

Name _____

Date _____

Teacher _____

Campus _____

5th GRADE

Week Five

April 27-May 1

Mount Pleasant ISD

SHARED READ

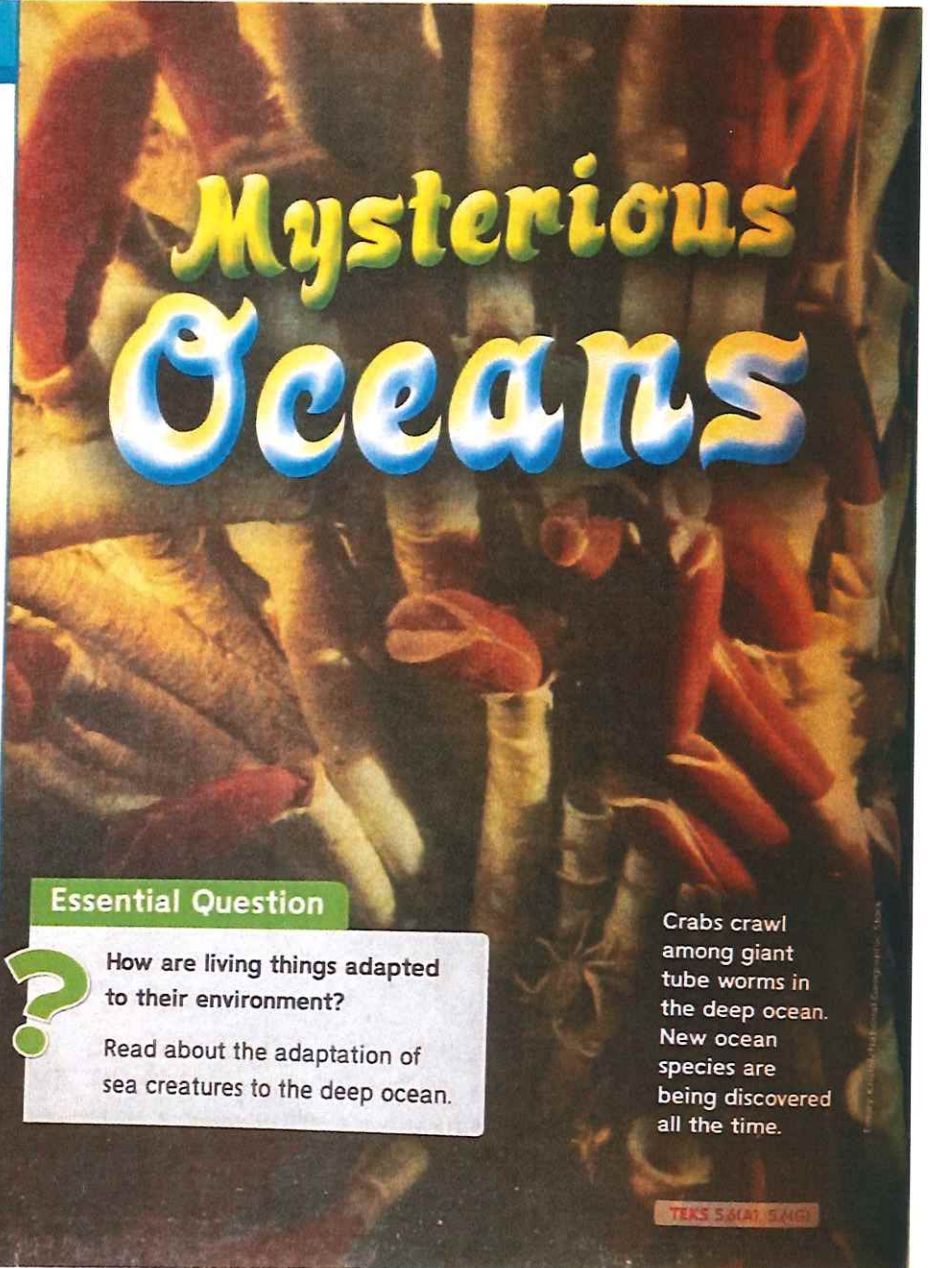
TAKE NOTES

To set a purpose for reading, look at the photo and read the caption and the title. Next, think about what you want to know. Write your purpose here and keep it in mind as you read.

As you read, make note of:

Interesting Words _____

Key Details _____



Mysterious Oceans

Essential Question



How are living things adapted to their environment?

Read about the adaptation of sea creatures to the deep ocean.

Crabs crawl among giant tube worms in the deep ocean. New ocean species are being discovered all the time.

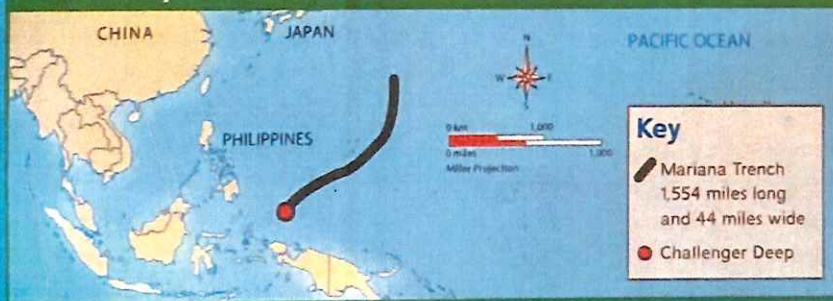
Deep Diving

It has no mouth, eyes, or stomach. Its soft body is encased in a white cylinder and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant tube worm, and it lives without any sunlight on the deep, dark ocean floor.

What we sometimes call the deep ocean, in contrast to shallow waters, covers almost two-thirds of Earth's surface. On average, oceans are about two miles deep. However, the deepest point known on Earth, Challenger Deep, descends nearly seven miles.

The Challenger Deep is located in an undersea canyon called the Mariana Trench.

The Deepest Known Point on Earth



TEKS 5.6(B), 5.7(C), 5.10(A) Science TEKS 5.9(A)

The ocean's floor is varied, consisting of vast plains, steep canyons, and towering mountains. It includes active, **dormant**, and extinct volcanoes. This undersea world is a harsh environment because of its **frigid** temperatures and lack of sunshine.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them **cache** food the way land animals do? Do any ocean species **hibernate**? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

EXPOSITORY TEXT

FIND TEXT EVIDENCE

Read

Paragraphs 1-2

Ask and Answer Questions

What is a question you can ask and answer about the ocean?

Write the question and underline the answer.

Paragraphs 3-4

Cause and Effect

Circle the text that tells why the deep ocean is a harsh environment

Map

Look at the map. In what ocean is the Mariana Trench located?

Reread

Author's Craft

Why do you think the author begins the text by describing a sea creature?

SHARED READ

FIND TEXT EVIDENCE

Read

Paragraphs 1-3

Cause and Effect

What allowed scientists to begin exploring the deep ocean floor?

Draw a box around the effect of this exploration.

Paragraph 4

Context Clues

How do context clues help you to determine the meaning of *bioluminus*?

Reread

Author's Craft

How do the photographs and captions support the text? What do they help you understand?



This fish, the striated frogfish, lures prey. The nose is an adaptation to life in the deep ocean.



A basket starfish rests in a deep-sea coral reef.

Amazing Adaptations

When a submersible, or submarine, was invented that could descend farther than any other craft, scientists were then able to make the odyssey to the deep ocean floor. However, exploration remains difficult, and they have since seen merely five percent of the underwater world.

As scientists anticipated, life generally seems sparse at the bottom of the deep ocean. Few creatures can survive there. Food sources that sea creatures depend on, such as dead plants and animals, rarely drift down from the ocean's surface. As a result, animals have to adapt to an environment that is not only frigid and dark but also has little food.

One example of an **adaptation** to this environment is seen in the starfish. Deep sea starfish grow larger and more aggressive than their shallow water relatives. They can't afford to wait for an occasional snail to pass by. Instead, deep sea starfish are predators that actively **forage** for food. They reach up their five arms, which have pincers at the ends, to catch meals of **agile**, fast-moving shrimp.

Anglerfish also are adapted to the herculean task of finding scarce food. Each has a bioluminous, or naturally glowing, lure on the top of its head. This shining pole is sensitive to vibrations and allows them to attract other fish. With their huge jaws, they quickly seize their prey.

TEKS 5.3(B), 5.7(C), 5.9(D)(ii), 5.10(C) Science TEKS 5.9(A), 5.10(A)

Heated Habitats

What has truly surprised scientists, however, is the discovery of another, very different type of environment on the deep ocean floor. They found that cracks, or vents, in Earth's surface exist underwater, just as they do on dry land. Sea water rushes into these vents, where it mingles with chemicals. The water is also heated by magma, or hot melted rock. When the water from the vent bursts back into the ocean, it creates geysers and hot springs.

To scientists' amazement, the habitats around these vents teem with life. In addition to tube worms, there are huge clams, eyeless shrimp, crabs, and mussels, along with many kinds of bacteria. One odd creature is the Pompeii worm. It has a fleece of bacteria on its back that, as far as scientists can determine, **insulates** it from heat.

TEKS 5.4, 5.6(B), 5.6(I), 5.7(D)

How can so much life exist where there is so little food or sunlight? Scientists have discovered that many creatures transform the chemicals from the vents into food. The process is called chemosynthesis. Because of this process, animals are able to flourish in these remarkable habitats. Creatures that don't use chemosynthesis for food, such as crabs, eat the ones that do.

There are many mysteries to be found and solved at the bottom of the deep sea. In the last few decades alone, scientists have discovered more than 1,500 ocean species! If scientists continue sea exploration, they are bound to discover many more.

Summarize

Use your notes to orally summarize the most important ideas you learned about the deep sea in "Mysterious Oceans."

EXPOSITORY TEXT

FIND TEXT EVIDENCE

Read

Paragraphs 1-4

Ask and Answer Questions

What is a question can you ask and answer to check your comprehension of this section? Underline the answer to your question.

Reread

Author's Craft

How does the author help you visualize life around the vents in the deep ocean?

Fluency

Take turns reading aloud the third paragraph on page 135. Talk about how using an appropriate rate helps you focus on reading scientific terms with accuracy.

Reread | SHARED READ

Vocabulary

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

adaptation

Changing color is an **adaptation** some lizards have made to their environments.

How is fur an example of an adaptation?

agile

Kim was such an **agile** gymnast, she could do a back bend on a balance beam.

Why should athletes be agile?

cache

My parents **cache** jewelry and other treasures in a box in our basement.

Where else might people cache special things?

dormant

The guide explained that the volcano was **dormant**, so we felt safe standing near it.

Why is it safe to visit a dormant volcano?

forage

When winter comes, elk, deer, and other animals often must **forage** for food.

Why is it hard to forage for food during winter?



Build Your Word List Reread the first paragraph on page 134. Circle the word *invented*. In your writer's notebook, use a word web to write more forms of the word. For example, *inventor*. Use an online or print dictionary to find more words that are related.

frigid

We drank a hot beverage to warm up after being outside on a **frigid** day.

Do you usually wear shorts in frigid weather?

hibernate

Some animals, such as the dormouse, **hibernate** during the winter.

Why do some animals hibernate in the winter?

insulates

My coat **insulates** my body against the cold.

What insulates a cat against the cold?

TEKS 5.3(B), 5.7(F)

Context Clues

If you read an unfamiliar or multiple-meaning word, you can look for clues to its meaning in the paragraph in which it appears.

FIND TEXT EVIDENCE

In the first paragraph of "Mysterious Oceans" on page 133, I see the word cylinder. I'm not sure what cylinder means. Since the creature being discussed is called a tube worm, I think a cylinder may refer to the tube around the worm.

Its soft body is encased in a white **cylinder** and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant **tube worm**, and it lives without any sunlight on the deep, dark ocean floor.



Your Turn Use context clues to find the meaning of these words in "Mysterious Oceans."

sparse, page 134 _____

aggressive, page 134 _____

Emory Kristof/National Geographic Stock

Ask and Answer Questions

Asking and answering questions can help you monitor your comprehension of complex scientific text. This can also help deepen your understanding of the topic. You can ask yourself what the main ideas are or reasons for a statement. You can reread parts of the text to find the answers and deepen your understanding.



FIND TEXT EVIDENCE

The last paragraph in the section "Deep Diving" on page 133 of "Mysterious Oceans" asks several questions about oceans. You may wonder why these questions are being asked.

Page 133

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them cache food the way land animals do? Do any ocean species hibernate? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

There must be reasons why we know so little about ocean life. I'm going to ask myself, "Why is the deep ocean so mysterious?" I will reread the section to try to answer this question.



Your Turn Use the information in the first two paragraphs of "Deep Diving" on page 133 to answer the question "Why is the deep ocean so mysterious?"

Quick Tip

Begin the questions you ask yourself with these words:

Who _____ ?
 What _____ ?
 Where _____ ?
 When _____ ?
 Why _____ ?
 How _____ ?

Maps

The selection "Mysterious Ocean" is expository text. Expository text presents information about a topic, with main ideas and key details. It may be organized to show cause-and-effect relationships. The authors of expository text may include text features such as photos, captions, and maps.

Quick Tip

The title of a map identifies, or tells, its topic. Always read the title first. Then study the map and think about how it relates, or connects, to the topic.

FIND TEXT EVIDENCE

I can tell "Mysterious Oceans" is expository text. The text gives information about oceans and includes main ideas and cause-and-effect relationships. A map gives visual information.

Page 133

Deep Diving

It has no mouth, eyes, or stomach. Its soft body is covered in a white cylinder and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant tube worm, and it lives without any sunlight on the deep, dark ocean floor.

What are scientists call the deep ocean. In contrast to shallow waters, where about two-thirds of Earth's waters. On average, oceans are about two miles deep. However, the deepest point known on Earth, Challenger Deep, reaches nearly seven miles.

The Challenger Deep is located in an oceanic trench called the Mariana Trench.

The ocean's floor is varied, representing vast plains, steep canyons, and towering underwater mountains. This enormous world is a harsh environment because of its **high** temperatures and lack of sunlight.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of these **under** sea life forms exist? Do any other species **under** sea? For now, many deep-sea creatures remain mysterious. The single, first giant squid had not been spotted until a few years ago. We know they existed only because their company had been found.

The Deepest Known Point on Earth

Map

A map is a flat picture of an area. Most maps have a title, a scale to show how many miles are represented, a compass rose to show directions, and a key that explains colors or symbols.



Your Turn Study the map on page 133. What is the approximate length and width of the Mariana Trench? How does the map help you visualize it?

Cause and Effect

To figure out cause-and-effect relationships in a text, first look for an event or action that makes something happen. This is the **cause**. Then look for what happens as a result of that cause. This is the **effect**. Words and phrases such as *because of*, *as a result*, *if/then*, or *when* can signal cause and effect.



FIND TEXT EVIDENCE

In the first paragraph of the section "Amazing Adaptations" on page 134 of "Mysterious Oceans," the author explains that a new type of submersible was invented. The word *when* signals a cause-and-effect relationship. This invention caused something else to happen.

Cause	→	Effect
Invention of submersible	→	Exploration of ocean floor



Your Turn Reread the rest of the section "Amazing Adaptations" on page 134. Identify the cause-and-effect relationships explained in these paragraphs and list them in your graphic organizer on page 141.

Quick Tip

To identify cause-and-effect relationships, ask yourself these questions:

What happened?

Why did it happen?

The answer to *Why did it happen?* is the cause.

The answer to *What happened?* is the effect.



EXPOSITORY TEXT

Cause	→	Effect
	→	
	→	
	→	
	→	

Reread

SHARED READ

Respond to Reading



Discuss the prompt below. Think about how the author presents the information. Use your notes and graphic organizer.

How does the author help you understand how sea creatures have adapted to life in the deep ocean?

Quick Tip

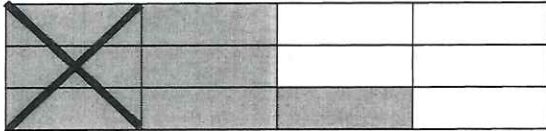
Use these sentence starters to discuss the text and to organize ideas.

- *The author uses a cause-and-effect text structure to explain...*
- *The author describes...*
- *The photos and captions help...*

Grammar Connections

As you write your response, use transition words and phrases to connect your ideas. Some transitions are *such as, then, however, for example, in fact, also.*

31) The shaded part of the model represents a fraction. Another fraction was subtracted from the first fraction.



Which expression does the model represent?

- A. $\frac{4}{12} - \frac{1}{4} = \frac{4}{12}$
- B. $\frac{7}{12} - \frac{1}{4} = \frac{1}{3}$
- C. $\frac{7}{12} - \frac{3}{12} = \frac{4}{9}$
- D. $\frac{3}{12} - \frac{4}{9} = \frac{5}{12}$

32) A family spent \$102 at the farmer's market.

- They spent \$45 on baked goods and \$28 on fruits and vegetables.
- They spent the rest of the money on lunch.

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

- A. $l = 102 - 45 + 28$
- B. $l = 45 + 28 - 102$
- C. $l = 102 + 45 + 28$
- D. $l = 102 - 45 - 28$

33) A rectangular billboard is 8.78 meters wide and 5.93 meters tall. What is the perimeter of the billboard in meters?

34) Mr. Andrews has 9.198 liters of paint. What is this number rounded to the nearest hundredth?

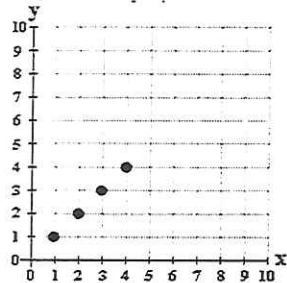
- A. 9.19
- B. 9.2
- C. 9.18
- D. 10

35) A park bench is located $34\frac{7}{8}$ feet due north of a fir tree. A playground is located $18\frac{1}{2}$ feet due south of the same fir tree. What is the distance in feet between the park bench and the playground?

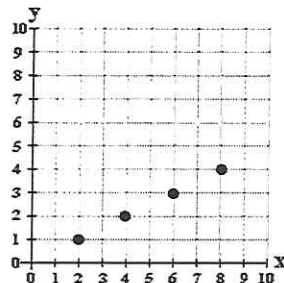
36) Tater is making a graph to represent the data in the table below.

x	y
1	2
2	4
3	6
4	8

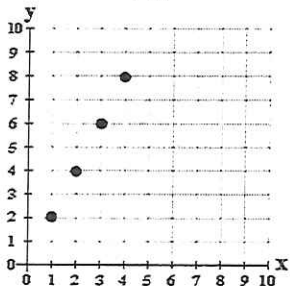
Which of the following graphs best represent the data provided?



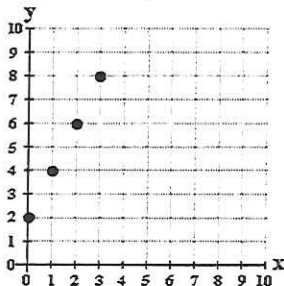
A.



B.



C.



D.

37) The length of wooden plank is 9.18 feet. Cassandra cut the plank into 3 smaller pieces that were all the same length. Which expression represents the length of each smaller piece of wooden plank?

- A. $9.18 - 3$
- B. $9.18 \div 3$
- C. $9.18 + 3$
- D. 9.18×3

38) Which symbol makes this comparison true? Use $<$, $>$, or $=$ to fill in the blank.

11.05 _____ 11.050

39) There are 15 pizzas to be shared at a family picnic.

- Each pizza is cut into pieces.
- Each piece is $\frac{1}{8}$ of a pizza.

How many pieces of pizza are there at the picnic?

- A. 120
- B. 15
- C. 8
- D. 80

40) Which of the following figures is not a parallelogram?

- A. Rectangle
- B. Trapezoid
- C. Rhombus
- D. Square

41) The relationship between numbers in List X and List Y follows the rule $y = 2x$. Which diagram shows this relationship?

x	y
0.61	0.122
0.81	0.162
1.01	2.02

A.

x	y
3.5	7.0
3.7	7.1
3.9	7.2

B.

x	y
0.9	1.8
1.0	2.0
1.1	2.2

C.

x	y
2.01	4.01
3.01	5.01
4.01	6.01


D.

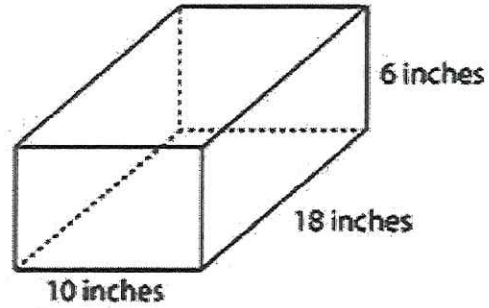
42) The length of one wall in Mrs. Johnson’s classroom is 26 feet. What is the length of this wall in inches?

- A. 208 in.
- B. 260 in.
- C. 312 in.
- D. 340 in.

43) Kyle is reading a 450-page book. He reads 18 pages every day. How many days will it take Kyle to read the entire book?

44) The shaded cube has a volume of 1 cubic inch. Cubes like this one will be used to completely fill a rectangular prism that has the dimensions shown.

 = 1 cubic inch



How many of these shaded cubes will be needed to completely fill the rectangular prism?

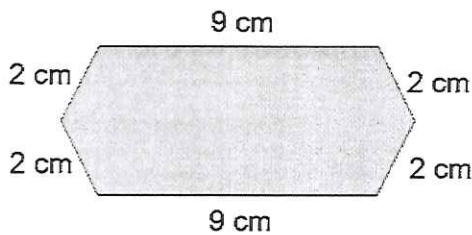
45) Mia’s dog weighs 15.6 pounds. Leo’s dog weighs 2.7 times as much as Mia’s dog. What does Leo’s dog weigh in pounds?

- A. 30.42 lb
- B. 42.12 lb
- C. 34.2 lb
- D. 41.42 lb

46) Andrea saved a total of \$8.34 over 6 weeks. She saved the same amount of money each week. How much money did Andrea save each week?

- A. \$1.49
- B. \$1.39
- C. \$1.29
- D. \$1.19

47) A hexagon and its side lengths are shown.



What is the perimeter of the hexagon in centimeters?

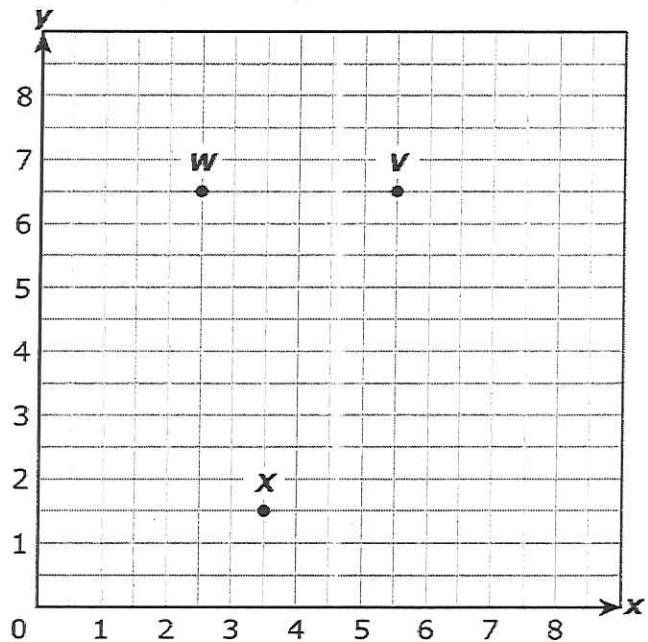
48) A chef used $\frac{1}{3}$ cup of milk for one recipe. Then she used 3 cups of milk for each of 4 more recipes. The total number of cups of milk the chef used can be found by using this expression.

$$\frac{1}{3} + (3 \times 4)$$

How many cups of milk did the chef use?

49) Alejandro downloaded 16 mp3s. Each mp3 had a file size of 3.4 megabytes. How many total megabytes did he download with all 16 mp3s?

50) The graph shows three of the four vertices of parallelogram UVWX.



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

- A. (0.5, 1.5)
- B. (1, 1.5)
- C. (1.5, 2)
- D. (1.5, 1.5)

51) What is the value of this expression?

$$\frac{1}{4} \div 9$$

52) A temperature in degrees Fahrenheit is shown in expanded notation.

$$(9 \times 10) + (7 \times 0.1)$$

How is this temperature in degrees Fahrenheit written as a numeral?

53) The math team does practice drills that each last $\frac{1}{5}$ hour. In March the team did practice drills for a total of 25 hours. How many practice drills did the math team do in March?

- A. 25
- B. 5
- C. 125
- D. 100

54) Antonio has \$4.50 in quarters. He spent all this money on 6 video games at the arcade. He spent the same amount for each video game.



Which equation can be used to find the amount of money Antonio spent for each video game?

- A. $\$4.50 \times 6 = \27.00
- B. $\$4.50 \div 6 = \0.75
- C. $\$4.50 \times 3 = \13.50
- D. $\$4.50 \div 3 = \1.50

55) Which of the following figures is both a rectangle and a rhombus?

- A. Trapezoid
- B. Kite
- C. Square
- D. Hexagon

56) Marisa’s net income for the month of April was \$1,855. The table shows her April budget except for an amount in the “Savings” category.

Category	Amount (Dollars)
Rent	\$800
Utilities	\$125
Food	\$240
Transportation	\$100
Other	\$265
Savings	

What amount, in dollars, should be in the “Savings” category in order for Marisa’s April budget to be balanced?

57) One bucket of sand has a mass of 9.27 kg. What is the mass of 20 buckets of sand in kilograms?

58) Toni wants to buy 3 DVDs and 2 video games. The DVDs cost \$12.98 each, and the video games cost \$18.75 each. Toni has \$40. Which of these amounts is the best estimate of how much more money Toni needs in order to buy the DVDs and video games?

- A. \$10
- B. \$20
- C. \$40
- D. she has enough money

59) 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?



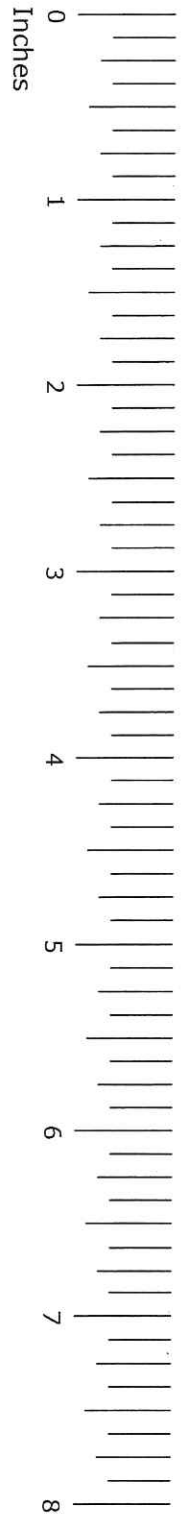
- A. Acute, scalene
- B. Obtuse, isosceles
- C. Right, equilateral
- D. Acute, isosceles

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

0.602	0.58	0.6
-------	------	-----

_____ , _____ , _____

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

$$A = l \times w$$

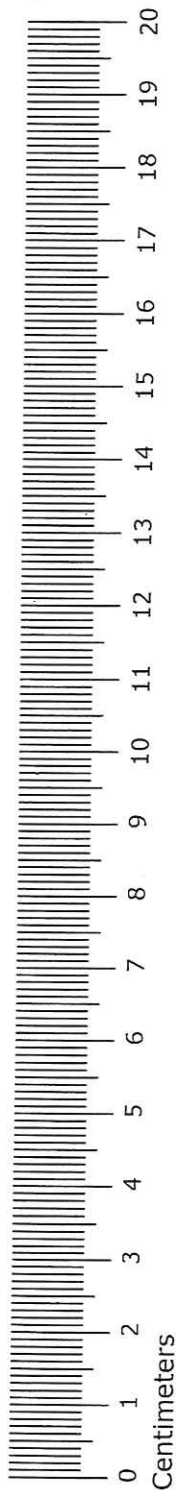
VOLUME

Cube

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

Rectangular prism

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



Name: _____ Week of April 27 – May 1

31. _____

46. _____

32. _____

47. _____

33. _____

48. _____

34. _____

49. _____

35. _____

50. _____

36. _____

51. _____

37. _____

52. _____

38. _____

53. _____

39. _____

54. _____

40. _____

55. _____

41. _____

56. _____

42. _____

57. _____

43. _____

58. _____

44. _____

59. _____

45. _____

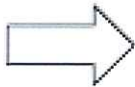
60. _____

Name: _____

Science Teacher: _____

5.5A**PHYSICAL PROPERTIES OF MATTER**

Review it!



In 5th grade, the physical properties of matter that we focus on are mass, magnetism, physical state, relative density, solubility in water, electrical conductivity, and thermal conductivity.

- We can record physical properties of different substances in tables.
- We can classify (group) substances that have properties in common.

Try it!

1. Complete the table using the substances in the term bank.

Students set up four beakers of water. They conducted an investigation in which they added a different substance to each of the four beakers and stirred for 2 minutes.

Investigation Results

Substance	Appearance	Observations After Mixing With Water in a Beaker
	white solid	Particles cannot be seen
	white solid	Particles settled at the bottom of the beaker
	yellow liquid	formed a yellow layer above the water
	yellow liquid	all liquid in the beaker turned light yellow

Term Bank

sand

lemon juice

vegetable oil

baking soda

Name: _____

Science Teacher: _____

2. Complete the table using the objects from the term bank.

Properties of Four Objects

Object	Is it magnetic?	Is it a good conductor of thermal energy?	Is it a good conductor of electricity?
	no	yes	yes
	no	no	no
	no	yes	no
	yes	yes	yes

Term Bank

aluminum washer	iron nail
glass rod	plastic tube

3. Complete the table using the headings in the term bank.

Groups of Objects by Physical Property

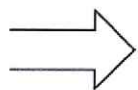
<ul style="list-style-type: none"> • glass rod • newspaper • wood block 	<ul style="list-style-type: none"> • rubber ball • plastic cube • cooking oil 	<ul style="list-style-type: none"> • honey • sugar • salt 	<ul style="list-style-type: none"> • nickel • iron • steel

Term Bank

Same Physical State	Magnetic
Soluble in Water	Less Dense than Water

Name: _____

Science Teacher: _____

5.5B**MIXTURES****Review it!**

Some mixtures consist of ingredients that maintain their physical properties.

- A mixture is a combination of two or more substances.
- When you make a fruit salad you form a mixture. The fruit still appears and tastes the same. The ingredients of the mixture **maintain their physical properties.**
- We can easily separate mixtures in which the ingredients maintain their physical properties.
- Methods of separating mixtures include: using a strainer or paper filter, evaporation, using a magnet, and using tweezers or fingers.



Try it!: Complete the table using methods of separation in the term bank.

Separating Mixtures

Mixture Ingredients	Method of Separation
Salt and water	
Iron filings and sand	
Sand and water	
Plastic beads and glass beads	

Term Bank

tweezers

evaporation

paper filter

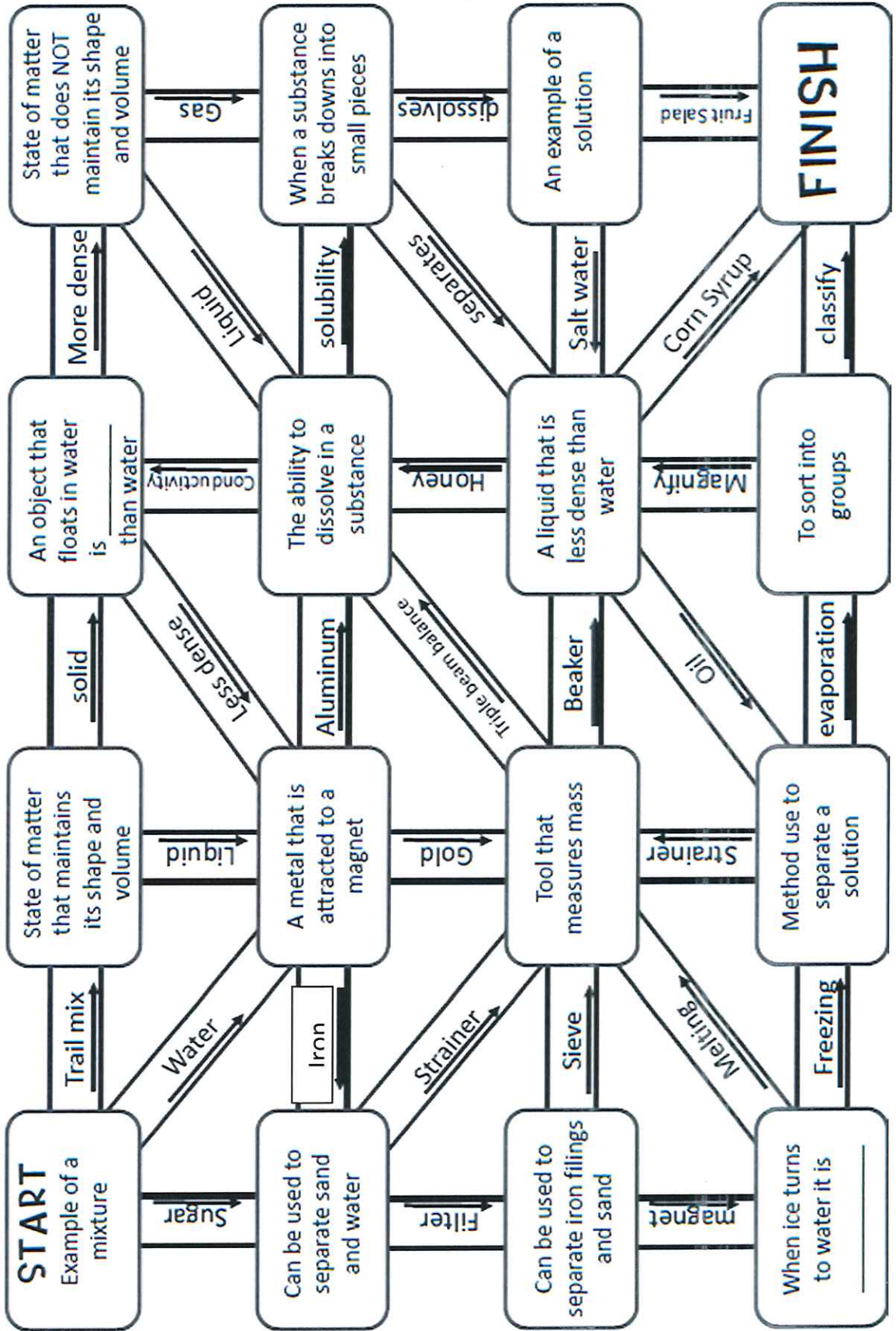
magnet

Name: _____

Science Teacher: _____

category I review – matter and energy maze

Directions: Begin with the box the says "START". Read the box and choose the path that has the matching answer. Read the box the path points to and continue around the maze until you reach the box that says "FINISH". Not all boxes may be used! Mark your path as you go!



SOCIAL STUDIES WEEK APRIL 27 – MAY 1

The Dust Bowl

Name: _____

Farmers in the Midwestern United States suffered from the downfall of the United States economy during the Great Depression era. The Great Plains were deeply affected. This area endured long seasons of droughts. They led to huge formations of dust storms. The dust storms blew across the region. The Great Plains became known as the "Dust Bowl" region, due to the dust storms.

The Dust Bowl droughts started in 1931. The droughts caused severe soil erosion as the ground's root system became weaker. This caused the soil particles on the ground's surface to become loose. Winds formed large clouds of dust and picked up the soil particles. The clouds swept across the region. It caused dust storms that were often referred to as 'black blizzards.' The dust covered everything such as people's homes, roads, farm equipment, and even farm cattle.

In 1932, fourteen dust storms were reported. They increased to thirty-eight dust storms in 1933. The reoccurring dust storms caused farmers and families to pack up everything and move. Most moved to California. In May of 1934, it was reported that one particular dust storm carried nearly 350 million tons of dirt 2,000 miles east. The damage from this dust storm killed farm animals, destroyed more farmlands, and forced more families to relocate. Since the Great Depression still affected Americans during this time period, jobs were not readily available for the people moving out of the Dust Bowl region. Families struggled for food and money.

With farmlands being destroyed, agricultural production took a huge drop. Farmers had no way to keep up with demands needed to support America or even their own families. In 1935, through President Roosevelt's New Deal, the Soil Conservation Service was formed. This service was set in place to rebuild the Dust Bowl region. Farmers were helped in the replanting trees and grasses to help prevent soil erosion and reestablish the farmlands. Rainfall started to occur more often in the area. Although immediate change didn't occur, the soil erosion dilemma did decrease. The Dust Bowl region land was rebuilt by 1941.

THE DUST BOWL

1. How did the Great Plains earn the name "Dust Bowl"?
2. What affect did the droughts have on the soil?
3. What all did the dust clouds cover?
4. What happened in May of 1934?
5. Why was the Soil Conservation Service formed?
6. How were the farmlands reestablished?



1934-1935 OCT 2011

THE DUST BOWL

1. Which state was not part of the Dust Bowl region?
 - a. Oklahoma
 - b. Kansas
 - c. Florida
 - d. Colorado

2. What are "black blizzards"?
 - a. Black snow that falls from the sky
 - b. Black dust that comes from the deepest layer of soil
 - c. Dust storms that blow across regions
 - d. Dust clouds that stay in one region

3. Between 1932 and 1933, how many dust storms were reported?
 - a. 38 dust storms
 - b. 52 dust storms
 - c. 14 dust storms
 - d. Unknown

4. Which statement is false?
 - a. Dust storms forced families to relocate
 - b. Farm animals were affected by the dust clouds
 - c. The droughts in the Dust Bowl region caused severe soil erosion
 - d. People had an easy time finding jobs in California



ART

The 5th and 6th grade art students may use this video to help them create a tiger. Mrs. McCain

<https://www.youtube.com/watch?v=JDPfAD2TS1I&list=PLN28ALer6mQ2Eu7KEIGvuaCVTaNEz1dmV&index=2&t=0s>

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. 3rd Six Weeks students have an account for www.code.org. If you have questions regarding your log in information, please email me at tflores@mpisd.net. Thank you.

MUSIC

Using the musical alphabet ABCDEFG----write as many words using these letters as you can. Then create a picture using at least five of these words as their notes on the musical staff.

P.E.

Finish out the month on our DEAM Calendar:

APRIL

Name: _____

Teacher: _____

Purpose:
This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:
After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

Done	Day	DEAM Activity
<input type="checkbox"/>	1	Spring into Action: Find someone to do 20 jumping jacks with you.
<input type="checkbox"/>	2	Say your math facts while doing reverse lunges.
<input type="checkbox"/>	3	Take a walk.
<input type="checkbox"/>	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
<input type="checkbox"/>	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	6	Help a neighbor or friend with some spring cleaning!
<input type="checkbox"/>	7	Do as many trunk-lifts as you can.
<input type="checkbox"/>	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
<input type="checkbox"/>	9	Do push-up shoulder taps while reciting your spelling words.
<input type="checkbox"/>	10	Take a walk.
<input type="checkbox"/>	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
<input type="checkbox"/>	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	13	Using an old container, gather soil, and plant flowers seeds.
<input type="checkbox"/>	14	Do as many squats as you can.
<input type="checkbox"/>	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
<input type="checkbox"/>	16	Perform squat-jumps while naming the continents.
<input type="checkbox"/>	17	Take a walk.
<input type="checkbox"/>	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
<input type="checkbox"/>	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	20	Get 60 minutes of MVPA. You choose how!
<input type="checkbox"/>	21	Do as many push-ups as you can.
<input type="checkbox"/>	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
<input type="checkbox"/>	23	Read a book while doing a wall sit.
<input type="checkbox"/>	24	Take a walk.
<input type="checkbox"/>	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
<input type="checkbox"/>	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	27	Invent a game and try it out!
<input type="checkbox"/>	28	Do as many curl-ups as you can.
<input type="checkbox"/>	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
<input type="checkbox"/>	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- Always get adult permission before doing any activity.
- Return calendar to your teacher at the end of the month.



Dual Language Assignments

SARA SOLER SEGURA
SE NEGABA A SACAR LA BASURA

Sara Soler Segura

se negaba a sacar la basura.
No temía fregar sartenes, limpiar cacharros,
hacer compotas y confituras en farros,
pero por mucho que su papá gritaba y voceaba
Sara Soler Segura a sacar la basura se negaba.
Y la montaña de restos alcanzaba ya los techos:
posos de café, mondas de patatas y desechos,
plátanos pasados, guisantes podridos,
litros de yogures agrios y enmohecidos
desbordaban el cubo, el suelo cubrían,
las ventanas tapaban y la puerta obstruían.
Huesos de pollo, trozos de tocino grasientos,
picos de cucuruchos churretosos,
huesos de ciruelas, cáscaras de naranjas y sandías,
plastias grumosas de papillas frías,
restos de pizzas, verduras flácidas,
judías blandengues, mandarinas ácidas,
sobras de tostadas con mantequilla,
despojos de ternera al horno con terrilla...
La basura rodaba ya pasillo abajo,
rozaba el techo, los muros partía de cuajo...

Servilletas mugrientas, galletas desmigadas,
bolas de gorna de mascar gastadas,
envoltorios de golosinas y bombones,
focos y pastosos macarrones,
cremas de cacao reseca y cuarteada,
leches cortadas y pastas acartonadas,
melones mohosos, grasientas morcillas,
cáscaras de huevo con natillas,
patatas fritas frías y salsasapestosas,
grumos de gachas gelatinosas.
Tanta basura en su casa se acumuló
que a las alturas celestes por fin tocó.
Y se fueron del barrio todos sus vecinos
y a jugar con Sara se negaron sus amigos.
Hasta que al final un día saltó Sara Segura:
«Está bien. Iré a sacar la basura.»
Pero, claro. Tanto Sara había tardado...
que la basura corría por doquier
y llegaba hasta el extremo más remoto,
y allí, entre tanto despojo odiado,
Sara tuvo un final desgraciado
que ya no podré relatar
porque mi tiempo ha terminado.
Pero, amigos, recordad a Sara Segura
y nunca os neguéis a sacar la basura.



**SARA SOLER SEGURA
SE NEGABA A SACAR LA BASURA**

1. ¿Cuál es el tema principal del poema?

2. ¿Cuáles palabras de los versos 11 y 12 ayudan al lector a saber que significa la palabra obstruían?

3. Lee los versos 33 y 34 del poema.

Tanta basura en su casa se acumulo
Que a las alturas celestes por fin toco.

El poeta usa estos versos para—

4. ¿Cuál es el mejor resumen del poema?

5. El propósito principal del último verso es —

6. El título del poema ayuda a entender—

Casería de lenguaje figurativo

COLORES

modismos - azul
símbolos - amarillo

metáforas - rojo
personificación - morado

oxímoron - verde
hipérbolos - anaranjado

Indicaciones: Lee cada cuadro y decide cual lenguaje figurado se utiliza en cada expresión. Luego, rellena el cuadro del color indicado para cada tipo de lenguaje figurado.

La galleta me gritaba que me la comiera	Mi estómago rugía del hambre.	Tengo mil cosas que hacer hoy.	Estoy tan nervioso, tiemblo como flan.	Ese regalo le debió haber costado un billón de dólares.	El tiempo se arrastró lentamente durante la clase de matemáticas.
¡Tengo tanta hambre, que me puedo comer un caballo entero!	¡Soy la persona más inteligente del mundo!	¡Martín es una rata!	Yo podía oler la pizza a una milla de distancia.	El océano era un espejo en el claro de la luna.	El viento me azota la cara.
El reloj se burlaba de mí durante mi hora de castigo.	Durmió como bebe.	Bien mal	Él es un pato raro.	No le quites un ojo de encima.	Tan fastidioso como una mosca
Actúa natural	Lo dijo de labios para afuera	Tan veloz como un guepardo.	¡Mi computadora es del año de los dinosaurios!	¿Me podrías echar una mano?	Tratar de convencerla es como echar agua al mar
Las flores bailaban en el viento.	Un silencio ensordecedor	El auto se quejaba adolorido por los años.	Ellas dos son una y tierra.	Corrí como el viento.	Mala suerte
Se puso como tomate	¡Espacio que llevo prisal!	agridulce	¡Eres mi terroncito de cielo!	Lo encontraron con las manos en la masa	Camino con pies de plomo hacia la oficina cuando lo mandaron llamar.
¡Creo que mi lápiz se fue a buscar que hacer!	Mi prima es terca como una mula.	Espere una eternidad en fila para comprar el videojuego de estreno.	Este examen será pan comido.	Gina es una calculadora.	No le hayo ni pies ni cabeza a esta tarea.
¿Me está queriendo tomar el pelo?	¡Estos zapatos me están matando!	Arde como el sol	Mi celular está muerto.	Muerto viviente	Me estoy ahogando en trabajo.
Todavía cree que la luna es de queso.	Es tan dulce como un caramelo.	¡Yo termine mi tarea de matemáticas en menos de un segundo!	Tengo que andar con cuidado porque no quiero meter la pata.	Tu compañero nuevo es un cerebritito.	Pequeña multitud
Ayer tú ganaste pero hoy voy a darle vuelta a la tortilla.	Corazón de piedra.	medio atinas	No seas gallina	Hielo abrazador	El espejo se reía de él a carcajadas.

Nombre: _____

Fecha: _____

Usa el poema, "Sara Soler Segura" para completar la siguiente tabla.
Título de Poema:

Sentidos

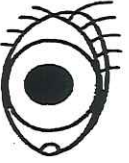
Versos



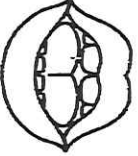
¿Qué puedo sentir?
¿Qué puedo tocar?



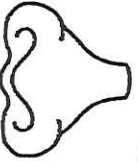
¿Qué puedo oír?



¿Qué puedo ver?



¿Qué puedo saborear?



¿Qué puedo oler?

Nombre:

**THIS ACTIVITY IS FOR
DUAL LANGUAGE ONLY!!!**

Fecha:

Propiedades físicas de la materia

RECUERDA! Las propiedades físicas de la materia son las características de un objeto.

Instrucciones: Lee cada escenario y contesta las preguntas en oraciones completas.

Estado de la materia (Sólido, líquido o gaseoso)

Paul fue de compras con su madre a Walmart. Compró los siguientes artículos: agua, pan, jugo, un globo, galletas, aceite, pintura, lápices, refrescos y gelatina.

1. Escribe los objetos que son sólidos. _____

2. Escribe los objetos que son líquidos. _____

3. Escribe los objetos que son gaseosos. _____

Magnetismo (¿Es atraído por un imán? ¿Es magnético?)

La clase de ciencias de Lucy está haciendo un experimento con diferentes objetos. Cada mesa tiene los siguientes objetos: una pelota de ping pong, un bloque de madera, un centavo (penny), limaduras de hierro, un clavo de hierro, papel de aluminio, espuma de poliestireno, una taza de aceite, una cuchara de metal, una roca, una batería, un trozo de papel y una hoja.

Clasifica los objetos en la tabla T. Decide qué objetos son magnéticos y cuáles no son magnéticos.

Magnéticos	No magnéticos

4. ¿Qué herramienta científica necesitan los estudiantes para determinar fácilmente qué objetos son magnéticos?

Densidad relativa (¿Es más denso/se hunde o menos denso/flota?)

Samy tiene 2 objetos sólidos y 2 líquidos. Hizo la siguiente tabla.

Nombre:

Fecha:

Nombre del objeto	Estado de la materia	Densidad relativa
	Líquido	Menos denso que el agua
	Sólido	Más denso que el agua
	Líquido	Más denso que el agua
	Sólido	Menos denso que el agua

5. Samy tiene un **bloque de madera**, **aceite**, **jarabe de maíz** y una **roca**.
 Determine a dónde pertenece cada objeto en la tabla.

Solubilidad (*¿Se disuelve en el agua?*)

Roberto tiene 3 vasos de precipitados. Puso cosas diferentes en cada vaso de precipitados.



6. ¿Cuál de los vasos es una mezcla? Explicar por qué. _____

7. ¿Cuál de los vasos es una solución? Explicar por qué. _____

8. ¿Qué puedes usar para separar las sustancias en el vaso de precipitados 1?

9. ¿Qué puedes usar para separar las sustancias en el vaso de precipitados 2?

10. ¿Qué puedes usar para separar las sustancias en el vaso de precipitados 3?

Conductor térmica (*¿Permite que el calor pase?*) y **Conductor eléctrico**

(*¿Permite que la electricidad pase?*)

Juana hizo la siguiente lista sobre los objetos que tiene en su casa:

Papel de aluminio, **madera**, **vidrio**, **sujetapapeles**, **palillo de dientes**, **agua**, **liga de hule**, **unicel**, **vaso de plástico**, **bola de algodón** y una **llave de cobre**.

11. Determina qué objetos son conductores térmicos y aislantes térmicos.

conductores térmicos	aislantes térmicos

12. Determina qué objetos son conductores eléctricos y aislantes eléctricos.

conductores eléctricos	aislantes eléctricos

**SOCIAL STUDIES ACTIVITY 1
FOR DUAL LANGUAGE
ONLY**

Nombre:

Fecha:

Instrucciones: Lee el pasaje acerca del Dust Bowl y contesta las preguntas. Asegúrate de escribir un pequeño resumen a lado de cada párrafo y enseñar en donde encontraste cada respuesta.

¿Qué fue el *Dust Bowl*?



El *Dust Bowl* fue un área en el Medio Oeste que sufrió sequía durante la década de 1930 y la Gran Depresión (un tiempo en donde las personas se quedaron sin trabajos). El suelo se volvió tan seco que se convirtió en polvo. Los agricultores ya no podían cultivar más, ya que la tierra se convirtió en un desierto. Las áreas de Kansas, Colorado, Oklahoma, Texas y Nuevo México fueron parte del *Dust Bowl*.

¿Cómo se volvió tan polvoriento?

Varios factores contribuyeron al Dust Bowl. La primera fue una terrible sequía (falta de lluvia) que duró muchos años. Con tan poca lluvia, la tierra se secó. Además, gran parte de la región había sido arada por los granjeros para cultivar trigo o pastar ganado. El trigo no anclaba el suelo ni ayudaba a retener la humedad. Después de años de abuso, la capa superior del suelo fue destruida y convertida en polvo.

Tormentas de polvo

Con gran parte del suelo convertido en polvo, hubo grandes tormentas de polvo en el Medio Oeste. El polvo dificultaba la respiración de las personas y se acumulaba hasta el punto donde estaban enterradas las casas. Algunas tormentas de polvo fueron tan grandes que llevaron el polvo hasta la costa este de los Estados Unidos.

Domingo negro

Las tormentas de polvo gigantes se llamaron "tormentas de nieve negras". Una de las peores tormentas de polvo ocurrió el domingo 14 de abril del 1935. Los vientos de alta velocidad hicieron que grandes muros de polvo envolvieran ciudades y regiones enteras. Esta tormenta de polvo se llamó "domingo negro". Se decía que el polvo era tan espeso que la gente no podía ver su propia mano frente a su cara.

¿Qué hicieron los granjeros?

Vivir en el Dust Bowl se volvió casi imposible. El polvo llegó a todas partes. La gente pasaba mucho tiempo tratando de limpiar el polvo y mantenerlo fuera de sus casas. Muchos de los

Nombre:

Fecha:

agricultores tuvieron que mudarse ya que no podían sobrevivir. Los cultivos no crecían y el ganado a menudo se ahogaba por el polvo.

Okies

Muchos de los granjeros y sus familias emigraron a California donde habían escuchado que había trabajos. Fue difícil encontrar trabajo durante la Gran Depresión. Estaban desesperados por cualquier trabajo, incluso si tenían que trabajar largos días solo para tener suficiente comida para sobrevivir. Los agricultores pobres que se mudaron del Dust Bowl a California fueron llamados "Okies". El nombre era corto para las personas de Oklahoma, pero se usaba para referirse a cualquier persona pobre del Dust Bowl que buscaba trabajo.

Programas de ayuda del gobierno

El gobierno federal implementó programas para ayudar a los agricultores que se quedaron en el Dust Bowl. Enseñaron a los agricultores prácticas agrícolas adecuadas para ayudar a preservar el suelo. También compraron algo de tierra para permitir que se regenerara para evitar futuras tormentas de polvo. Tomó algún tiempo, pero gran parte de la tierra se había recuperado a principios de la década de 1940.

1. ¿Qué era el "Dust Bowl" en los Estados Unidos del año 1930?

- a) Cuando las cosechas se inundaron por muchos años
- b) Cuando las cosechas no querían crecer, aunque había mucha agua
- c) Cuando las cosechas pasaron por una sequía
- d) Cuando le empezaron a pagar menos a la gente

2. ¿Quién fue más afectado durante el "Dust Bowl" en los Estados Unidos?

- a) Los granjeros
- b) Los pescadores
- c) Los trabajadores de las fábricas
- d) Los dueños de los bancos

3. ¿Cuál de las siguientes fotografías demuestra lo que sucedió durante el "Dust Bowl"?



Nombre:

Fecha:



4. ¿Qué era La Gran Depresión de 1930 en los Estados Unidos?

- a) Cuando mucha gente perdió su trabajo
- b) Cuando mucha gente no podía votar
- c) Cuando los Estados Unidos entró a la segunda guerra mundial
- d) Cuando las mujeres comenzaron a poder votar

5. ¿Cuáles áreas fueron afectadas por el “Dust Bowl”?

- a) Kansas, Mississippi, Louisiana, Texas y Alabama
- b) Kansas, Oklahoma, Colorado, Texas y Nuevo México
- c) Texas, Colorado, Utah, Nueva York y Oklahoma
- d) Texas, Georgia, Florida, Tennessee y Carolina del Norte

6. ¿Quiénes eran los “Okies”?

- a) Las personas que se alimentaban de okra
- b) Las personas que odiaban el estado de Oklahoma
- c) Los indios en Oklahoma que llegaron de California
- d) Las personas de Oklahoma que se mudaron a California para buscar trabajo

7. ¿Qué significa la palabra “ganado” en el párrafo 5?

- a) Un grupo de personas
- b) Las personas que ganan mucho dinero
- c) Los animales que viven en los ranchos y granjas
- d) Los animales de una selva o bosque

8. ¿Qué fue el domingo negro?

- a) Tormentas de polvo gigantes que sucedieron en un domingo
- b) Las rebajas de artículos en las tiendas que solamente sucede en un domingo
- c) Tormentas de polvo blanco que sucedieron en un viernes negro
- d) Un día festivo en donde las personas usan el color negro

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 - 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 - @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 @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