

Name _____

Date _____

Teacher _____

Campus _____

5th GRADE

Week Four

April 20-24

Mount Pleasant ISD

SHARED READ

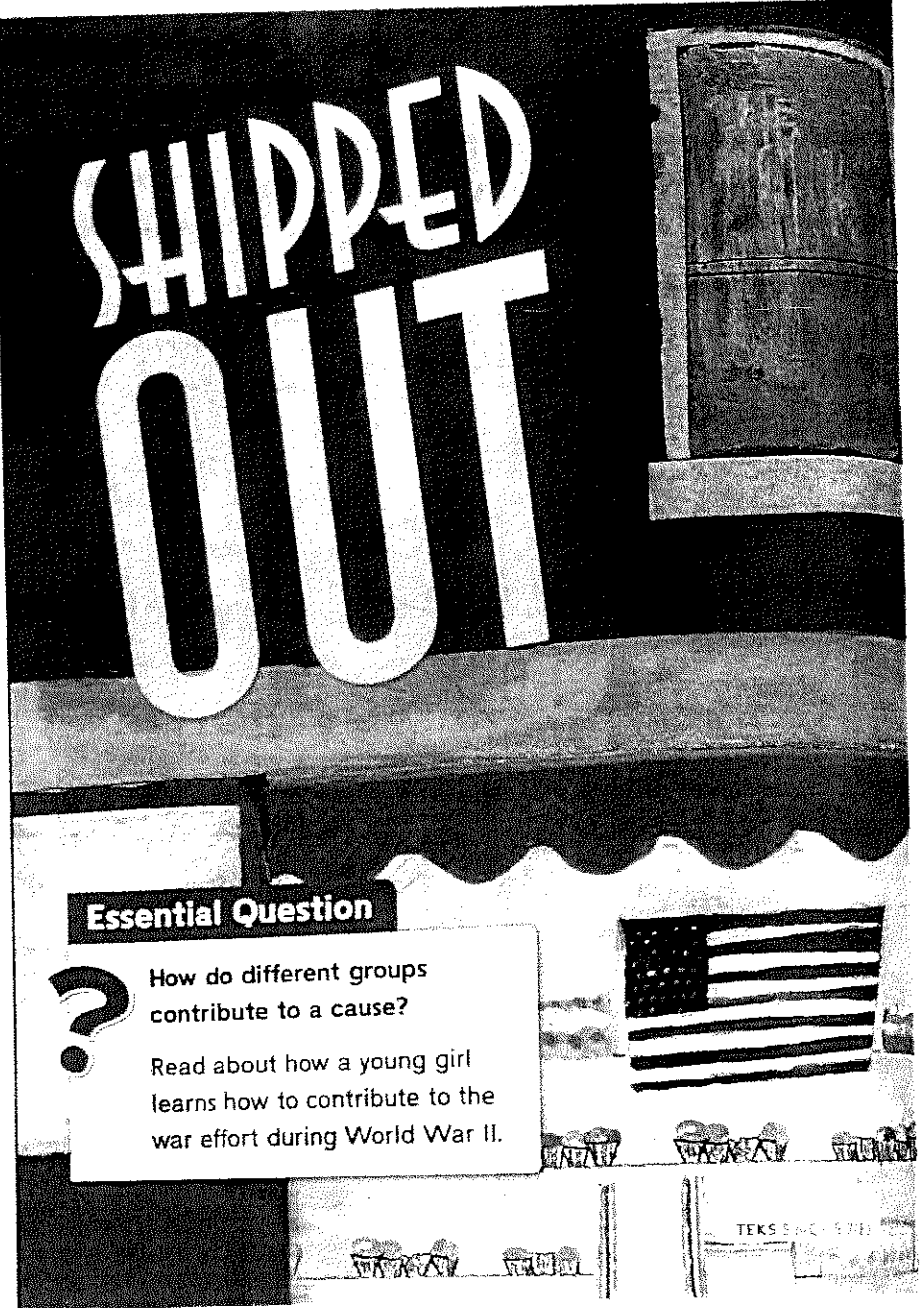
TAKE NOTES

To help you focus as you read, preview the text and pay attention to genre characteristics. Make a prediction about the narrator, Libby Kendall. Read the title and the Essential Question. Preview the illustrations, and read the first paragraph. Write your prediction here.

As you read, make note of:

Interesting Words _____

Key Details _____



My name is Libby Kendall, and I am a prisoner of war. Well, not really, but some days it feels that way. Just like my dad, I've packed up my things and shipped out. Unlike my dad, however, nothing I do will ever help the Allies win World War II.

My father is a mechanic on a battleship in the Pacific Ocean. I'm trapped in a little apartment above my Aunt Lucia's bakery downtown. Mom says it's just for a few months while she works double shifts at the clothing factory. She makes uniforms, mostly sewing pockets on jackets. I asked her once if she snuck things into the pockets for soldiers to find, like little poems written in calligraphy. She said soldiers wore jackets with pockets to hold tools they might need for war **survival**, not silly things like poetry.

It seems no one appreciates my creative **contributions** to the war effort, but Aunt Lucia says my help to her is important, since both her workers joined the army.



On my first day with Aunt Lucia, she explained the daily **operations** of the bakery. First, we get up before dawn to knead the dough. Next, we bake breads and muffins. Then, while I help customers, Lucia makes cakes and cookies for sale in the afternoon. Whenever the phone rings, she races from the back room to **intercept** the call. She's always worried that it might be bad news, so she wants to be the first to hear it.

After dinner, Aunt Lucia invites neighbors over to listen to the radio. Some are immigrants from a wide **diversity** of backgrounds. Lucia and others help translate the news into several languages for everyone to understand. I always listen closely for any **bulletin** about fighting in the Pacific.

HISTORICAL FICTION

FIND TEXT EVIDENCE

Read

Paragraphs 1–2

Theme

What information supports the idea that different people can contribute to a cause? **Underline** the text evidence. Write your answer here.

Paragraphs 3–5

Summarize

Circle the key details that describe Libby's work. Summarize it here.

Reread

Author's Craft

This story uses a first-person point of view. How does that affect the mood of the story?

SHARED READ

FIND TEXT EVIDENCE



Read

Paragraphs 1-3

Flashback

Circle clues that show Libby is thinking about an earlier time.

Paragraph 3

Theme

Underline text evidence that shows the change in Libby's behavior after she learns her dad is joining the navy.

Paragraph 4

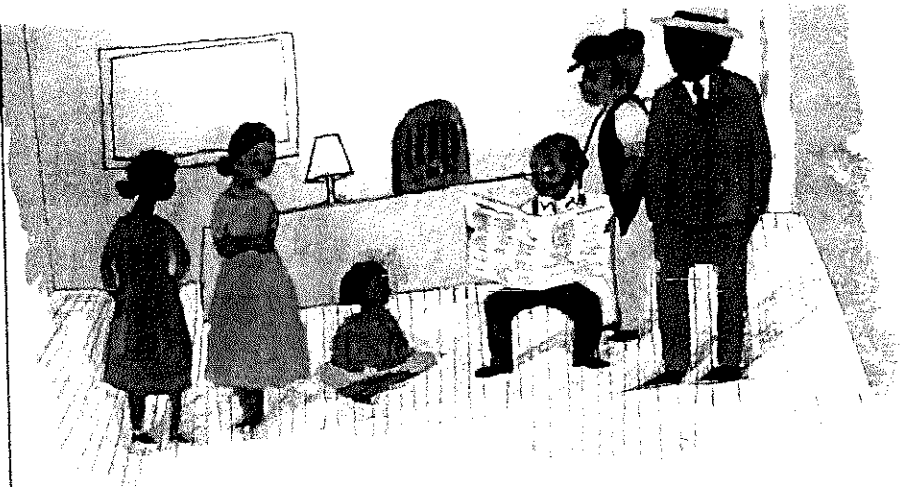
Summarize

Summarize how Libby responds to her feelings.

Reread

Author's Craft

Why did the author include the flashback in this story?



I remember how intently my parents read reports about the war, which I rarely understood. They often whispered to one another, and I'd shout out something like, "Speak up! I can't hear you!" They'd frown and leave me alone to talk in private.

One night, they came into the living room and turned off the radio. At first I was angry, but they had serious expressions on their faces. "Our country's at war," Dad said. "The military will be looking for new recruits. I know something about boats and ship engines, so I intend to join the navy."

My face grew hot, but my hands felt cold. "You can't just leave," I said. I stomped on the floor for emphasis and stormed off to my bedroom. Looking back on that now, I feel ashamed of how selfishly I had acted.

This morning, Aunt Lucia can tell I'm feeling down. She asks me to help her decorate cupcakes for a fundraiser tonight. At first I'm not interested. I just slather on frosting and plop a berry on top. Then I realize that I can make red stripes out of strawberries and a patch of blue from blueberries. Soon I have a whole tray of cupcakes decorated like flags to show Aunt Lucia.

TEKS 5.8(A) 5.8(B) 5.10(A) 5.10(E)

"These are wonderful!" Lucia says. "I'm sure they'll sell better than anything else!"

For the first time in weeks, I feel like I've done something right. I think of all the money we might make at the sale, and how it may buy supplies for my father.

"I enlisted in the navy to help restore democracy in the world," my dad said on the day he left. "Now you be a good navy daughter and sail straight, young lady."

I promised I would. As he went out the door, I slipped a little poem into his coat pocket. "Here's a little rhyme to pass the day," it said. "I love you back in the U.S.A.!"

I look at the cupcakes and wish I could send one to my dad. Instead, I'll draw a platter on which they're piled high and send the picture off to the Pacific with a letter. That way, my dad will have plenty to share with everyone there.



Summarize

Use your notes to summarize the events in the story. Be sure to include details about the plot elements. Tell whether your prediction on page 100 was confirmed.

TEKS STUD. 5.24(G), 5.30(A)

HISTORICAL FICTION

FIND-TEXT-EVIDENCE



Read

Paragraphs 1–2

Theme

How does Aunt Lucia try to cheer up Libby? What effect does this have?

Paragraphs 2–5

Homophones

Underline context clues that help you distinguish the meanings of *sale* and *sail*. Write their meanings.

Reread

Author's Craft



What message does the author give readers through Libby's actions?

Reread | SHARED READ

Vocabulary

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

bulletin

Kip posted a **bulletin** in the neighborhood about his missing dog.

Why else might you post a bulletin?

contributions

The art exhibit at school will feature **contributions** by many student artists.

What other events depend on contributions from others?

diversity

There was a great **diversity** of breeds at the dog show.

Where else might you see a large diversity of animals?

enlisted

Citizens who have **enlisted** in the military are sworn in before training begins.

Why might people enlist in the military?

intercept

I jumped up to **intercept** the pass and to prevent a touchdown by the other team.

In what other sports might you intercept a ball?



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 thesaurus and write them in your writer's notebook.

operations

The crew began **operations** to clean up after the disaster.

What other operations might help after a disaster?

recruits

The official addressed the new **recruits**.

What kinds of organizations look for new recruits?

survival

Food and water are important for **survival** during an emergency.

What other items are important for survival during an emergency?

Homophones

Sometimes when you read, you come across **homophones**, or words that sound the same but are spelled differently and have different meanings. Surrounding words and sentences can help you figure out the meaning of a homophone.



FIND TEXT EVIDENCE

In "Shipped Out" on page 101, I see the words **war** and **wore**, which are pronounced the same way. From the surrounding words, I can tell that **war** means "a large conflict," and that **wore** is the past tense of the irregular verb **wear**, which means "to have clothing on."



She said soldiers **wore** jackets with pockets to hold tools they might need for war survival, not silly things like poetry.

Your Turn Use context clues to distinguish between the meanings of the following homophones from "Shipped Out."

need and **knead**, page 101 _____

read and **red**, page 102 _____

Reread | SHARED READ

Summarize

Summarizing can help readers evaluate details to determine key ideas as they read. It is important to summarize the story in logical order, starting at the beginning, to help you better understand the setting and plot events. Remember that a summary should not include your opinions.

Quick Tip

A summary does not include everything from the story. It should include only the most important information.



FIND TEXT EVIDENCE

Summarizing the opening paragraphs of "Shipped Out" on page 101 may help you understand the setting and plot elements of the story.

Page 101

My name is Libby Kendall, and I am a prisoner of war. Well, not really, but some days it feels that way. Just like my dad, I've packed up my things and shipped out. Unlike my dad, however, nothing I do will ever help the Allies win World War II.

The first paragraph introduces Libby Kendall, a girl living during World War II. In the paragraphs that follow, readers learn that because her father has gone off to war and her mother must work long hours, Libby has been sent to live with her Aunt Lucia.



Your Turn Summarize what Libby's father plans to do on page 102.

Flashback

The selection "Shipped Out" is historical fiction. Historical fiction features plot events and settings typical of the past period in which the story takes place. It also features realistic characters who speak and act like people from that period. It may include literary devices such as flashbacks.

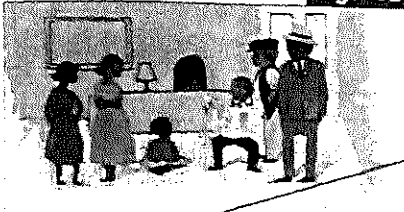
Quick Tip

Historical fiction is already set in the past. A flashback takes readers even deeper into the past.

FIND TEXT EVIDENCE

I can tell that "Shipped Out" is historical fiction. The first paragraph mentions a real event, World War II. In a flashback, we learn why Libby, the main character, has to live with her aunt.

Page 102



I remember how suddenly my parents and sisters about the time, which I surely understood. They each whispered to one another, and I'd almost see something like, "Good, get I can't hear you!" They'd leave and leave me alone as well as possible.

One night, they came into the living room and turned off the radio. At that I was angry, but they had serious expressions on their faces. "Our country's at war," Dad said. "The military will be looking for new recruits. I know something about military ship engines, so I wanted to join the navy."

My face grew hot, but my beliefs felt odd. "You can't join now," I said. I stepped on the floor for emphasis and turned all to my husband. Looking back on that now, I feel ashamed of how suddenly I had acted.

The morning Aunt Luce came to bed I'm lying down, she asks me to help her dress—replaces her a husband brought. At that I'm not surprised. I just clutch my wedding and grip a heavy tin top. Then I realize that I can make and arrange out of steamroller and a patch of my own hairbrush. Soon I have a whole tray of cupcakes decorated like flags to cheer Aunt Luce.

Flashback

Flashbacks describe events and actions that occurred before the main action of the story. Signal words and phrases, such as *once* or *I remember*, may show a character remembering past events.



Your Turn Find the flashback on page 103. How does this flashback differ from the one on page 102?

Reread | SHARED READ

Theme

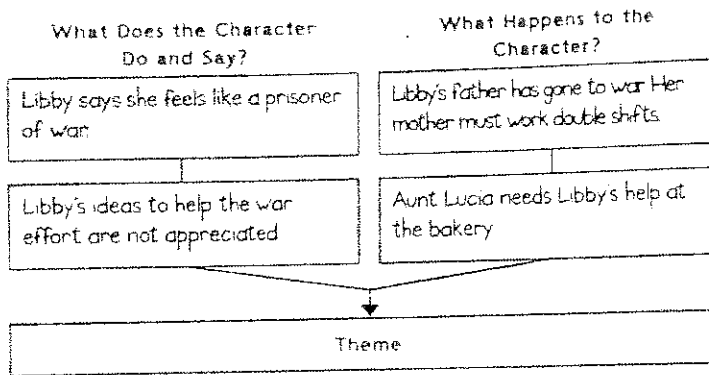
To identify a story's theme, or overall message, consider what the characters say and do. Analyze the characters' relationships and conflicts, or problems. In addition to the main theme, some stories may have multiple themes within them. Think about how characters change as a result of what happens to them to help you infer these themes.

Quick Tip

To find a story's theme, you can also think about a lesson a character learns. What the character learns might be a main theme of the story.

FIND TEXT EVIDENCE

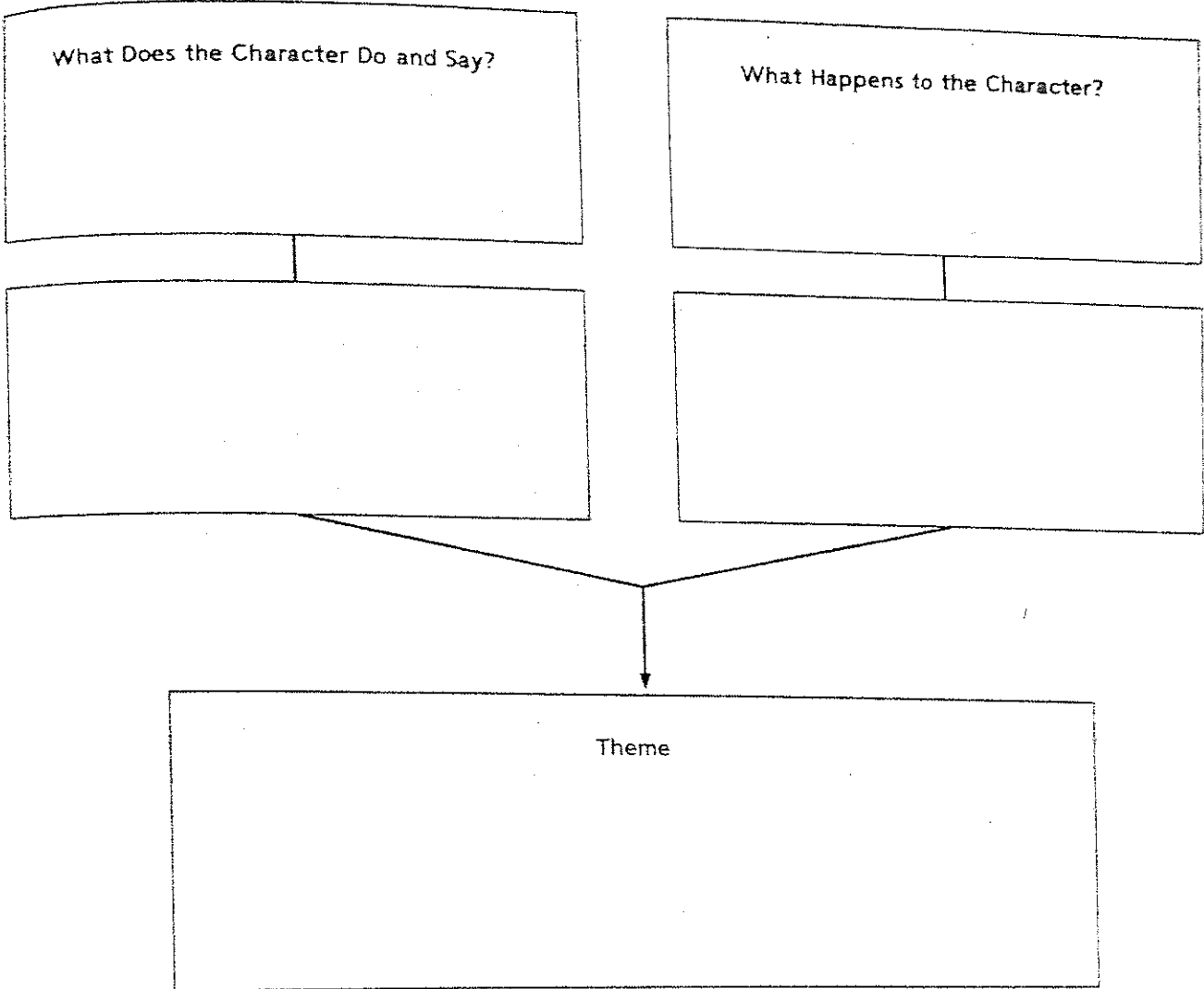
On page 101 of "Shipped Out," Libby says that she feels like a prisoner of war at her aunt's apartment. This is because her father has gone to war and her mother has had to leave for work. Libby feels her efforts are not appreciated, but Aunt Lucia needs her help. These plot events will help me identify the theme.



Your Turn What does Libby learn from Aunt Lucia about contributing to the war effort? Add more ideas to the graphic organizer to identify a theme of the story.



HISTORICAL FICTION



Name: _____

Week of April 20 – April 24

Please email just your answer document to
your math teacher.

Davis – davist@mpisd.net

Yarbrough – syarbrough@mpisd.net

Gilleán – agillean@mpisd.net

Gonzales – agonzales@mpisd.net

Smith – dsmith2@mpisd.net

Verner – kverner@mpisd.net

Name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

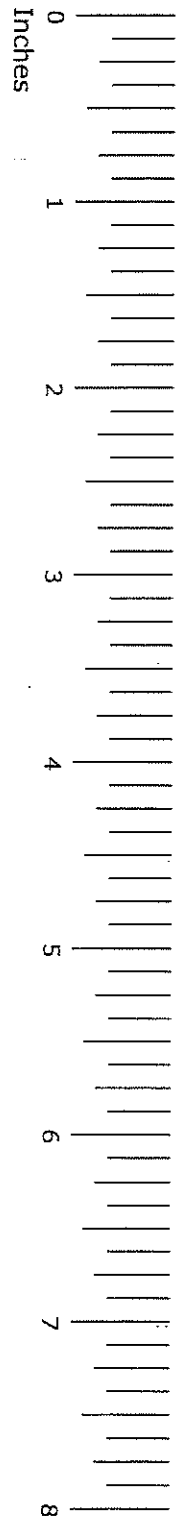
27. _____

28. _____

29. _____

30. _____

STAAR GRADE 5 MATHEMATICS REFERENCE MATERIALS



LENGTH

Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

VOLUME AND CAPACITY

Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (fl oz)

Metric

1 liter (L) = 1,000 milliliters (mL)

WEIGHT AND MASS

Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

TIME

1 year = 12 months

1 year = 52 weeks

1 week = 7 days

1 day = 24 hours

1 hour = 60 minutes

1 minute = 60 seconds

STAAR GRADE 5 MATHEMATICS REFERENCE MATERIALS

PERIMETER

Square

$$P = 4 \times s$$

Rectangle

$$P = (2 \times l) + (2 \times w)$$

AREA

Square

$$A = s \times s$$

Rectangle

$$A = l \times w$$

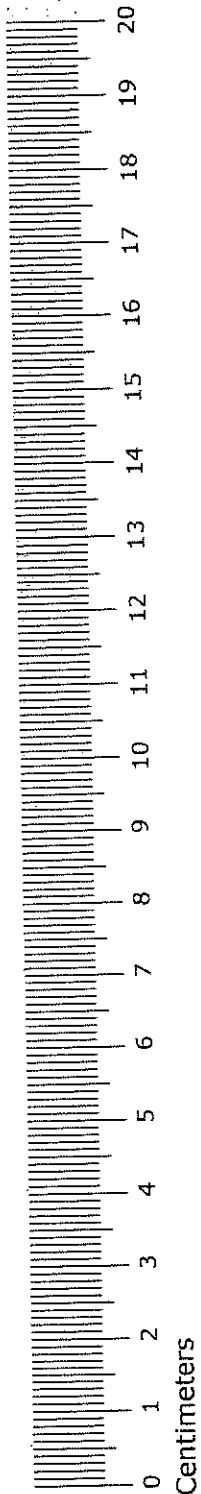
VOLUME

Cube

$$V = s \times s \times s$$

Rectangular prism

$$V = l \times w \times h$$



1) What is the value of the expression shown?

$$2[6 - 3(1.4)]$$

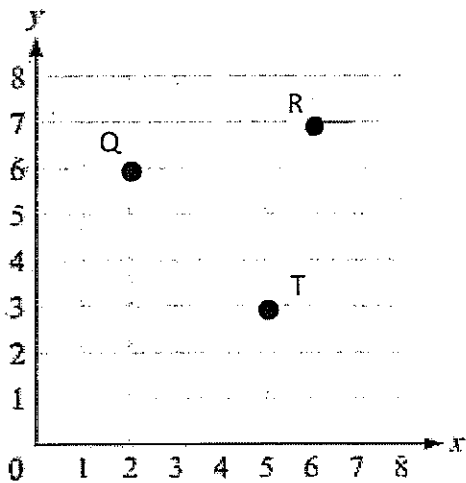
- A. 9.6 _____
- B. 36 _____
- C. 3.6 _____
- D. 96 _____

2) Which numbers out of the list given below are prime numbers?

12, 17, 29, 33, 42, 50, 61, 69

- A. 17, 29, 33, and 61
- B. 29, 33, 50, and 69
- C. 17, 29, and 61
- D. 17, 33, and 61

3) The graph shows three of the four vertices of rhombus QRST.



At which location on the coordinate grid could point S be located?

- A. (2,1)
- B. (1,2)
- C. (1,1)
- D. (0,2)

4) The table represents a relationship between x and y.

x	y
6	18
12	36
18	54
24	72

The relationship between the x-values and y-values creates a pattern that is —

- A. additive, because each x-value increases by 6
- B. additive, because each y-value is determined by adding 12 to the corresponding x-value
- C. multiplicative, because each y-value is determined by multiplying the corresponding x-value by 3
- D. multiplicative, because each x-value is a multiple of 6

5) Alan added 62 to the product of 29 and 45. What is this sum?

- A. 1,262
- B. 1,305
- C. 1,350
- D. 1,367

- 6) Which comparison is NOT true?
 A. $5.175 < 5.225$
 B. $2.8 > 2.08$
 C. $7.42 < 7.418$
 D. $3.885 > 3.875$

7) A math problem is shown.

$$62 \overline{)4.96}$$

What is the quotient?

8) Viviana's net income for the month of October was \$2,362. The table shows her October budget except for an amount in the "Food" category.

Category	Amount (Dollars)
Rent	\$975
Utilities	\$210
Food	
Transportation	\$147
Other	\$265
Savings	\$450

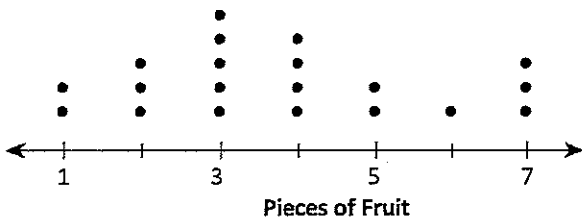
What amount, in dollars, should be in the "Food" category in order for Viviana's October budget to be balanced?

9) Erica wants to buy 5 shirts and 3 hats. The shirts cost \$14.78 each, and the hats cost \$6.99 each. Erica has \$60. Which of these amounts is the best estimate of how much more money Erica needs in order to buy the shirts and hats?

- A. \$30
 B. \$36
 C. \$20
 D. she has enough money

10) Alyssa and Carmen started their homework at the same time. Alyssa finished her homework in 24.6 minutes. Carmen finished her homework $3\frac{7}{10}$ minutes after Alyssa finished hers. How many minutes did it take Carmen to finish her homework?

11) The students in a class were each asked how many pieces of fruit they eat per week. The results were recorded on the dot plot below.



What fraction of the students eat less than 4 pieces of fruit per week?

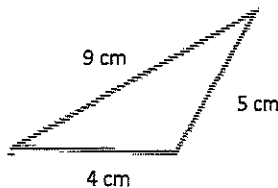
- A. $\frac{1}{2}$
- B. $\frac{7}{10}$
- C. $\frac{1}{20}$
- D. $\frac{1}{10}$

12) This graphic organizer is being used to classify triangles based on their angle measures or side lengths.

Triangles

Angle Measure Classification			Side Length Classification		
Acute	Right	Obtuse	Isosceles	Equilateral	Scalene

Which list shows all of the ways this triangle could be classified?



- A. Acute, isosceles
- B. Obtuse, scalene
- C. Obtuse, equilateral
- D. Not here

13) A chef used $\frac{1}{2}$ cup of milk for each of three different recipes. Then she used 2 cups of milk for each of 3 more recipes. The total number of cups of milk the chef used can be found by using this expression.

$$\left(\frac{1}{2} \times 3\right) + (2 \times 3)$$

How many cups of milk did the chef use?

- A. $3\frac{1}{2}$
- B. $6\frac{1}{2}$
- C. $7\frac{1}{2}$
- D. $9\frac{1}{2}$

14) Three numbers are shown in the boxes below. Put the numbers in order from greatest to least.

2.220	2.35	2.241
-------	------	-------

_____, _____, _____

15) Which of these is an example of a property tax?

- A. Tax paid money earned from working.
- B. Tax paid on the value of a home a person owns
- C. Tax paid on food items at the grocery store.
- D. Tax paid on the purchase of a new bicycle.

16) Mrs. Hernandez filled a bag with 27 blue marbles and 17 yellow marbles. She filled a total of 5 bags like this. Mrs. Hernandez used this equation to find x , the number of marbles she placed in all the bags.

$$x = (27 + 17)5$$

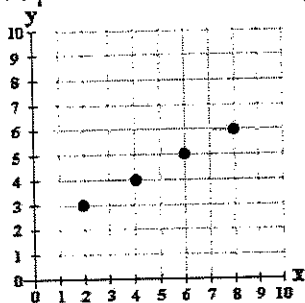
How many marbles did Mrs. Hernandez pack into the boxes?

- A. 152
- B. 200
- C. 220
- D. 232

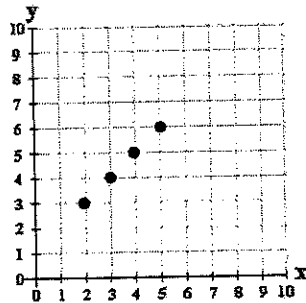
17) Betzaida is making a graph to represent the data in the table below.

x	y
2	3
4	4
6	5
8	6

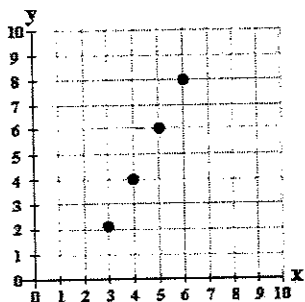
Which of the following graphs best represent the data provided?



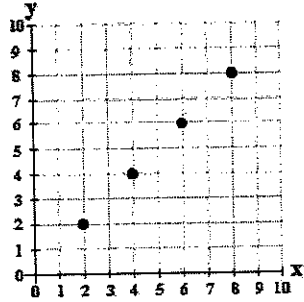
A.



B.



C.



D.

18) Keiry finished a race in 48.6 minutes. Liliana finished the race $8\frac{3}{10}$ minutes sooner than Keiry finished it. How many minutes did it take Liliana to finish the race?

- A. 40 minutes
- B. 40.3 minutes
- C. 45.4 minutes
- D. Not here

19) What is the value of the expression shown?

$$5[3.2 - 4(0.6)]$$

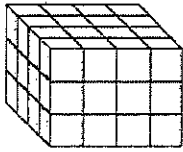
20) A family spent \$78 at a carnival.

- They spent \$22 on tickets to the carnival and \$31 on food.
- They spent the rest of the money on games.

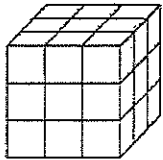
Which equation can be used to find g , the amount of money in dollars the family spent on games?

- A. $78 = g + 22 - 31$
- B. $78 = 22 - 31 - g$
- C. $78 = 31 + 22 + g$
- D. $78 = g - 22 + 31$

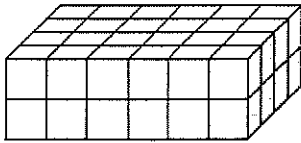
21) A student builds some rectangular prisms using cubes that each have a volume of 1 cubic inch. Which rectangular prism has a volume of 36 cubic inches?



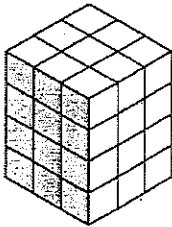
A.



B.



C.



D.

22) Carlotta built a cabinet shaped like a rectangular prism. The length of the base is 8 inches, and the width is 50 inches. What is the area of the base of the cabinet in square inches?

23) While cleaning his room, Steven found 15 cents on his desk, 78 cents under his bed, and 1 dollar and 26 cents in his closet. What was the total amount of money Steven found?

- A. \$2.19
- B. \$3.19
- C. \$2.29
- D. \$3.29

24) Fernando is preparing for a tropical storm. He has 78.2 pounds of sand that he wants to divide evenly into 20 bags. How much sand will he put into each bag?

- A. 15.6 pounds
- B. 3.91 pounds
- C. 3.81 pounds
- D. 3.51 pounds

25) The stem and leaf plot shows nine of Melissa's math scores so far this year.

Stem	Leaf
7	0 2
8	5 5 8 9
9	0 1 4

9|1 means 91.

What is the sum of Melissa's greatest three math scores?

- A. 95
- B. 185
- C. 270
- D. 275

26) The table represents a relationship between x and y.

x	y
4	9
6	11
8	13
10	15

The relationship between the x-values and y-values creates a pattern that is —

- A. additive, because each y-value is determined by adding 5 to the corresponding x-value
- B. additive, because each x-value increases by 2
- C. multiplicative, because each x-value is a multiple of 2
- D. multiplicative, because each y-value is determined by multiplying the corresponding x-value by 2

27) What are the coordinates of the point where the x-axis and the y-axis intersect on a coordinate plane?

- A. (1, 1)
- B. (1, 0)
- C. (0, 1)
- D. (0, 0)

28) Joy added 25 to the product of 172 and 14. What is this sum?

- A. 2,408
- B. 2,433
- C. 2,480
- D. 2,483

29) Lizeth saved a total of \$4.80 over 5 weeks. She saved the same amount of money each week. How much money did Lizeth save each week?

- A. \$0.95
- B. \$1.12
- C. \$0.96
- D. \$1.13

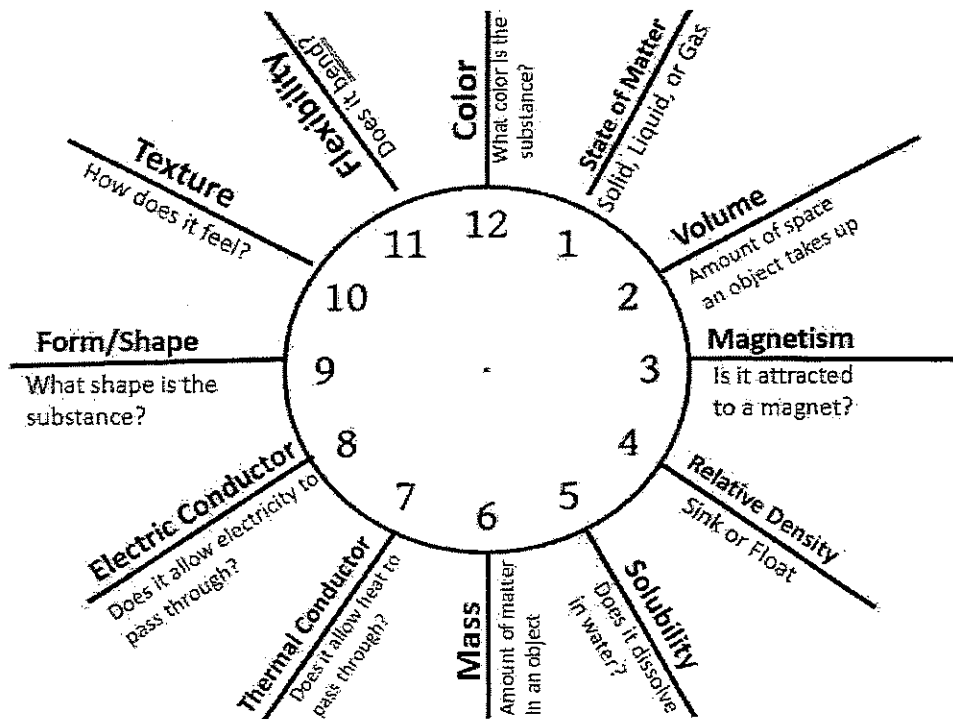
30) The math team does practice drills that each last $\frac{1}{4}$ hour. In February the team did practice drills for a total of 32 hours. How many practice drills did the math team do in February?

- A. 128
- B. 32
- C. 16
- D. 8

SCIENCE ACTIVITIES FOR WEEK APRIL 20 – 25, 2020.

TOPIC: Physical Properties of Matter

The following is a Physical Properties of Matter Clock that includes several properties with their definition. Review the concepts and then continue with the activities.



WE MISS YOU VERY MUCH AND ARE VERY PROUD OF YOUR EFFORT IN ALL YOUR WORK!

WE TRULY APPRECIATE YOU!

YOUR TEACHERS,

DE LA TORRE, NAVA, PEREZ, POWELL, SANCHEZ, AND WINKLE

TASK 1

A student recorded the mass of 6 different substances in the table below.

Substance	Mass (g)
Rubber	50
Plastic	35
Iron	40
Aluminum	70
Copper	55
Wood	40

What is the total mass of substances that are electrical conductors?

TASK 2

Directions

Determine which of the substances are less dense than water.

Unscramble the underlined letters of substances less dense than water to form a 5-letter word.

Cooking <u>oil</u>	<u>W</u> ood block
Corn <u>sy</u> rup	<u>M</u> etal bolt
<u>S</u> ponge	Plastic ball
Glass <u>mar</u> ble	<u>R</u> ubber duckie

TASK 3 QUESTION 1

The table lists some properties of three labeled objects.

Label	Physical State	Relative Density to Water	Magnetism
A	Solid	More dense	Magnetic
B	Liquid	Less dense	Non-magnetic
C	Solid	Less dense	Non-magnetic

Based on their properties, which of these tables properly identifies the objects?

6

Label	Object
A	Copper cube
B	Lamp oil
C	Plastic ball

8

Label	Object
A	Aluminum pin
B	Sugar cube
C	Rubber ball

7

Label	Object
A	Iron needle
B	Cooking oil
C	Plastic ball

9

Label	Object
A	Rubber ball
B	Syrup
C	Iron needle

Name:

Date:

SOCIAL STUDIES ACTIVITIES WEEK April 20 - 24

Instructions: Read the following article and answer the questions.

The Grand Canyon



Have you ever visited one of the Seven Natural Wonders of the World? If you've ever been to the Grand Canyon, you've seen one of them!

The **Grand Canyon** is a national park located in Northern Arizona on the Colorado Plateau. A canyon is a **gorge**, which is a deep, narrow valley that has steep, rocky sides with a waterway at the bottom.

The Colorado River runs through the bottom of the Grand Canyon and is responsible for creating the large canyon millions of years ago. The Grand Canyon is 277 miles long, starts near the Utah border and ends near the Nevada border. The widest part is 18 miles wide and the narrowest is four miles wide.

There are many layers of rocks in the Grand Canyon. The very top layer is limestone and is about 200 million years old. The bottom rock layer that's under the river is called schist, which is about two billion years old.

Before the canyon was formed, the land was flat with limestone on top. As snow melted and the Colorado River formed, it slowly eroded the ground for millions of years. The river cut into the ground by rubbing away the soil with water. Since it cut into the ground for millions of years, it made a hole 6,000 feet deep and created the Grand Canyon.

Question 1:

Where is the Grand Canyon located?

Question 2:

When was the Grand Canyon formed?

Question 3:

The Grand Canyon has many _____. The top layer is made out of _____.

Question 4:

Which process caused the Grand Canyon? Weathering, erosion, or deposition?

Question 5:

Which of the 3 agents formed the Grand Canyon? Water, wind, or ice?

Name:

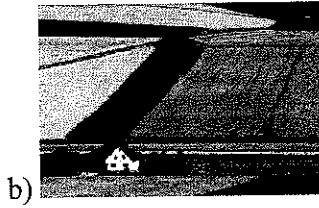
Date:

SOCIAL STUDIES ACTIVITIES WEEK April 20 - 24

RURAL, SUBURBAN, AND URBAN QUESTIONS.

Instructions: Read the following questions and circle the correct answer.

1. Find the picture that shows an urban community.



2. Find the picture that shows a suburban community.



3. Find the picture that shows a rural community.



4. This community has lots of tall buildings.

- a) urban
- b) suburban
- c) rural

Name:

Date:

SOCIAL STUDIES ACTIVITIES WEEK April 20 - 24

5. This community has lots of land and space.

- a) urban
- b) suburban
- c) rural

6. This community has subways and taxis.



- a) urban
- b) suburban
- c) rural

7. This community is near a city

- a) urban
- b) suburban
- c) rural

8. What is another name for an urban community?

- a) suburb
- b) farm
- c) city

9. What is another name for a rural community?

- a) city
- b) suburb
- c) country

10. Where would you find cows and horses?

- a) urban
- b) suburban
- c) rural

WEEK 4 –APRIL 20 – APRIL 24
5TH GRADE LESSONS

ART

5th and 6th grade art students will draw flowers they see in their yard. Here are some how to draw videos, if they need help. Thanks Mrs. McCain

<https://www.youtube.com/watch?v=E6IIIIMYOPmI>

<https://www.youtube.com/watch?v=MwLWbWRsFig>

COMPUTER

Technology Applications

Students can go to www.code.org and either begin or finish course 2 or practice your typing at www.typing.com. If you have questions regarding your log in information, please email me at tflores@mpisd.net. Thank you.

MUSIC

Make a colorful 8X10 poster of the music rhythm tree. Be sure to include: whole; half; quarter; eighth, and sixteenth notes. Be artistic. We will want to post some of these! Refer to the rhythm tree wkst in your music notebook for help.

Dual Language Assignments

Nombre _____

Lee la selección y escoge la respuesta correcta para cada pregunta. Luego rellena el círculo que contenga la respuesta correcta en tu documento de respuestas.

La extraordinaria vida de Louis Braille

- 1 Para las personas que tienen una visión normal, leer es simplemente echar un vistazo a palabras en una página o pantalla. Pero para quienes no ven bien o son totalmente ciegos no es tan fácil. Sin embargo, las personas con visión disminuida pueden percibir las palabras impresas gracias, en gran medida, a un hombre llamado Louis Braille. El sistema de escritura que inventó se usa en libros, envases de productos y dispositivos digitales, como impresoras braille.

Infancia

- 2 Louis Braille nació el 4 de enero de 1809 en Coupvray, Francia. Su padre, Simon-René, tenía un buen trabajo haciendo riendas para caballos. Sin embargo, las mismas herramientas que su padre usaba para ganarse la vida fueron las responsables de la pérdida de la visión de Braille. Cuando tenía apenas tres años, fue al taller de su padre y comenzó a jugar con una de las herramientas. Se golpeó el ojo y, en pocos años, perdió completamente la visión en ambos ojos como consecuencia del accidente.
- 3 En la época de Braille, la mayoría de la gente ciega no iba a la escuela ni trabajaba. Pero sus padres querían que él tuviera las mismas oportunidades que los demás, así que organizaron clases particulares para asegurarse de que recibiera educación. Como el instructor del joven vio lo inteligente que era Louis, lo ayudó a ingresar a la escuela de la ciudad. Allí, Braille aprendió junto a sus compañeros videntes y no tardó en destacarse como uno de los más brillantes de la clase.

Nombre _____

- 4 Cuando Braille cumplió diez años, sus padres decidieron que asistiría al Instituto para Jóvenes Ciegos de París. Al igual que en la escuela anterior, no tardó en convertirse en un alumno estrella. Allí también debía leer libros desarrollados especialmente para personas ciegas. Las letras de estos libros tenían relieve, y los estudiantes podían descifrar cuáles eran siguiendo el contorno. Sin embargo, era imposible leer rápido. Pronto, Braille descubriría algo nuevo.

Barbier inspira a Braille

- 5 Afortunadamente para Braille, un hombre llamado Charles Barbier ya estaba desarrollando un nuevo sistema que podría ayudar a las personas ciegas. Barbier era capitán de la marina francesa y quería inventar una manera para que los soldados se comunicaran de noche sin hablar ni encender la luz. Esto sería importante cuando estuvieran escondiéndose del enemigo. Su solución fue utilizar puntos con relieve que los soldados pudieran sentir con la yema de los dedos. Había seis hileras de dos puntos, y cada conjunto de puntos en relieve representaba un sonido del francés.
- 6 A los soldados les resultó muy difícil aprender el sistema y no quisieron usarlo. La siguiente idea de Barbier fue presentarlo a los estudiantes del Instituto para Jóvenes Ciegos. Louis quedó fascinado con la idea. Durante los próximos años, siguió desarrollando y mejorando el sistema de Barbier hasta elaborar el suyo propio.

El sistema de escritura Braille

- 7 Braille completó su sistema de escritura cuando aun era adolescente. Tenía menos puntos que el sistema de Barbier, seis en lugar de doce. Al elevar distintas cantidades de puntos en distintas posiciones, el sistema permitía sesenta y cuatro combinaciones posibles. Un lector podría leer una serie completa de puntos, denominada "celda", con un solo dedo sin necesidad de moverlo. El ingenioso invento de Braille se utilizó para representar letras, números y signos de puntuación. Le mostró su código al director de la escuela, el Dr. Pignier, quien quedó muy impresionado. Pronto, muchos estudiantes del instituto estaban usando el mismo sistema, que se conoció como "braille".

Nombre _____

Vida adulta e influencia duradera

- 8 Braille pasó gran parte de su vida adulta intentando ayudar a las personas ciegas. Se convirtió en maestro de la escuela donde había estudiado y trabajó con estudiantes ciegos. Hizo todo lo que pudo para educar al público sobre los beneficios del braille, presentando su trabajo en un importante evento en París y escribiendo libros sobre el tema. Lamentablemente, el sistema braille se usaba muy poco fuera del instituto. Cuando Louis creció, su salud empeoró. Se vio obligado a tomar varias licencias de la enseñanza y tuvo que jubilarse poco antes de su muerte, en enero de 1852. Acababa de cumplir 43 años.
- 9 Lamentablemente, Braille no llegó a ver el éxito que adquiriría su invento. Años después de su muerte, la popularidad del braille explotó. Muchos países reconocieron su valor y lo adoptaron, y se tradujo a numerosos idiomas. Se han realizado pequeños cambios, como la incorporación de códigos para pares de letras y palabras de uso frecuente. Sin embargo, el sistema que aún conserva el apellido de Louis es básicamente el mismo que él inventó. Actualmente, el braille es el sistema de escritura más reconocido y utilizado en todo el mundo entre las personas ciegas.

alfabeto braille en inglés

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

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Nombre _____

27 Lee la siguiente información.

Im-: Prefijo latino que significa "no"

Esta información ayuda al lector a comprender que la palabra imposible en el párrafo 4 significa

- A fácil.
- B normal.
- C habitual.
- D sumamente difícil.

28 ¿Qué oración de la selección muestra mejor por qué el sistema de escritura de Braille fue una mejora del sistema de Barbier?

- F *Su solución fue utilizar puntos con relieve que los soldados pudieran sentir con la yema de los dedos.*
- G *Un lector podría leer una serie completa de puntos, denominada "celda", con un solo dedo sin necesidad de moverlo.*
- H *Al elevar distintas cantidades de puntos en distintas posiciones, el sistema permitía sesenta y cuatro combinaciones posibles.*
- J *Barbier era capitán de la marina francesa y quería inventar una manera para que los soldados se comunicaran de noche sin hablar ni encender la luz.*

Nombre _____

- 29 Las acciones de Barbier mientras estaba en la marina y después sugieren que
- A quería ayudar a personas con distintas discapacidades.
 - B no podía explicar claramente cómo funcionaba su sistema.
 - C le preocupaba que los estudiantes del instituto usaran su idea.
 - D estaba decidido a lograr que su sistema de escritura fuera un éxito.

30 ¿En qué sección de la selección podría el lector encontrar información sobre cómo Braille perdió la visión?

- F *Infancia*
- G *Barbier inspira a Braille*
- H *El sistema de escritura Braille*
- J *Vida adulta e influencia duradera*

Nombre _____

- 31 ¿Qué permiten comprender al lector los detalles del párrafo 3 sobre la niñez de Louis Braille?
- A Que contaba con el apoyo y el incentivo de sus padres
 - B Que no quería trabajar con un instructor ni recibir educación
 - C Que sus compañeros solían burlarse de él cuando iba a la escuela
 - D Que se consideraba más inteligente que la mayoría de los niños de su edad
-
- 32 Al incluir los detalles en el párrafo 9, lo más probable es que el autor intente transmitir que
- F Louis Braille pudo ayudar a muchas personas ciegas.
 - G el sistema de Louis Braille ha cambiado mucho con el correr de los años.
 - H el braille es uno de varios sistemas de escritura para personas ciegas.
 - J el sistema braille se habría desarrollado de otra manera si Braille hubiera vivido más.

****Dual Language Only****

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

Dual Language Only

Desgaste/Degradación	Erosión	Sedimentación

Nombre:

Fecha:

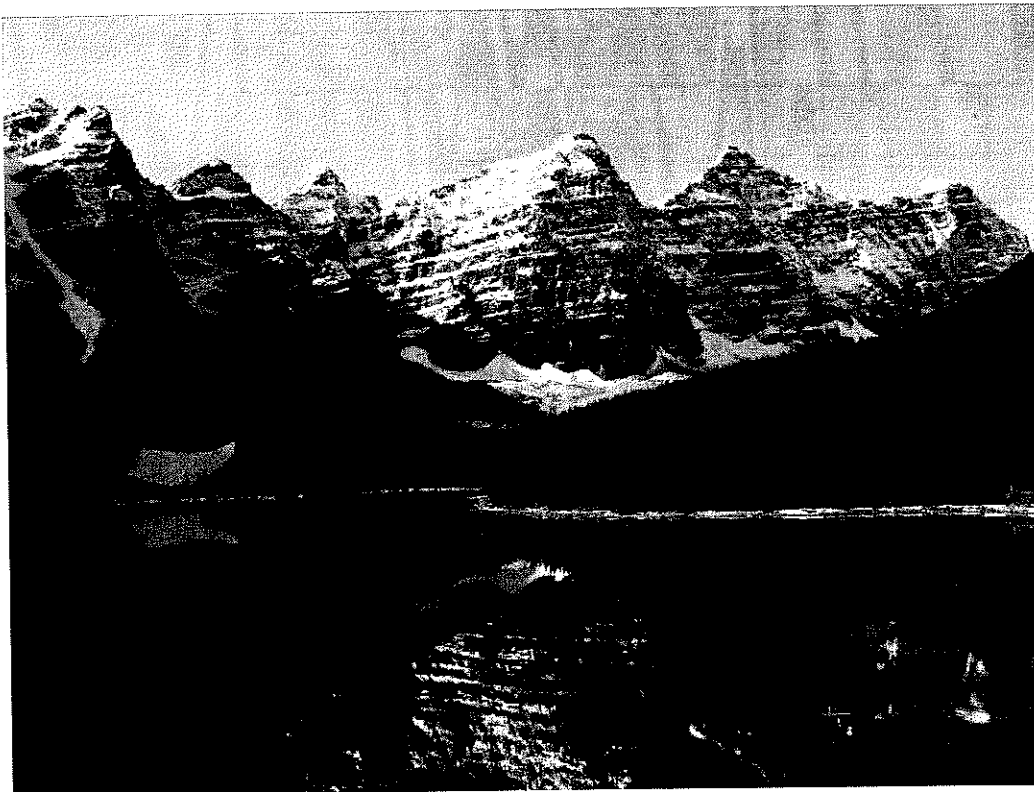
ACTIVITY 1: DUAL LANGUAGE

Las Montañas Rocosas

Las **Montañas Rocosas**, comúnmente conocidas como las **Rocosas**, son una importante cadena montañosa en el oeste de América del Norte. Las Montañas Rocosas se extienden a más de 3,000 millas (4,800 km) desde la parte más septentrional de Columbia Británica, en el oeste de Canadá, hasta Nuevo México, en el suroeste de los Estados Unidos.

Las Montañas Rocosas se formaron inicialmente hace 80 millones a 55 millones de años durante la orogenia de Laramide, en la que varias placas comenzaron a deslizarse debajo de la placa de América del Norte. El ángulo de subducción fue poco profundo, lo que resultó en un amplio cinturón de montañas que corren por el oeste de América del Norte. Desde entonces, una mayor actividad tectónica y erosión por los glaciares han esculpido las Montañas Rocosas en espectaculares picos y valles. Al final de la última edad de hielo, los humanos comenzaron a habitar la cordillera. Después de que los europeos, como Sir Alexander Mackenzie, y los estadounidenses, como la expedición de Lewis y Clark, comenzaron a explorar la cordillera, los minerales y las pieles impulsaron la explotación económica inicial de las montañas, aunque la cordillera misma nunca estuvo densamente poblada.

Actualmente, gran parte de la cordillera está protegida por parques públicos y tierras forestales, y es un destino turístico popular, especialmente para caminatas, campamentos, montañismo, pesca, caza, ciclismo de montaña, esquí y snowboard.



Nombre:

Fecha:

Instrucciones: Contesta las siguientes preguntas acerca del pasaje que abacas de leer.

1. ¿En dónde se encuentran las Montañas Rocosas?

2. ¿Hace cuanto tiempo se formaron las Montañas Rocosas? ¿Por qué creés que tomó tanto tiempo?

3. ¿Cómo se llama el proceso que formó las Montañas Rocosas? (*Desgaste, erosión o sedimentación*) Explica lo que significa.

4. ¿Cómo se llama el objeto que formó las Montañas Rocosas?

5. ¿Los glaciares son masas grandes de hielo que forman cuáles tipos de accidentes geográficos? (Ejemplos de accidentes geográficos: Montañas, cañones, deltas, dunas de arena, valles en forma de U, arcos, etc.)

6.) ¿Qué hacen las personas cuando visitan las Montañas Rocosas?

**ACTIVITY 2:
DUAL LANGUAGE**

Urbano, Suburbano y Rural

Nombre:

Fecha:

Instrucciones: Lee cada oración y decide si describe una zona urbana, suburbana o rural. Si describe una zona urbana, escribe la letra **U** en el espacio. Si describe una zona suburbana, escribe la letra **S** en el espacio. Si describe una zona rural, escribe la letra **R** en el espacio.

U= Urbano

S= Suburbano

R= Rural

- _____ 1.) Esta zona tiene muchos edificios altos y negocios.
- _____ 2.) Esta zona tiene muchos animales de granja y terreno.
- _____ 3.) Esta zona está en las afueras de una zona urbana.
- _____ 4.) Un ejemplo de esta zona es Dallas.
- _____ 5.) Esta zona tiene pocos hogares.
- _____ 6.) Esta zona tiene una población grande.
- _____ 7.) Esta zona tiene una población baja.
- _____ 8.) Mount Pleasant es un ejemplo de esta zona.
- _____ 9.) Juan se levanta cada mañana para darle de comer a sus animales del rancho. ¿En que tipo de zona vive Juan?
- _____ 10.) Carmen trabaja en una oficina grande que se ubica en un edificio grande y alto. ¿En que tipo de zona trabaja Carmen?
- _____ 11.) A Don Samuel le gusta caminar alrededor de su área residencial todas las mañanas. Le gusta ver los edificios altos que se ven desde lejos. ¿En que tipo de zona vive Don Samuel?

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 - @mrsdurens
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 - 786gac
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 - @gnzlsmrm
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 @dhbb9k
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