Name_____

Date_____

Teacher_____

Campus_____

5th GRADE

Week Three

April 13-17

Mount Pleasant ISD

P.E. Wallace Technology Resources

5th Grade

ELAR-

- IXL- IXL.com
- Education Galaxy- educationgalaxy.com
- Noredink.com
- Tumble Book Library- tumblebooks.com

Science/Social Studies-

- ### Education Galaxy: https://educationgalaxy.com/
  *Username and password is the same they have been using throughout the year.
- ### https://www.youtube.com/watch?v=Wr-CRKsTYGs Day and Night Video.
- ### DK Find Out! | Fun Facts for Kids on Animals, Earth, History and more!
- https://www.dkfindout.com/us/space/solar-system/day-and-night/
- ### 10 Best Social Studies Tools for Elementary School | Common Sense Education
  Top apps and websites for elementary-level social studies. Explore this 10 Best Social Studies Tools for Elementary School Top Picks list of 10 tools curated by Common Sense Education editors to find relevant and engaging edtech solutions for your classroom. www.commonsense.org
- ### 5 Interactive Social Studies Websites for Every Classroom
  www.thoughtco.com Teachers must use technology, such as these five interactive social studies websites, to actively engage students in learning and building connections.

Carr

- Education Galaxy, Mystery Science, Reading A-Z, Zoom, Google Classroom, Unique, Scholastic books, Prodigy, Spelling City

Music/choir

- www.musictheory.net
- https://www.virtulessons.com/play

6th

ELAR

- No Red Ink-contact reading teacher for login and password
- IXL-contact reading teacher for login and password
- Scope magazine www.scope.scholatic.com
    First: click on log in
    Second: click on I'm a student
    Third: enter online code - winghush3391
- Audible.com/stories
- www.tumblebooks.com
    First: Choose Tumble Book Library (only free source)
    Second: Log in (top right)
    Third: username: MPISD
        Password: reads

Science/SS
- Generation Genuis
- Study Island
- IXL Science
- Scholastic

Dance
- Classroommagazines.com

Please email just your documents to your math teacher.

Davis – davist@mpisd.net

Yarbrough – syarbrough@mpisd.net

Gillean – agillean@mpisd.net

Gonzales – agonzales@mpisd.net

Smith – dsmith2@mpisd.net

Verner – kverner@mpisd.net
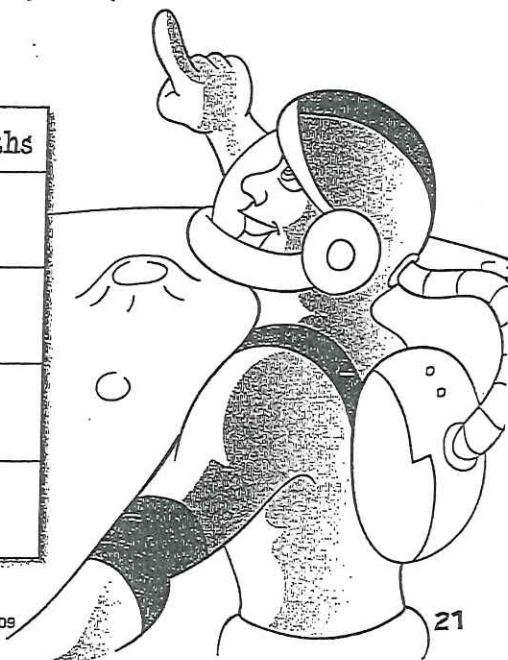
Charting the Stars

Write each star's letter in the chart below according to the place value of its underlined digit. Then color the star. You should end up with four letters in each column.

A 5̲6.126

C 0.8̲92

E 5̲6.126

B 7̲.9

D 72.01̲9

F 44.0̲1

G 1.00̲7

H 84̲.6

I 3̲4.026

J 6.4̲5̲2

K 7̲.35

L 5.8̲9

M 94̲5.3

N 3.5̲

O 21.0̲9

P 0.5̲8

Q 4̲2.36

R 0.981̲

S 3̲5.14

T 86.20̲3
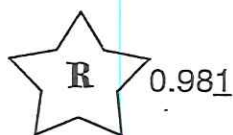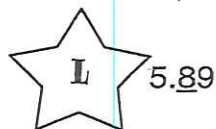
Tens	Ones	Tenths	Hundredths	Thousandths
A				

In Bloom

Color each polygon by the code. Circle each object that contains at least one regular polygon.
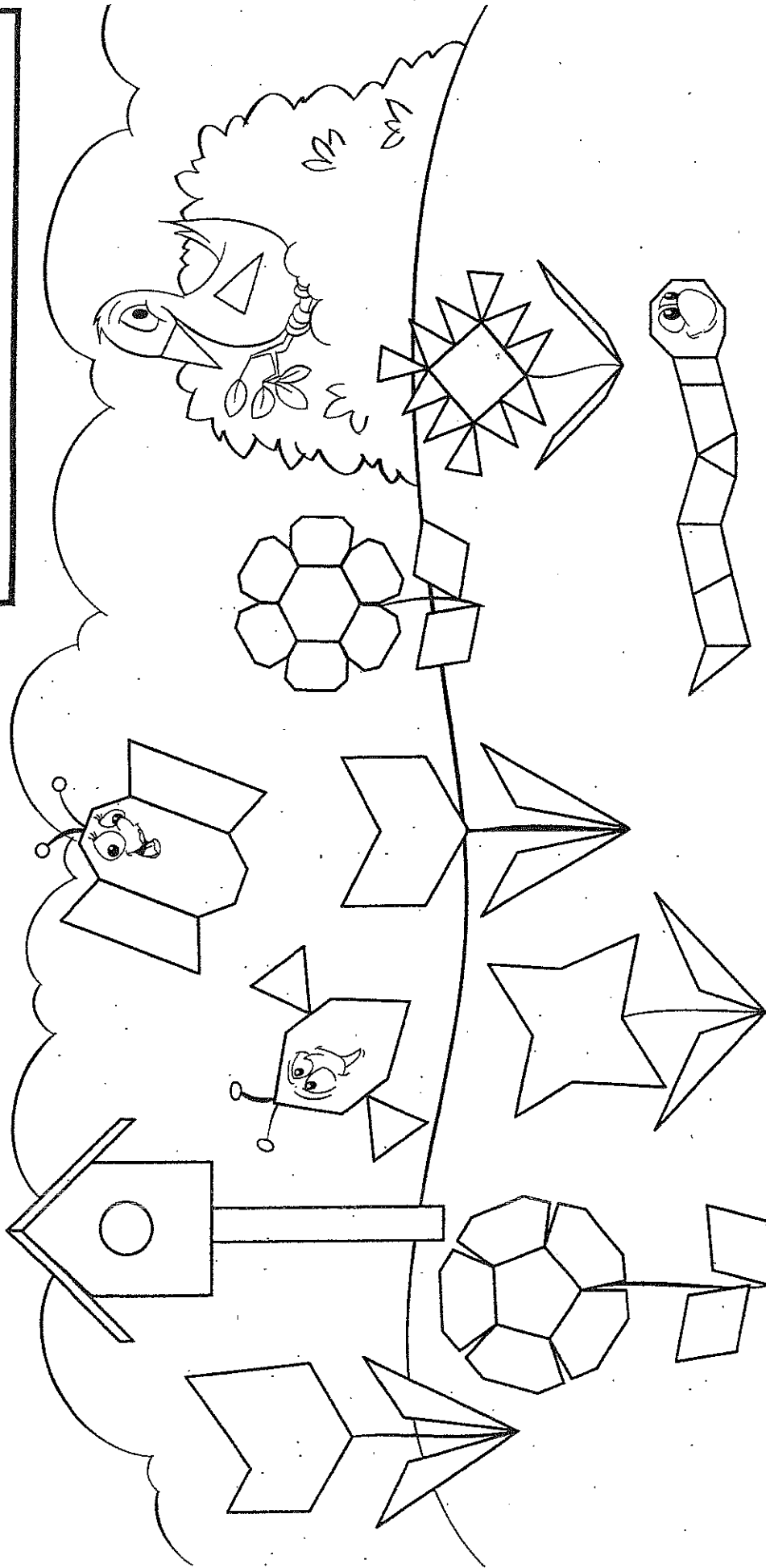
Color Code

triangle = red   hexagon = yellow
quadrilateral = brown octagon = purple
pentagon = orange

Bonus Box: On the back of this page, write the name of each type of quadrilateral pictured above.
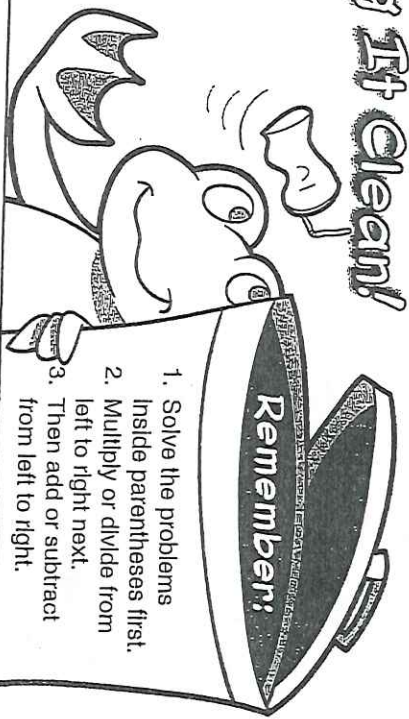
NAME

DATE

ORDER OF OPERATIONS

EARTH DAY

Thinking Green and Keeping It Clean!

Use the order of operations to solve each problem.

1. $(15-6) \times (3+7) =$

___ U

2. $6 \times (12-5) =$

___ S

3. $(54-9) \div 5 =$

___ B

4. $(32-15) \times (1+5) =$

___ O

5. $39 \div (17-14) =$

___ E

6. $8 \times (5+7) =$

___ T

7. $56 \div (4+3) \times 2 =$

___ A

8. $(36 \div 6) \times 5 + 21 =$

___ G

9. $9 + 11 \times 5 =$

___ O

10. $76 + 10 \div 2 =$

___ E

11. $57 - 3 \times 4 =$

___ T

12. $81 \div 3 + 10 =$

___ A

13. $15 \times 3 + 5 \times 12 =$

___ F

14. $31 - 54 \div 9 =$

___ R

15. $16 \times 3 \div 4 + 3 =$

___ C

16. $72 + 5 \times 9 - 3 =$

___ K

17. $84 - 12 \times 2 + 5 =$

___ U

18. $213 - 71 \times 3 + 33 =$

___ R

Remember:

1. Solve the problems inside parentheses first.
2. Multiply or divide from left to right next.
3. Then add or subtract from left to right.

What has wheels and flies but is not an aircraft?

To find out, write each letter from above on its matching numbered line or lines below.

A ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___ ___ !
33 114 64   9   16   33   25   96   64   65   15   45   102 51   81   37   90 105 42   13

Name _____

Find the Mistakes!

Circle each incorrect answer. Then write the correct answer.

1.
$$450$$
$$289$$
$$+\ 198$$
$$\overline{1{,}576}$$

2.
$$20{,}004$$
$$-\ 12{,}562$$
$$\overline{7{,}542}$$

3.
$$9.6$$
$$+\ 7.457$$
$$\overline{17.057}$$

4.
$$2.5$$
$$-\ 1.64$$
$$\overline{0.84}$$

5.
$$592$$
$$\times\ 72$$
$$\overline{11{,}184}$$
$$+\ 41{,}440$$
$$\overline{52{,}624}$$

6.
$$7.89$$
$$\times\ 4.2$$
$$\overline{1578}$$
$$+\ 31560$$
$$\overline{331.38}$$

7.
$$73)\overline{5{,}841}\quad 80\text{R}1$$
$$-\ 584$$
$$\overline{1}$$
$$-\ 0$$
$$\overline{1}$$

8.
$$7)\overline{8.05}\quad 115$$
$$-7$$
$$\overline{10}$$
$$-7$$
$$\overline{35}$$
$$-35$$

9.
$$\frac{3}{9}=\frac{5}{18}$$
$$+\ \frac{1}{6}=\frac{3}{18}$$
$$\frac{8}{18}=\frac{4}{9}$$

10.
$$\frac{2}{3}=\frac{16}{24}$$
$$\frac{1}{8}=\frac{9}{24}$$
$$\frac{5}{24}$$

Only two problems are correct.
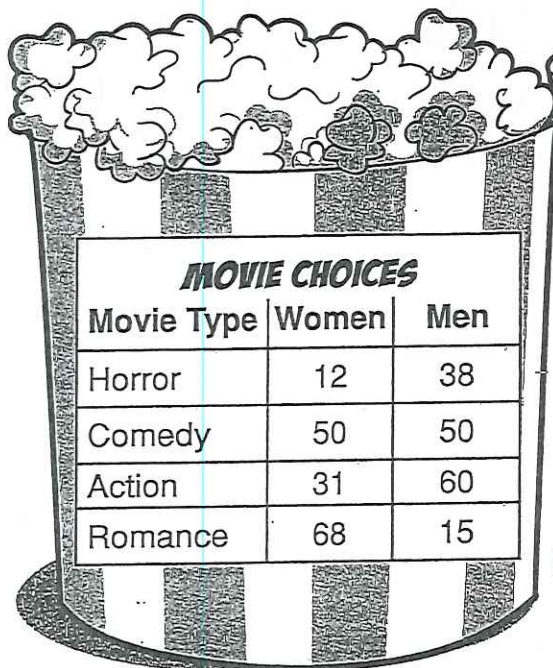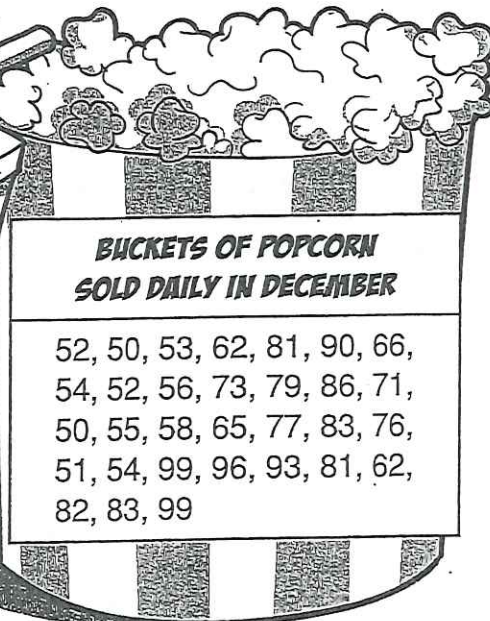
NAME_____

DATE_____
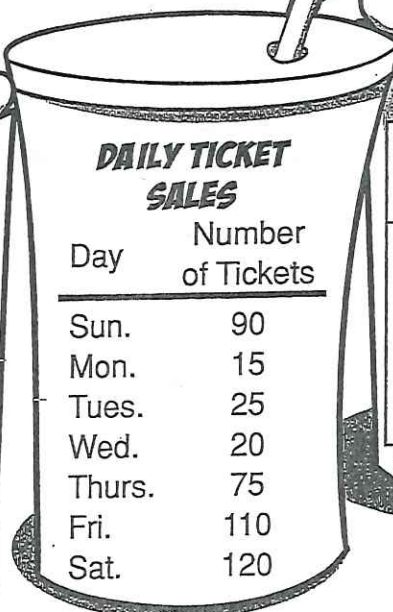
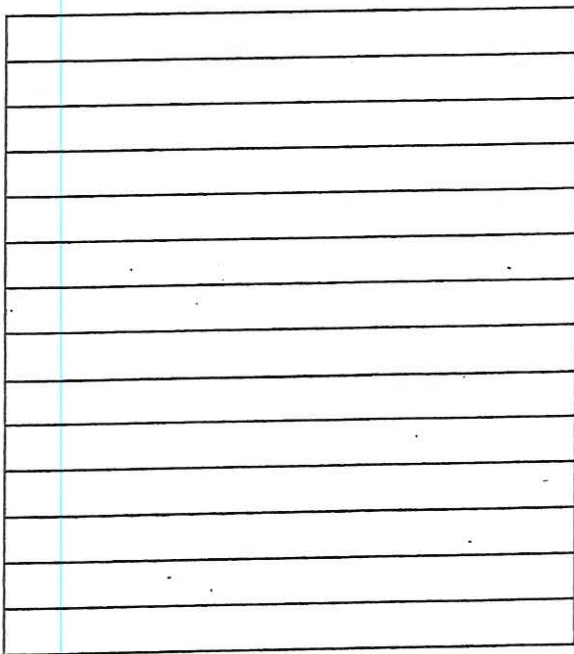# CINEMA STATS

Decide which graph below would best display each set of data.
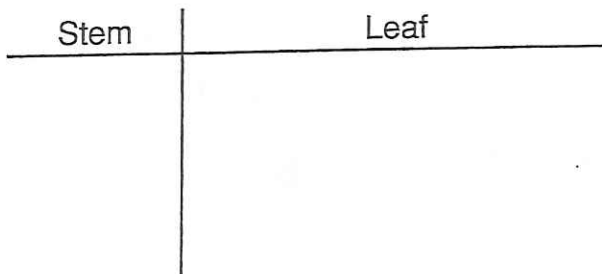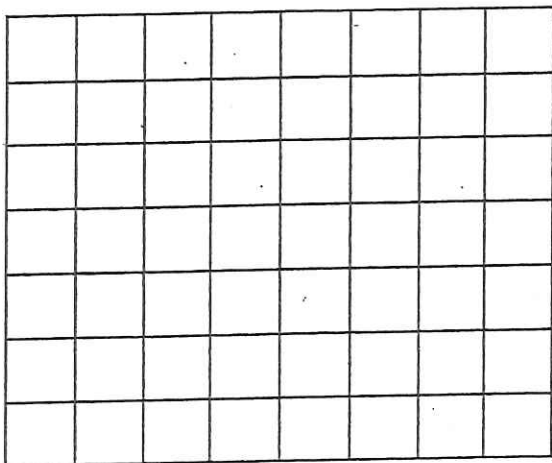Then use the data to complete each graph.

MOVIE CHOICES

Movie Type	Women	Men
Horror	12	38
Comedy	50	50
Action	31	60
Romance	68	15

DOUBLE-BAR GRAPH

DAILY TICKET SALES

Day	Number of Tickets
Sun.	90
Mon.	15
Tues.	25
Wed.	20
Thurs.	75
Fri.	110
Sat.	120

BUCKETS OF POPCORN SOLD DAILY IN DECEMBER

52, 50, 53, 62, 81, 90, 66,
54, 52, 56, 73, 79, 86, 71,
50, 55, 58, 65, 77, 83, 76,
51, 54, 99, 96, 93, 81, 62,
82, 83, 99

STEM-AND-LEAF PLOT

Title: _____

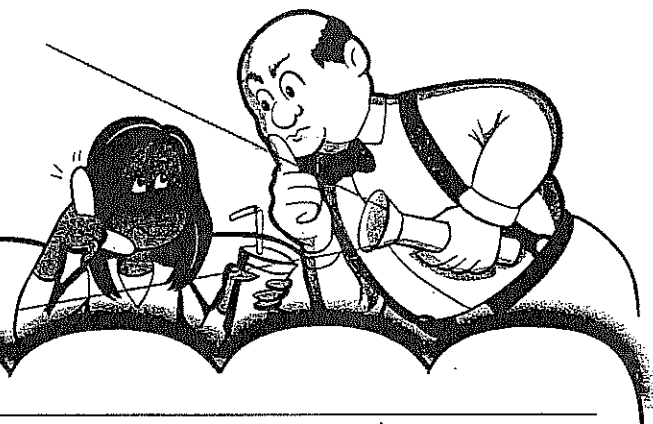| Stem	Leaf

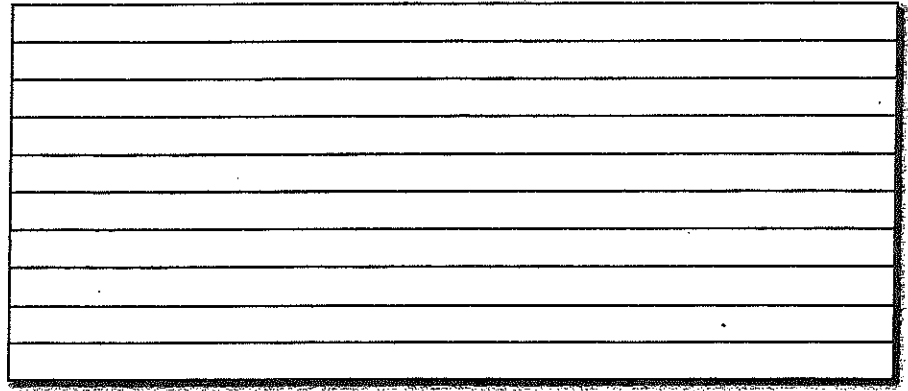**LINE GRAPH**

Title: _____

Title: _____

KEY

☐ =   ☐ =

NOW SHOWING

Use the data in the tally table to complete the line plot.

NUMBER OF MOVIES BY LENGTH

Minutes Long	Number of Movies
75	II
90	III
105	II
120	IIII IIII
135	IIII II
150	IIII I
165	III
180	II

TITLE: _____

Minutes long

Use the data in the tally table to complete the frequency table.

NUMBER OF NEW RELEASES PER WEEK

Week	New Movies Released
1	IIII I
2	III
3	IIII
4	IIII IIII
5	IIII
6	II

NUMBER OF NEW RELEASES PER WEEK

Week	New Movies Released (Frequency)	Cumulative Frequency
1		
2		
3		
4		
5		
6		

Bonus Box: If four movies were released in week seven and five movies were released in week eight, how many movies were released in the eight weeks altogether?

TIME
FOR KIDS

TAKE NOTES

Before you begin reading, preview the title and the subheads. Then make a prediction about what you think you will learn. Write your prediction here.

_____

_____

_____

As you read, make note of

Interesting Words

_____

_____

_____

Key Details

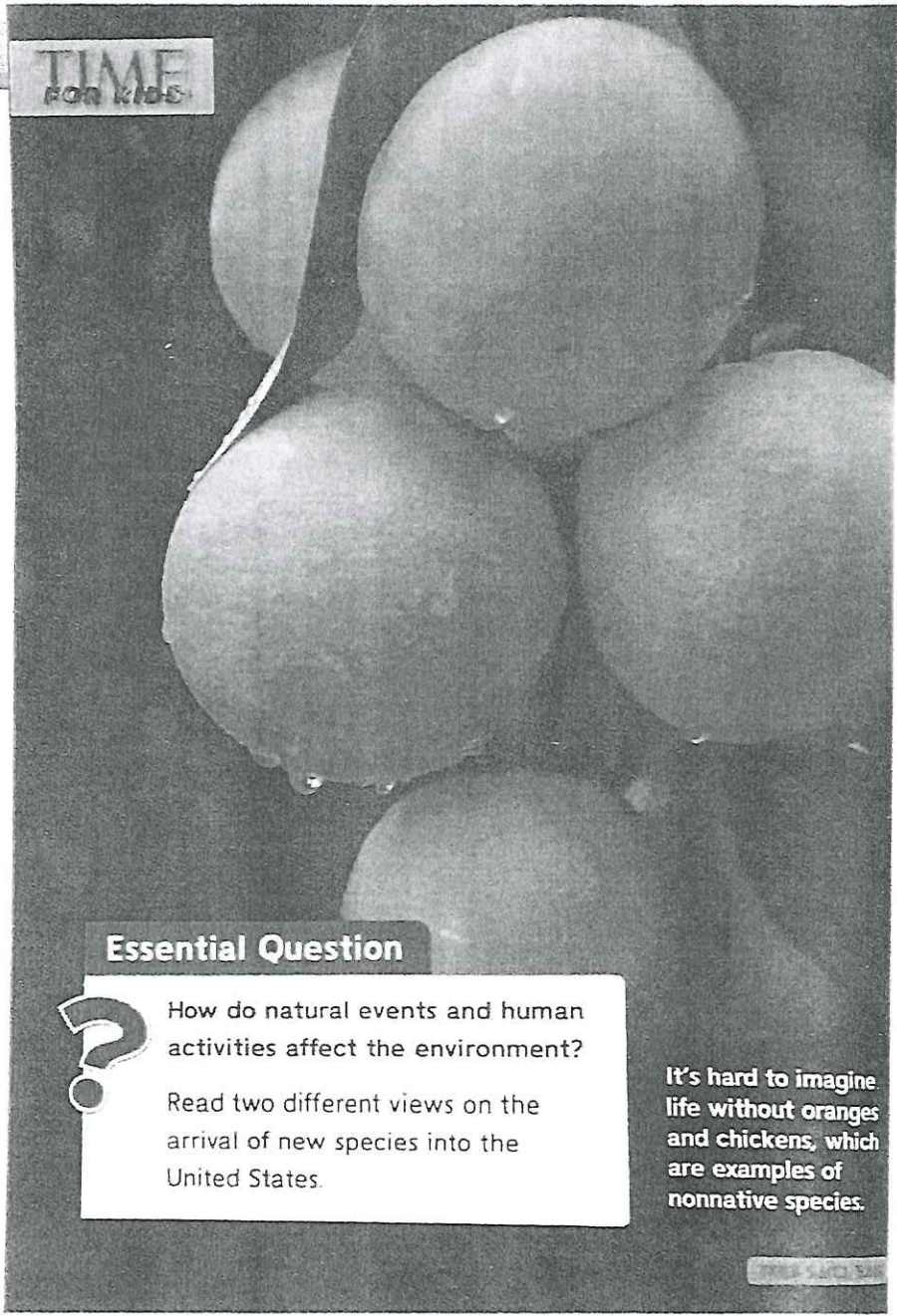_____

_____

_____

_____

_____
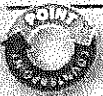
_____

Essential Question

? How do natural events and human activities affect the environment?

Read two different views on the arrival of new species into the United States.

It's hard to imagine life without oranges and chickens, which are examples of nonnative species.

Should Plants and Animals from Other Places Live Here?

New Arrivals Welcome

Nonnative species are good for the economy—and they taste good, too!

Some of America's important recent inhabitants are plants and animals. Called *nonnative species*, these creatures arrive here from other regions or countries. Nonnative species are known as *invasive* when they harm the environment, our health, or the economy. Invasive species often take over a **widespread** area and overwhelm native wildlife. The population of some native species has **declined** because of a few newcomers, but the news is not all bad. We would be a lot worse off without some of them.

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

Nonnative species help to control insects and other pests that harm crops. Some scientists **identify** a pest's natural enemy and bring in nonnative enemy species, such as insects, to kill the pests. Killing the pests is a good thing, and an even better result is that pesticide use is reduced. Vedalia beetles were transported here from Australia to eat insects that killed citrus fruit. The beetles completed their mission without any side effects. They also help keep citrus farmers in business!

Not all new arrivals benefit humans. However, many nonnative species are just what the doctor ordered. Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!

FIND TEXT EVIDENCE

Read

Paragraphs 1-2
Author's Point of View
Write the author's claim about nonnative species

Underline the details that support this claim.

Paragraphs 3-4
Ask and Answer Questions
Write a question you can ask to check your understanding about the plan to control insects and pests. Circle the answer.

Reread

Why does the author talk about both invasive nonnative species and helpful nonnative species?

TIME FOR KIDS

A Growing Problem

Thousands of foreign plant and animal species threaten our country.

Visitors to the Florida Everglades expect to see alligators, not pythons. These huge snakes are native to Southeast Asia. But about 150,000 of the reptiles are crawling through the Everglades. The **probable** reason they got there is that pet owners dumped the snakes in the wild. Now the nonnative pythons have become a **widespread** menace, threatening to reduce the population of endangered native species.

Some nonnative species may be useful, but others are harmful to the nation. It costs the U.S. more than $120 billion each year to repair the damage these species cause to the environment. The trouble occurs when nonnative species become invasive. Invasive species are a nuisance just about everywhere in the nation. For example, the Asian carp, which was introduced unintentionally to the U.S., has been able to **thrive** in the Mississippi River and now threatens the Great Lakes ecosystem. Because of its large appetite, the population of native fish has gone down.

Some germs are also invasive species, and they are especially harmful to humans. One, the avian influenza virus, came to the U.S. carried by birds. This microbe can cause a serious lung **disorder** in infected people.

Some **agricultural** experts have introduced nonnative species on purpose to improve the environment. However, this can sometimes create **unexpected** problems. A hundred years ago, melaleuca trees were brought to Florida from Australia to stabilize swampy areas. Now millions of the trees blanket the land, crowding out native plants and harming endangered plants and animals.

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.

Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED TO U.S.	POSITIVE IMPACT	NEGATIVE IMPACT
Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1800s	Major food and cooking oil source, important industry in California	Uses much of the limited supply of water in California
Mediterranean Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including citrus and vegetable crops

This community is trying to control the invasive melaleuca plant that has taken over this marsh.

Summarize

Use your notes to write a short summary of the topic and the opposing points of view presented in the selection.

Talk about whether your prediction on page 58 was correct.

FIND TEXT EVIDENCE

Read

Charts and Headings

Look at the chart. Which species do you think had more of an impact on people than on the environment? Explain your answer

_____

_____

_____

_____

_____

Reread

Author's Craft

Why do you think this chart was used to end the selection?

Vocabulary

Use the example sentences to talk with a partner about each word. Then answer the questions.

agricultural
Sam and Gina sell apples and other **agricultural** products at the farmers' market

How do agricultural products make a difference in your life?

_____

_____

declined
Because many businesses closed, the town had clearly **declined** over the years.

What might happen if a restaurant's profits have declined?

_____

_____

disorder
The veterinarian examined the cow for a stomach **disorder**.

What kind of medical disorder might keep you home from school?

_____

_____

identify
People are able to **identify** my dog by his long ears.

How would you quickly identify your best friend in a crowd?

_____

_____

probable
The **probable** cause of the shattered window was Jack and his soccer ball.

What type of weather is most probable in the winter where you live?

_____

_____

Build Your Word List Pick a word you found interesting in the selection you read. Look up synonyms and antonyms of the word in a print or digital thesaurus and write them in your writer's notebook.

thrive

Some plants manage to grow and **thrive** even in snow.

What would you do to help a pet thrive?

_____

_____

_____

unexpected

Shoveling the snow was hard work, but it was made easier by the **unexpected** help of our neighbors.

What kind of unexpected event would make you change your plans?

_____

_____

widespread

Starlings, introduced from England, are now a **widespread** bird species.

What is a good example of a widespread fad?

_____

_____

Root Words

A root word is the basic word part that gives a word its main meaning. Knowing the meaning of a root is a key to identifying many words that share that root.

FIND TEXT EVIDENCE

In the first paragraph of "New Arrivals Welcome" on page 59, I read the word invasive. It has the same root as invade. vas and vad both come from a Latin word meaning "to go." Something invasive goes into areas beyond its boundaries.

Nonnative species are known as invasive when they harm the environment, our health, or the economy.
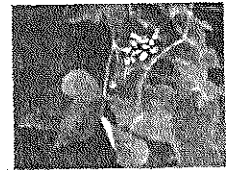
Your Turn Use the roots below to figure out the meanings of words from "New Arrivals Welcome" and "A Growing Problem." List other words you know that contain those roots.

Roots: nativus = to be born   avis = bird

nonnative, page 59 ....

avian, page 60 ....

Ask and Answer Questions

To check your understanding of an argumentative text, pause at different points and ask yourself questions about what you have read so far. Then look for answers. You can also generate questions about the whole text when you have finished to help deepen your understanding.

FIND TEXT EVIDENCE

After you read the article "New Arrivals Welcome" on page 59, you might ask yourself, *What is the main idea of this article? What is the author claiming?*

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

When I reread, I learn to answer my question. The main idea is that many species in the United States are nonnative, but can be very useful to us. Examples such as oranges and sugarcane support this.

Your Turn Ask and answer a question about "A Growing Problem" on page 60. Reread the article as necessary. As you reread, use the strategy Ask and Answer Questions. Write your question and answer.

_____

_____

_____

Some questions you can ask yourself include:

- *Why am I reading this text?*
- *What important details are given?*
- *What am I unclear about?*
- *What connections can I make between information in the article and what I already know?*

Charts and Headings

"New Arrivals Welcome" and "A Growing Problem" are argumentative texts. Argumentative text tries to persuade a reader to support a claim, or viewpoint. The author makes a claim and uses facts for or against an argument. Argumentive text may include text features, such as charts and headings.

🔍 FIND TEXT EVIDENCE

Both selections reveal the authors' viewpoints about nonnative species. Facts and evidence support their opinions. A chart has headings and information for comparing the two points of view.

When writers write to persuade, they need to give information that is easy to read and understand. Many writers include charts. Charts are a good way to give information in an easy-to-read format. How could you use a chart in your own writing to achieve your purposes?

Page 61

Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

Summarize

Chart

A chart organizes information so it can be analyzed.

Headings

Headings identify the main categories of information.

Your Turn Analyze the information in the chart on page 61. Identify a species that has a mostly positive impact and one that has a mostly negative impact. Explain your conclusions.

_____

_____

_____

_____

Author's Point of View

In an argumentative text, the author's point of view, or claim, is the author's position on a topic. To find an author's point of view, look at the author's choice of words, reasons, and factual evidence used to explain the argument for or against an idea.

FIND TEXT EVIDENCE

I see from the title "A Growing Problem" on page 60 that the author might have a negative point of view toward nonnative species. The word threaten expresses a negative emotion, and the facts about pythons support a negative viewpoint.

Details	Author's Point of View
"A Growing Problem"	The author opposes nonnative species because many become invasive, or hurt native species.
"threaten our country"	
150,000 pythons a "menace"	
Asian carp eat native fish	
"crowding out native plants"	

Your Turn Identify important details in "New Arrivals Welcome" and write them in your graphic organizer on page 67. Then identify the author's point of view.

Photo by Jack Dykinga/USDA

TEKS 5.6(G) 5.9(E)(i), 5.9(E)(ii)

Details		Author's Point of View

Respond to Reading

Discuss the prompt below. Think about how each argumentative text is organized and the information presented. Use your notes and graphic organizer.

Did you find one author's argument more convincing than the other? Explain your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HOW TO CONTACT YOUR 5TH GRADE SCIENCE TEACHER

Arely Nava
Remind Code: @nava19
Call or Text: 903-305-3944
Email: anava@mpisd.net
"Hey kids! I miss each and every one of you. ♡ I hope I get to see you soon. You are always on my mind. Please contact me if you have **ANY** questions, or even if it is just to say hello. ♥"
—**Ms. Nava** ☺

Stacy Winkle
Remind Code: @verner1920
Call or Text: 903-588-5597
Email: swinkle@mpisd.net
"Please get in contact with me for any concerns or questions!" —**Mrs. Winkle**

Sonia Sanchez
Remind Code: @sanchez113
Call or Text: 903-305-8613
Email: msanchez4@mpisd.net
"If I can help you with anything please let me know!
Hey! I just wanted to tell you how much I miss you! Hope you are enjoying time with family! Hope to see you soon! ♥ **Ms. Sanchez**
¡Hola! ¡Sólo quería decirte cuánto te extraño! ¡Espero que estés disfrutando tiempo con tu familia! ¡Espero verte pronto! ♥ **Señorita Sanchez**

Olga de la Torre
Remind Code: @2ehd8a
Call or Text: 903-746-4364
Email: odelatorreguzman@mpisd.net
"Recuerden mantenerse positivos y activos. No estaremos juntos, ¡pero si estamos **UNIDOS!** Los extraño mucho y están en mis pensamientos. ¡Les envío un fuerte abrazo y espero pronto poder verlos! Con cariño, **Mrs. de la Torre.**

Kristina Powell
Remind Code: @d26a9f9
Call or Text: 903-701-2761
Email: kpowell@mpisd.net
"I miss you and can't wait to see you! Let me know if you need anything." —**Ms. Powell**

Aide Perez
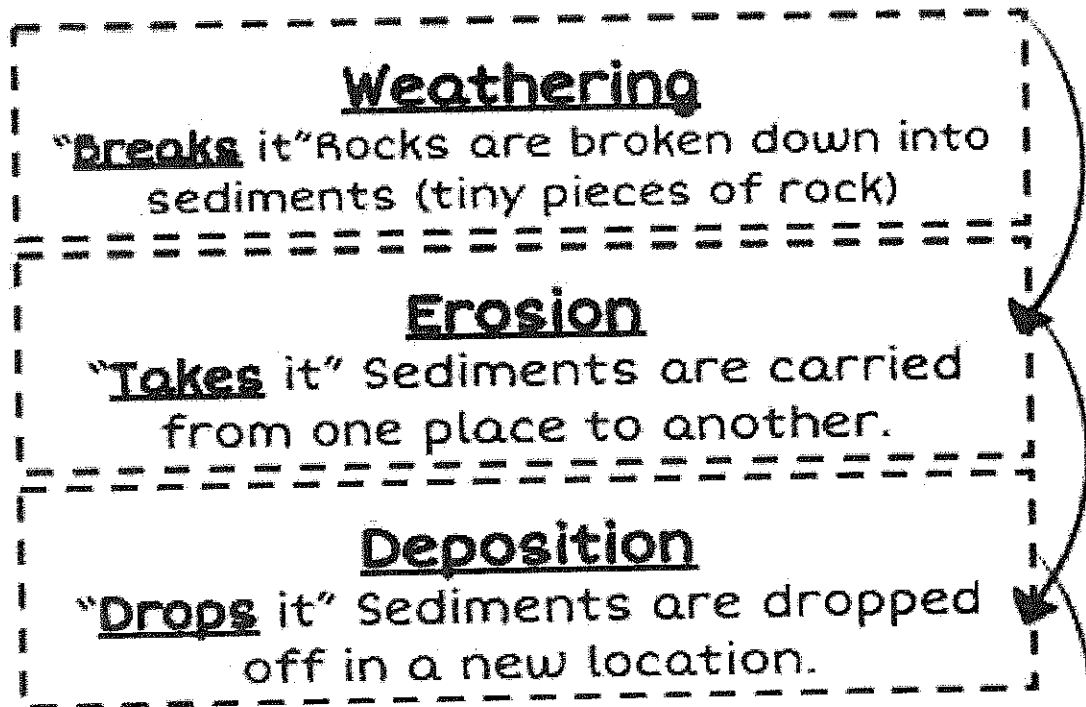**Remind Code:** @b69a2e
Call or Text: 903-434-9577
Email: aperez2@mpisd.net
"I miss you and can't wait to see you! Let me know if you need anything." —**Mrs. Perez**

SCIENCE ACTIVITIES – WEEK OF APRIL 13-17

Review the following information:

Weathering
"**Breaks** it"Rocks are broken down into sediments (tiny pieces of rock)

Erosion
"**Takes** it" Sediments are carried from one place to another.

Deposition
"**Drops** it" Sediments are dropped off in a new location.

If you have a device and can access the internet, please watch the fun video: https://www.youtube.com/watch?v=jFU6jh3R1vg

We miss you! We love you! And we can't wait to see you soon!

Classify and sort the cards as either weathering, erosion, or deposition.

Then, in each table, sketch the image and write its description in the boxes provided.

WEATHERING

Descriptions	Images

EROSION

Descriptions   Images

DEPOSITION

Descriptions   Images

 Rocks in rivers are smooth from rubbing against each other as they move.

 Sediment from a river drop at the mouth forming a delta.

 Water gets into cracks in rocks and freezes, then expands-breaking the rock.

 Glaciers drop rocks they pushed in front of the glacier to form a moraine.

 Acids in rainwater dissolve minerals in rock, wearing them down.

 Caves are formed when acidic rainwater dissolve limestone underground.

 Waves drop sand from the ocean to form a beach.

 Wind carries small pieces of sand that hit rocks and carve arches and other formations.

 Gravity pulls small and large rocks that have been broken downhill.

 Rain washes away soil and moves it downhill.

 Tree and plant roots dig deep into small cracks in rocks, and as they grow, they pry the rock apart.

 Wind picks up small sediments and carries them to another location.

SOCIAL STUDIES – WEEK OF APRIL 13 – 17, 2020.

INSTRUCTIONS: Review the cards with the definitions (definitions also included in Spanish) and illustrations for rural, suburban, and urban. Then fill in the following boxes with the definition, illustration, and characteristics of each vocabulary word.

DEFINITION

ILLUSTRATION

RURAL

CHARACTERISTICS

☆ ☆ ☆

☆ ☆ ☆

DEFINITION

ILLUSTRATION

SUBURBAN
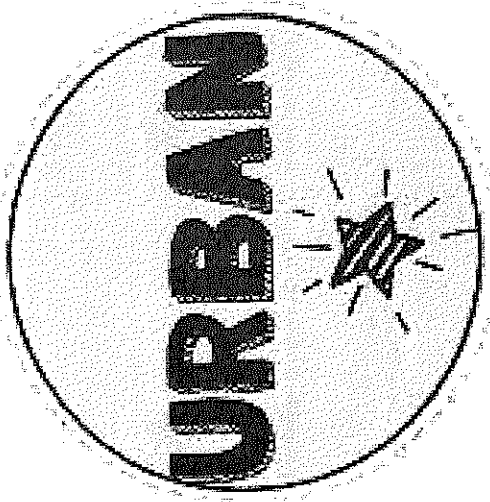
CHARACTERISTICS

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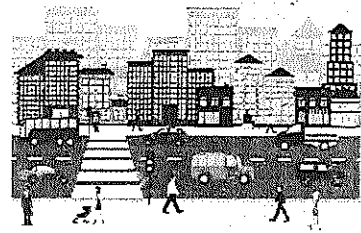
DEFINITION

ILLUSTRATION

URBAN

★ ★ ★
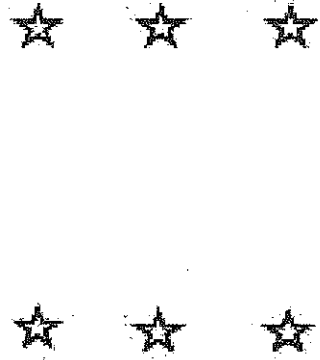
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CHARACTERISTICS

Urban

Urban communities are known as big cities. These have a large population, tall buildings, schools, sports stadiums, city offices, etc.

Urban

Suburban

Suburban communities are located on the outskirts of large cities. These are residential areas with shops, city halls, schools, etc.
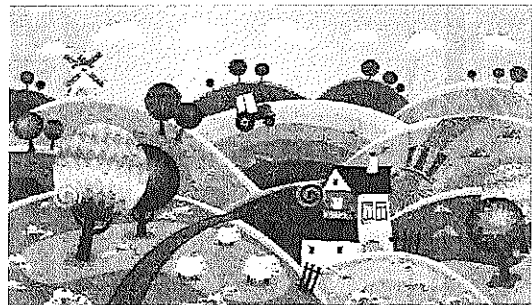
Suburban

Rural

Rural communities are located on the outskirts of cities and/or towns. Rural areas have low population and a lot of land. These areas have farms, small shops, and few homes.

Rural

ART

The art students will watch a video on how to create a flipbook. Then they can create their own flipbook.

https://www.youtube.com/watch?v=jjxmFNjEFFI

https://www.youtube.com/watch?v=J-Nrl7am7l0

COMPUTER

Students can go to www.code.org or www.typing.com. If you have questions regarding your log on information, please email me at tflores@mpisd.net. Students that do not have an account with www.code.org yet can do the hour of code lessons. Thank you.

MUSIC

Using a familiar tune like Row, Row, Row Your Boat; Yankee Doodle; Twinkle Twinkle Little Star; etc. use the melody and write original new lyrics to the song. Continue using activities on music theory.net and finish your musical instrument.

P.E.

Run 3 laps around you house (outside). Stand on one leg and read 10 minutes from your favorite book then switch legs.

BATMAN WORKOUT (www.tinyurl.com/BatWorkout) or BATGIRL WORKOUT (www.tinyurl.com/BatgirlWorkout)

Dance for 10 minutes and then do your stretches for another 10 minutes

ANTMAN Workout (www.tinyurl.com/AntmanWorkout) or CYBORG Workout (www.tinyurl.com/CyborgWorkout)

Do 20 Burpees and 20 crab kicks and then plank as long as you can. Time it!

Dual Language Assignments

Taro el pescador

o Martínez

En un pueblo pesquero de Japón vivía el
joven Taro con sus padres. Cada día iba al mar
a pescar, aunque a veces no conseguía gran cosa.
Una tarde, al volver a casa, vio a unos niños
maltratando a una tortuga. A Taro le dio pena
y decidió rescatarla, así que les ofreció algunas
monedas a los niños a cambio de la tortuga y
la dejó en libertad. A la mañana siguiente Taro
estaba en su barca cuando oyó que lo llamaban.
Miró alrededor y no vio nada, hasta que bajó
la vista. ¡Había una tortuga nadando a su
lado! Ésta lo estaba invitando al Palacio del Rey
Dragón, que se encontraba en el fondo del mar.

El joven pescador había oído hablar muchas
veces de los domínios de Rey Dragón, pero no
se imaginaba que un humano pudiera llegar
hasta allí. La tortuga insistió, lo convenció y
juntos se zambulleron en el mar.
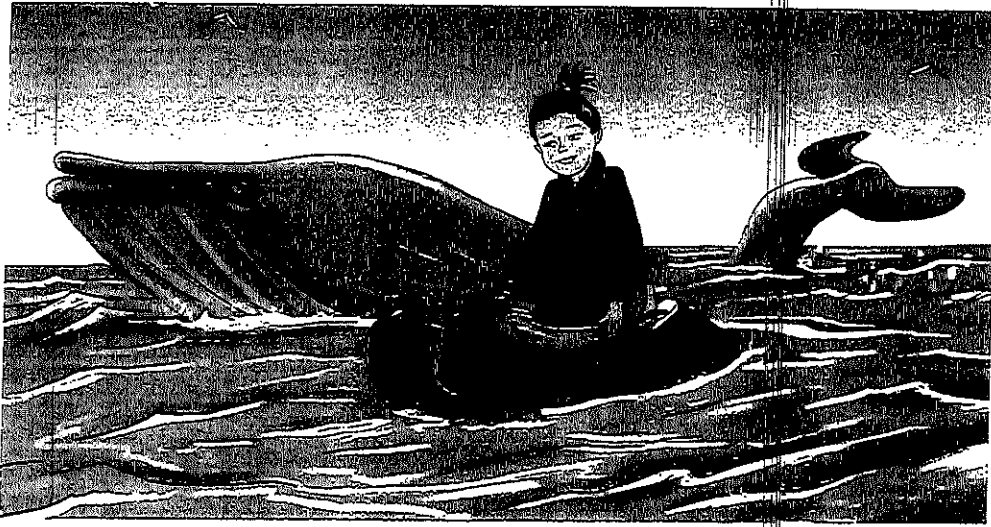
3   ¡Era increíble poder respirar dentro del agua!
El joven y la tortuga alcanzaron el fondo del mar
donde apenas llegaba la luz. De pronto, Taro se
encontró en un lugar resplandeciente, rodeado de
animales que habían salido a darle la bienvenida.
Taro llegó a las puertas del palacio donde
una princesa lo estaba esperando. Se llamaba
Otohime. El joven pescador jamás había visto
una mujer como ella. En realidad, la princesa era
la tortuga que había salvado en la playa.

4   Se celebró entonces una gran fiesta en honor
de Taro en los jardines de Palacio. El Rey
Dragón quería darle las gracias por haber salvado
a su única hija. En ese lugar no parecía pasar el
tiempo, pues convivían los árboles y las flores de
las cuatro estaciones: primavera, verano, otoño e
invierno. Taro contempló tanto el bello paisaje
que se olvidó de todo y se quedó dormido.

5   Mientras dormía, el joven pescador tuvo un
sueño: vivía para siempre con Otohime en el
Reino del Rey Dragón. Soñó que nunca le faltaba
de nada. Pero entonces se acordó de sus padres y
de cuánto le gustaría que estuvieran con él.

6   Al despertar, Taro le dijo a Otohime que quería volver a la superficie para ver a sus padres, ya que estarían muy preocupados pensando en qué le habría ocurrido. La princesa se puso muy triste, pero quiso ayudarlo. Otohime le dió a Taro una caja mágica muy valiosa para que no olvidase el tiempo compartido. Solo le puso una condición: que no la abriera nunca. El joven pescador, impaciente por reencontrarse con sus padres y contarles todo lo vivido, se despidió de Otohime convencido de que solo pasaría un día sin verla.

7   Subió a la playa donde solía pescar. Las montañas no habían cambiado, pero los árboles habían sido talados y las personas parecían distintas. Buscó su casa pero no la encontró. Entonces preguntó a un zorro que pasaba por allí si conocía su casa.

—¿La casa de Taro? —dijo extrañado el
perro. Fue en ese momento cuando le contó la
historia de un joven pescador llamado Taro que
se perdió en el mar hacía trescientos años y
que nunca regresó. El zorro le pareció sincero.
Taro se dio cuenta de que nunca volvería a
ver a sus padres y el miedo se apoderó de él.
¡Realmente los días pasados en el mar habían
sido siglos? Desesperado, sin nadie en ese
mundo, solo le quedaban la princesa y su vida
en el mar.

Caminando hacia la playa miró la caja
mágica que le había dado Otohime. Triste, solo
y abatido recordó que contenía algo valioso
y deseó encontrar el camino que le llevara
a la princesa del mar. Abrió la caja. De su
interior salió una nubecilla de humo que se
posó sobre su cabeza y después se desvaneció.
En ese instante, la espalda del joven pescador
se encorvó, su cabello se volvió blanco como
la nieve y su cara se arrugó. ¡Taro se había
convertido en un anciano de más de
trescientos años!

21
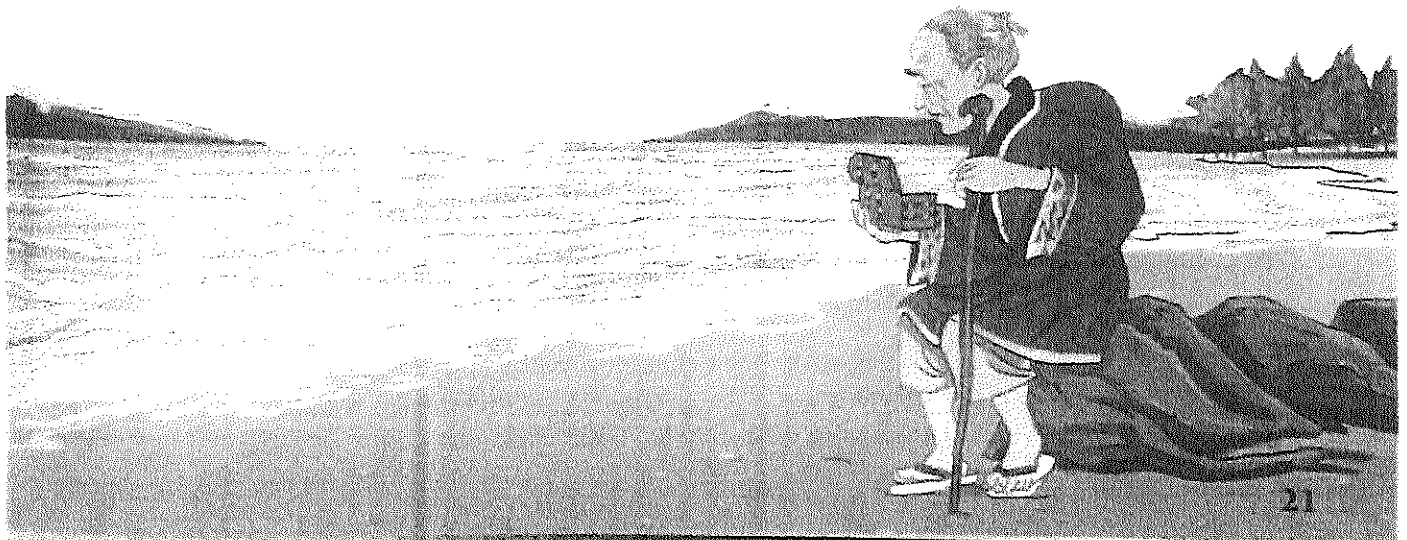
La pata
mete la pata

La pata desplumada
cua cua cua
como es patosa
cua cua cua
ha metido la pata
cua cua cua
en una poza
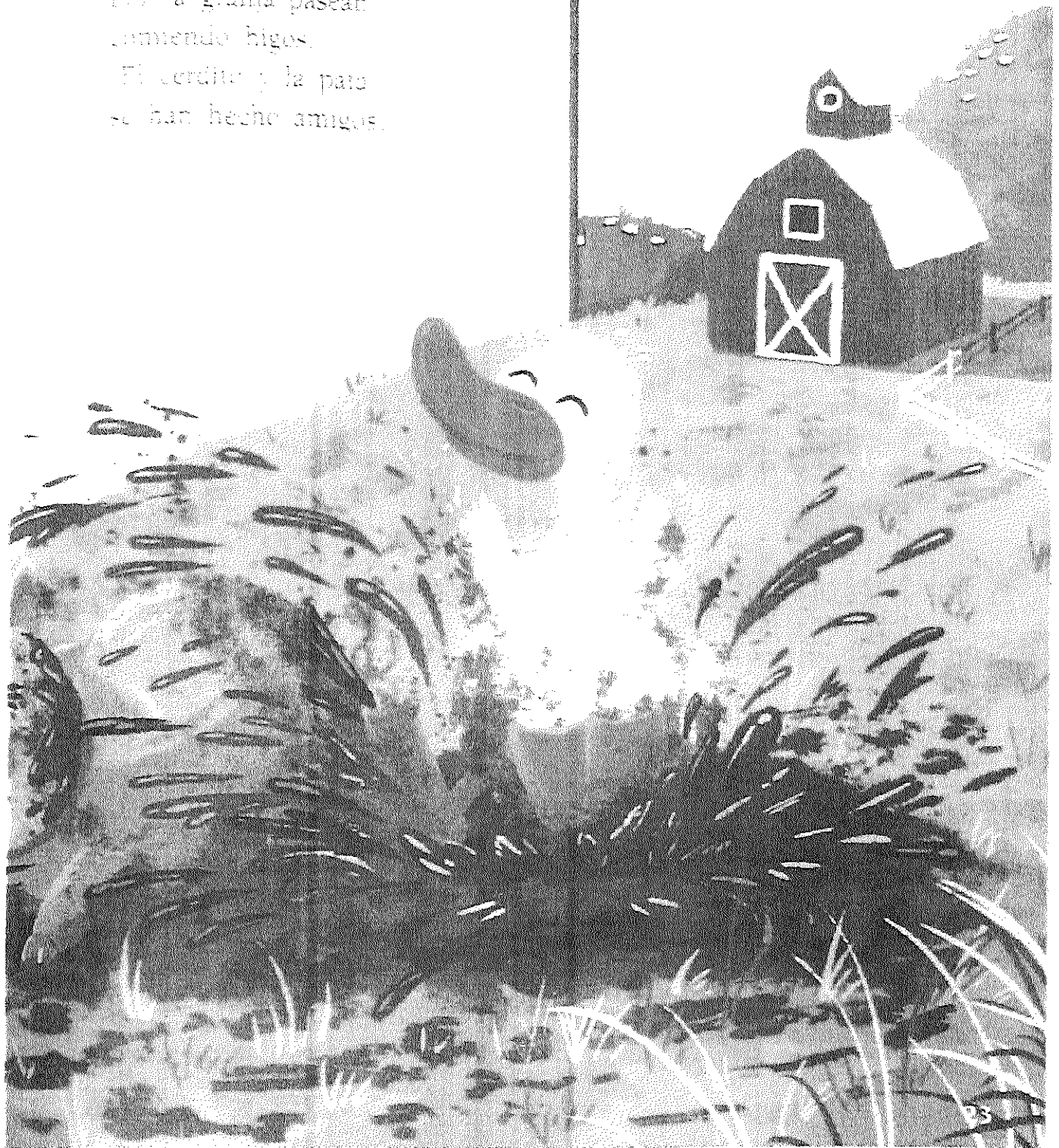—¡Cua, cua, cua!
En la poza había un Cerdito
vivito y guarreando,
con el barro de la poza
el cerdito jugando
el cerdito te dijo

Gloria Fuertes es una escritora ampliamente reconocida en España
y Latinoamérica. Dedicó gran parte de su trabajo a la literatura
infantil, obras de teatro y poesía. De su pluma han salido un buen
número de poemas inolvidables. Sus apariciones en programas
infantiles de televisión la hicieron un personaje muy popular
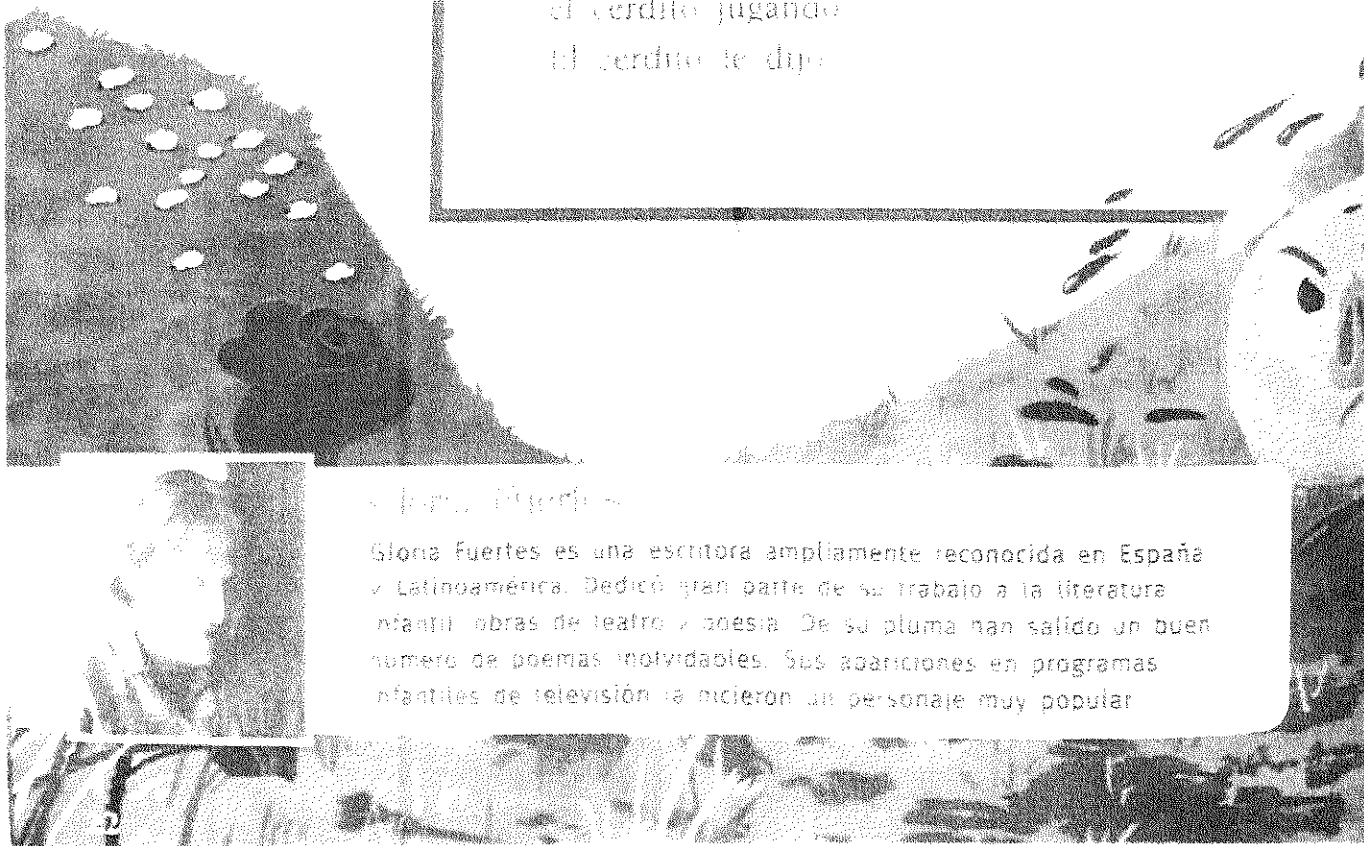
—Pata, ¿qué pasa,
pata hermosa?
Y la pata parara
—Ate una rosa.
Por la granja pasear
comiendo higos.
El cerdito y la pata
se han hecho amigos.

Piensa y responde

Piensa: Perspectivas
del mundo real

Repasa las preguntas de Perspectivas del mundo real de la página 5. A partir de las lecturas de esta semana y tu lectura independiente, ¿qué nuevas ideas tienes sobre estas preguntas? ¿Qué desafíos enfrenta Taro y cómo se resuelven? Comenta y clarifica algunas ideas conversando con un compañero o tu grupo.

Apoyo para la conversación

- Un detalle importante es
- Cuando dice
quiero decir
- Estoy en desacuerdo con
porque

Lectura atenta: usa la evidencia del texto

1. ¿Por qué es un suceso importante la decisión de Taro de dar unas monedas a los chicos en "Taro el pescador"?

2. Compara el tema de "Taro el pescador" con otro cuento de hadas que conozcas. ¿En qué se parecen? ¿En qué se diferencian?

Relacionar lecturas

3. Piensa en los personajes de Caridad y Taro. ¿Qué rasgos de personaje tienen en común? Apoya tu opinión con detalles de ambos textos.
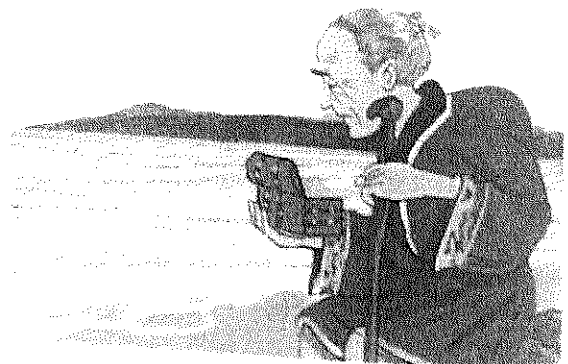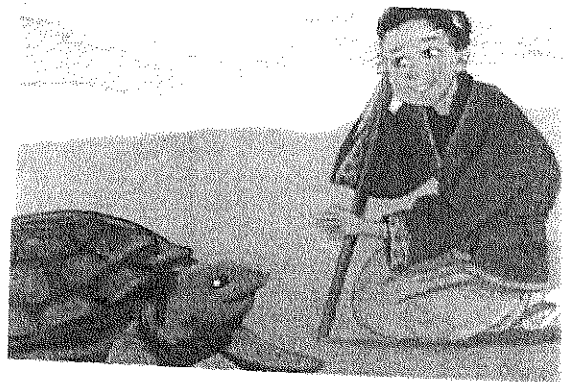
Lectura independiente

Mira las ilustraciones en tu libro de lectura independiente. ¿Cómo te ayudan a comprender mejor los personajes o los sucesos?

Estudio de palabras y vocabulario

Explica homógrafos

Los homógrafos son palabras que se escriben igual pero tienen un significado diferente. El contexto puede ayudar a comprender cuál es el significado de la palabra.

Busca otro homógrafo en los textos de esta semana o en tu libro de lectura independiente. Define la palabra y sus otros significados. Haz una tabla como esta en tu cuaderno del lector.

Palabra	Significado	Significado
sana	fuerte, que resiste y conserva bien la consencia	sucede, permanece

Juego de palabras

Juega a "Muchos significados" con un grupo. Los miembros deben buscar y escribir homógrafos de sus lecturas independientes en sus tarjetas. Los miembros del grupo se turnan dibujando una tarjeta y creando dos oraciones con la palabra, usando un significado diferente en cada una.

Repaso

Usa tu conocimiento del añjo des- para determinar el significado de desplumada en la página 20 de "La pata mete la pata".

Act. semana del 13 – 17 de abril

Desgaste/ Degradación – Proceso por el cual la superficie de la Tierra se deteriora o se rompe, quiebra o disgrega debido al agua, viento o hielo.

Erosión – Movimiento de materiales o sedimentos que se alejan de un lugar y se depositan en otra lugar
*Se mueven debido al viento, hielo y agua

Sedimentación – Proceso por el cual el material degradado (desbaratado) y erosionado es depositado en un lugar por el viento, hielo o agua

Instrucciones: Usando las definiciones proporcionadas, clasifique las oraciones numeradas en la categoría correcta en la tabla ubicada en la siguiente hoja. Escriba el número y la oración en la columna correcta.

| 1	2	3	4
agua golpeando contra una pared de cañón y desgastándola	Lluvia llevandose el suelo de una ladera (lado de una colina)	Capas de sedimentos que se forman en el fondo del océano	Un deslizamiento de lodo que fluye por una colina empinada
5	6	7	8
Glaciares dejando caer rocas y arena para formar morrenas	Olas que dejan caer arena en las playas	Cuevas formadas por lluvia ácida disolviendo piedra caliza subterránea	Deltas que se forman en las desembocaduras de los ríos
9	10	11	12
Agua entrando en grietas, congelandose, y rompiendo rocas o el pavimento	Viento soplando arena de un lugar a otro	Viento golpeando la roca y tallando los arcos	Glaciares raspando rocas en la superficie de la tierra
13	14	15	16
Agua con barro siendo arrastrada por un río en rápido movimiento	Rocas que se alizan por el agua de un arroyo	Estanques llenandose de sedimentos y convirtiendose en pantanos	Agua moviendo tierra de un lugar a otro

Dual Language Only

Desgaste/Degradación	Erosión	Sedimentación

Urbano

Las comunidades urbanas son conocidas como las grandes ciudades. Estas tienen mucha población, edificios altos, escuelas, estadios de deportes, oficinas de la ciudad, etc.
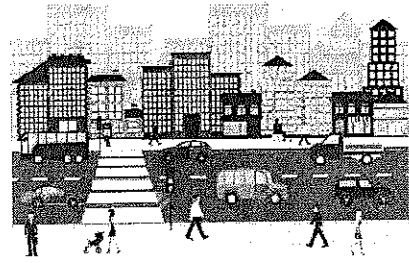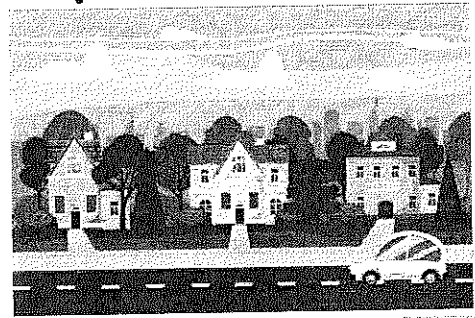
Suburbano

Las comunidades suburbanas están localizadas en las afueras de las ciudades grandes. Estas son áreas residenciales con tiendas, alcaldías, escuelas, etc.
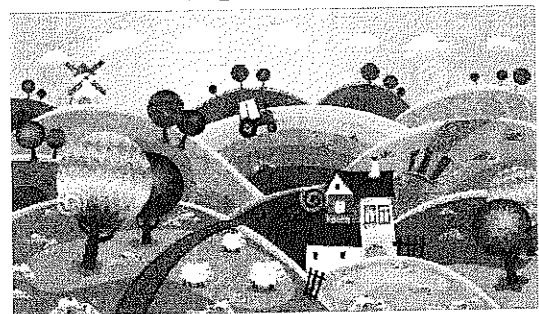
Rural

Las comunidades rurales están localizadas en las afueras de las ciudades y/o pueblos. Las zonas rurales tienen baja población y mucho terreno. Estas zonas tienen fincas, tiendas pequeñas y pocos hogares.

Stay in contact through Remind
Text your class codes to the number 81010

They'll receive a welcome text from Remind.
If anyone has trouble with 81010, they can try texting your class codes to (817) 768-5186

6th ELAR
Mrs. Sims - @8cf8g4
Ms. Newman - @newmanelar
Ms. Schultz - @ts0420
Ms. Duren - @mrsdurense
Ms. Armstrong - @6de6e4
Ms. Collier - @d2f7h6f
Ms. Losey - @mathread19

6th Social Studies
Mrs. Martinez - @8ea8g9
Ms. Sawyer - @6hb82g
Ms. Freeman - @3dfbcb
Ms. Guerrero - @e9h38k

6th Science
Ms. Manzano - 786gec
Mrs. Martinez - @cg94a8
Ms. Freeman - @3dfbcb
Ms. McDaniel - @ 3fff4g4

6th Math
Ms. Ortega - @h7fdce6
Ms. Fender - @c69d8d
Mr. Reed - @b799kf
Mr. Castillo - @agdh6e
Ms. Maull - @maull1920
Ms. Wright - @e6c2eb
Ms. Barnes - @mathread19

TCC2
Ms. Griner TCC2 - @99c8e7

Electives and specials
Choir – @PEWChoir6
Theater – @PEWTheatre
PE – @degdg3
Band - @bandwal
5th Grade Art - @a2b3ee
6th Grade Art - @8k7c9
Dance - @dkd837
5th Grade Computer @89b6f6h
6th Grade Computer Science @7ckaf2c

5th Math
Ms. Verner - @verner1920
Ms. Davis - @ddcg28
Ms. Smith - @dsmith2009
Mr. Gonzales - @gnzls2020,
Mr. Gonzales homeroom - @gnzlshmrm
Ms. Yarbrough – @8f32gc
Ms. Gillean - @99d82c
Ms. Barnes - @mathread19

5th Science/SS
Ms. Perez – Uses Class Dojo
Ms. De La Torre - @2ehd8a
Ms. Winkle - @verner1920
Ms. Powell - @d26a9f9
Ms. Nava - @nava19
Ms. Sanchez - @sanchez113

5th ELAR
Ms. Kirkland – Uses Class Dojo
Ms. Melo - @verner1920
Ms. Sisk - @siskread
Ms. Torres – @b42ekd
Ms. Losey - @mathread19
Ms. Hernandez – By Class period

1st @99d63e
2nd @dk98c3
4th @bkfh3h9
5th @236fd7
6th @4hkk73
7th @e73hee

Ms. Amerson – By class period
1st @88967ck
2nd @dhhb9k
4th @fbffa7
5th @fb2a3cc
6th @eb9bce
7th @c97362

Freckle Codes

Armstrong Freckle codes:
1st period - MHP3H6
4th period - 53YT9B
8th period - HCBY6G

Newman Freckle codes:
1st period - 82p2aa
4th period - x9vxuc
6th period - vs5s7v