as instruments to play along with a song you like. Send your teacher a recording if you like!</p> <p><a href="mailto:klester@peekskillschools.org">klester@peekskillschools.org</a></p> <p><a href="mailto:akramer@peekskillschools.org">akramer@peekskillschools.org</a></p>	<p>Perform this Warm-Up x 3</p> <p>Jumping Jack 30 Seconds</p> <p>10 Second Break</p> <p>Wall Sit 30 Seconds</p> <p>10 Second Break</p> <p>ABC Push-Ups</p> <p>10 Second Break</p>	<p>Choose something new from the attached “Art Everyday List!” Do one every day!</p>	
<p>Sing the song “Try Everything” from the movie <i>ZOOTOPIA</i>. You can find the music and words on YouTube!</p> <p>Do the words inspire you to take more risks? Does it give you more confidence?</p>	<p>Couch Potato -Did you know??</p> <p>Here is what you do:</p> <ol style="list-style-type: none"> <li>1. Choose a show</li> <li>2. Watch it</li> <li>3. During each commercial break do an exercise.</li> </ol> <p><u>Here is your workout:</u></p> <p>Commercial #1 – Incline Push Ups (feet on the couch, hands on the floor)</p> <p>Commercial #2 – Jumping Jacks</p> <p>Commercial #3 – Stretch any muscles</p> <p>Commercial #4 – Mountain Climbers</p> <p>Commercial #5 – Sit ups (Chest touches your knees)</p> <p>Commercial #6 – Run in Place</p>	<p>Choose something new from the attached “Art Everyday List!” Do one every day!</p>	
<p>Listen to the jazz song, “Sing, Sing, Sing” by Benny Goodman. Write down how it makes you feel. Did you dance or sing along?</p>	<p><u>Pillow Case Race</u></p> <p>All you need are some family members and pillow cases. Create 2 lines 10 feet apart. Use the pillowcase as a sack &amp; jump to the line across from you</p>	<p>Choose something new from the attached “Art Everyday List!” Do one every day!</p>	

**Hillcrest Daily Art Prompts: 4th and 5th Grade Ms. Coleman**  
**4th Google code: zz52qez**  
**5th Google code: fycuana**

<b>29</b> Draw one of your teachers.	<b>30</b> Draw an animal, a person and a food with a moustache.	<b>31</b> Draw your home.	<b>32</b> Draw your family.	<b>33</b> Draw your happiest memory.	<b>34</b> Draw your favorite food.	<b>35</b> Draw a self portrait.
<b>36</b> Draw your favorite toy.	<b>37</b> Draw a landscape.	<b>38</b> Draw your dream.	<b>39</b> Draw something that makes you happy.	<b>40</b> Draw something using only your favorite color.	<b>41</b> Draw how you feel.	<b>42</b> Draw a person with an animal face.
<b>43</b> Draw a treasure map.	<b>44</b> Draw what you see through your window.	<b>45</b> Draw a picture of the inside of your stomach and all the food in it after a big meal.	<b>46</b> Draw a new invention.	<b>47</b> Draw your birthday wish list.	<b>48</b> Draw a forest and the wild animals that live in it.	<b>49</b> Draw animals that only come out at night.
<b>50</b> Draw the ocean and all of the animals that live in it.	<b>51</b> Draw something upside down.	<b>52</b> Draw a monster.	<b>53</b> Draw the sky if it was made out of food.	<b>54</b> Draw an eye.	<b>55</b> Draw a desert and all the animals that live in it.	<b>56</b> Draw your first day back to Hillcrest!

**Directions:** Take fifteen minutes a day to relax and use your imagination! Use any materials you have -- get creative! If you'd like to share your creations, you may send me a picture at [tcoleman@peekskillschools.org](mailto:tcoleman@peekskillschools.org)!



**Dibujando un día de Hillcrest: 4to y 5to grado Sra. Coleman**  
**4th Google code: zz52qez**  
**5th Google code: fycuana**

<b>29</b> Dibuja uno de tus profesores.	<b>30</b> Dibuja un animal, una persona y una comida con bigote.	<b>31</b> Dibuja tu casa.	<b>32</b> Dibuja a tu familia.	<b>33</b> Dibuja tu recuerdo más feliz.	<b>34</b> Dibuja tu comida favorita.	<b>35</b> Dibuja un autorretrato.
<b>36</b> Dibuja tu juguete favorito.	<b>37</b> Dibuja un paisaje.	<b>38</b> Dibuja tu sueño.	<b>39</b> Dibuja algo que te haga feliz.	<b>40</b> Dibuja algo usando solo tu color favorito.	<b>41</b> Dibuja cómo te sientes.	<b>42</b> Dibuja una persona con cara de animal.
<b>43</b> Dibuja un mapa del tesoro.	<b>44</b> Dibuja lo que ves a través de tu ventana.	<b>45</b> Haz un dibujo del interior de tu estómago y de toda la comida que contiene después de una gran comida.	<b>46</b> Dibuja un nuevo invento.	<b>47</b> Dibuja tu lista de deseos de cumpleaños.	<b>48</b> Dibuja un bosque y los animales salvajes que viven en él.	<b>49</b> Dibuja animales que solo salen de noche.
<b>50</b> Dibuja el océano y todos los animales que viven en él.	<b>51</b> Dibuja algo al revés.	<b>52</b> Dibuja un monstruo.	<b>53</b> Dibuja el cielo si estaba hecho de comida.	<b>54</b> Dibujar un ojo.	<b>55</b> Dibuja un desierto y todos los animales que viven en él.	<b>56</b> ¡Dibuja tu primer día de regreso a Hillcrest!

**Instrucciones:** ¡Tómese quince minutos al día para relajarse y usar su imaginación! Use cualquier material que tenga, ¡sea creativo! Si desea compartir sus creaciones, ¡puede enviarme una foto a [tcoleman@peekskillschools.org](mailto:tcoleman@peekskillschools.org)!

DAY 1 (MAY 11TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes <u>Text Features</u> in Biographies (p. 1-3)</p> <p><b>Writing</b> Brainstorm ideas about people you could write a biography on (p. 1-2).</p>	
MATH	Complete the <u>Equivalent Fractions</u> worksheet (p.1) Answer the Word Problem for Day 1 (p. 17)	
science	Learn vocabulary for the respiratory system and read the poem, "The Respiratory System." Then label the diagram (p.1-4).	
HAWKS	Do a random act of kindness.	

DAY 2 (MAY 12TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes <u>Text Features</u> in Biographies (p. 4-5)</p> <p><b>Writing</b> Write down WHY you would like to research the people in your brainstorm bubble diagram (p. 3)</p>	
MATH	Complete the <u>Adding Fractions with Unlike Denominators</u> worksheet (p. 2)  Answer the Word Problem for Day 2 (p. 17)	
science	Read, "Strange Breaking Occurrences," and answer questions (p. 5-6).	
HAWKS	Do a random act of kindness.	

DAY 3 (MAY 13TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes Consider the <u>setting</u> when reading Biographies (p. 6-7)</p> <p><b>Writing</b> Write about your perspective on what is happening in the world around you on this current moment (p. 4)</p>	
MATH	<p>Complete the <u>Adding Improper Fractions</u> worksheet (p.3)</p> <p>Answer the Word Problem for Day 3 (p. 17)</p>	
science	Respiratory System Crossword Puzzle and Word Search (p.7-8)	
HAWKS	Do a random act of kindness.	

DAY 4 (MAY 14TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes Consider the <u>setting</u> when reading Biographies (p. 8-9)</p> <p><b>Writing</b> Conducting an interview (p. 5-9)</p>	
MATH	<p>Complete the <u>Adding Mixed Numbers</u> worksheet (p. 4)</p> <p>Answer the Word Problem for Day 4 (p. 17)</p>	
science	Complete one (or both!) of the respiratory system activities! (p. 9-15)	
HAWKS	Do a random act of kindness.	

DAY 5 (MAY 15TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes <u>Text Structures</u> (p. 10-12)  <b>Writing</b> Using color coding to organize your writing (p.10)	
MATH	Choice Board (p.5)	
science	Finish up any science work you did not finish this week.	
HAWKS	Do a random act of kindness.	

DAY 6 (MAY 18TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes <u>Text Structures</u> (p. 13-14)  <b>Writing</b> Thinking and writing about the theme of your writing. "Life lessons" your biography can teach others (p. 11-12)	
MATH	Complete the <u>Simplifying Fractions</u> worksheet (p. 6)  Answer the Word Problem for Day 6 (p. 17)	
science	Read "Circulatory Poem" and look at the heart diagram. Then label The Circulatory System diagram (p16-18).	
HAWKS	Do a random act of kindness.	

DAY 7 (MAY 19TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes <u>Important Events</u> (p. 15-19)</p> <p><b>Writing</b> Starting the drafting process: Using quotes, questions or setting the stage to <b>hook</b> the reader (p. 13-14)</p>	
MATH	<p>Complete the <u>Adding and Subtracting Unit Fractions</u> worksheet (p.7)</p> <p>Answer the Word Problem for Day 7 (p. 17)</p>	
science	Read "The Heart in History" and answer the questions (p.19-20).	
HAWKS	Do a random act of kindness.	

DAY 8 (MAY 20TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes <u>Important Events</u> (p. 20-22)</p> <p><b>Writing</b> Continue on <b>hooking</b> the reader: Using inspirational quotes (p. 15-16)</p>	
MATH	<p>Complete the <u>Subtracting Improper Fractions</u> worksheet (p. 8)</p> <p>Answer the Word Problem for Day 8 (p. 17)</p>	
science	Circulatory System word search and crossword puzzle (p.21-22).	
HAWKS	Do a random act of kindness.	

DAY 9 (MAY 21ST)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes <u>Challenges</u> and <u>Difficult Decisions</u> (p. 23-25)  <b>Writing</b> Organizing your writing (p. 17-18)	
MATH	Complete the <u>Subtracting Mixed Numbers</u> worksheet (p.9)  Answer the Word Problem for Day 9 (p. 17)	
science	Raise your hand activity (p.23).	
HAWKS	Do a random act of kindness.	

DAY 10 (MAY 22ND)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes <u>Challenges</u> and <u>Difficult Decisions</u> (p. 26-27)  <b>Writing</b> Start drafting your introduction (p.19)	
MATH	Choice Board (p.10)	
science	Finish up any science work you did not finish this week.	
HAWKS	Do a random act of kindness.	

MAY 25TH IS MEMORIAL DAY, ENJOY YOUR DAY OFF.

DAY 11 (MAY 26TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes Use <u>details</u> to form <u>opinions</u> (p. 28-29) <b>Writing</b> Start drafting your introduction (p.19)	
MATH	Complete the <u>Creating Number Lines (Fractions)</u> worksheet (p. 11-12)  Answer the Word Problem for Day 11 (p. 18)	
science	Review the skeletal system vocabulary words. Complete the diagram (p.24-26).	
HAWKS	Do a random act of kindness.	

DAY 12 (MAY 27TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<b>Reading</b> Read for 20 minutes Use <u>details</u> to form <u>opinions</u> (p. 30-31) <b>Writing</b> Working on body paragraphs. You should have at least 2 body paragraphs. However you are more than welcome to do more (p. 20)	
MATH	Complete the <u>Creating Number Lines (Mixed Numbers)</u> worksheet (p. 13)  Answer the Word Problem for Day 12 (p. 18)	
science	Read about the skeletal system and answer the questions (p. 27-29).	
HAWKS	Do a random act of kindness.	

DAY 13 (MAY 28TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes Character <u>Development/Change</u> (p. 32-36)</p> <p><b>Writing</b> Working on body paragraphs. You should have at least 2 body paragraphs. However you are more than welcome to do more (p. 20)</p>	
MATH	<p>Complete the <u>Reading Line Plots</u> worksheet (p.14-15)</p> <p>Answer the Word Problem for Day 13 (p. 18)</p>	
science	Complete the crossword puzzle for the skeletal system (p.30).	
HAWKS	Do a random act of kindness.	

DAY 14 (MAY 29TH)		
SUBJECT Area	DAILY ACTIVITY	done? ✓
ELA	<p><b>Reading</b> Read for 20 minutes Character <u>Development/Change</u> (p. 37-38)</p> <p><b>Writing</b> Continue working on body paragraphs. You should have at least 2 body paragraphs. However you are more than welcome to do more (p.20)</p>	
MATH	Choice Board (p.16)	
science	Complete the Q-Tip Skeletal System Model (p.31-32).	
HAWKS	Do a random act of kindness.	



# Hillcrest

Elementary School



READING  
LECTURA

## Phase 3 - Day 1

Today, you will learn how good readers use text features to read and understand biographies.

### LEARNING OBJECTIVES:

Content Objective: Readers can learn to recognize text features in a biography

Language Objective: Readers will read and identify text features that help us understand a person's life.

Before we start, jot some things you already know about text features in Biographies.

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

**LEARNING CHARTS:** Biographies are part of the NONFICTION/INFORMATIONAL genre.

# BIOGRAPHY!

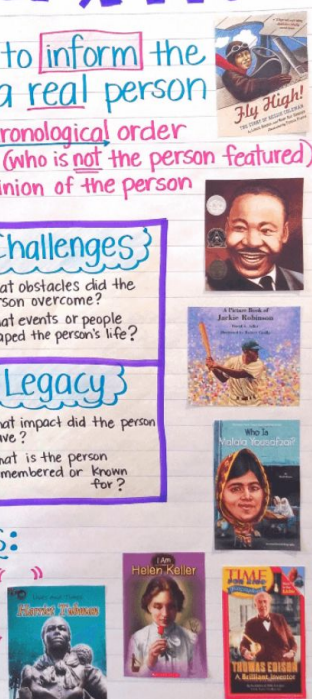
\* a text written to **inform** the reader about a **real person**

- shares facts in **chronological order**
- narrated by author (who is **not** the person featured)
- includes author's opinion of the person

<h3>Childhood</h3> <ul style="list-style-type: none"> <li>- When and where was the person born?</li> <li>- Family</li> <li>- Education</li> </ul>	<h3>Challenges</h3> <ul style="list-style-type: none"> <li>- What obstacles did the person overcome?</li> <li>- What events or people shaped the person's life?</li> </ul>
<h3>Traits</h3> <ul style="list-style-type: none"> <li>- Physical traits</li> <li>- Character traits</li> <li>- How would you describe the person?</li> </ul>	<h3>Legacy</h3> <ul style="list-style-type: none"> <li>- What impact did the person have?</li> <li>- What is the person remembered or known for?</li> </ul>

**Common Features:**

- dialogue and quotes " "
- dates and locations
- timelines
- theme or message



## Non-Fiction Text Features

**Why?** To help you understand a non-fiction text. To make the text interesting and fun!

<h3>Table of Contents</h3> <p><b>Deadly Teeth</b></p> <p><b>Glossary</b></p> <p><b>Index</b></p> <p><b>Photograph</b></p> <p><b>caption</b></p> <p><b>graph</b></p>	<h3>Contents</h3> <p><b>Heading</b></p> <p><b>Sub-heading</b></p> <p><b>Glossary</b></p> <p><b>Index</b></p> <p><b>map</b></p> <p><b>diagram</b></p>
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**Types of Print:**

- bold**
- italic*
- highlighted

You can use text features when you read non-fiction!

300 x 400

**Directions:** Read this biography about Anne Frank and notice the text features that help you understand what you are reading. Then answer the question(s) that follow.

# Table of Contents

Who Was Anne Frank? . . . . .	4
Childhood in Germany. . . . .	8
In Her Time. . . . .	12
Life in Holland. . . . .	14
World War II . . . . .	16
Into Hiding . . . . .	20
Inside the Secret Annex. . . . .	22
Anne's Diary . . . . .	28
Capture . . . . .	32
End of the War . . . . .	36
Finding Anne's Diary . . . . .	38
6 Other Young Writers . . . . .	42
A Changed World. . . . .	44
Glossary. . . . .	46
Index. . . . .	48

## Who Was Anne Frank?

Can you imagine being punished just for being who you are? Or because you look, think, or feel differently from those around you?

This is what happened to many people in Europe in the 1930s and '40s. It started when a group called Nazis (NOT-sees) took over the country of Germany under the leadership of a man named Adolf Hitler. The Nazis changed laws to control people's lives. They hated many people, but they treated Jews worst of all. The Nazis told Jews where they could go and what they could do. Many Jews no longer felt safe even in their own homes.

4

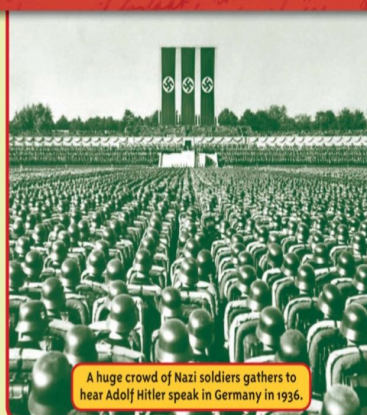


### Words to Know

**NAZIS:** A group of people who followed the ideas of a German leader named Adolf Hitler

**JEWS:** Those born into a Jewish family or who practice the religion of Judaism

5



A huge crowd of Nazi soldiers gathers to hear Adolf Hitler speak in Germany in 1936.

6

Anne Frank was born into a German Jewish family. Her family moved from Germany to Holland to escape the Nazis. But when she was 11 years old, the Nazis attacked Holland. She and her family hid from them for almost two years. During that time, she kept a diary. She wrote almost every day about her life, thoughts, and feelings.

Years later, Anne Frank's diary was published and read by millions. Even though she was a teenager, her diary helped many people—even grown-ups—understand how she and others felt during this time.

### In Her Own Words

"I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support."



Anne Frank's diary has been published in 70 languages around the world.

7



**Exit ticket:** List all of the text features you noticed in today's reading. Then, choose ONE and explain how it helped you understand what you were reading.

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## Phase 3 - Day 2

Today, you will learn more about how good readers use text features to read and understand biographies.

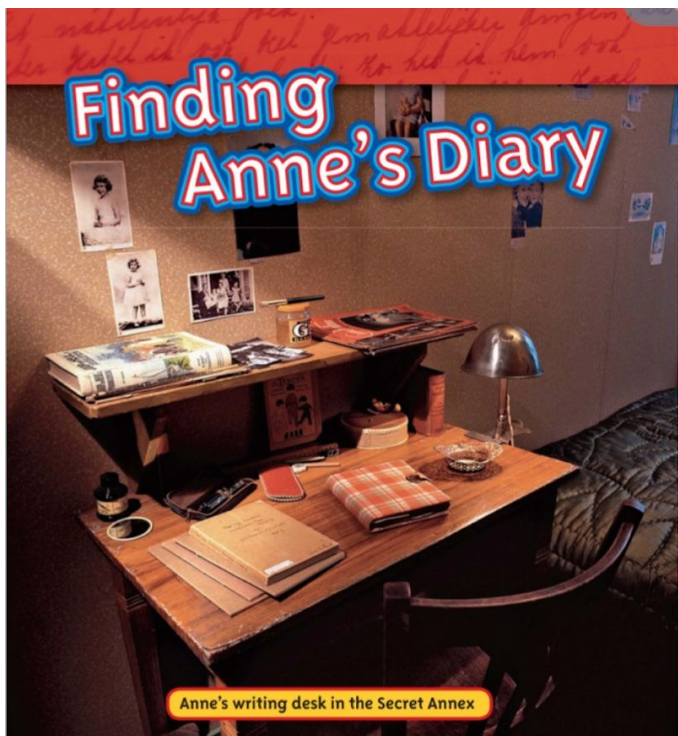
### OBJECTIVES:

Content Objective: Readers can learn to recognize text features in a biography

Language Objective: Readers will read and identify text features that help us understand a person's life.

**LEARNING CHARTS:** Look back at the anchor charts from Day 1. They will support you through this lesson.

**Directions:** Read the rest of the biography about **Anne Frank** and notice the text features that help you understand what you are reading. Then answer the question(s) that follow.



### Finding Anne's Diary

Miep, who had helped the Franks, found Anne's diary in the hiding place. She gathered her notebooks, papers, and the diary and put them in a safe place. She hoped that Anne would come back at the end of the war to get them.

Anne never came back. But her father, Otto, did. He found out after the war that his wife and two daughters had died. He was terribly sad and alone. Then Miep gave him Anne's diary and papers. He read them and decided to make Anne's dream of being a published writer come true.

**June 12, 1929**

Anne Frank born in Frankfurt, Germany

**January 1933**

Hitler becomes chancellor of Germany

**By February 1934**

All of the Frank family has moved to Holland

**May 1940**

Germans invade Holland

**July 6, 1942**

Franks go into hiding

**August 4, 1944**

People in Secret Annex arrested, sent to Auschwitz one month later

Anne's diary was published in 1947. Since then, millions have read it. Her diary inspired a play and a movie. There have been schools and streets named after her. There is even a museum in the building where she hid.

Through her diary, Anne Frank told people what it was like to live in hiding. She shared things that we would not know if she hadn't written them down. She was young, but she helped many people—including grown-ups—understand an important part of our history.



#### October 1944

Anne and Margot sent to Bergen-Belsen. Edith Frank forced to stay at Auschwitz.

40

#### January 6, 1945

Edith Frank dies at Auschwitz

#### January 27, 1945

Auschwitz liberated by Russian army. Otto Frank is freed.

#### March 1945

Anne and Margot die at Bergen-Belsen

#### June 3, 1945

Otto Frank returns to Amsterdam

#### Summer 1947

Anne's diary first published in Amsterdam

41

**Exit ticket:** If you were to write a biography, would you use text features in your writing? What specific text features would you use and why?

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## Phase 3 - Day 3



Today, you will consider the setting (culture and time period) when reading biographies.

### OBJECTIVES:

Content Objective: Readers can recognize that a person's life is affected by where and when they live.

Language Objective: Readers will read and compare the setting to the events in a text.

### LEARNING CHARTS:

Person	Setting (Time and Place)	How the setting affects the person's life
Martin Luther King Jr. 	Civil Rights Movement  December 5, 1955 to December 20, 1956  Montgomery, Alabama  Racial Segregation - setting people apart based on their skin race	During this time, African American's did not have equal rights. The setting allows MLK Jr. to fight for equality and human rights for African Americans through peaceful protests.
Matt Monaghan 	2020  COVID-19 Crisis  New York City  Bus Driver	There are many people out of work right now due to the Coronavirus. If our world was not facing this crisis, Matt wouldn't be recognized as a hero. Since a lot of people are sick and out of work, he has to step up and drive people so they can get around.

**Directions:** Read this biography about **Sojourner Truth** and notice how the setting affects the person's life. Then answer the question(s) that follow.

### Where did Sojourner Truth grow up?

Sojourner Truth was born around 1797 on a farm in Swartekill, New York. Her birth name was Isabella Baumfree and she was born a [slave](#). She had at least 10 brothers and sisters, but she didn't get to know all of them. Slave owners would sell children just like property. One day she would be playing with a brother or sister in the yard, the next day they would be gone.

### Life as a Slave

When Sojourner turned nine, it was her turn to be sold. She was sold to a farmer named John Neely. Sojourner had grown up in a Dutch settlement and only knew how to speak Dutch. John Neely was an Englishman. He was not happy that Sojourner could not speak English. He beat her often because she could not follow orders.

Sojourner was smart, however, and soon learned English just by listening to others talk. Life as a slave was very hard. She had to work constantly and was sold several times. Her fourth and final owner was John Dumont. He was somewhat nicer to her and she remained with Dumont for many years.

### Marriage and Children

When Sojourner became a woman she fell in love with a slave named Robert from a nearby farm. However, Dumont would not let her marry Robert. He ordered her to marry one of his own slaves named Thomas. This way her children would belong to Dumont.

Sojourner had five children, but one died shortly after birth. She constantly worried that one of her children would be taken away from her and sold.

**Exit Ticket:** How does the setting affect a person's life?

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## Phase 3 - Day 4

Today, you will learn more about the setting (culture and time period) when reading biographies.

### OBJECTIVES:

Content Objective: Readers can recognize that a person's life is affected by where and when they live.

Language Objective: Readers will read and compare the setting to the events in a text.

**Directions:** Read the rest of the biography about **Sojourner Truth** and continue to notice how the setting affects the person's life. Then answer the question(s) that follow.

### Escape

Around 1825, Dumont told Sojourner that he was going to free her in a year because she was such a good worker. She was so happy. However, the reality is that Dumont had little option as all slaves in New York would be legally free by 1827.

When the year was up, Dumont changed his mind. He said that Sojourner had to work for another year. She was so angry she decided to escape. After she had finished up her work, she walked off the farm and went to stay with some nearby neighbors, the Van Wageners, who thought that slavery was evil. When Dumont found out, he confronted the Van Wageners who agreed to purchase Sojourner for \$20 and then set her free.

### Saving Her Son

Although Sojourner was free, her children were not. Soon she found out that her worst nightmare had come true. Her son Peter had been sold to a slave owner in Alabama. At that time in New York it was illegal to sell a slave across state lines. Sojourner decided to go to court. She won the court case and Peter was returned to New York. People were amazed at her courage. It was very rare at that time for either a slave or a woman to take a white man to court. Sojourner not only went to court, she won! Her example was a triumph of hope for many people.

### Abolitionist

Sojourner began to work with abolitionists to bring slavery to an end throughout all of the United States. She also believed in women's rights and basic civil rights of all people. Sojourner traveled the country telling people what it was like to be a slave. She was an excellent speaker and when she told her story and explained how slaves were treated, people were moved.

### **Ain't I a Woman**

Perhaps Sojourner's most famous speech was given at the Ohio Women's Rights Convention in 1851. She spoke of slavery, but also of women's rights. Later, the speech was called "Ain't I a Woman", however, most historians agree that it is unlikely that Sojourner used this southern phrase in her speech.

### **Legacy**

Sojourner was an important leader in the fight to end slavery. Her stories and speeches helped people to understand how immoral slavery was and that it must be stopped. She was in the very first group of women inducted into the National Women's Hall of Fame.

**Exit Ticket:** If you were to write a biography about someone who is working during the Coronavirus (doctor, nurse, cashier, police officer, etc.), what is something you would include about the setting?

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## Phase 3 - Day 5

Today, you will learn that the structure of a biography can help readers follow important events and understand the person's life better.

### OBJECTIVES:

Content Objective: Readers will learn to notice different ways authors choose to organize biographies.

Language Objective: Readers will read and discuss how the structure supports their understanding of the text.

### LEARNING CHARTS:

✕
Text Structures
⏪ ⏩

**description**

characteristics,  
features, examples

**sequence**

first, next, then, last, before, after

**compare & contrast**

what is alike and what is different

**cause & effect**

When something makes something else happen

**problem & solution**

Problem and a way to fix it

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### Sequencing/Chronological Definition

- Puts facts, events, or concepts in order
- Traces the development of the topic
- Gives the steps in the process
- Lists items or events in chronological order



### Sequencing/Chronological Signal Words

- |          |             |
|----------|-------------|
| • First  | • Next      |
| • Second | • Finally   |
| • Third  | • Following |
| • Now    | • While     |
| • Before | • Meanwhile |
| • After  | • Last      |
| • Then   | • During    |



**Directions:** Read this biography about **Walt Disney** and notice the structure the author chose to use while writing. Then answer the question(s) that follow.

### **Where did Walt Disney grow up?**

Walter Elias Disney was born in Chicago, Illinois on December 5, 1901. When he was four years old his parents, Elias and Flora, moved the family to a farm in Marceline, Missouri. Walt enjoyed living on the farm with his three older brothers (Herbert, Raymond, and Roy) and his younger sister (Ruth). It was in Marceline that Walt first developed a love for drawing and art.

After four years in Marceline, the Disneys moved to Kansas City. Walt continued to draw and took art classes on the weekends. He even traded his drawings to the local barber for free haircuts. One summer Walt got a job working on a train. He walked back and forth on the train selling snacks and newspapers. Walt enjoyed his job on the train and would be fascinated by trains for the rest of his life.

### **Early Life**

About the time Walt was entering high school, his family moved to the big city of Chicago. Walt took classes at the Chicago Art Institute and drew for the school newspaper. When he was sixteen, Walt decided he wanted to help fight in World War I. Since he was still too young to join the army, he dropped out of school and joined the Red Cross. He spent the next year driving ambulances for the Red Cross in France.

### **Work as an Artist**

Disney returned from the war ready to begin his career as an artist. He worked at an art studio and then later at an advertising company. It was during this time that he met artist Ubbe Iwerks and learned about animation.

### **Early Animation**

Walt wanted to make his own animation cartoons. He started his own company called Laugh-O-Gram. He hired some of his friends including Ubbe Iwerks. They created short animated cartoons. Although the cartoons were popular, the business didn't make enough money and Walt had to declare bankruptcy.

One failure was not going to stop Disney, however. In 1923, he moved to Hollywood, California and opened a new business with his brother Roy called Disney Brothers' Studio. He again hired Ubbe Iwerks and number of other animators. They developed the popular character Oswald the Lucky Rabbit. The business was a success. However,

Universal Studios gained control of the Oswald trademark and took all of Disney's animators except for Iwerks.

Once again, Walt had to start over. This time he created a new character named Mickey Mouse. He created the first animated film to have sound. It was called *Steamboat Willie* and starred Mickey and Minnie Mouse. Walt performed the voices for *Steamboat Willie* himself. The film was a great success. Disney continued to work, creating new characters such as Donald Duck, Goofy, and Pluto. He had further success with the releases of the cartoon *Silly Symphonies* and the first color animated film, *Flowers and Trees*.

**Exit ticket: What text structure did the author use in this biography?**

- A. Compare and Contrast
- B. Sequential/Chronological
- C. Problem Solution
- D. Description

**Explain your reason for choosing your answer.**

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## Phase 3 - Day 6

Today, you will learn more about how the structure of a biography can help readers follow important events and understand the person's life better.

### OBJECTIVES:

Content Objective: Readers will learn to notice different ways authors choose to organize biographies.

Language Objective: Readers will read and discuss how the structure supports their understanding of the text.

**LEARNING CHARTS:** Go back to Day 5 learning charts. Remind yourself of the different text structures (5) that authors choose to use.

**Directions:** Read the rest of the biography about **Walt Disney** and notice the structure the author chose to use while writing. Then answer the question(s) that follow.

### Snow White

In 1932, Disney decided he wanted to make a full-length animated film called *Snow White*. People thought he was crazy for trying to make a cartoon that long. They called the film "Disney's folly." However, Disney was sure the film would be a success. It took five years to complete the film which was finally released in 1937. The film was a huge box office success becoming the top film of 1938.

### More Movies and Television

Disney used the money from *Snow White* to build a movie studio and to produce more animated movies including *Pinocchio*, *Fantasia*, *Dumbo*, *Bambi*, *Alice in Wonderland*, and *Peter Pan*. During World War II, Disney's movie production slowed down as he worked on training and propaganda films for the U.S. government. After the war, Disney began to produce live action films in addition to animated films. His first big live action film was *Treasure Island*.

In the 1950's, the new technology of television was taking off. Disney wanted to be a part of television as well. Early Disney television shows included *Disney's Wonderful World of Color*, the *Davy Crockett* series, and the *Mickey Mouse Club*.

## Disneyland

Always coming up with new ideas, Disney had the idea to create a theme park with rides and entertainment based on his movies. Disneyland opened in 1955. It cost \$17 million to build. The park was a huge success and is still one of the most popular vacation destinations in the world. Disney would later have the idea to build an even larger park in Florida called Walt Disney World. He worked on the plans, but died before the park opened in 1971.

## Death and Legacy

Disney died on December 15, 1966 from lung cancer. His legacy lives on to this day. His movies and theme parks are still enjoyed by millions of people each year. His company continues to produce wonderful movies and entertainment every year.

**Exit Ticket:** If you were to write a biography, what text structure would you use and why?

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## Phase 3 - Day 7

Today, you will learn how good readers pay attention to important events in a person's life.

### LEARNING OBJECTIVES:

Content Objective: Readers can learn to recognize how important events shape a person's life.

Language Objective: Readers will read and identify events that are important in a person's life.

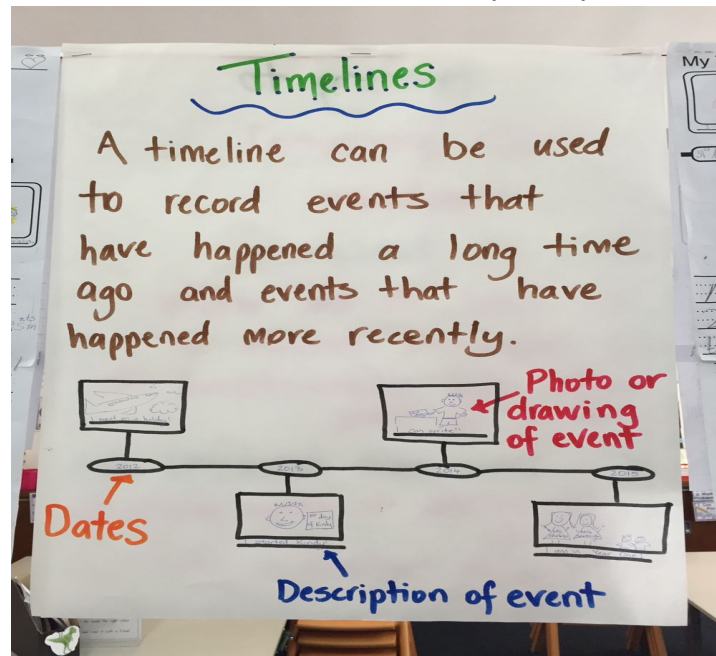
### BRAINSTORM:

Think about your life! What are some events that have impacted your life?  
(Examples: when I moved to a new town, when I got a new pet, when my baby sister/brother was born)

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



**LEARNING CHARTS:** Timelines and important dates are an easy tool that authors use to SHOW us when important events have happened in a person's life. As readers, we need to think about how certain events have shaped a person's life.



**MY THINKING:** By looking at Malala's timeline, I know that Malala is very brave. At the age of 11, Malala was able to share her opinion about educational rights. This shows that she cares deeply about all children receiving an education. **This is an important event in Malala's life.**

## Timeline

<b>1997</b>	Malala is born
<b>2008</b>	Makes a speech at Peshawar Press Club about education rights
<b>2009</b>	Starts blogging for BBC anonymously about Taliban in Swat
<b>2011</b>	Given the National Youth Peace Prize
<b>2012</b>	Shot by Taliban gunmen, Flies to UK for treatment
<b>2013</b>	Discharged from Queen Elizabeth Hospital, Nominated for Nobel Peace Prize

# Malala Yousafzai

## Early Life

Malala Yousafzai was born on July 12, 1997 in the Swat Valley region of Pakistan. She grew up in Mingora with her two brothers. Their family practiced the religion of Islam and were part of an ethnic group known as the Pashtuns.



## School

Malala had a peaceful and happy childhood. Her father was a teacher who ran several schools. Even though many Pakistani girls did not attend school, Malala did. Her father ran the school she attended. Malala loved to go to school and learn. As a bright girl, she hoped to one day become a doctor, teacher, or politician. Malala learned three languages including Pashto, English, and Urdu. Her father was encouraging, telling her she could accomplish anything.

## Taliban

When Malala was around ten years old, the Taliban started to take over the region in which she lived. They were strict Muslims who demanded all people follow Islamic Sharia law. They felt women should stay at home. If they left the home, they were to wear a burqa, a garment that covered the body, head, and face. They had to be accompanied by a male relative. The Taliban began enforcing new laws as they gained more control. Women could not vote or have jobs. They were not allowed to dance, watch television or movies, or listen to music. The Taliban eventually demanded the girls' schools be shut down. The ones that were not shut down were either burned or destroyed.

## Activism

Malala's father took her to a press club on September 1, 2008, when she was only 11 years old, to protest school closings. She gave her first speech, "How Dare the Taliban Take Away My Basic Right to Education?" It was publicized throughout Pakistan. Malala's father was approached by the BBC (British Broadcasting Corporation) to have a female student write about life under Taliban rule. Even though he was worried about their family's safety, Malala's father agreed to let her



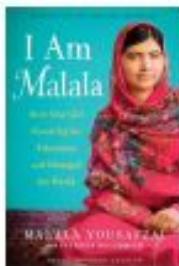
write the blog. She called it *Diary of a Pakistani Schoolgirl*. She wrote under the pen name "Gul Makai," a heroine from a Pashtun folktale. She quickly became famous for her blog and started to speak out publicly about the Taliban's treatment. She wrote 35 entries that were also translated into English. Malala made her first television appearance in February 2009. Her family was forced to seek refuge from the violence until the army was able to push the Taliban out of Swat. Malala continued to speak out against the Taliban and appear on television programs. She received Pakistan's first National Youth Peace prize in 2011.

## Shot

The government eventually took back control of the area and Malala was allowed to return to school. Even though the fighting had ended and schools were open again, there were still Taliban throughout the city, and they were not happy with Malala. She was told to stop speaking publicly and received many death threats. On October 9, 2012, at age 15, she was taking the bus home after school when a man suddenly boarded the bus. He asked "Who is Malala" and threatened to kill them all if they did not tell him. He shot Malala. The bullet struck her in the head and she was very sick. She awoke in a hospital in England a week later. Doctors were unsure if she would survive or have brain damage. However, she survived after a number of surgeries. She returned to school only six months later. However, she did not return to Pakistan to visit for five more years.

## Perseverance

Being shot did not stop Malala. She gave a speech to the United Nations on her sixteenth birthday. She discussed how she wanted all girls to receive an education. She had no interest in seeking revenge on the Taliban, even the man who shot her, but only wanted peace and opportunity for all. Malala has continued to grow in her fame. She has received many awards, including being named the co-recipient of the Nobel Peace Prize in 2014. At only 17, she was the youngest person to



receive this award. In addition, she wrote a best-selling book, *I Am Malala* in 2013. The United Nations declared July 12<sup>th</sup> as "World Malala Day." Malala continues to fight for everyone to attend school. The Malala Fund raises money for schools. She celebrated her 18<sup>th</sup> birthday in 2015 by opening a school for Syrian refugee girls in Lebanon.

**DIRECTIONS:**

Choose ONE **event** from Malala's biography. Explain why this **event** had a huge impact on her life.

Event/Date: \_\_\_\_\_

Why was this **event** important in Malala's life?

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**Exit Ticket/Reflection**

How does reading about **important dates and events** help you better understand someone's life?

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### **Phase 3 - Day 8**

Today, you will learn how good readers pay attention to important events in a person's life.

**LEARNING OBJECTIVES:**

Content Objective: Readers can learn to recognize how important events shape a person's life.

Language Objective: Readers will read and identify events that are important in a person's life.

**LEARNING CHARTS:** Go back to Day 7 and reread the learning chart. This will support you through this lesson.



## Civil Rights Biography:

### Dr. Martin Luther King, Jr.

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



Every January, schools and many government offices close down to honor the birthday of Dr. Martin Luther King, Jr. Students appreciate Martin Luther King Day and many other holidays mostly because they give them a break from school. However, there is a deeper reason to be thankful on MLK Day. Let's look at King's inspirational character, his accomplishments, and the ways in which he improved our country and our lives.

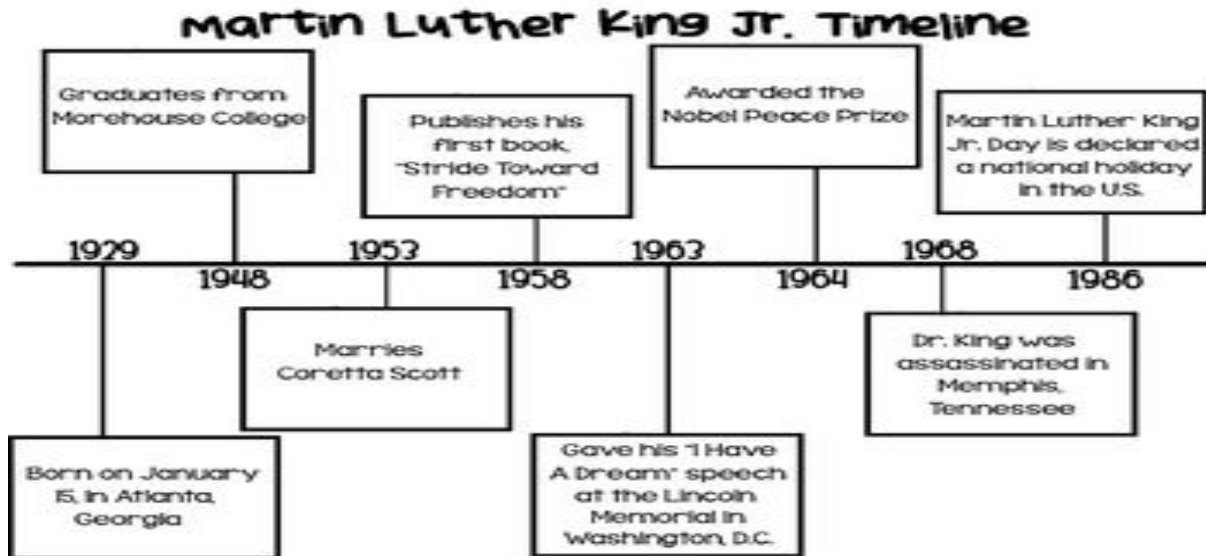
Born on January 15, 1929, King was the third generation of men in his family to graduate with honor from Morehouse College. He distinguished himself for his academic and theological excellence at Crozer Theological Seminary in Pennsylvania, and then went on to earn his doctorate from Boston University. He met and married Coretta Scott in Boston, and together they raised two daughters and two sons. King became the pastor of a Baptist church in Montgomery, Alabama in 1954.

Upset by the unjust way African Americans were treated, King decided to become actively involved in fighting for their civil rights. He was an executive member of the National Association for the Advancement of Colored People, often known today by the initials: NAACP. When Rosa Parks was arrested in 1955 for refusing to give up her bus seat to a white passenger, King was asked to be the leader of a non-violent bus boycott that lasted 382 days. In spite of dangerous attacks on his church, his home, and his family, King never lost his faith or his determination. Though his home was bombed and he was arrested, he fearlessly led the fight. The boycott was successful, ending the separation of races on public transportation, and making the whole nation aware of the need for civil rights reform.

Elected as the president of the Southern Christian Leadership Conference, King used the peaceful methods of another important human rights activist, Mahatma Gandhi, combined with his own Christian faith, to promote equal rights for people of all races. He traveled around the country, giving over 2,500 speeches and writing articles and books. He organized opportunities for African Americans to register to vote.

Dr. King's most famous speech was in front of 250,000 people who gathered after a peaceful march on Washington, D.C. In his speech, King spoke of his dream that his descendants would one day live in a world where they would be judged by their accomplishments rather than by the color of their skin. His inspirational words are still some of the most quoted today. He met with Presidents John F. Kennedy and Lyndon B. Johnson. His work caused him to be arrested by some, and honored by others. When King was just 35 years old, he was awarded the Nobel Peace Prize. He donated the money earned from the prize right back into the fight for civil rights.

Had Dr. King been able to live out his full life, there is no doubt he would have continued to be a force of change for civil rights. Unfortunately, his life was cut short by an assassin's bullet. Dr. Martin Luther King, Jr. died on April 4, 1968 in Memphis, Tennessee, where he was preparing to lead another protest march for the rights of workers who were being treated unfairly. Each January, we celebrate his birthday in order to honor his dream, and remember all that he did to protect the rights of the people of the United States.



#### DIRECTIONS:

Choose ONE **event** from Martin Luther King's biography. Explain why this event had a huge impact on his life.

Event/Date: \_\_\_\_\_

Why was this **event** important in his life?

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#### EXIT TICKET / REFLECTION

Why do we remember and honor MLK Jr. today?

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## Phase 3 - Day 9

Today, you will learn how good readers think about the difficult decisions in a person's life in order to better understand their experiences.

### LEARNING OBJECTIVES:

Content Objective: Readers can learn to deepen their understanding of another person's life.

Language Objective: Readers will read and identify the difficult decisions in a person's life to better their understanding.

### LEARNING CHARTS

**BIOGRAPHY!**

\* a text written to **inform** the reader about a **real** person

- shares facts in **chronological** order
- narrated by author (who is **not** the person featured)
- includes author's opinion of the person

<b>Childhood</b> <ul style="list-style-type: none"> <li>- When and where was the person born?</li> <li>- Family</li> <li>- Education</li> </ul>	<b>Challenges</b> <ul style="list-style-type: none"> <li>- What obstacles did the person overcome?</li> <li>- What events or people shaped the person's life?</li> </ul>
<b>Traits</b> <ul style="list-style-type: none"> <li>- Physical traits</li> <li>- Character traits</li> <li>- How would you describe the person?</li> </ul>	<b>Legacy</b> <ul style="list-style-type: none"> <li>- What impact did the person have?</li> <li>- What is the person remembered or known for?</li> </ul>

**Common Features:**

- dialogue and quotes “ ”
- dates and locations
- timelines → □ □ □ □ →
- theme or message

Examples of biographies shown:

- Fly High!* (The Story of Jesse Owens)
- A Picture Book of Jackie Robinson*
- Who Is Helen Keller?*
- I Am Helen Keller*
- THOMAS EDISON A Scientist, Inventor*



# 8 Questions for Dr. Oxiris Barbot

April 23, 2020

TFK Kid Reporter Zara Wierzbowski



New York City is the **epicenter** of the COVID-19 crisis in the United States. It's also where TFK Kid Reporter Zara Wierzbowski lives. She wanted to know more about how her city is handling the situation. On April 22, Zara spoke with New York City's health commissioner, Dr. Oxiris Barbot, to get answers to her questions. Read their conversation below.

## How do you feel about schools in New York City closing?

As a pediatrician and a public health leader, and as someone who has kids in my life, I think it's a hard thing. We've all had to adjust to a new reality, and I'm afraid that there are going to be kids who don't have all of the access they need in

order to continue their learning.

As a city, we're doing a lot to help kids keep up. We don't want children to lose learning opportunities. But the reality is that [closing schools] was one of the things we needed to do. My hope is that by putting these strong social-distancing measures in place, when it comes time to start opening up the city, we won't have as many people getting sick.

**DIRECTIONS** - Answer the following question below.

What do you think Dr. Oxiris Barbot's **biggest challenge** and worry was when deciding to close NYC schools?

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**EXIT TICKET / REFLECTION**

What would you have done if you were in charge of **making the decision** to close schools in NYC?

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### Phase 3 - Day 10

Today, you will learn how good readers think about the difficult decisions in a person's life in order to better understand their experiences.

#### LEARNING OBJECTIVES:

Content Objective: Readers can learn to deepen their understanding of another person's life.

Language Objective: Readers will read and identify the difficult decisions in a person's life to better their understanding.

#### BRAINSTORM

What are some of the qualities of someone that you look up to:  
(examples: brave, kind, courageous)

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

#### MY THINKING

(Refer back to Day 7 - Malala)

When I think back to the difficult decisions Malala made at such a young age, I can infer that she is very brave. I think she is brave because she voiced her opinion about education when so many people were telling her not to.

***\*You will need to reread Malala's biography from Day 7 to complete today's assignment.\****

***\*You will need to reread Malala's biography from Day 7 to complete today's assignment.\****

**DIRECTIONS**

What words could you use to describe how Malala persevered when she came face to face in a **difficult situation**.

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**EXIT TICKET/REFLECTION**

Who is someone you would want to learn more about?

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## Phase 3 - Day 11

Today, you will learn how to use details from a text to form an opinion.

### LEARNING OBJECTIVES:

Content Objective: Readers will learn to form an opinion when reading about someone else's life.

Language Objective: Readers will read and identify details to form an opinion.

### DIRECTIONS

Read this interview below and then answer the following questions. Remember, the goal for Day 11 & 12 is to **share your opinion**. (how you feel)

## 8 Questions for Andrew Morgan

May 1, 2020

**TFK Kid Reporters Henry Carroll, Priscilla L. Ho, and Mira McInnes**

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Astronaut Andrew Morgan took a 272-day trip to the International Space Station (ISS). He conducted seven spacewalks and orbited the Earth 4,352 times before returning on April 17. Morgan talked with TFK Kid Reporters Henry Carroll, Priscilla L. Ho, and Mira McInnes about living in space and coming home to a pandemic.

**1. Priscilla: "After landing in Kazakhstan, how did you get back to the United States, with all the COVID-19-related travel restrictions?"**

After our capsule landed, we took a helicopter to an airport, then a plane to Canada. Within 24 hours of the landing, I was in Houston, Texas. Now I'm in a quarantine facility at Johnson Space Center. They're running tests to make sure my immune system is healthy enough for me to go home to my family.

**2. Henry: “Did you follow the news from space?”** I sure did. My two crewmates and I watched streaming news and taped news reports. We knew the Earth would change while we were away, but this was a little more dramatic than we expected.

**3. Mira: “How did you cope with not seeing family members and friends while you were in space?”**

We made phone calls or did video chats. I spoke to my wife and kids almost every day. Being apart from them was hard. But I’m also a military officer, and I was **deployed** overseas and had been separated from my family before. So it wasn’t new to me.

What do you think Astronaut Andrew Morgan’s biggest challenge was and why?

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**EXIT TICKET / REFLECTION**

What do you think YOUR biggest challenge would be? Why?

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## Phase 3 - Day 12

Today, you will learn how to use details from a text to form an opinion.

### LEARNING OBJECTIVES:

Content Objective: Readers will learn to form an opinion when reading about someone else's life.

Language Objective: Readers will read and identify details to form an opinion.

### DIRECTIONS

Continue to read more of Astronaut Andrew Morgan's interview. Remember, the goal for Day 11 & 12 is to **share your opinion**. (how you feel)

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#### 4. Priscilla: "What did you and the crew talk about?"

We had operations going on at the ISS, capturing visiting vehicles and unloading cargo, doing spacewalks and science experiments. There was a lot to talk about.



7. Mira: “After 272 days in space, how would you advise kids who find social distancing hard?”

It’s hard to imagine that life will ever be normal again. But as a nation, as a planet, we have endured tough times before. I assure you, we’ll get to the other side of this, and life will feel normal again.

8. Priscilla: “What final message do you have for kids?”

When we looked down from the ISS, we saw an Earth without borders. There are big problems that affect us all equally, in spite of borders, and COVID-19 is just one of them. And just as we do on the ISS, we can work together as nations to solve those problems.

Using Astronaut Andrew Morgan’s interview answers, how would you describe him?

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**EXIT TICKET / REFLECTION**

What questions would YOU ask Astronaut Andrew Morgan?

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## Phase 3 - Day 13

Today, you will learn how good readers look at character traits throughout a text in order to understand how the character has developed/changed.

### LEARNING OBJECTIVES:

Content Objective: Readers will learn to recognize how a person changed over time

Language Objective: Readers will consider differences between character traits in the beginning and the end of the biography.

**BRAINSTORM:** Before we start, jot down what you remember about character traits! (What are character traits? What are some examples)

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

### LEARNING CHARTS:

**Characters Change!**

The characters you read about in stories change just like you.

As the story goes on, they change their...

- ♥ feelings
- 👁 looks
- 📈 age
- 🗣 opinions

They also learn new things, as they solve problems!



**Character Traits**

What is the character like on the **INSIDE**? ♥

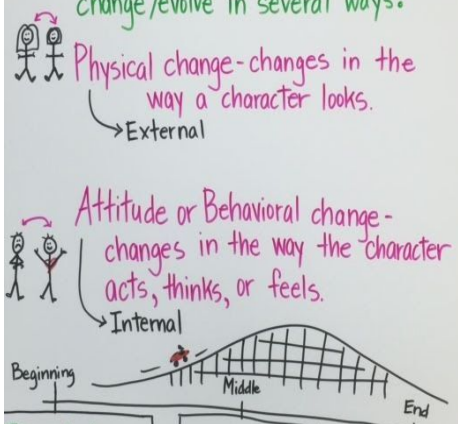
adventurous	honest
arrogant	imaginative
bossy	independent
brave	intelligent
calm	jealous
charming	lazy
cheerful	loyal
clever	mischievous
confident	proud
considerate	quiet
courageous	responsible
curious	rude
daring	sassy
determined	selfish
dishonest	shy
disrespectful	sneaky
easy-going	stubborn
friendly	thoughtful
funny	trustworthy
greedy	
helpful	

**Characters Can Change Over Time**

Throughout a story, characters can change/evolve in several ways:

**Physical change** - changes in the way a character looks.  
→ External

**Attitude or Behavioral change** - changes in the way the character acts, thinks, or feels.  
→ Internal

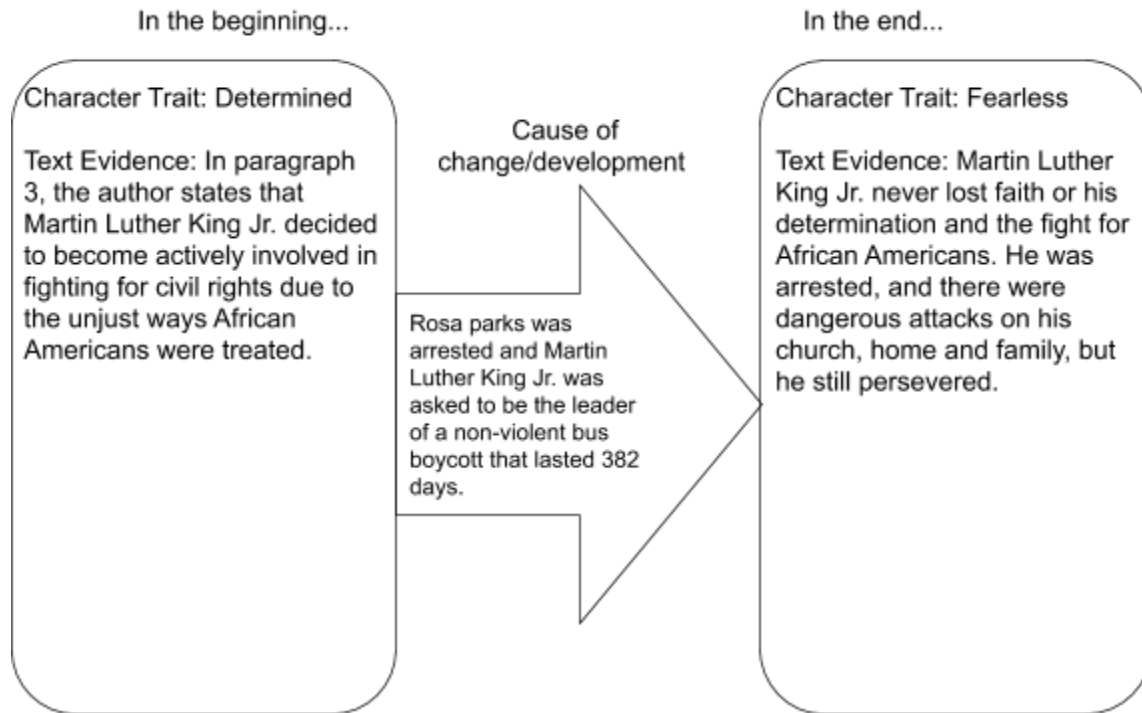


**Beginning** The reader learns about the character's strengths and weaknesses.

**Middle** Events occur that cause the character to think about life differently.

**End** The character changes and grows from the experience.

**MY THINKING:** On Day 8, you read about Dr. Martin Luther King Jr. Using that article, I was able to understand how Dr. Martin Luther King Jr. had developed/changed by identifying character traits throughout the text.



**DIRECTIONS:**

Read the article, “The Two Harriets, Heroines of Abolition” and then use the graphic organizer below to complete the prompt.

**Prompt:** Choose ONE person and identify a character trait for your person at the beginning of this article and the end. In the arrow, describe what caused your person to change/develop.

## The Two Harriets, Heroines of Abolition



Many people fought against slavery in the United States. They were called abolitionists because they wanted to abolish (get rid of) slavery. Two of the best-known abolitionists were both named Harriet: Harriet Beecher Stowe and Harriet Tubman.

Harriet Beecher Stowe was the sixth of 11 children born to a minister and his wife. She was just five years old when her mother died. At age 13, she started going to a school founded by her sister, where she learned to be a teacher and started writing. She wrote her first book at age 22.

In 1852, her novel *Uncle Tom's Cabin* was published. It quickly became a bestseller. Indeed, it was the most popular book in America. Although the book was fiction, it was based on the lives of real people. The novel tells the story of several slaves, but its main character is Tom, a man with a wife and children. Tom is separated from his family and sold to one plantation owner after another. The last of his owners is a cruel man named Simon Legree. Legree orders Tom to beat the other slaves on his plantation. Tom refuses, so Legree beats Tom. Legree orders his hired hands, called overseers, to kill Tom. While Tom dies, several of the other characters in the book escape from slavery by traveling north to Canada via what was called the Underground Railroad. The Underground Railroad was not an actual railroad, but a

network of people who helped shelter and guide slaves to their freedom.

Stowe's novel moved many readers and inspired them to speak out against slavery. Many plays were performed based on the novel's characters. But her book angered people in the South, and historians believe it helped lead the Southern states to break away from the North a decade later, which marked the beginning of the Civil War. *Uncle Tom's Cabin* was so influential that when President Abraham Lincoln met Stowe in 1862, he is supposed to have said: "So you're the little woman who wrote the book that started this great war."

Like Harriet Beecher Stowe, Harriet Tubman was one of 11 children. Both of Harriet Tubman's parents were slaves on a plantation in Maryland. Tubman began working at six years old, rented out by her "master" as a weaver. As a teenager, she began working in the fields of the plantation. She suffered many beatings at the hands of the plantation's overseers, which caused permanent damage. Learning that the plantation owner planned to sell her and her brothers, she decided to escape. Guided only by the North Star in the sky, she made her way to Pennsylvania, frequently on foot.

But Tubman was not content simply to live in freedom. She became active in the Underground Railroad Harriet Beecher Stowe had written about.

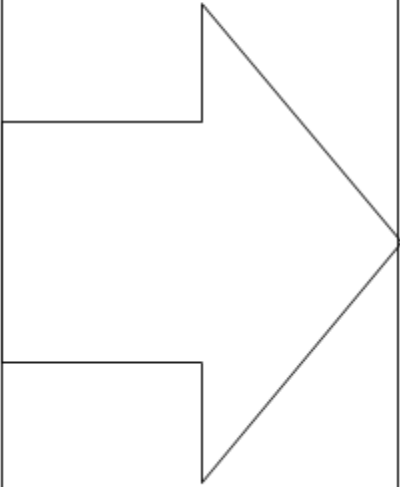
Just one year after her own escape, she returned to the South to rescue her sister and her sister's two children. Then she returned once again for one of her brothers. Sometime later, she returned yet again to rescue her parents. It was not just her family she helped to become free. She wanted to help other slaves to escape. She returned to the South 19 times. The exact number of slaves that Tubman led to freedom is unknown; a 19th century biography stated that she rescued 300 slaves, while modern historians estimate the total was closer to 70.

During the Civil War, Tubman worked for the Union Army as a nurse and a cook. She also became a spy. In one daring mission, she learned the position of the Confederate Army along the Combahee River in South Carolina and traveled on a gunboat with hundreds of Union Army soldiers as they freed about 750 slaves.

Both Harriets lived fruitful lives long past the Civil War. Harriet Beecher Stowe continued to write, publishing more than 30 books. In her 80s, Harriet Tubman opened a nursing home in

her adopted hometown of Auburn, NY for older African Americans. Both spoke out for women's rights. But Harriet Tubman and Harriet Beecher Stowe are now recognized for their different but important roles in ending slavery in the United States of America.

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

In the beginning...		In the end...
Character Trait: _____  Text Evidence: _____ _____ _____ _____ _____ _____ _____	Cause of change/development 	Character Trait: _____  Text Evidence: _____ _____ _____ _____ _____ _____ _____

**Exit Ticket/Reflection:**

How does understanding how the character has changed/developed help you better understand someone's life?

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## Phase 3 - Day 14

Today, you will learn how good readers look at character traits throughout a text in order to understand how the character has developed/changed.

### LEARNING OBJECTIVES:

Content Objective: Readers will learn to recognize how a person changed over time

Language Objective: Readers will consider differences between character traits in the beginning and the end of the biography.

### BRAINSTORM/REVIEW

Look back to Day 13's anchor charts. Today, we will continue to look at character traits in order to understand how the character has developed/changed.

### DIRECTIONS:

Read the article, "Ava DuVernay, Director and Activist". Identify a character trait for Ava DuVernay in the beginning and end of the article and describe what caused her to change/develop.

## Ava DuVernay, Director and Activist

By Caitlyn Meagher



Do you enjoy movies that make you laugh *and* cry? Ava DuVernay directs movies that cause audiences to experience a range of emotions. She is a world renowned African-American director who believes it is important for her movies to cause a strong reaction in viewers.

Ava DuVernay was inspired to go into the arts at a young age by her aunt, Denise. Denise was

a nurse who worked the night shift so she could pursue her artistic passions during the day. Over time, DuVernay saw that she could make her own statement through film. She began creating documentaries that showed the issues and triumphs of the communities around her. She then moved into directing and writing her own films, winning many awards at film festivals around the nation.

In many of her films, Ava DuVernay makes art about many parts of the black experience. One of her goals is to combine activism and art. A major film of hers, *Selma*, focuses on a march by protestors fighting for voting rights protections during the Civil Rights Movement. She earned a Golden Globe nomination for best director for this film. She was the first black woman to be nominated for this award.

In 2016, Disney announced that Ava DuVernay would direct *A Wrinkle in Time*. She was the first woman of color to direct a live-action film with a budget of over \$100 million.

Currently, Ava DuVernay is working on her television show, *Queen Sugar*. One of her philosophies is to hire a diverse cast and crew to give many people a range of opportunities. She believes in offering opportunities to talented female directors. This is the first television series in which female directors direct every episode.

DuVernay's confidence and drive define a lot of her work. She says, "I choose what I do. Anything that I'm embracing is something that I'm involved in from the ground up. I do love everything that I'm doing, and I love the stories that I'm telling."

**Exit ticket:** Identify a character trait for Ava DuVernay in the beginning and a trait at the end of the article. What caused her to change/develop as a person? Use text evidence to support your answer.

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# Hillcrest Elementary School



WRITING  
ESCRITURA



# Performance Task:

**The City of Peekskill** wishes to honor the people of Peekskill and surrounding communities who are working on the front lines during this Coronavirus Crisis. **Mayor Rainey** has asked Mr. L. and the 5th grade teachers and students to take a leadership role in this endeavor. Students will become the investigative reporters who will research the lives of the ordinary people who have made extraordinary contributions to our community during this time. Students will then become the biographers of these heroes' stories, writing brief biographies or "biographical sketches" about the person. If the person is able to supply a photograph, the student will also draw an illustration of the local hero that reveals to the viewer some details about the hero. These will all be collected and compiled together in an online gallery, and possibly in a printed book format, for the public to learn about the people working hard on the front lines to benefit the greater community.

- You will:
  - research what makes a good biography
  - Decide what kind of questions are just "getting-to-know-you questions, and what kinds of questions will be meaningful questions to ask the hero you interview
  - Set ground rules for how we can safely interview the heroes
  - Help craft a general list of interview questions that will help us get the information we want for our project
  - Identify background information needed and conduct additional research as needed

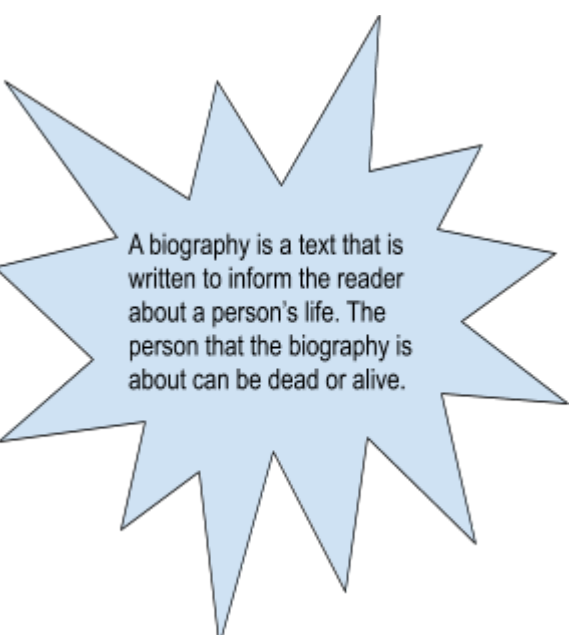
## Phase 3 - Day 1

Teaching Point: What is a biography and why do people write biographies?

Content Objective: Writers will learn about biographies and why people write them.

Language Objective: Writers will think and write about the purpose of writing their own biographies.

### BIOGRAPHERS WRITE BIOGRAPHIES TO:



A biography is a text that is written to inform the reader about a person's life. The person that the biography is about can be dead or alive.

#### ★ INFORM

Biographers want to teach people about remarkable people that have made a difference in our world.

#### ★ INSPIRE

Biographers want to inspire ordinary people to do great things.

#### ★ CAPTIVATE

Biographers want to attract readers by including the most important parts of the persons' life in a clear and organized way.

#### ★ REIMAGINE THE FUTURE

Biographers want us to learn from the past so that we can make our future even better.

#### ★ TEACH LIFE LESSONS

Biographers want us to know that anyone can make a difference if we persevere.

#### ★ HELP READERS MAKE CONNECTIONS

Biographers want readers to make connections to their own life. You will realize similarities between you and a true hero!

**Think/Write:** Using the information given above, what are some reasons YOU would want to write a biography? Write down any ideas you might have about writing a biography.

Jot some reasons you would like to write a biography!

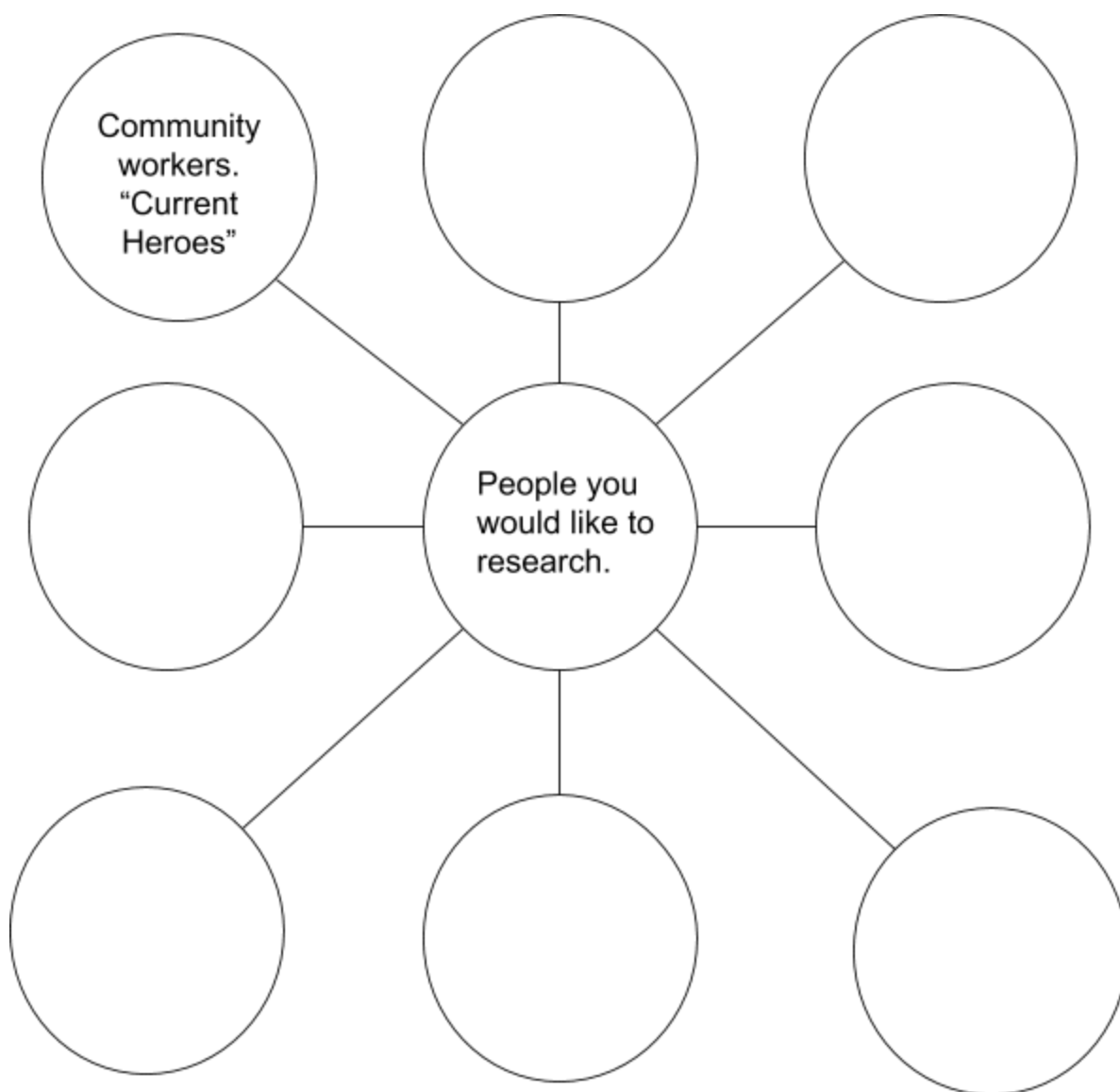
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Use the graphic organizer to think about people whom you would like to research and write a biography on.



### Phase 3 - Day 2

Teaching Point: People write biographies about remarkable people for many reasons. What's your WHY?

Content Objective: Writers will identify people they might want to research and explain their WHY.

Language Objective: Writers will begin to think and write about WHY they might want to write a biography on a particular person.

#### Think/Write:

Think about the people you said you were interested in researching and writing a biography about from yesterday's lesson. Now, think about WHY you would want to research each person. See the example for some support.

Who: Who are you interested in writing a biography about?	Why: Why should other people know how remarkable this person is?
Grocery store cashier (Mom)	I want to research and write a biography about my mom. She works at Stop and Shop and I consider her to be a remarkable person during this crisis. Some people may think a cashier is not a good job. I want people to know that my mom risks her health to go to work every day so that people can get their groceries. She also risks her health so that she can make money for our family. She is a true hero to me.

### Phase 3 - Day 3

Teaching Point: What is happening in the world around me?

Content Objective: Writers can learn how the world around them (setting) can influence people's lives.

Language Objective: Writers will write about their perspective of the world around them.

#### Read:

We are certainly living in **unique** times. When we talk about writing a biography, we think about the times that people are living in and the effect the **time period** has on life. People may be influenced by the time they are living in. Sometimes people who are **ordinary** end up being **extraordinary** and we want to highlight what they do.

Think about our **essential workers**. An essential worker is “someone that performs work involving the safety of human life and the protection of property”. Humans need to have food, a safe place to live and to be protected during an emergency.

Today you are going to about the time we are living in now. Below are some questions to guide your writing. You should write a paragraph that has at least 5-6 sentences.

- What is happening right now?
- How has your life changed?
- What do you see when you go out?
- If you do not go out, what do you see on the news?
- Who are our “**heroes**” during this time?
- How do you think this time period is **affecting** our “**heroes**”?

**Think/write:** Use the above questions to help you write about what is happening around you. (Remember, a paragraph has between 5-6 sentences. Introductory sentence, middle sentences, and concluding sentence.)

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If you need more space, you can always continue on a separate sheet of paper.

## Phase 3- Day 4

Teaching Point: What do you want to know about these remarkable people? We can learn about people through interviewing.

Content Objective: Writers will interview an essential worker (everyday hero) to prepare for writing a biography about them.

Language Objective: Writers will gather information by speaking to an essential work (everyday hero) and writing down information they learned.

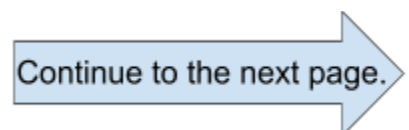
**Think:** What are some ways I can interview someone and stay safe?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Read:** You are going to be extraordinary and take part in history today. You are going to interview an everyday hero. It will be your job to help keep a written record of history and tell the story of an everyday hero.

Are you up to doing this important job? We have provided you with a sheet to help you conduct your interview. You have learned a lot about biography so far, now is the time to use what you know to help you write about an everyday hero.

The questions we provided you are a guide. Make sure to include some questions that **you** want to ask too.





Name\_\_\_\_\_

### Interview Questions for Biography Directions:

Below are some questions to ask the person whom you are interviewing. You do not have to ask every question if you have questions you would rather ask. Add at least 2 questions to this list. When you are interviewing your person and something interesting comes up, ask impromptu questions that are not written down. *The purpose of this interview is to learn more about the person whom you are interviewing.* Record (write down) all the information that you learn about your person so that you can use this information to write a short biography after. Be sure to LISTEN to what your person says. Let the conversation move in different directions. If you find out some information that doesn't fit under any of these questions, jot it down on the back. You never know what you might learn! *(You can always use a separate sheet of paper to continue your writing if this sheet does not offer enough space.)*

#### Questions:

1. When were you born?

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2. Where were you born?

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3. Who are your parents?

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4. Do you have brothers and/or sisters?

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5. Are you the oldest, youngest, or middle child?

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6. Tell me about your childhood. Where did you grow up?

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7. Did you stay in one place or move around a lot?

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8. What is your fondest childhood memory?

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9. What did you want to be when you grew up?

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10. Where did you go to elementary school, Middle, and High School?

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11. College?

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12. Who has been the biggest influence in your life? Why?

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13. Where did you meet your husband/wife?

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14. Do you have any children?

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15. Is there anything you would like to do or accomplish in your life that you haven't done yet?  
(Examples—fly a plane, write a book, travel to Europe)

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16. What is your occupation (job)?

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17. How long have you had this job or worked in this kind of business/organization?

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18. Why did you choose this job?

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19. What do you like about the job?

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20. How has your job changed since the COVID-19 pandemic started?

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21. How has this crisis impacted your life otherwise? Your family?

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22. After this crisis, what do you think your career plans will be?

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23. How do you think this crisis will change your life?

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24. What do you think you will remember most about this time in your life when you look back on this time in 10-20 years?

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25. What would you want the future citizens of Peekskill and the future students of Hillcrest to know about you and/or the other people who have been working on the front lines during this historic crisis?

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26. What are you most proud of?

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**27. Additional Questions**

a. Question:

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b. Question:

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Use the space below to write down the exact words from the person you are interviewing. (These are called quotes, you will need to use them later on in your writing.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Phase 3- Day 5

Teaching Point: We can code our thinking to stay organized.

Content Objective: Writers will color code their interview notes to help them organize their notes.

Language Objective: Writers will read the notes they took and color code them.

**Read:** Biography writers normally put their writing in chronological order. That means that they start when the person was born and tell their story in time order.

**Do:** Look at your notes from your interview. You can color code them so that they are in chronological order. Each thing that you want to turn into a paragraph can be coded a different color. Here is an example:

1. Early life - Code red
2. Education- Code Blue
3. Personal (are they married, kids, etc.)- Code yellow
4. What is this person's occupation (job)?- code purple
5. Why is this person important to write about? (think, how does this time period effect this person)-code orange

## Phase 3- Day 6

Teaching Point: Finding the big picture in our research.

Content Objective: Writers will learn how to find a theme based on the information they have collected.

Language Objective: Writers will read their notes and write what big message can be learned from the information.

**Read:** Biographers don't just simply list facts about the person they are writing about. In fact, that would be boring. You have to keep in mind WHY you are writing this biography.

### Ask yourself:

- Why are you writing about this person?
- What is the big picture?
- What life lesson do you want your reader to know after reading your biography?

### Common Themes That Are Fitting For This Time Period:

- Bravery
- Kindness
- Leadership
- Love
- Perseverance
- Hardwork
- Courage
- Collaboration



### Think/Write:

Look back at all of the information you collected in the previous days. What life lesson or theme do you want your readers to learn by the end of your biography? Please write a theme and explain your thoughts. Remember, there is no right or wrong answer here, as long as you can back it up!

[illegible]

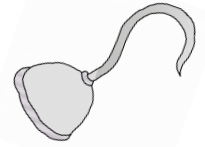
## Phase 3- Day 7



Teaching Point: Starting the drafting process - how can I hook my reader?

Content Objective: Writers will learn about different types of writing hooks.



Language Objective: Writers will write a hook for their everyday hero biography.

**Read:** How do I “hook” the person reading my writing? You want your reader to want to read your work and in order to do that, you need to “hook your reader” from the beginning of your writing.



<p>Quote from your subject</p> 	<p>Start off with something important that your subject said. Look at your interview notes, find something that you believe is important to telling the story of the person you interviewed. Start out with that.</p>
 <p>Question</p>	<p><b>Example:</b> Could you imagine living in a world where you have to stay in your home because of a virus?</p> <p><b>Example:</b> Did you notice that when you go outside everyone is wearing a mask on their face?</p>
<p>“You are there”. Set the stage for the reader and tell them what the time period is like.</p>	<p>“You Are There” - Set the scene so the reader feels like they are experiencing this time with you! Start off with the writing that you wrote about the time period we are living in. This would be a good way to introduce the time period that we are living in.</p>

**Think/Write:** Write an introduction trying out each technique. Then, read them over and circle the one you like the best!

<p>Quote from your subject</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>Question</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>“You are there”. Set the stage for the reader and tell them what the time period is like.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Phase 3 - Day 8

Teaching Point: Starting the drafting process - how can I hook my reader?

Content Objective: Writers will learn about different types of writing hooks.

Language Objective: Writers will write a hook for their everyday hero biography.

### Read:

Another way to hook the reader is to find an **inspirational quotation**. Find a quote that is fitting to the time we are living in. Make sure to tell who the person is who said the quote.

To find a hook you can try to google:

- ☐ “quotations for hope”
- ☐ “quotations for love”
- ☐ “quotations for helping others”

If you do not have access to the internet think about a saying you have heard (for example: “treat others the way you want to be treated”) or a song lyric that inspires you (for example: “I’m not giving up today. There’s nothing getting in my way. And if you knock, knock me over. I will get back up again, oh” - Trolls). Having trouble? Ask a family member to help you with a saying or song lyric that fits in with the topic.

### Example:

- “I cannot do all the good that the world needs, but the world needs all the good I can do, “ said Jana Standfield , a musician.
- An historian Howard Zinn once said, “Small acts when multiplied by millions of people can change the world.”
- “Only in the darkness can you see the stars,” said Martin Luther King Jr.
- Christopher Reeves, and actor who was paralyzed in a sports accident once said, “Once you choose hope, anything is possible.”



After you pick your quote, saying, or song lyric, it’s time to explain it.

### Example:

“I cannot do all the good that the world needs, but the world needs all the good I can do,” said Jana Standfield, a musician. *(Now I will explain by connecting the quotation to my biography):* Essential workers are the people doing the good in the world right now. Each worker is able to

do something good, and is working hard to do the best that he or she can for our community. Mrs. Smith is an essential worker at the grocery store, she does good for her customers each day. She gives them a smile and wipes down the check out area to keep the area safe and clean. She didn't realize how important the good she does helps the people in our community.

### Think/Write:

Good writers try out different techniques so that they can choose the BEST one for their final piece. Use the space below to write down another hook (using a quote, saying or song lyric) for *your* biography.

[illegible]

## Phase 3 - Day 9

Teaching Point: Time to make a plan!

Content Objective: Writers learn that having a plan before drafting is helpful in the writing process.

Language Objective: Writers can think and write about how they want to organize their writing so that it makes the most sense for their readers.

### The power is in the writer (THAT'S YOU!)

Writers can decide how they want to organize their writing. One of the most common ways biographers organize their writing is in **chronological or sequential order**. You can look back in your **READING** packet to remind yourself of the different text structures (DAY 5). You can list a few text structures in this chart and see which structure you want to use for your writing.

Text Structure	When should we use this type of text structure?	Pros (What would be great about writing it this way?)	Cons (What might be a challenge writing it this way?)
Problem/Solution	This structure is good if there is a clear problem and solution in your subject's story.	My reader will clearly know the problems that my person faced followed by how they solved it. This can help the readers see how important they are!	My readers might get confused about the order in which these problems and solutions happened in the persons' life.
***Chronological/ Sequential***	This structure is good if you want to tell your story in order. Biographers use this text structure often!		
Compare/Contrast	This structure is good if your subject has two different parts of their life to compare and contrast.		
Description	This structure is good if you want to describe		

	your topic in great detail.		
Cause/Effect	This structure is good if you want to explain why something is happening. Writers use cause and effect in persuasive writing. Remember our chocolate milk essays? If you drink too much chocolate milk(cause), you will have a stomach ache (effect)!		



**Phase 3- Days 10 and 11**  
**You have two days to work on your introduction.**

Teaching Point: Drafting your introduction.

Content Objective: Writers will determine which introduction they will use in their biography and draft it.

Language Objective: Writers will read their hooks from the previous lessons and draft their introduction paragraph.

**Directions:** Use the space below to start your introduction of your biography. Use your work from previous lessons about hooking the reader!

\*Remember, a paragraph has at least 5 sentences.

Introductory paragraph:

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### Phase 3- Days 12, 13 and 14

**You have three days to work on your body paragraphs.**

Teaching Point: DRAFTING BODY PARAGRAPHS

Content Objective: Writers will learn the overall format of a body paragraph and apply it to their writing.

Language objective: Writers will begin drafting their body paragraphs using this format.

**READ:** Each body paragraph will follow the same format. You can write however many body paragraphs you see fit. This would be a good time to look back at your color coded notes. This will help you organize your body paragraphs.

#### **BODY 1: Big Event 1 5-7 sentences**

- **Topic Sentence**
  - Indent
  - What is this paragraph going to be about?
  - Main idea of the paragraph
- **Evidence/details related to the event**
  - Support your topic sentence with details from your research
  - Use transition words to help the reader follow your writing (First, then, next, finally, meanwhile)
  - Insert quotations from your person if it is related to this big event
- **Concluding sentence**
  - Wrap it all up
  - Restate your topic sentence
  - Connect to the theme of your biography

#### **BODY 2: Big Event 2 5-7 sentences**

- **Topic Sentence**
  - Indent
  - What is this paragraph going to be about?
  - Main idea of the paragraph
- **Evidence/details related to the event**
  - Support your topic sentence with details from your research
  - Use transition words to help the reader follow your writing (First, then, next, finally, meanwhile)
  - Insert quotations from your person if it is related to this big event
- **Concluding sentence**
  - Wrap it all up
  - Restate your topic sentence
  - Connect to the theme of your biography

Hillcrest  
Elementary School



MATH  
matemáticas



## Equivalent Fractions

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### Grade 5 Fractions Worksheet

Complete the equivalent fractions.

1.  $\frac{\quad}{3} = \frac{12}{18}$

2.  $\frac{9}{12} = \frac{81}{\quad}$

3.  $\frac{18}{\quad} = \frac{90}{125}$

4.  $\frac{3}{\quad} = \frac{18}{24}$

5.  $\frac{\quad}{2} = \frac{7}{14}$

6.  $\frac{\quad}{6} = \frac{36}{54}$

7.  $\frac{2}{\quad} = \frac{8}{36}$

8.  $\frac{\quad}{5} = \frac{6}{15}$

9.  $\frac{\quad}{7} = \frac{2}{14}$

10.  $\frac{\quad}{2} = \frac{4}{8}$

11.  $\frac{3}{4} = \frac{30}{\quad}$

12.  $\frac{6}{12} = \frac{\quad}{72}$

13.  $\frac{\quad}{10} = \frac{8}{80}$

14.  $\frac{1}{\quad} = \frac{5}{15}$

15.  $\frac{2}{6} = \frac{12}{\quad}$

16.  $\frac{\quad}{8} = \frac{42}{48}$

17.  $\frac{3}{5} = \frac{24}{\quad}$

18.  $\frac{\quad}{25} = \frac{24}{50}$



## Adding unlike fractions

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### Grade 5 Fractions Worksheet

Find the sum.

1.  $\frac{1}{2} + \frac{2}{3} =$  \_\_\_\_\_

2.  $\frac{8}{12} + \frac{8}{11} =$  \_\_\_\_\_

3.  $\frac{2}{7} + \frac{6}{10} =$  \_\_\_\_\_

4.  $\frac{1}{6} + \frac{6}{11} =$  \_\_\_\_\_

5.  $\frac{5}{9} + \frac{1}{2} =$  \_\_\_\_\_

6.  $\frac{9}{12} + \frac{2}{12} =$  \_\_\_\_\_

7.  $\frac{2}{7} + \frac{1}{4} =$  \_\_\_\_\_

8.  $\frac{1}{4} + \frac{6}{8} =$  \_\_\_\_\_

9.  $\frac{4}{10} + \frac{4}{5} =$  \_\_\_\_\_

10.  $\frac{1}{2} + \frac{8}{11} =$  \_\_\_\_\_

11.  $\frac{1}{11} + \frac{2}{12} =$  \_\_\_\_\_

12.  $\frac{2}{12} + \frac{2}{4} =$  \_\_\_\_\_

13.  $\frac{3}{5} + \frac{3}{8} =$  \_\_\_\_\_

14.  $\frac{6}{9} + \frac{1}{2} =$  \_\_\_\_\_

## Adding Fractions (A)

Find the value of each expression in lowest terms.

1.  $\frac{7}{3} + \frac{23}{7}$

5.  $\frac{7}{4} + \frac{5}{8}$

9.  $\frac{3}{5} + \frac{1}{3}$

2.  $\frac{17}{10} + \frac{11}{20}$

6.  $\frac{15}{7} + \frac{12}{5}$

10.  $\frac{13}{16} + \frac{3}{4}$

3.  $\frac{17}{9} + \frac{3}{2}$

7.  $\frac{19}{8} + \frac{13}{14}$

11.  $\frac{32}{15} + \frac{10}{3}$

4.  $\frac{27}{16} + \frac{19}{16}$

8.  $\frac{13}{5} + \frac{2}{9}$

12.  $\frac{6}{5} + \frac{13}{10}$



## Adding mixed numbers (unlike denominators)

### Grade 5 Fractions Worksheet

Find the sum.

1.  $3\frac{1}{4} + 3\frac{5}{8} =$  \_\_\_\_\_

2.  $9\frac{9}{10} + 2\frac{3}{5} =$  \_\_\_\_\_

3.  $3\frac{5}{11} + 7\frac{2}{3} =$  \_\_\_\_\_

4.  $5\frac{2}{8} + 2\frac{4}{10} =$  \_\_\_\_\_

5.  $8\frac{7}{9} + 5\frac{9}{11} =$  \_\_\_\_\_

6.  $6\frac{2}{7} + 7\frac{1}{2} =$  \_\_\_\_\_

7.  $5\frac{1}{2} + 8\frac{3}{4} =$  \_\_\_\_\_

8.  $10\frac{2}{3} + 7\frac{1}{7} =$  \_\_\_\_\_

9.  $10\frac{8}{10} + 9\frac{7}{12} =$  \_\_\_\_\_

10.  $3\frac{7}{8} + 3\frac{1}{3} =$  \_\_\_\_\_

11.  $4\frac{3}{7} + 6\frac{1}{5} =$  \_\_\_\_\_

12.  $1\frac{4}{6} + 9\frac{3}{8} =$  \_\_\_\_\_

13.  $4\frac{8}{10} + 5\frac{2}{6} =$  \_\_\_\_\_

14.  $3\frac{3}{9} + 7\frac{6}{11} =$  \_\_\_\_\_



# CHOICE BOARD

FRIDAY, MAY 15TH

## DIRECTIONS:

SELECT TWO CHOICES FROM THE CHOICE BOARD BELOW. THEN, ON A SEPARATE SHEET OF PAPER WRITE ABOUT YOUR EXPERIENCE. DID YOU ENJOY DOING THIS ACTIVITY? WHY OR WHY NOT?

Work with a parent to plan 1 or 2 family meals for the week. You'll need to make a list of items you need from the grocery store.	Prepare a boxed, canned or frozen vegetable or meal with the help of an adult.	Sort laundry. Learn how to measure detergent. Wash and dry at least 1 load of clothes.
Look in your fridge and learn how to decide which foods need to be thrown out. Take items out of the fridge and wipe down shelves.	Learn your home address and how to address an envelope. Write a letter to a friend or family member.	Make a meal for yourself that includes a meat, a vegetable and a fruit. It can be very simple.
Clean out everything from under your bed.	Unload and put away dishes from the dishwasher. Load dirty dishes. If you don't have a dishwasher, wash and dry the dishes after a meal.	Make a daily checklist of items to do and check them off as you do them: shower, put on deodorant, brush teeth two times, brush and fix hair.



# Simplifying Fractions

---

## Grade 5 Fractions Worksheet

Simplify the fractions.

1.  $\frac{6}{30} =$  \_\_\_\_\_

2.  $\frac{5}{10} =$  \_\_\_\_\_

3.  $\frac{4}{40} =$  \_\_\_\_\_

4.  $\frac{24}{30} =$  \_\_\_\_\_

5.  $\frac{6}{8} =$  \_\_\_\_\_

6.  $\frac{8}{12} =$  \_\_\_\_\_

7.  $\frac{12}{24} =$  \_\_\_\_\_

8.  $\frac{99}{108} =$  \_\_\_\_\_

9.  $\frac{4}{8} =$  \_\_\_\_\_

10.  $\frac{18}{90} =$  \_\_\_\_\_

11.  $\frac{50}{80} =$  \_\_\_\_\_

12.  $\frac{63}{72} =$  \_\_\_\_\_

13.  $\frac{9}{72} =$  \_\_\_\_\_

14.  $\frac{48}{96} =$  \_\_\_\_\_

15.  $\frac{2}{6} =$  \_\_\_\_\_

16.  $\frac{49}{70} =$  \_\_\_\_\_

Name ..... Date .....

1. Add  $\frac{1}{3} + \frac{1}{4}$
2. Subtract  $\frac{1}{10} - \frac{1}{12}$
3. Add  $\frac{1}{4} + \frac{1}{7}$
4. Subtract  $\frac{1}{7} - \frac{1}{10}$
5. Add  $\frac{1}{2} + \frac{1}{9}$
6. Subtract  $\frac{1}{9} - \frac{1}{10}$
7. Add  $\frac{1}{3} + \frac{1}{6}$
8. Subtract  $\frac{1}{6} - \frac{1}{9}$
9. Add  $\frac{1}{2} + \frac{1}{4}$
10. Subtract  $\frac{1}{5} - \frac{1}{9}$



## Subtracting Fractions (A)

Find the value of each expression in lowest terms.

1.  $\frac{31}{9} - \frac{19}{15}$

5.  $\frac{7}{2} - \frac{4}{3}$

9.  $\frac{13}{5} - \frac{7}{4}$

2.  $\frac{27}{13} - \frac{1}{4}$

6.  $\frac{2}{5} - \frac{4}{15}$

10.  $\frac{25}{12} - \frac{1}{2}$

3.  $\frac{17}{2} - \frac{3}{5}$

7.  $\frac{21}{11} - \frac{13}{11}$

11.  $\frac{7}{6} - \frac{7}{10}$

4.  $\frac{27}{10} - \frac{37}{18}$

8.  $\frac{37}{20} - \frac{11}{6}$

12.  $\frac{22}{3} - \frac{27}{4}$



## Subtracting mixed numbers with unlike denominators

---

### Grade 6 Fraction Worksheet

Find the difference.

1.  $10\frac{1}{9} - 9\frac{3}{4} =$  \_\_\_\_\_

2.  $5\frac{5}{7} - 5\frac{1}{8} =$  \_\_\_\_\_

3.  $10\frac{4}{8} - 9\frac{1}{9} =$  \_\_\_\_\_

4.  $9\frac{2}{5} - 8\frac{8}{10} =$  \_\_\_\_\_

5.  $7\frac{1}{4} - 1\frac{6}{11} =$  \_\_\_\_\_

6.  $10\frac{5}{6} - 1\frac{2}{5} =$  \_\_\_\_\_

7.  $4\frac{4}{5} - 3\frac{2}{12} =$  \_\_\_\_\_

8.  $8\frac{8}{10} - 6\frac{1}{2} =$  \_\_\_\_\_

9.  $2\frac{1}{4} - 2\frac{2}{11} =$  \_\_\_\_\_

10.  $10\frac{3}{6} - 9\frac{5}{7} =$  \_\_\_\_\_

# CHOICE BOARD

## DIRECTIONS:

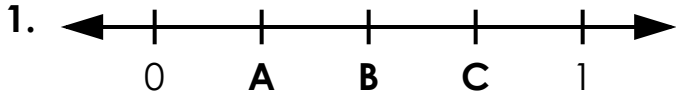
SELECT TWO **DIFFERENT** CHOICES FROM THE CHOICE BOARD BELOW. THEN, ON A SEPARATE SHEET OF PAPER WRITE ABOUT YOUR EXPERIENCE. DID YOU ENJOY DOING THIS ACTIVITY? WHY OR WHY NOT?

Work with a parent to plan 1 or 2 family meals for the week. You'll need to make a list of items you need from the grocery store.	Prepare a boxed, canned or frozen vegetable or meal with the help of an adult.	Sort laundry. Learn how to measure detergent. Wash and dry at least 1 load of clothes.
Look in your fridge and learn how to decide which foods need to be thrown out. Take items out of the fridge and wipe down shelves.	Learn your home address and how to address an envelope. Write a letter to a friend or family member.	Make a meal for yourself that includes a meat, a vegetable and a fruit. It can be very simple.
Clean out everything from under your bed.	Unload and put away dishes from the dishwasher. Load dirty dishes. If you don't have a dishwasher, wash and dry the dishes after a meal.	Make a daily checklist of items to do and check them off as you do them: shower, put on deodorant, brush teeth two times, brush and fix hair.

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

# Number Lines

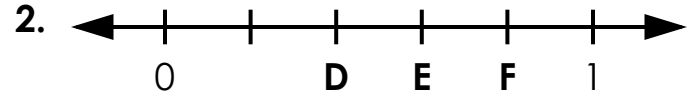
Write the fraction or mixed number represented by the letters on the number lines.



A = \_\_\_\_\_

B = \_\_\_\_\_

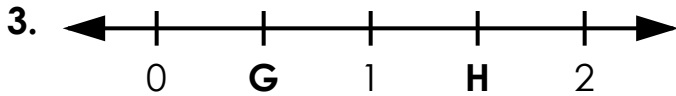
C = \_\_\_\_\_



D = \_\_\_\_\_

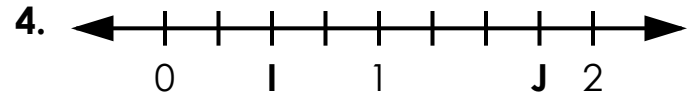
E = \_\_\_\_\_

F = \_\_\_\_\_



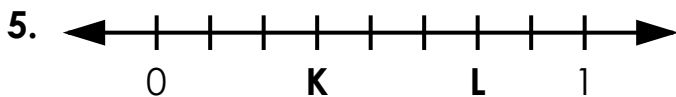
G = \_\_\_\_\_

H = \_\_\_\_\_



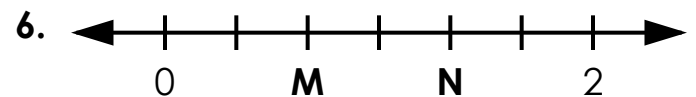
I = \_\_\_\_\_

J = \_\_\_\_\_



K = \_\_\_\_\_

L = \_\_\_\_\_



M = \_\_\_\_\_

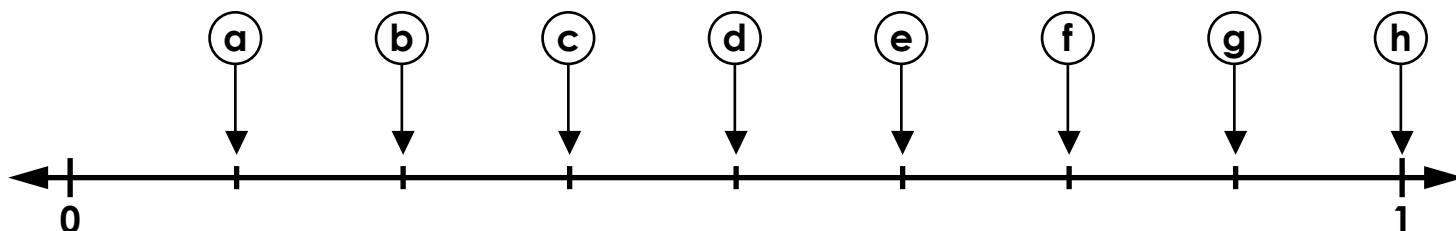
N = \_\_\_\_\_



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

# Fractions Number Line

Write the correct letter on the blank line next to each fraction.



$\frac{1}{2}$    d  

$\frac{7}{8}$  \_\_\_\_\_

$\frac{1}{4}$  \_\_\_\_\_

$\frac{8}{8}$  \_\_\_\_\_

$\frac{5}{8}$  \_\_\_\_\_

$\frac{3}{4}$  \_\_\_\_\_

$\frac{1}{8}$  \_\_\_\_\_

$\frac{3}{8}$  \_\_\_\_\_

Compare the fractions using  $<$ ,  $>$ , and  $=$ .

$\frac{3}{8} > \frac{1}{4}$

$\frac{4}{8} \bigcirc \frac{1}{2}$

$\frac{5}{8} \bigcirc \frac{3}{4}$

$\frac{1}{2} \bigcirc \frac{3}{4}$

$\frac{7}{8} \bigcirc \frac{1}{4}$

$\frac{1}{4} \bigcirc \frac{2}{8}$

$\frac{1}{4} \bigcirc \frac{7}{8}$

$\frac{8}{8} \bigcirc 1$

$\frac{1}{2} \bigcirc \frac{6}{8}$

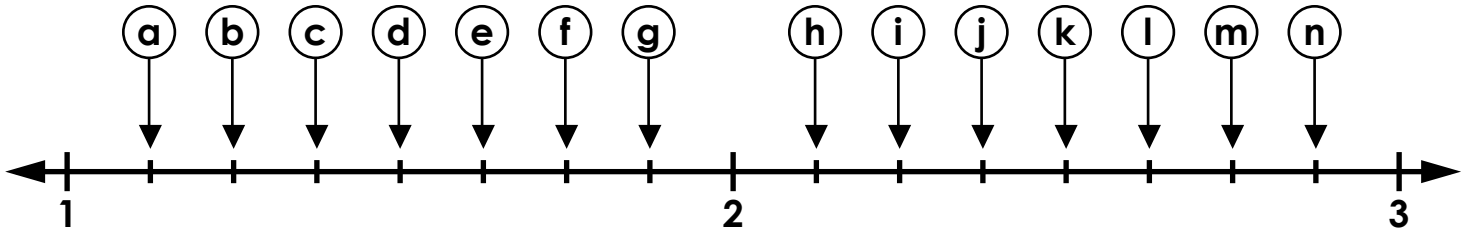
Mrs. Browning asked her class to help with safety patrol.  $\frac{4}{8}$  of the class went with her to help younger students onto the buses. Mr. Tobias took  $\frac{1}{2}$  of the class to help students at the crosswalk. Compare the fractions of the class that went with each teacher using  $<$ ,  $>$ , or  $=$ .

**Mrs. Browning**  $\frac{4}{8} \bigcirc \frac{1}{2}$  **Mr. Tobias**

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

# Mixed Fractions Number Line

Write the correct letter on the blank line next to each mixed fraction.



$1\frac{1}{4}$    b         $2\frac{5}{8}$  \_\_\_\_\_       $2\frac{3}{4}$  \_\_\_\_\_       $1\frac{3}{8}$  \_\_\_\_\_

$2\frac{1}{8}$  \_\_\_\_\_       $1\frac{7}{8}$  \_\_\_\_\_       $1\frac{1}{2}$  \_\_\_\_\_       $2\frac{7}{8}$  \_\_\_\_\_

$2\frac{1}{2}$  \_\_\_\_\_       $1\frac{5}{8}$  \_\_\_\_\_       $2\frac{1}{4}$  \_\_\_\_\_       $1\frac{1}{8}$  \_\_\_\_\_

Compare the fractions using <, >, and =.

$1\frac{3}{4} \bigcirc 1\frac{6}{8}$

$2\frac{1}{8} \bigcirc 2\frac{1}{4}$

$1\frac{7}{8} \bigcirc 2\frac{1}{4}$

$2\frac{5}{8} \bigcirc 2\frac{1}{2}$

$1\frac{3}{8} \bigcirc 2\frac{3}{8}$

$1\frac{2}{4} \bigcirc 1\frac{2}{8}$

$2\frac{2}{8} \bigcirc 2\frac{1}{4}$

$1\frac{5}{8} \bigcirc 1\frac{3}{4}$

$2\frac{7}{8} \bigcirc 1\frac{7}{8}$

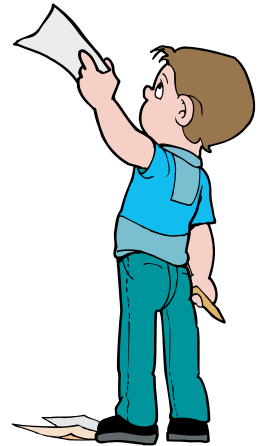
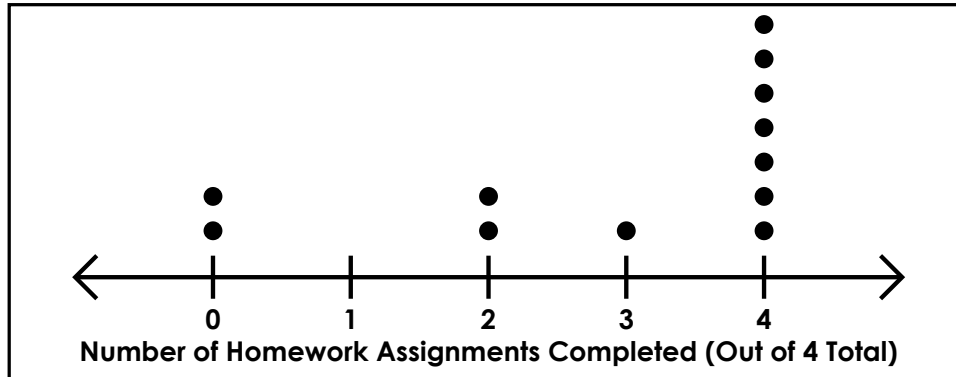
$1\frac{3}{4} \bigcirc 1\frac{4}{8}$

$2\frac{2}{4} \bigcirc 2\frac{1}{2}$

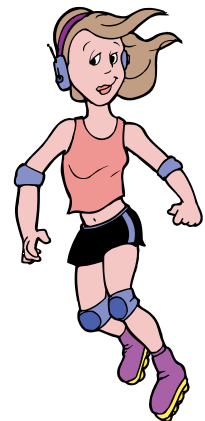
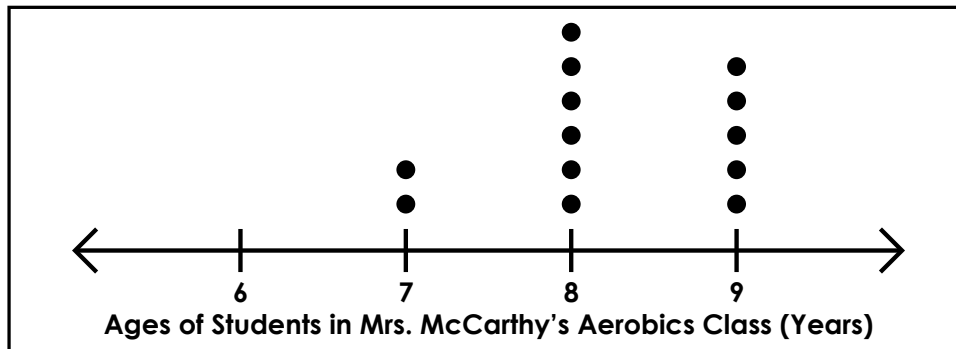
$1\frac{6}{8} \bigcirc 2\frac{2}{8}$

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

# Reading Line Plots



- How many students completed all of the assignments? \_\_\_\_\_
- How many students did not complete any homework assignments? \_\_\_\_\_
- How many students missed only one assignment? \_\_\_\_\_
- How many students missed one or more assignments? \_\_\_\_\_

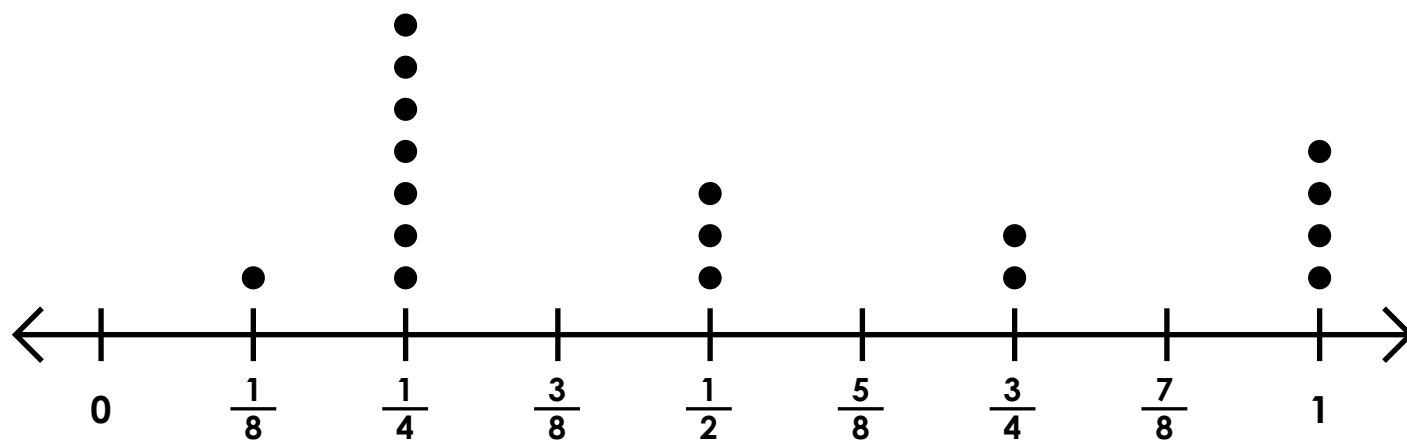


- How many 6-year-olds are in the aerobics class? \_\_\_\_\_
- How many more 8-year-olds than 7-year-olds are in the class? \_\_\_\_\_
- Last Monday, five kids did not come to class. Which fact might possibly be true?
  - All of the students in the class on Monday were 8 years old.
  - There were no 7-year-olds in the class on Monday.
  - On Monday, all of the students in class were less than 8 years old.

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

## Reading a Line Plot

17 buckets are filled with water. The line plot below shows the amount of water, in gallons, that each bucket contains.



**Amount of Water in Buckets (Gallons)**

1. How many buckets have one half gallon of water? \_\_\_\_\_
  
2. How many buckets have one full gallon of water? \_\_\_\_\_
  
3. How many buckets are filled with one quart of water? \_\_\_\_\_
  
4. How many have more than one quart of water? \_\_\_\_\_
  
5. How many buckets are filled with one pint of water? \_\_\_\_\_

# CHOICE BOARD

## DIRECTIONS:

SELECT TWO **DIFFERENT** CHOICES FROM THE CHOICE BOARD BELOW. THEN, ON A SEPARATE SHEET OF PAPER WRITE ABOUT YOUR EXPERIENCE. DID YOU ENJOY DOING THIS ACTIVITY? WHY OR WHY NOT?

Work with a parent to plan 1 or 2 family meals for the week. You'll need to make a list of items you need from the grocery store.	Prepare a boxed, canned or frozen vegetable or meal with the help of an adult.	Sort laundry. Learn how to measure detergent. Wash and dry at least 1 load of clothes.
Look in your fridge and learn how to decide which foods need to be thrown out. Take items out of the fridge and wipe down shelves.	Learn your home address and how to address an envelope. Write a letter to a friend or family member.	Make a meal for yourself that includes a meat, a vegetable and a fruit. It can be very simple.
Clean out everything from under your bed.	Unload and put away dishes from the dishwasher. Load dirty dishes. If you don't have a dishwasher, wash and dry the dishes after a meal.	Make a daily checklist of items to do and check them off as you do them: shower, put on deodorant, brush teeth two times, brush and fix hair.

# DAILY WORD PROBLEMS

## Day 1 (May 11th)

Tony has a ribbon that measures 0.75 meters in length. He cuts 0.125 meters off the ribbon and gives it to a friend. How much ribbon is left?

## Day 2 (May 12th)

The fifth-grade classes are having a food drive. There are 84 students in the fifth grade. The goal is for each student to collect 16 cans of food. How many cans will be collected in all if each fifth-grader achieves the goal?

## Day 3 (May 13th)

Lisa bought a bracelet for \$3.25, including tax. If she gave the cashier \$5.00, how much change did she receive?

## Day 4 (May 14th)

Write the expression that means the same as "Subtract three from the product of eight and five." Then solve.

## Day 6 (May 18th)

The farmer's market opens for  $2\frac{1}{5}$  hours in the morning and  $3\frac{2}{3}$  hours in the afternoon. How long is the farmer's market open in a day?

## Day 7 (May 19th)

Tara baked  $6\frac{1}{2}$  dozen cookies. She sold  $3\frac{2}{6}$  dozen of the cookies she made. How many dozens of cookies does Tara have remaining?

## Day 8 (May 20th)

Each day last week, Ms. Wilson walked  $\frac{3}{4}$  mile. What is the total distance, in miles, that Ms. Wilson walked in 4 days?

## Day 9 (May 21st)

A race car driver completed three laps in the three times shown: 39.28 seconds, 38.9 seconds and 37.83 seconds. What was the total time, in seconds it took for the driver to complete the three laps?

# DAILY WORD PROBLEMS

## Day 11 (May 26th)

Kim's class voted on a location for a field trip.

\* $\frac{3}{4}$  of the class voted for a museum.

\* $\frac{1}{8}$  of the class voted for the zoo.

The rest voted for the nature park. What fraction of the class voted for the nature park?

## Day 12 (May 27th)

In a math game, a player chooses two numbers, as described below.

\*First number: A mixed number between 2 and 10

\*Second number: 1, 2, 3, 4 or 5

Which statement describes the product of the two numbers a player chooses?

- A) The product must be a whole number less than the second number.
- B) The product must be a value less than the second number.
- C) The product must be a whole number greater than the second number.
- D) The product must be a value greater than the second number.

## Day 13 (May 28th)

A box contains 512 grams of cereal. One serving is 56 grams. How many servings of cereal does the box contain?

# Hillcrest

Elementary School



science

ciencias



# Respiratory System

*Check out the vocabulary below to learn more about our respiratory system!*

**Respiratory System:** all the organs needed to bring oxygen into the body when breathing occurs.

**Oxygen:** a gas in the air needed for muscles and other cells to carry out their functions.

**Nasal Cavity:** air entering here is filtered, warmed, and moistened before it moves on to the lungs.

**Pharynx:** the chamber where the passages from mouth and nose meet (also called the throat) leading from the nasal passages and mouth down to the larynx and trachea.

**Larynx:** the voice box, containing vocal cords that vibrate and make sounds.

**Trachea:** the windpipe leading from the head down to the lungs; it is lined with rings of cartilage to prevent it from collapsing.

**Epiglottis:** a flap of elastic tissue that forms a lid over the larynx as it branches to the trachea. When breathing, the flap stays open; when eating, it is closed to keep food from entering the lungs.

**Bronchi:** smaller tubes that branch from the trachea to the lungs.

**Cilia:** tiny hairs in the nasal passages, trachea and bronchi that help trap and remove dust and dirt particles.

**Lungs:** two sponge-like organs divided into lobes that surround the heart in our chest cavity.

**Bronchiole:** smaller branches inside the lungs that carry air to the alveoli.

**Alveoli:** air sacs where oxygen enters and waste materials leave the blood stream.

**Mucus:** a sticky, thick fluid that lines much of the respiratory system. It traps dust and dirt particles, and is moved by cilia out of the respiratory area to be swallowed and destroyed in the stomach by gastric juices.

**Diaphragm:** a large muscle under the lungs that expands the chest cavity to allow more air to enter the lungs.

*Bonus vocabulary - these are some problems someone could have with their respiratory system. (Hint - you might need these words for the activities on Day #3!)*

**Emphysema**: involved over-distention (a lot of stretching) and destruction of the air spaces in the lungs.

**Asthma**: labored (trouble) breathing caused by narrowing of the air passages in the lungs. You could have shortness of breath, wheezing, and coughing. Asthma is usually caused by an allergic reaction or environmental factor.

## THE RESPIRATORY SYSTEM

To keep your body breathing, there's the respiratory system.

This poem will teach you all its parts, to start this task it lists them.

There is the trachea-or windpipe—and nose, lungs, and pharynx,  
Bronchial tubes and diaphragm, alveoli and larynx.

When you inhale, or breathe in, moving air enters through your nose.  
It passes through the pharynx, venturing downward as it goes.

From there air moves to the larynx, known by many as the voice box.  
Just place your hand on the throat and feel it vibrate when someone talks!

Through the trachea, then bronchial tubes, the air continues down.  
'Til in the lungs it lands, where, more bronchial tubes are found.

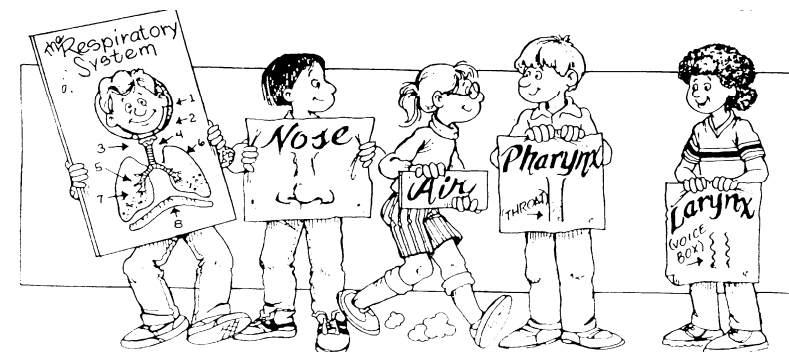
Through smaller and smaller tubes air goes, 'til settling in the alveoli.  
These are the millions of air sacs—too small to be seen by the eye.

Surrounded by tiny blood vessels, these minute alveoli are found.  
Here occurs an exchange of gases, so amazing it's sure to astound.

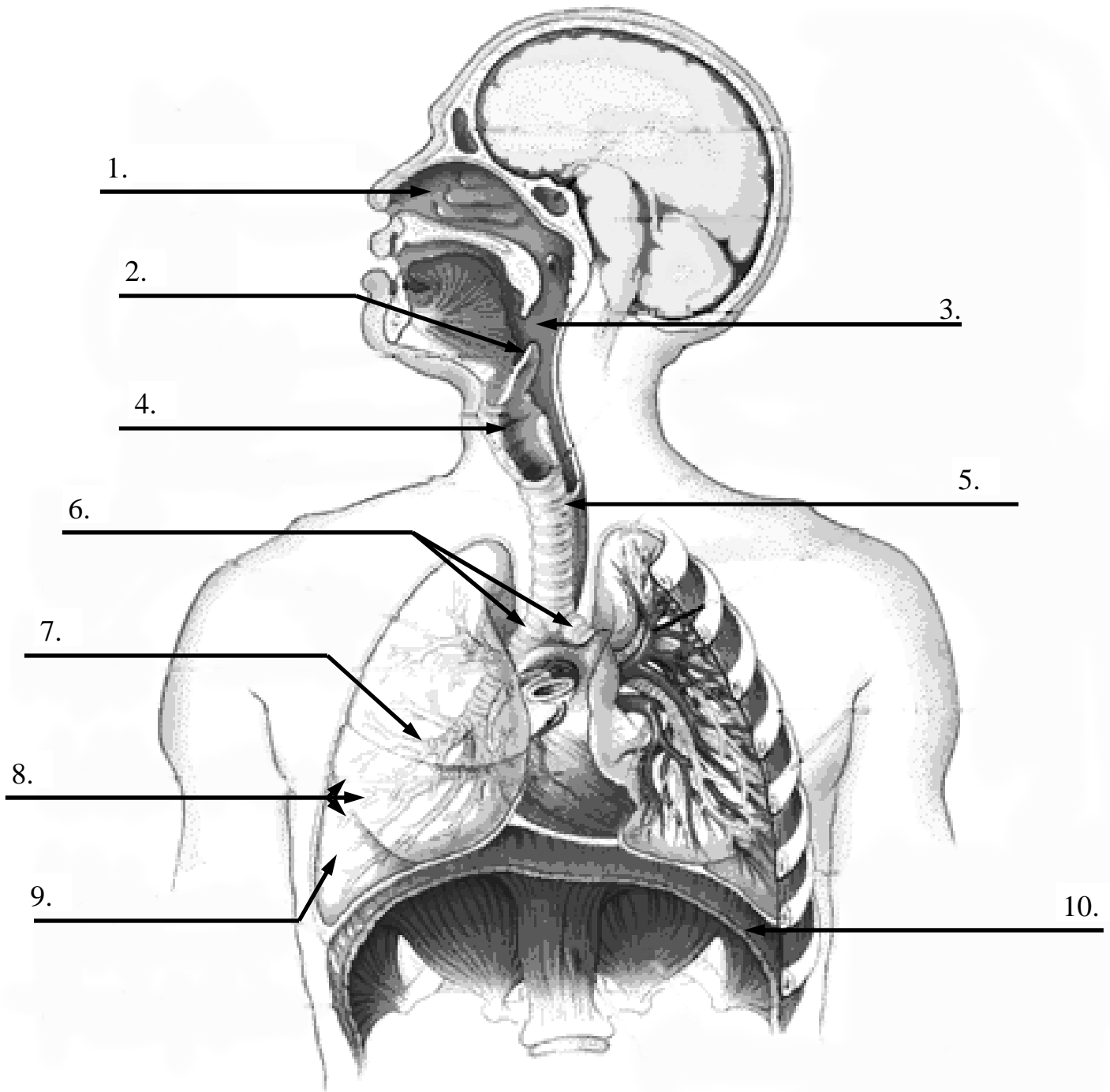
A waste product your body produces is carbon dioxide—CO<sub>2</sub>.  
Alveoli are where it is traded for oxygen that's inhaled by you.

The CO<sub>2</sub> is then exhaled, with help from a muscle that's strong.  
This muscle is the diaphragm—its job is to move air along.

So take a deep breath, and ponder the facts, you've learned today in this rhyme.  
This system is working to keep you alive, right now and all of the time.



## THE RESPIRATORY SYSTEM (without labels)



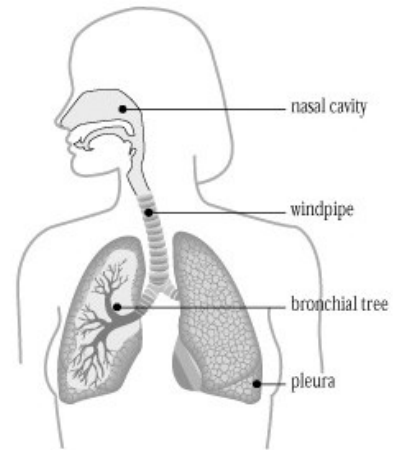
**The respiratory system enables the body to take in oxygen and get rid of carbon dioxide.**

### *Strange Breathing Occurrences*

Every time we breathe in and out, our lungs are hard at work. When we breathe in air, it enters through our nose or mouth, it passes our **larynx** (voice box) and then enters a large pipe called the **trachea** (windpipe). It then travels down our chest and the windpipe branches off into two smaller tubes (the bronchi). Each of the **bronchi** tubes bring air to your lungs. When you breathe out, the air travels out using the same route. The main purpose of breathing is to get oxygen from the air. Oxygen is necessary for energy and the life of the cells in our body. We breathe out to get rid of waste gas called **carbon dioxide**. If you exhale through your mouth onto the palm of your hand, you will notice that the air feels warm. If you do the same against a mirror, the surface of the glass will mist up, which shows that the air you exhaled has moisture (water vapor) in it.

Sometimes, strange things can occur when we are breathing. These odd occurrences help to keep us healthy. No one is exactly sure why we hiccup. Our body has a muscle below our lungs called a **diaphragm**. Sometimes the diaphragm squeezes together harder than usual, and you hiccup. As you breathe in, the space between your vocal cords snaps shut which then makes that strange hiccup sound. Have you ever noticed that babies hiccup a lot?

When we yawn, we give our body a big dose of oxygen. When you're tired or just sitting still for a long time, your breathing slows down and when this occurs, you take in less oxygen. If your body needs more oxygen, you may yawn. Yawning pulls more oxygen into your lungs which gives you more energy and helps you stay awake.



Coughing is your body's way of pushing out unwanted substances. Your throat and windpipe are coated with a slimy substance called mucus. Mucus helps to trap tiny bits of dust and other unwanted things that enter our body. When too many bits get into the mucus in your throat, you cough. Coughing stops these bits from reaching your lungs.

When you go swimming, you cannot breathe underwater. This is because our lungs need a gas not a liquid to breathe. Only a gas like oxygen and carbon dioxide can move through your lungs. A liquid such as water, cannot move through your lungs fast enough for you to breathe. You cannot survive if you are unable to breathe. That is why when swimming underwater, we need to hold our breath.

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

Answer the following questions:

1. Why do we breathe?

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2. Explain why we yawn.

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3. Why is coughing helpful?

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4. Why can't we breathe underwater?

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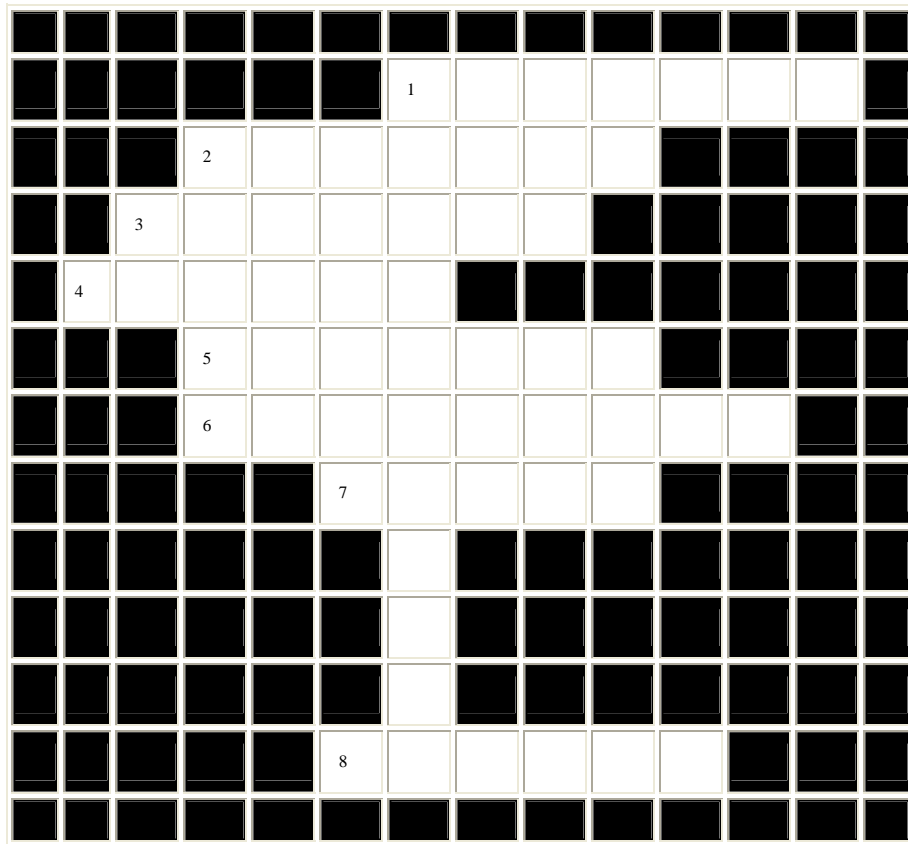
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Name \_\_\_\_\_

Date \_\_\_\_\_

## Respiratory Crossword

Solve the following crossword puzzle.



### ACROSS

1. These branches lead to the lungs.
2. Passageway that leads to trachea.
3. The functional unit of the respiratory system.
4. Gas input into the blood at the site of the alveoli.
5. The windpipe.
6. Involves over distention and destruction of the air spaces in the lungs.
7. Lines the respiratory track. Filters air of irritants.
8. Induced by an allergic reaction or environmental factor.

### DOWN

1. These small branches lead to the air sacs.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Respiratory Word Search

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

### Clues:

Clue 1 - **Passageway that leads to trachea.**

Clue 2 - **The windpipe.**

Clue 3 - **These branches lead to the lungs.**

Clue 4 - **The functional unit of the respiratory system.**

Clue 5 - **Involves over distention and destruction of the air spaces in the lungs.**

Clue 6 - **Induced by an allergic reaction or environmental factor.**

Clue 7 - **Gas input into the blood at the site of the alveoli.**

Clue 8 - **Lines the respiratory track. Filters air of irritants.**



## Respiratory System Activity

*Check out this fun activity below to show how our respiratory system works! Most of these items can be found around the house. If you don't have the materials, don't worry about it! You can always create your own respiratory system by cutting out the parts in the 2nd activity!*



### Build a Lung

How do your lungs bring air into your body and push it out?

#### Description

Most of the time, we don't need to think about breathing. You're breathing right now! How do you get air into your lungs (inhale) and out of your lungs (exhale)? Use a plastic bottle, a balloon, and a glove to model how your lungs work.

Age Level: 10 and up



How do your lungs bring air into your body and push it out?

#### Materials

- Empty plastic soda or water bottle approximately 500 mL
- Scissors
- Balloon, 15-30 cm diameter if inflated
- Disposable glove
- Rubber band
- Clear tape
- Push pin, thumbtack, or safety pin



## Step 1

Cut the bottom fourth off the plastic bottle. You may need adult help. The plastic bottle represents the outside of your chest.



## Step 2

Push the larger end of the balloon through the mouth of the bottle and into the bottle. Stretch the mouth of the balloon over the mouth of the bottle. This balloon represents one of your lungs.



## Step 3

Stretch the glove over the bottom of the bottle, so the fingers are pointing down. Secure the glove to the bottle with a rubber band.



### Step 4

Group the fingers of the glove, twist them together, and secure with tape to make a "handle." This glove represents your diaphragm, the large muscle that sits below your lungs.



### Step 5

Gently push and pull the handle of the diaphragm to move the "muscle" in and out of the bottle. What do you notice happening to the balloon lung?



### Step 6

Place a small piece of tape over the mouth of the bottle, completely covering the balloon hole. Use the pushpin to poke a hole in the tape. Be sure not to poke a hole in the balloon! This small hole in the tape represents asthma, a condition where some of the smaller airways in your lungs contract and get smaller.





## Step 7

Move the diaphragm in and out of the bottle. What do you notice about the balloon lung now? How is this different than without the tape?



## What's Going on?

When you pulled the glove (diaphragm) outside the bottle you increased the space inside the plastic bottle. This lowered the density of air molecules and reduced the pressure inside the bottle. Air from the outside rushed into the balloon to keep the volume of air inside the bottle the same.

When you pushed the diaphragm inside the bottle, you decreased the space inside the bottle. This increased the density of air molecules and increased the pressure inside the bottle. Air inside the balloon rushed out of the balloon.

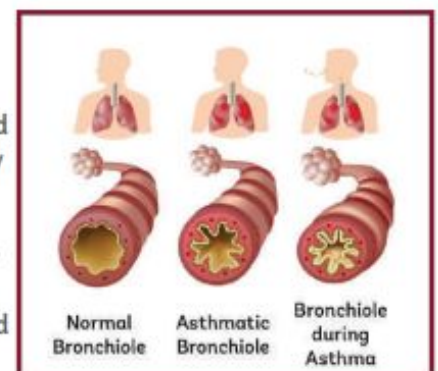
Our lungs function the same way, but our lungs are not empty sacs like the balloon. They are like a sponge, filled with tiny holes and tubes.



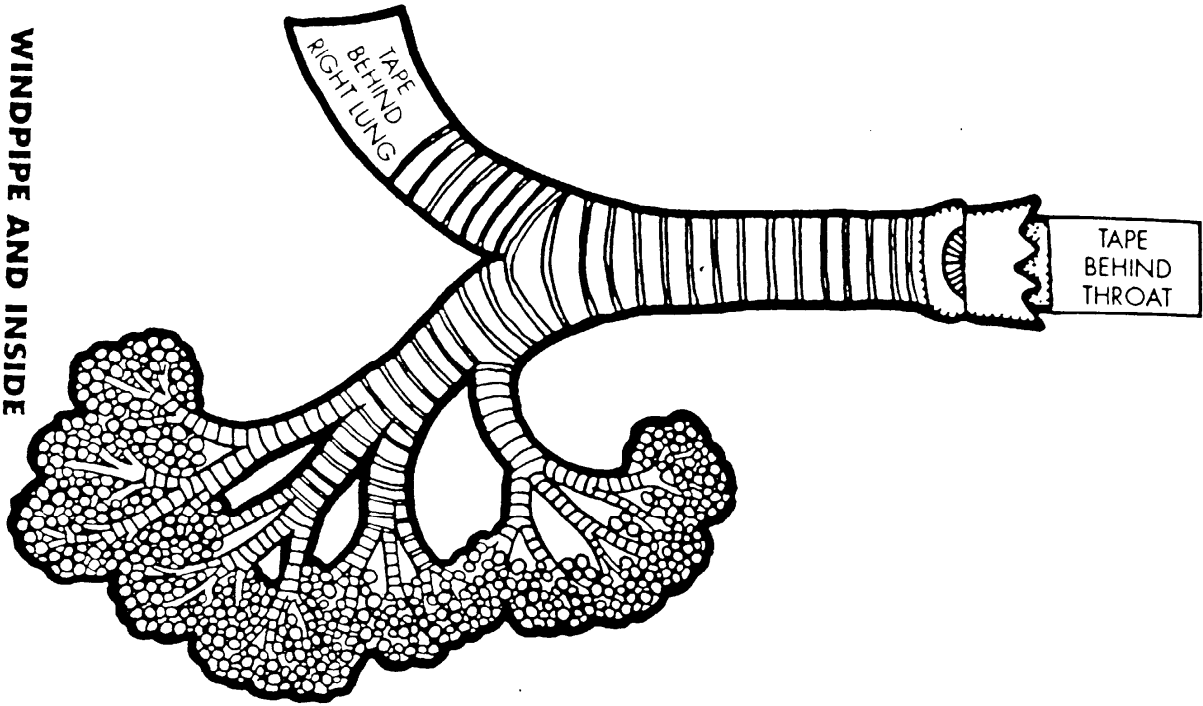
## What's asthma?

One lung condition many people have is asthma. With asthma, the small airways inside your lungs, called bronchioles, become constricted or tightened just like the hole you made in the tape. With only a tiny airway, the balloon became harder to inflate and deflate.

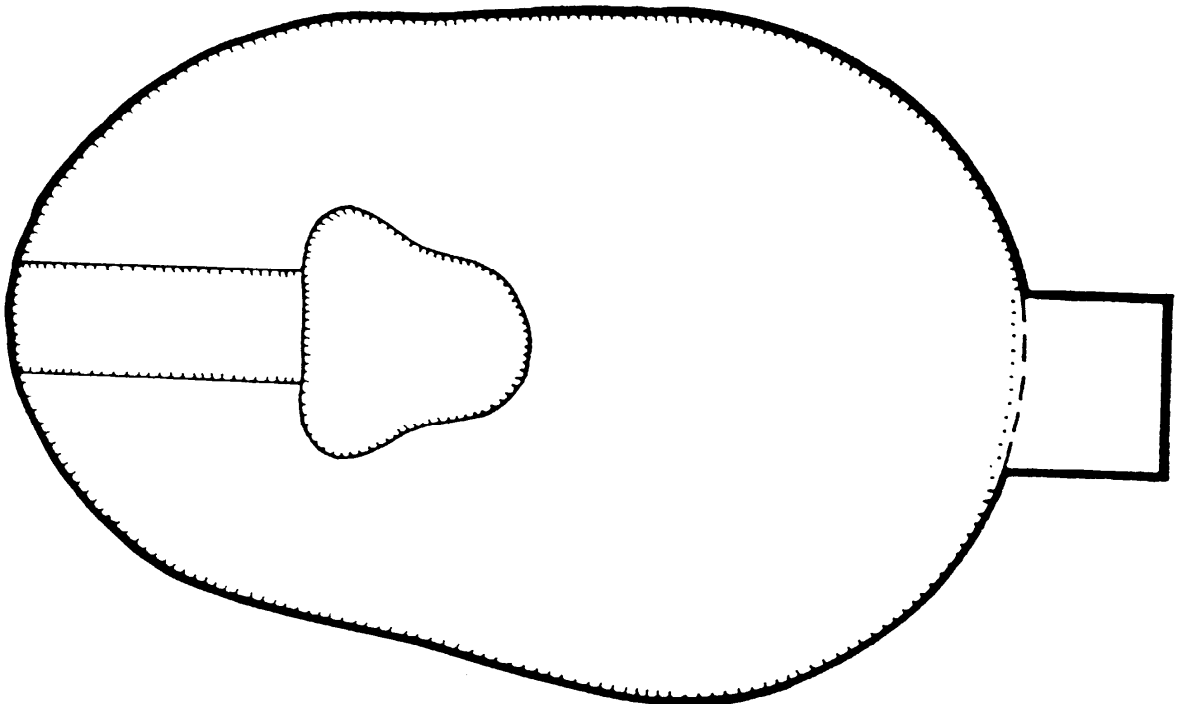
People who have asthma experience a similar situation—it's difficult for them to breathe in and out. Asthma can be triggered by things like pollution, cigarette smoke, mold, or pet dander. It can also be triggered by stress or physical exercise. Some people use an inhaler, which delivers a mist of medication to help open the airways in their lungs.

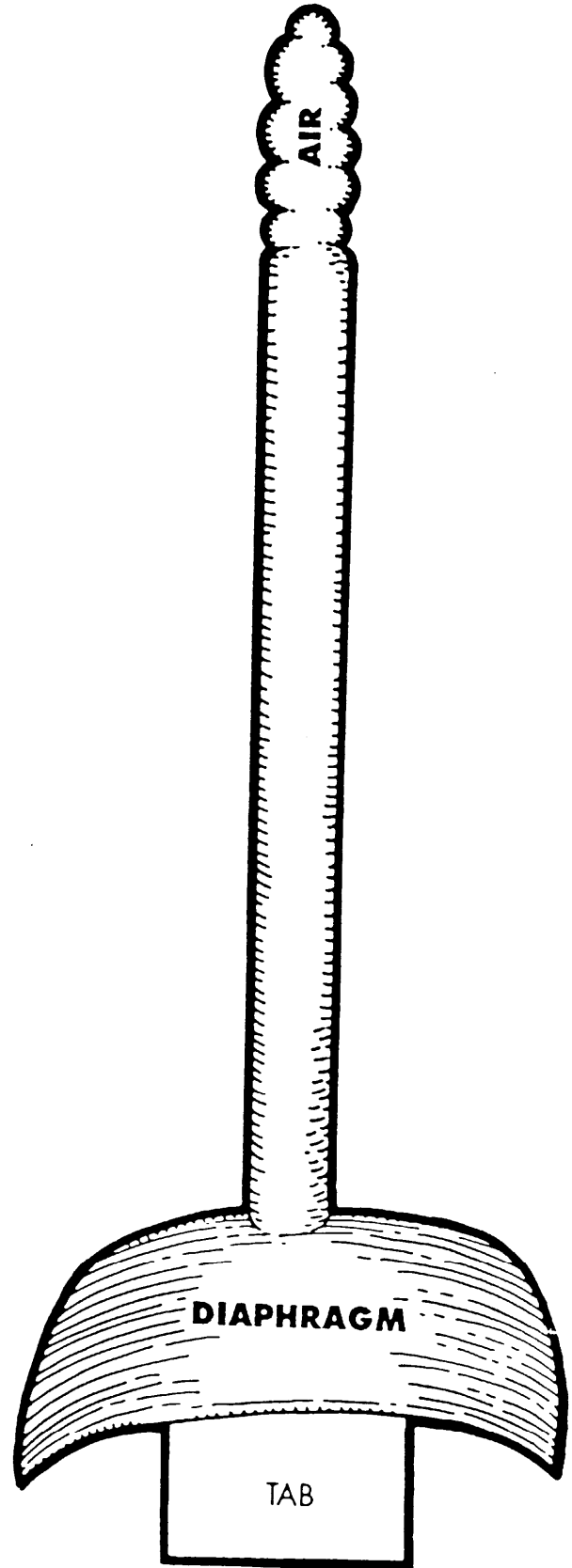
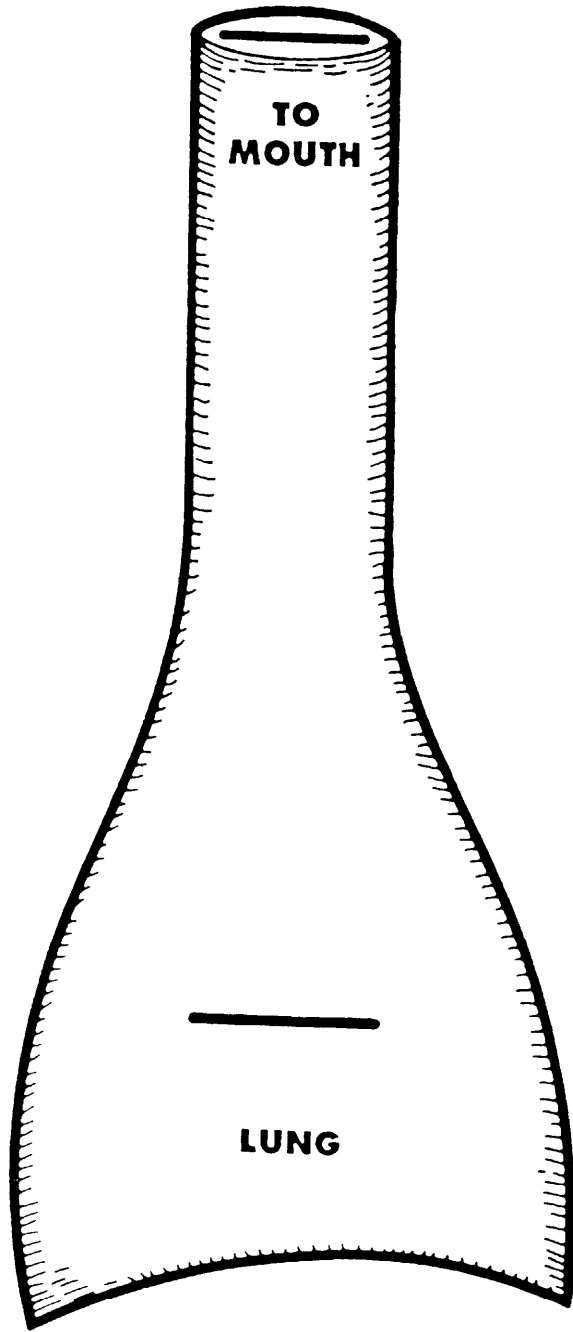


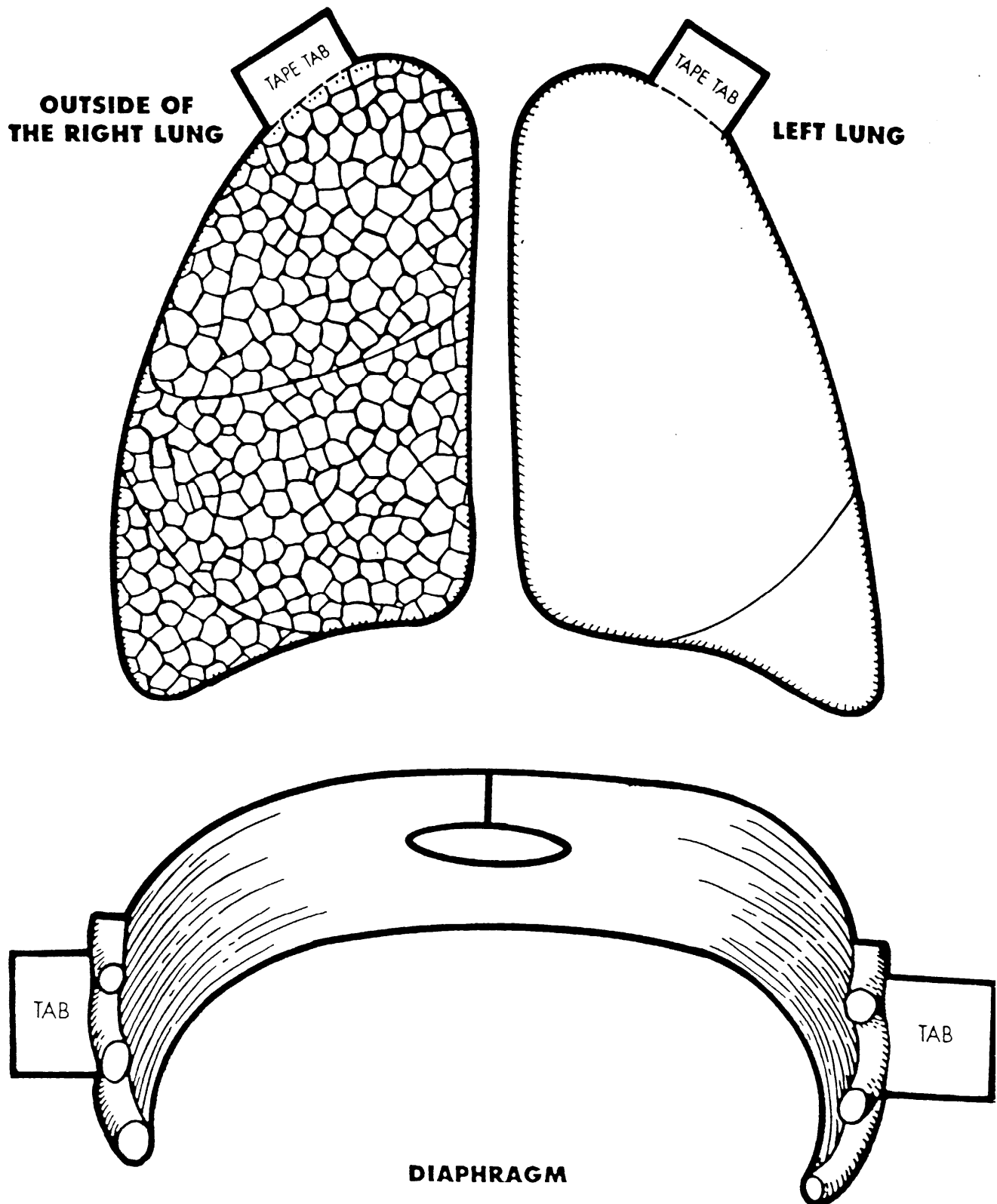
**WINDPIPE AND INSIDE  
THE LEFT LUNG**



**INSIDE THE FACE**







## THE CIRCULATORY SYSTEM POEM

The circulatory system performs an important chore.

It moves blood throughout your body, and does a whole lot more!

The heart, blood vessels, and blood are the parts that keep it going.

Working together these three parts make sure you're healthy and growing.

Your heart is a powerful muscle about the size of your fist.

Its task is the pumping of blood—to your brain, your legs and your wrist.

And what of blood the “magical fluid”—exactly what does it do?

Your blood's four parts do different jobs, to help and to nourish you.

Plasma has water and protein, plus minerals all bodies need.

While platelets help blood to clot, or stop it, if you should start to bleed.

Oxygen and carbon dioxide are moved by the red blood cell crew.

White blood cells give protection from diseases that may attack you.

Carrying the blood are blood vessels, a network of tubes very strong.

If stretched end to end they would measure, 50,000 or more miles long!

Arteries are the blood vessels that carry fresh blood from the heart.

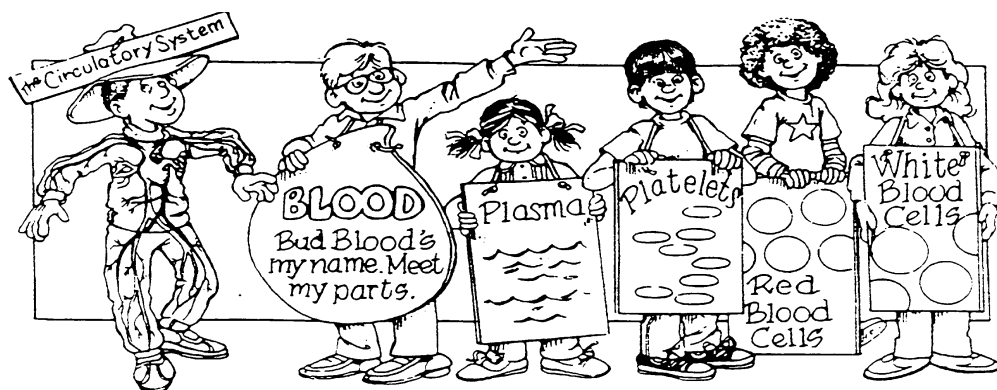
Veins are the vessels that bring blood back, to be cleansed and get a new start.

The tiniest vessels called capillaries, under your tongue can be seen.

Capillaries connect arteries to veins, so your blood can move in between.

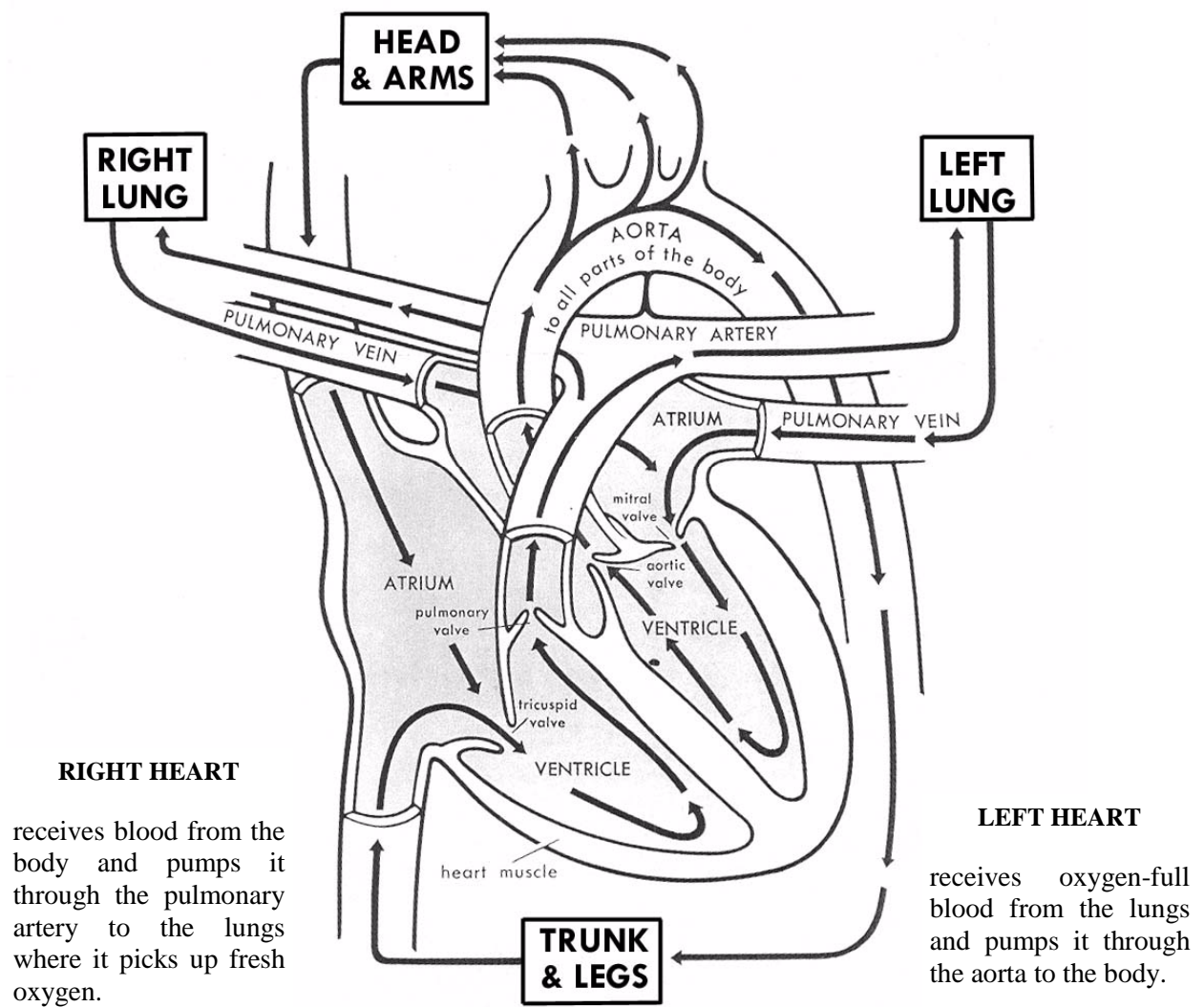
Now you know how this system works, as it keeps blood circulating

Through your body's heart and lungs, to all other parts that are waiting.





# THE HEART: YOUR HEART AND HOW IT WORKS

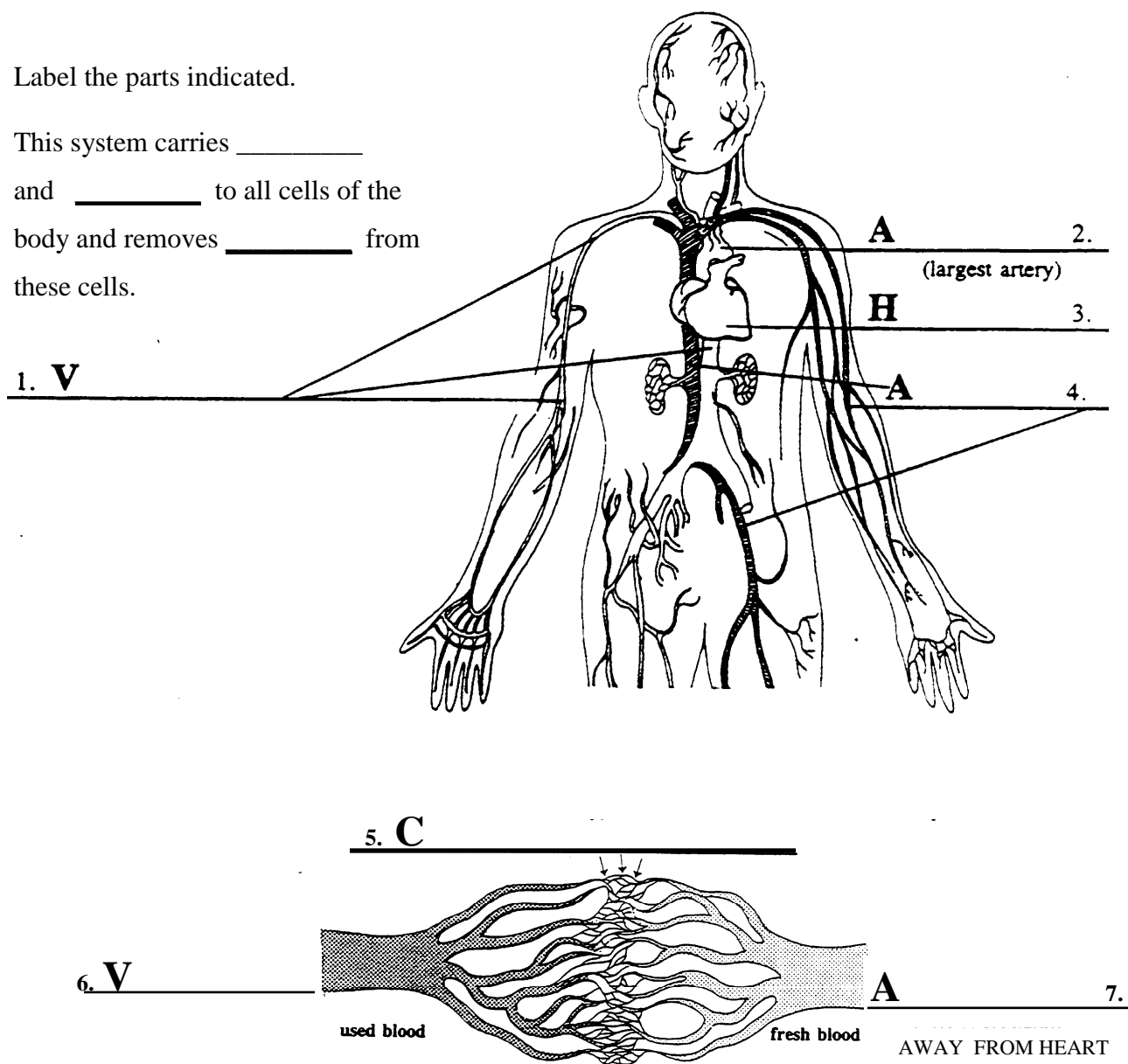


# THE CIRCULATORY SYSTEM

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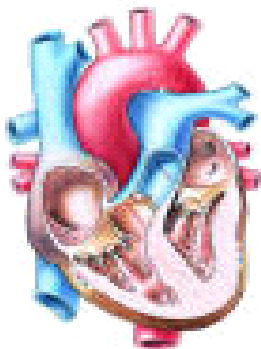
Label the parts indicated.

This system carries \_\_\_\_\_  
and \_\_\_\_\_ to all cells of the  
body and removes \_\_\_\_\_ from  
these cells.



## *The Heart In History*

The heart is a muscular organ about the size of an adult fist. It controls the circulation of blood. It is made up of four chambers and is divided down the middle by a thick wall of muscle, the **septum**. The right side of the heart pumps blood into the lungs, the left side which is more muscular, pumps blood throughout the body.



While ancient people knew the heart was important, they didn't know why. Ancient Egyptians believed that the heart was the center of emotion and intellect and that blood vessels started in the heart and linked it to the rest of the body. But they also believed that these vessels also carried other fluids like tears and urine along with blood.

In the Fifth Century BC, Hippocrates, the father of medicine, described the heart as having valves, atria and ventricles that contract at different times, and great blood vessels extending from it. Unfortunately, he didn't understand the difference between arteries and veins.

In the Second Century, Galen, a Greek physician discovered that blood circulates through the heart and lungs, but his drawings depicted the esophagus leading directly to the heart and not the stomach. His drawings were used for the next fourteen hundred years. A Flemish physician named Andreas Vesalius published an anatomy text in the 16<sup>th</sup> century based on the human body. He was the first to use humans, not animals, in his drawings. But he too confused the arteries with the veins. Amid all these misunderstandings, a Chinese medical book from approximately 3,000 years ago, correctly reported that the heart regulates all the blood in the body and that blood flows continually in a circle. Western civilizations didn't reach this same conclusion until the 17<sup>th</sup> century.

The human body is a complex machine with many parts that sometimes break down. For many years Cardiologists (doctors who specialize in the heart) thought the heart was too complicated and delicate to fix. The first successful heart surgery was performed in 1893, by Dr. Daniel Hale Williams, an African-American doctor in Chicago.

When the heart cannot be repaired, it must be replaced. A new heart can now be transplanted from a person who just died. Today, doctors are able to transplant a healthy heart to patients whose hearts could not be repaired. The first human heart transplant was performed by Dr. Christian Barnard of South Africa in 1967. Research studies are being conducted on the development of an artificial heart that can be permanently implanted within a person's chest wall.



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

Answer the following questions:

1. Doctors who specialize in the heart are called?

\_\_\_\_\_

2. What did the Egyptians believe about the heart?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Which group first concluded that the heart regulated all the blood in the body and that blood flowed in a circle?

\_\_\_\_\_

4. Why was Andreas Vesalius' work important?

\_\_\_\_\_

5. What do you think will be the next major development in heart research?

\_\_\_\_\_

\_\_\_\_\_

5. What are some of the ways we can keep our heart healthy?

\_\_\_\_\_

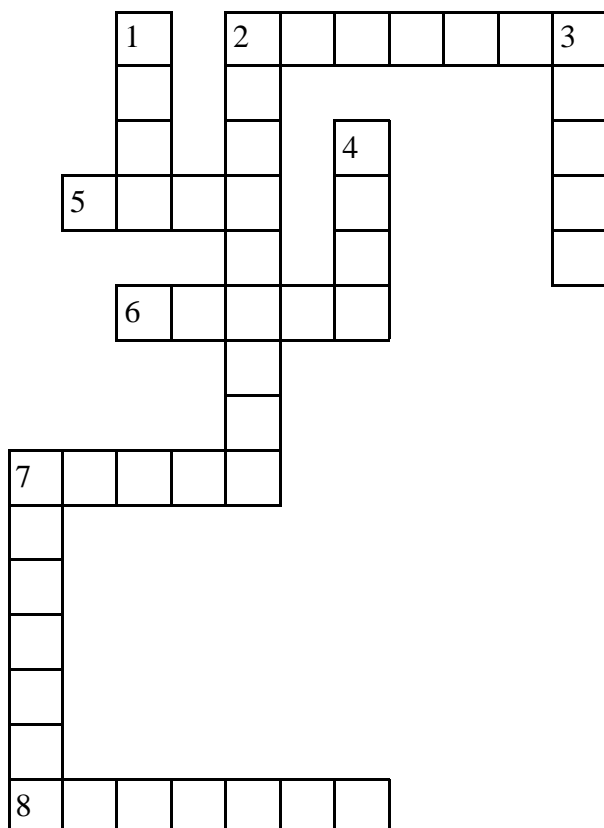
\_\_\_\_\_

\_\_\_\_\_

## CROSSWORD PUZZLE OPTIONS FOR ASSESSMENT THE HEART

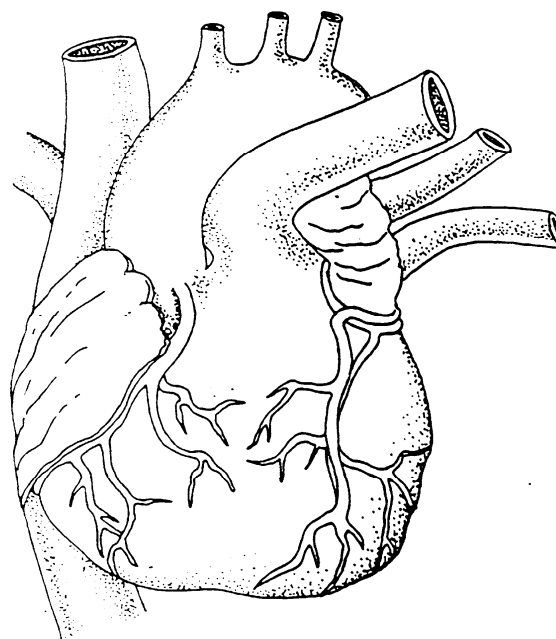
The heart is a muscle that pumps blood to all parts of the body. It is made of cardiac muscle and is located near the center of your chest. As the heart contracts and relaxes, it pumps the blood and creates sounds known as the HEART BEAT. Normally, your heart beats seventy to seventy-five times a minute and pumps over 3,000 gallons of blood a day. When you are working or playing hard, your heart beats faster.

It is the hardest working muscle of the body and never stops. Blood from the veins enters the right atrium which empties into the right ventricle. The right ventricle pumps blood through the lungs and back to the left atrium. From the left atrium, the blood enters the left ventricle and is then pumped through the aorta to all parts of the body.



### Across

2. Another name for the heart is the \_\_\_\_\_ muscle.
5. Opposite of right.
6. The hardest-working part of the body.
7. The heart \_\_\_\_\_ blood to all parts of the body.
8. Your heart pumps over 3,000 \_\_\_\_\_ of blood a day.

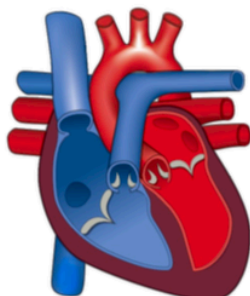


### Down

1. The heart contracts at a \_\_\_\_\_ of 70-75 times a minute.
2. The heart muscle \_\_\_\_\_ and relaxes.
3. Where the heart is located.
4. Sound made by the heart.
7. The heart beats faster when you are \_\_\_\_\_ or working.

# Circulatory System

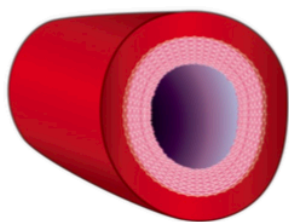
Name: ..... Class: .....



Find all of the words opposite in the word search. Words may be horizontal, vertical or diagonal - in any direction.

HEART, ATRIUM, VENTRICLE, VALVE,  
VENA CAVA, AORTA, ARTERY, VEIN,  
CAPILLARY, PLATELET, ERYTHROCYTE,  
LEUKOCYTE, PLASMA, CIRCULATION,  
PULMONARY, SYSTEMIC

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



# ARTERY

Name \_\_\_\_\_

Date \_\_\_\_\_

## RAISE YOUR HAND

What happens when I hold one arm above my head for 30 seconds with the other hand by my side?

Predictions: \_\_\_\_\_

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Observations: \_\_\_\_\_

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Possible Explanations: \_\_\_\_\_

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**Science - Day 11**

Read over the vocabulary for the skeletal system and fill out the diagram.

**BONE GLOSSARY:**

**carpels** - wrist bones.

**cervical vertebrae** - bones in the neck.

**clavicle** - the collarbone; it links the sternum to the scapula.

**coccyx** - end of the spinal column, known as the tail bone.

**cranium** - skull.

**femur** - the thigh bone, or upper part of the leg.

**fibula** - the smaller of the two main bones between the knee joint and the ankle bones.

**humerus** - the long bone in the upper arm.

**mandible** and **maxilla** - the lower and upper jaw bones, in that order.

**metacarpels** - the bones of the hand, not including the fingers.

**metatarsals** - the bones of the foot, not including the toes.

**patella** - kneecap.

**phalanges** - the finger bones and toe bones.

**radius** - the bone on the thumb side of the lower arm.

**rib cage** - the collection of bones and cartilage that surrounds the chest.



**ribs** - curved, paired bony rods supporting the chest.

**scapula** - shoulder blade.

**spinal column** - or **backbone**; a series of bones (vertebrae) joined by spongy disks and surrounding and protecting the nerve, or spinal cord.

**sternum** - breastbone, connecting the ribs to the shoulder girdle.

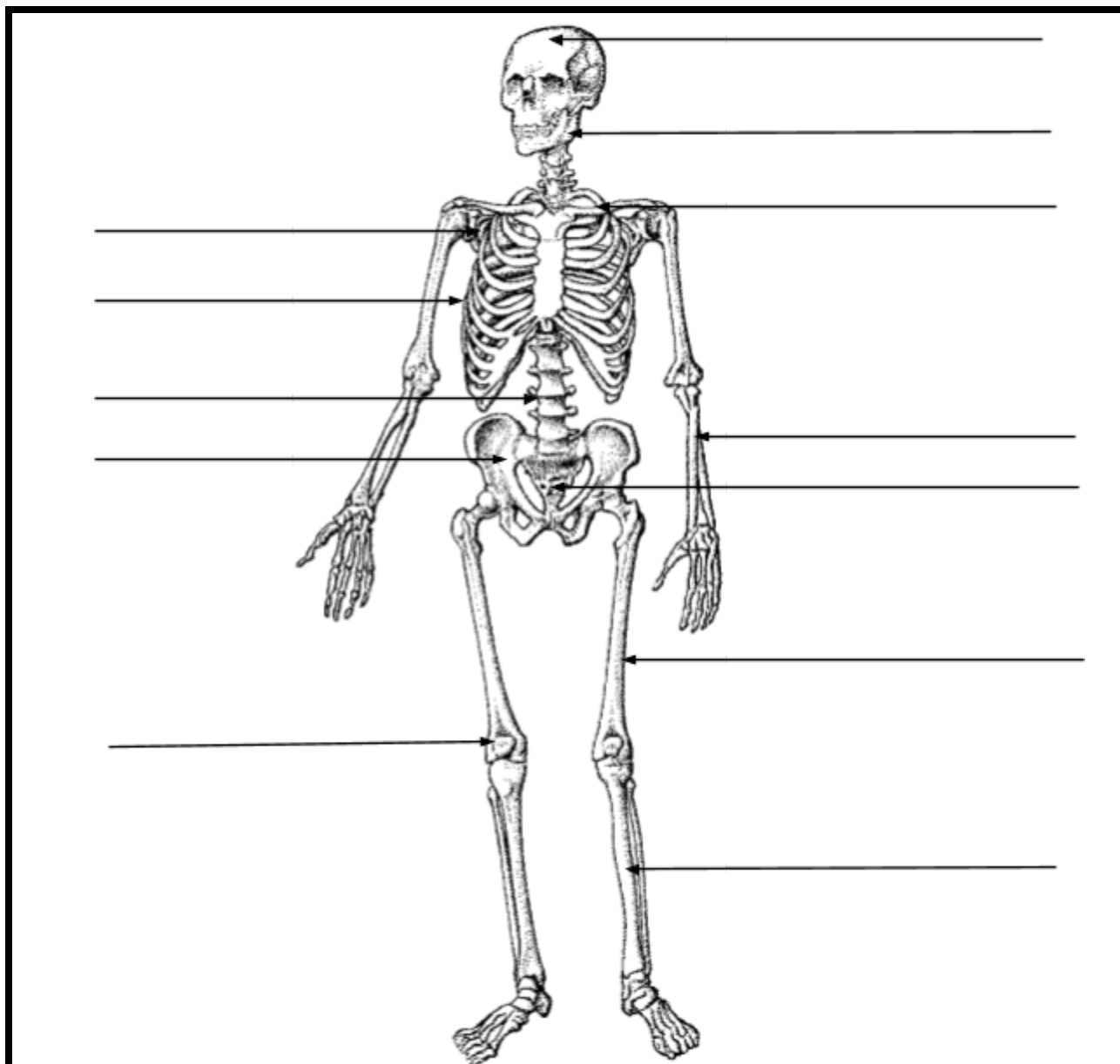
**tibia** - the inner and larger of the two bones in the lower leg.

**Ulna** - the bone on the little-finger side of the lower arm.

**BONES IN THE HUMAN BODY:**

<u>Location</u>	<u>Number</u>
Skull	22
Ears (pair)	6
Vertebrae	26
Sternum	3
Throat	1
Pectoral girdle	4
Arms (pair)	60
Hip bones	2
Legs (pair)	58
<b>Total</b>	<b>206</b>

Fill in the names of the bones indicated by arrows on the skeleton below:



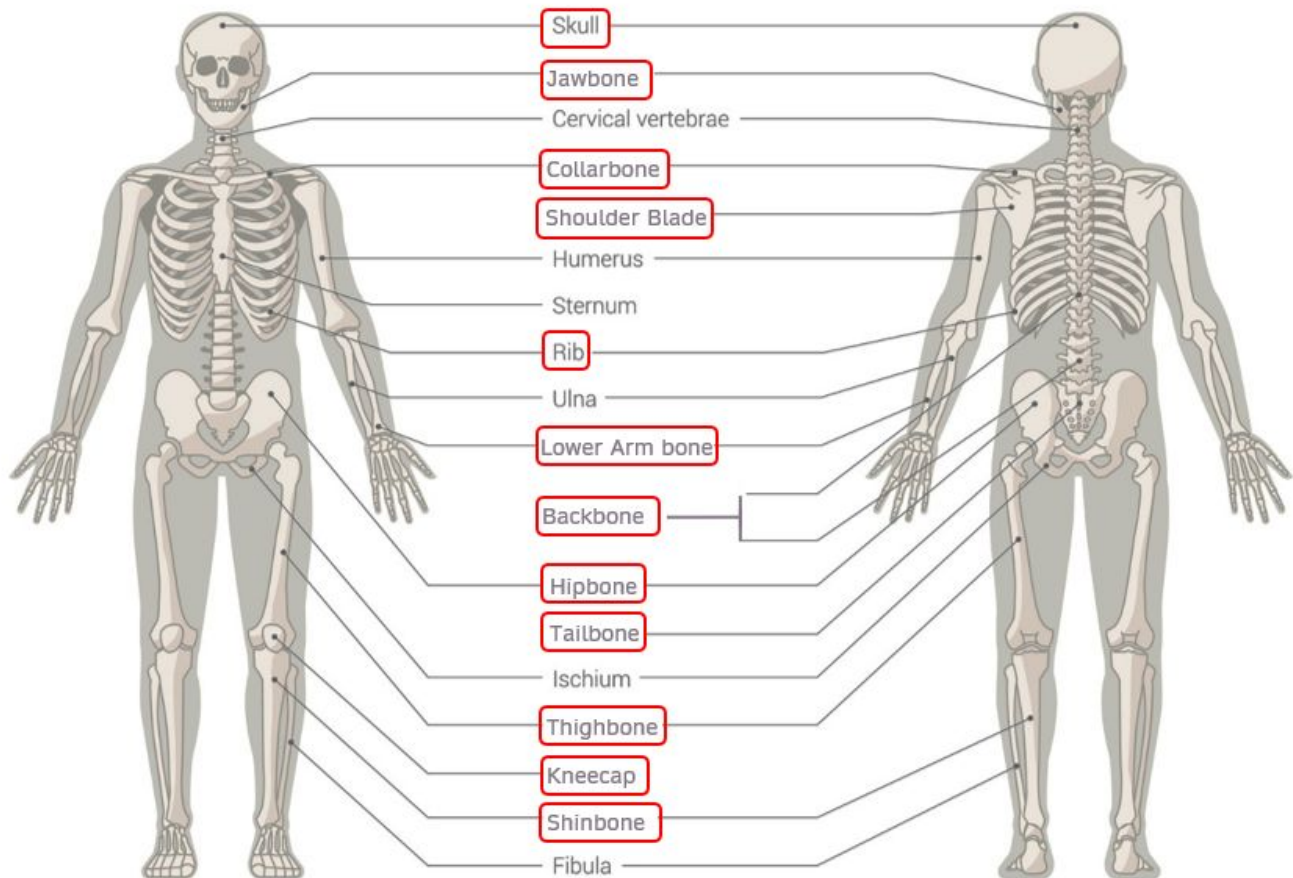
Common and Scientific names Word Bank

Skull (cranium)	Jawbone (mandible)	collarbone (clavicle)
Shoulder blade (scapula)	Rib	Lower Armbone (radius)
Backbone (vertebrae)	Hipbone (pelvis)	Tailbone (coccyx)
Thighbone (femur)	Kneecap (patella)	Shinbone (tibia)

**Read the Broken Bones, Healing Bones reading passage below and questions on next page**

### The Bones of Our Body

There are many bones inside our body that make up our skeleton. The biggest bones are located in our thighs and the smallest in our ears. Your bones are the framework for your body, just like the framework on a building. If you didn't have bones, you would not be able to stand, walk or run.



### The Skeletal System

Human Body Systems

Bones are made of minerals and collagen. These minerals, particularly calcium and phosphorus, make bones hard. Collagen, a strong flexible fiber, makes bones slightly elastic so they don't snap. The outer layer of the bones is dense and tough and is called hard bone. The inner part of the bone is lighter and looks like a sponge. It is called the spongy bone. In the hollow middle center is a jelly like substance— bone marrow. This important substance makes most of the blood cells that flow through the body.

Although bones are quite strong, they can break when put under a lot of pressure. A break in a bone is called a fracture. Bones can break in many different places. A simple or closed fracture is a snapped or cracked bone that doesn't break through the skin. When the broken parts of the

bone break through the skin, you then have a compound or open fracture. Doctors usually can tell the exact nature of a fracture by taking an X-Ray of the bone.

All broken bones rapidly mend themselves in some way. First a blood clot forms to close up the space between the broken ends, and then bone cells begin to grow on each side of the break. These cells gradually close the gap with new bone tissue. Any bone that is fractured must be realigned and immobilized by a splint or cast. This is called setting. Healing depends upon a person's age. The younger the person, the shorter the healing time.

Bones are vital living parts of our body. We need to continually work at keeping them healthy. Bones need calcium, and when they are deprived of or lose calcium, Osteoporosis can occur. This disease makes bones brittle and more likely to break. Exercise, dietary Vitamin D, and calcium is helpful in alleviating this disease as people age.

Answer the following questions based on the reading passage on the previous page:

1. What are bones made of?


2. Explain the difference(s) between a simple fracture and a compound fracture.


3. What is osteoporosis?


4. What can you do to keep your bones healthy?

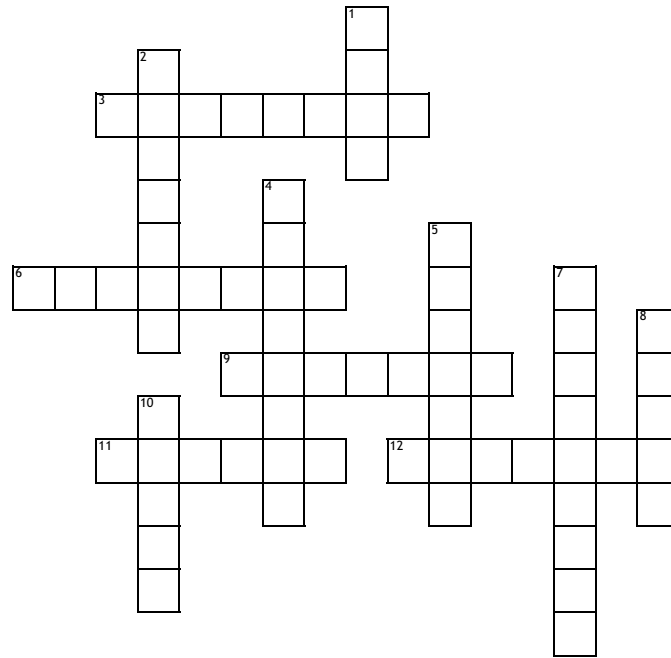

5. Name some animals that do not have bones.

6. What do you think the human figure would be like without bones?

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

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

# Skeletal System Crossword Puzzle



## Across

- 3. Protects the spinal cord
- 6. Has a ball and socket joint
- 9. Attach muscles to bones
- 11. Food in the hollow middle of bones
- 12. Muscles move the body only by this action

## Down

- 1. Where most blood cells are made
- 2. Helps to make bones hard
- 4. Supports and gives your body its shape
- 5. Protects the brain
- 7. A protective, cushioning material
- 8. The joint in the elbow or the knee.
- 10. These products are a good source of calcium.

## Word Bank

BONE  
MARROW  
CARTILAGE

PULLING  
TENDONS  
CALCIUM

CRANIUM  
HINGE  
SHOULDER

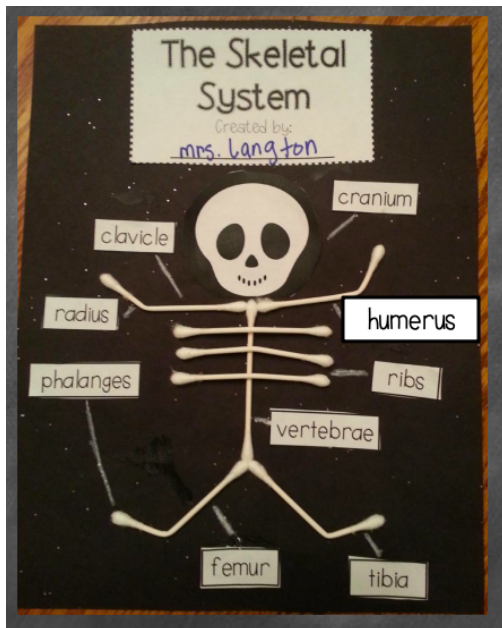
SKELETON  
BACKBONE  
DAIRY

### Science - Day 14

Make a model of the skeletal system! Use the directions on this page to make a model of the skeletal system using Q-tips. If you do not have Q-tips at home you may build a model using the cutouts on the next page. Have fun!

#### Q-Tip Skeletal System Model

Directions: Create your own model of our skeletal system using q-tips. Cut out the labels and skull below. Use q-tips to build the skeleton and place a label next to each bone. Use the diagram below to help you. The model can be built on any color paper or cardboard.



clavicle

ribs

phalanges

femur

humerus

tibia

cranium

radius

vertebrae

## DR. BONES

Glue this sheet to heavy paper and let it dry. Carefully cut out all pieces. Lay out your skeleton by matching the letters at each joint. The letters in the circles surrounded by a shaded or darkened area go underneath. Use the labels on the previous page for the model.

Use glue with small paper fasteners.

