

Week 29: March 16th – 20th

Below are the materials for our Distance Learning

Print Materials:

Go Math 8.4: Fraction and Whole Number Division (5.NF.B.7c)

For this lesson we will be focusing on how to divide fractions and whole numbers.

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 8 and Lesson 8.4. This will open in a new window for the lesson (earbuds needed).

After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me.

When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 8.4 Fraction and Whole Number Division *UPDATED*

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to do the math trainer please use the lesson 8.4 consumable (see downloadable PDF) and either print and finish or write the problem and answer on another sheet of paper labeled with student name and lesson number. Once completed please scan or take a picture and email to me with name and lesson number.

Go Math 8.5: Interpret Division with Fractions (5.NF.B.7a, 5.NF.B.7b)

For this lesson we will be focusing on how to use diagrams, equations, and story problems to represent division.

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 8 and Lesson 8.5. This will open in a new window for the lesson (earbuds needed).

After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me.

When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 8.5 Interpret Division with Fractions *UPDATED*

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to the digital version please follow the same format to complete 8.5 as was done above for 8.4.

Go Math 11.1: Polygons

For this lesson we will be focusing on how to identify and classify polygons.

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 8 and Lesson 8.5. This will open in a new window for the lesson (earbuds needed). After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me. When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 8.5 Interpret Division with Fractions *UPDATED*

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to the digital version please follow the same format to complete 11.1 as was done above for 8.5.

Math Facts

Below is a link to do math drills, please do at least one Multiplication math drill a day. Please unselect addition, subtraction and division. This is all on the honor system but any student who emails me stating that they got a 90% or higher each day can get a point of extra credit for each drill when you return (you can do it as many times as you want each day to achieve a 90%)

<https://arithmetic.zetamac.com/>

Other Math Resources:

www.acorn5th.educatorpages.com - This is our classroom website. Under the "Math" tab there are extra videos relating to lessons, games for each lesson/topic, and even some Kahoots! For students.

Math Standard 5.NF.b.7a:

$\frac{1}{9}$ $\frac{1}{64}$ $\frac{1}{14}$ $\frac{1}{12}$ $\frac{1}{28}$ $\frac{1}{20}$ $\frac{1}{30}$ $\frac{1}{36}$ $\frac{1}{30}$ $\frac{1}{18}$ $\frac{1}{36}$ $\frac{1}{54}$

all worksheets for standard: [5.nf.7a](#)

Math Standard 5.NF.b.7b:

all worksheets for standard: [5.nf.7b](#)

Math Standard 5.NF.B.3:

all worksheets for standard: [5.nf.3](#)

Math Standard 5.NF.B.7c:

all worksheets for standard: [5.nf.7c](#)

Math Standard 5.GB.3:

Polygon Type Worksheet: <https://www.education.com/worksheet/article/what-type-of-polygon/>

Other Worksheets: [5.GB3 Worksheets - Common Core Math](#)

Classifying Quadrilaterals w/game, video, & lesson: [5.GB3 Common Core Games, Videos, Lessons, Worksheets, and Quizzes](#)

Math Standard 5.GB.4:

Worksheets:

[5.GB4 Worksheets - Common Core Math](#)

commoncoresheets.com/SortedByGrade.php?Sorted=5g4

Math Standard 5.MD.C.3:

Worksheets: [5.MD.C.3 Worksheets - Common Core Math](#)

Math Standard 5.MD.C.4:

Worksheets:

[5.md.4](#)

5.MD.C.4 Worksheets - Common Core Math

Math Standard 5.MD.C.5a-5c:

Worksheets:

5.MD.C.5 Worksheets - Common Core Math

Volume Sort and Practice Freebie by Love Learning | TpT

Wonders Unit 5 Week 5: The Case of the Missing Bees (RI.5.1)

For this week we will be focusing on how natural events and human activities affect the environment.

If using online option:

We are using a mix of resources but all **except for Spelling Pg. 148 and Grammar Pg.121** can be accessed on our connectED/Mcgraw hill login under resources (**Please contact me if login information is needed**).

<https://connected.mcgraw-hill.com/school/k4t5> ConnectED/Mcgraw Hill Login Page

Print Option

If you are unable to access some or all of the digital content via classroom or connectED we will have the PDF available. This will have a few assignments as well as the associated stories for those pages. As with math, if you are unable to print or scan the pages please complete them on a separate page, label it with page number and question numbers and scan/picture email it to me.

Science

Ok here you go guys! Here is the exciting one, this week we will be focusing on Earth's Systems and Human Effects on them. Some may be a review but most should be new to you. To access this please use the link below and go to Legends of Learning and do the Week 29 Playlists. Once it is completed feel free to use the site to have freetime with the associated activities and explore more (PS if you do other subjects in science or math and let me know you can receive extra credit)

[Legends of Learning](#) Class Code:Zegan-1

Social Studies

Please hop onto our class website Social Studies page

(<https://acorn5th.educatorpages.com/pages/social-studies>). Here you will watch Westward Expansion videos and participate in Kahoots!

Writing

We will be creating a writing presentation on a State (other than Arizona). To do this please see the attached PDF as it includes an outline and instructions. Please have fun with this and learn something new!

Galileo

Please log into Galileo and do the associated assignments per your grade level.

Reading & Book Report

Please see attached Reading Log & Book Report formats to work on. Books chosen may be Fiction or Non-Fiction and I have included formats for both in the attached PDF.

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A- wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight



Sign up for important updates from Mrs. Zegan-Lister.

Get information for Acorn Montessori Charter School right on your phone—not on handouts.

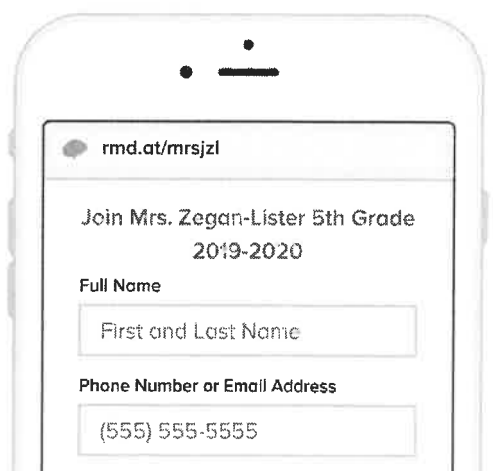
Pick a way to receive messages for **Mrs. Zegan-Lister 5th Grade 2019-2020**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/mrsjzl

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @mrsjzl to the number 81010.

If you're having trouble with 81010, try texting @mrsjzl to (816) 272-1707.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/mrsjzl on a desktop computer to sign up for email notifications.

Name _____

Polygons

Essential Question How can you identify and classify polygons?



Measurement and Data—
5.G.B.3, 5.G.B.4

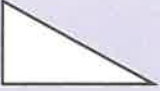
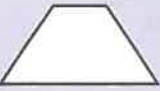


MATHEMATICAL PRACTICES
MP1, MP2, MP5, MP6





Unlock the Problem




The Castel del Monte in Apulia, Italy, was built more than 750 years ago. The fortress has one central building with eight surrounding towers. Which polygon do you see repeated in the structure? How many sides, angles, and vertices does this polygon have?

A **polygon** is a closed plane figure formed by three or more line segments that meet at points called vertices. It is named by the number of sides and angles it has. To identify the repeated polygon in the fortress, complete the tables below.

Polygon				
Sides	3	4	5	
Angles				
Vertices				

Polygon				
Sides	7	8		
Angles				
Vertices				

Math Idea
Sometimes the angles inside a polygon are greater than 180° .



So, the _____ is the repeated polygon in the Castel del Monte because it has _____ sides, _____ angles, and _____ vertices.

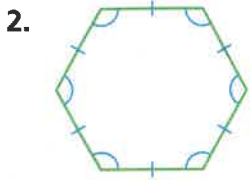
Math Talk **MATHEMATICAL PRACTICES 5**

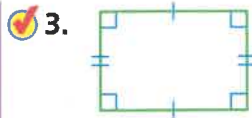
Use Patterns What pattern do you see among the number of sides, angles, and vertices a polygon has?

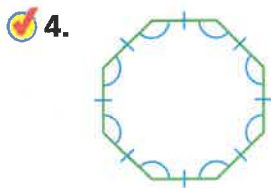
© Houghton Mifflin Harcourt Publishing Company • Image Credits: (tr) © De Agostini/Getty Images

Name _____

Name each polygon. Then tell whether it is a *regular polygon* or *not a regular polygon*.





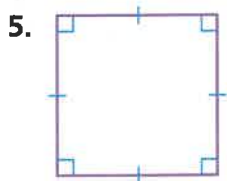


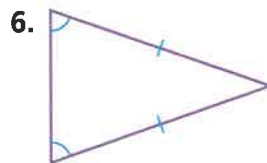
Math Talk MATHEMATICAL PRACTICES 2

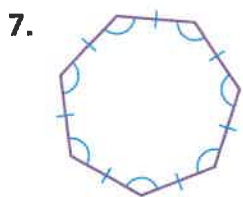
Use Reasoning Why do all regular pentagons have the same shape?

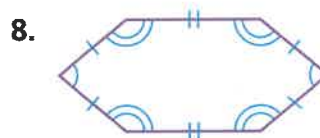
On Your Own

Name each polygon. Then tell whether it is a *regular polygon* or *not a regular polygon*.









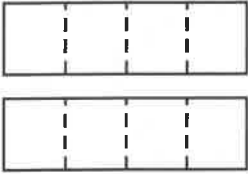
9. **Go Deeper** Compare the polygons shown in Exercises 2 and 8. Describe how they are alike and how they are different.

Name _____

Share and Show



1. Use the model to complete the number sentence.



$$2 \div \frac{1}{4} = 2 \times \underline{\quad} = \underline{\quad}$$

Write a related multiplication sentence to solve.

2. $\frac{1}{9} \div 3$

3. $7 \div \frac{1}{2}$

On Your Own

Write a related multiplication sentence to solve.

4. $\frac{1}{3} \div 4$

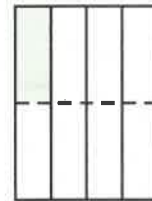
5. $\frac{1}{4} \div 12$

6. $6 \div \frac{1}{5}$

7. $\frac{2}{3} \div 3$

8. **MATHEMATICAL PRACTICE 3** Describe Relationships Describe how the model shows that dividing by 2 is the same as finding $\frac{1}{2}$ of $\frac{1}{4}$.

$$\frac{1}{4} \div 2 = \frac{1}{8}$$



9. **GO DEEPER** Mrs. Lia has 12 pounds of modeling clay. She divides the clay into $\frac{1}{2}$ -pound blocks. If Mrs. Lia sets aside 6 of the blocks and gives the rest to the students in her art class, how many $\frac{1}{2}$ -pound blocks of clay does Mrs. Lia give to her class?

Name _____

Share and Show



1. Complete the story problem to represent $3 \div \frac{1}{4}$.

Carmen has a roll of paper that is _____ feet long. She cuts

the paper into pieces that are each _____ foot long. How many pieces of paper does Carmen have?

2. Draw a diagram to represent the problem. Then solve.

April has 6 fruit bars. She cuts the bars into halves. How many $\frac{1}{2}$ -size bar pieces does she have?

3. Write an equation to represent the problem. Then solve.

Two friends share $\frac{1}{4}$ of a large peach pie. What fraction of the whole pie does each friend get?

On Your Own

4. **THINK SMARTER** Write an equation to represent the problem. Then solve.

Benito has $\frac{1}{3}$ kilogram of grapes. He divides the grapes equally into 3 bags. What fraction of a kilogram of grapes is in each bag?



5. **GO DEEPER** Draw a diagram to represent the problem. Then solve.

Sonya has 5 sandwiches. She cuts each sandwich into fourths and gives away 6 pieces. How many $\frac{1}{4}$ -size sandwich pieces does she have now?

6. **MATHEMATICAL PRACTICE 2** **Represent a Problem** Write a story problem to represent $2 \div \frac{1}{8}$. Then solve.

The Case of the

MISSING BEES



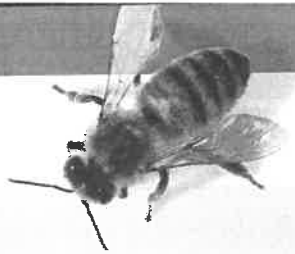
Essential Question

How do natural events and human activities affect the environment?

Read two views about how natural events and human activities have affected honeybee colonies.



Go Digital!



A Germ of an Idea

An infection seems to have caused the decline of honeybee populations.

Where have all the honeybees gone? Over the past few years, billions of honeybees have disappeared. They fly away from their colonies and seem to never return. This **widespread** problem is called Colony Collapse Disorder (CCD). It's the main reason the honeybee population in the U.S. today has **declined** to half of what it was 50 years ago. Because one-third of crops in the U.S. require honeybees to help pollinate them, some experts predict CCD could create an **agricultural** catastrophe.

What's responsible for the **unexpected** disappearance? There are several suspects, including stress on bees from overcrowded hives, lack of pollen, parasites, and pesticides. Scientists have yet to identify any one of these as the definite cause of CCD. But recently, researchers have found two **probable** causes: a fungus and a virus. A fungus is an organism that breaks down matter; some fungi can cause infection. A virus is a microbe, or germ.

A Deadly Combination

Bees infected with either the fungus or the virus separately could become sick, but they probably would survive. Bees infected with the fungus and the virus at the same time would most certainly die. That is what scientists who did research in Montana concluded. They tested samples of empty hives against hives that **thrive**, a control group that was unaffected by CCD. They compared their findings and discovered the virus and fungus in every empty hive they tested.


Though the fungus and virus combination is the most probable cause so far, investigations into CCD continue. Other scientists are investigating whether CCD could have been caused by a combination of many factors: pesticides, parasites, fungus, and virus. Each of these can weaken a bee's immune system and make it sick. A combination could be deadly.

Only when scientists find the cause of CCD can they find the cure to saving the bees.



STOP AND CHECK

Ask and Answer Questions
According to the author, why are honeybees disappearing? Find the answer in the text.



Farmers use pesticides to keep away insects that will damage crops. Some pesticides can harm beneficial insects, like honeybees.



Pointing to Pesticides

Lately, honeybees have not been very busy. Are pesticides to blame?

It's a honey of a mystery. In recent years, beekeepers in many countries have lost thousands of colonies and billions of bees. The insects would suddenly disappear and not return to their hives. This condition, called Colony Collapse Disorder (CCD), has caused 20 to 40 percent of U.S. honeybee colonies to die out. Unfortunately, the reduction in the bee population could affect the country's food production. That's because honeybees pollinate crops of flowering plants. Without these insects, the production of fruits and vegetables would be threatened.

The Unusual Suspects

Most scientists believe the probable cause of CCD is a fungus or a virus, working alone or in combination. But some experts have reached a different conclusion. Their main suspect is pesticides. Pesticides are chemicals sprayed on crops to keep away pests. Researchers in France managed to **identify** one pesticide as harmful to bees. This has led other scientists to investigate how other pesticides affect bees.

Pesticides can be absorbed by pollen that the bees consume or that drifts into the hive. Some studies have shown that even small amounts of certain pesticides can affect bee behavior, such as how they search for flower nectar. Sick bees may not be able to figure out where they're going, get lost, and never return to their colonies. This would explain the decline in honeybee populations.

Are Pesticides to Blame?

A study of hives hit by CCD in Florida and California found 50 different human-made chemicals in the samples. The study could not confirm that the pesticides had directly caused CCD, but other scientists are still investigating whether pesticides are at least partly to blame. At the least, the chemicals may weaken bees enough to allow infection by a virus or a fungus. Until scientists know the exact cause of the honeybee disappearance, the use of these harsh poisons should be cut back.

Beekeepers examine hives to make sure the honeybee colonies are healthy.



Respond to the Text

1. Use details from the selection to summarize. **SUMMARIZE**
2. Think about how each persuasive article is organized. Which author's style is more convincing and why? **WRITE**
3. What do you think caused the bees to disappear? Support your answer with reasons. How could people help honeybees? **TEXT TO WORLD**



? How does the author's use of headings help you understand his point of view about pesticides?



Talk About It Look at the headings on pages 426–427. Turn to a partner and discuss how the headings help the author tell how he feels about pesticides.

Cite Text Evidence What words and phrases support the author's headings?

Write text evidence and tell how it shows his point of view.

The Unusual Suspects	Are Pesticides to Blame?	Author's Point of View

Write The author uses headings to _____

QUICK TIP

I can use these sentence frames when we talk about the author's point of view.

The author uses headings to . . .
This helps me understand that . . .

Your Turn

Think about how each persuasive article is organized. Which author's style is more convincing and why? Use these sentence frames to organize text evidence.

The author of "A Germ of an Idea" thinks . . .

The author of "Pointing to Pesticides" believes . . .

The way the authors organize information helps me see that . . .

Go Digital!

Write your response online.

? How does the poet and the authors of "The Case of the Missing Bees" and "Busy, Beneficial Bees" help you understand their point of view about how humans and animals affect each other?



Talk About It Read the poem. Talk with a partner about who the poet is speaking to and what his message is.

Cite Text Evidence Circle words and phrases in the poem that tell what the poet asks children not to do. Underline how the poet says the animals will react. Think about this poet's point of view and compare it to how you know what the authors of the selections you read this week think?

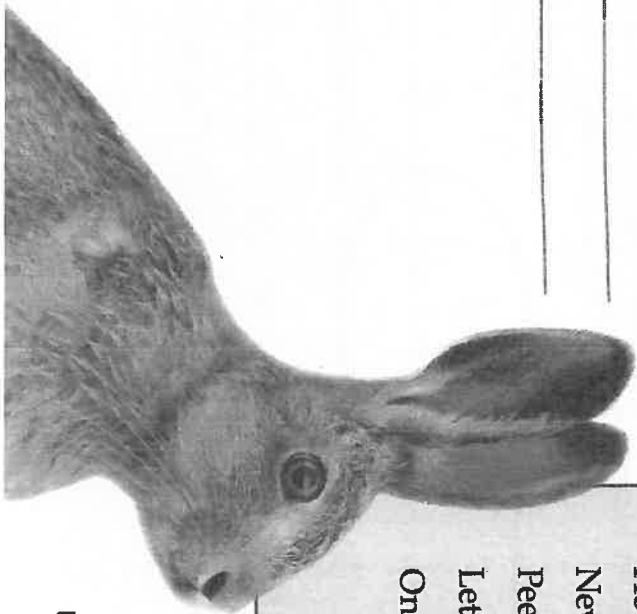
Write I know how the poet and the authors feel about how humans and animals interact because _____

QUICK TIP
I can see how the poet feels about animals. This will help me compare poetry to text.

Kindness to Animals

Little children, never give
Pain to things that feel and live:
Let the gentle robin come
For the crumbs you save at home,—
As his meat you throw along
He'll repay you with a song;
Never hurt the timid hare
Peeping from her green grass lair,
Let her come and sport and play
On the lawn at close of day.

— Anonymous



Daniel Trim Photography/Getty Images

Name _____

agricultural

declined

disorder

identify

probable

thrive

unexpected

widespread

Finish each sentence using the vocabulary word provided.

1. **(identify)** He learned how _____

2. **(unexpected)** The outcome of the game _____

3. **(declined)** The population of the city _____

4. **(thrive)** The plants in the shade _____

5. **(disorder)** Our neighbor's dog has _____

6. **(agricultural)** Our country's ability to grow large amounts of food _____

7. **(widespread)** Lack of rainfall for several months _____

8. **(probable)** Scientists say _____

Name _____

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

**A. Write the spelling word that matches each definition below.
Use spelling words that do not end in *-ion*.**

1. to tire out _____
2. to make right _____
3. to choose by voting _____
4. a rough calculation _____
5. to find _____
6. to think; to focus _____
7. to talk about _____
8. have a favorable effect _____
9. to adorn, make pleasing _____
10. to mix up _____

**B. Write the spelling word that best completes each sentence.
Use spelling words that end in *-ion*.**

11. We had a long _____ about the popular movie.
12. Do you know the _____ of the new restaurant?
13. The puzzle took _____, but I finally solved it.
14. I thought it would take two hours, but my _____ was wrong.
15. She dressed neatly to make a good _____.
16. The basket of shells made a nice _____ in the beach house.
17. A busy schedule and lack of sleep can lead to _____.
18. There was _____ because the directions were unclear.
19. Will the mayor run for office again in the next _____?
20. I made a _____ to my writing when I edited it.

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Mom wanted a (better, best) storage system for her tools. _____
2. She searched for the (better, best) carpenter in town. _____
3. Her plans called for using the (better, best) materials available. _____
4. She felt that oak was a (better, best) choice of wood than pine. _____
5. The carpenter had an even (better, best) suggestion. _____
6. Some recycled materials were (better, best) options than new wood. _____
7. The (better, best) thing of all was that they helped the environment. _____
8. Mom studied the data in order to make a (good, best) decision. _____
9. Some resources were (good, better) than others in providing help. _____
10. In the end, she had the (good, better, best) storage closet ever. _____

Name: _____

State: _____

Parent Signature: _____

Fifth Grade State Report

Due Date: 3/30/2020

All fifth graders are required to do an in-depth research project about a U.S. state. You will be gathering information from the library, the Internet, and other sources. Although some class time may be provided, most of the work will need to be completed at home.

You will need to list all the resources that you used in a bibliography, which will be at the very end of your report. You must use at least 4 resources. Please make sure they have a publication date of at least 2008 for topics requiring relatively current information. **FINAL MAY BE TURNED IN AS A GOOGLE SLIDES PROJECT, A GOOGLE DOC, OR HANDWRITTEN REPORT.**

State Report Overview & Check List

- Cover:** Your report must include a cover, either store bought or one that you make. The cover must include a title with the name of your state, your name, and an illustration or design related to your state.
- Title Page:** Include the title, your name, grade level, school, teacher, and the date.
- Table of Contents:** Include the page numbers and the title of each section. Since you won't know the page numbers until the very end, this is often one of the last parts you do.
- Body:** The body is the main part of the research report. It includes 7 informational sections (or 8 sections, if you decide to go above and beyond).

- Each section must contain a title and **at least** one paragraph of **information** on the topic of the section using complete sentences. I have provided questions to help you focus your writing, which **must** be answered in your section, but you may include other information you find in doing your research. Your writing must be in paragraph form (except where noted otherwise).
- All information **must be paraphrased** (put into your own words). **You may not cut and paste information from the Internet.** That is called plagiarism and is against the law.
- Remember to check for spelling, punctuation, capitalization, and grammar.
- It may be typed or neatly hand-written in ink.
- Each section must also include one **illustration** (**hand drawn is always nice!**) or **photograph with a caption.**

Section 1 Introduction

- What is the name of your state? How did it get its name?
- What is its nickname and how did it get it?
- In what region of the United States is it located? (West, Mountain, Southwest, Middle West, Southeast, or Northeast?)
- What is its capital city?

Include 2 maps. Both maps must be hand labeled and not printed from the Internet or copied from a book. See me for the maps. **Maps are only used in this section and are not to be used as illustrations for other sections.**

- One will be a map of the United States with your state highlighted and the following labeled: 1) Appalachian Mountains, 2) Rocky Mountains, 3) Mississippi River, 4) Great Plains, 5) the five Great Lakes, and 6) Washington, D.C., our nation's capital.
- The other will be a detailed map of your state that includes 1) the state capital, 2) three other large cities, 3) three important natural landmarks or national/state parks, and 4) major rivers or lakes in your state. Be sure to label these or make a key.

Section 2 Physical Features

- What is the area in square miles of your state, and how does that compare to the area of California?
- What states border your state?
- What are some landforms found in your state (mountains, oceans, lakes, deserts, etc.)? Give the names of at least three landforms found in your state, (e.g., Mojave Desert, Pacific Ocean, Lake Tahoe) and give at least one interesting fact about each.
- Define the term "natural resource." What are some natural resources found in your state (e.g., mineral deposits, forests, etc.)?
- What type of climate occurs in your state during the different seasons?
- Are there any natural disasters that occur in your state? Tell details about one disaster that happened.
- When do **you** think a "storm" becomes a "disaster?" Do you think the earthquakes California is known for or the type of disaster(s) your state is known for is worse? Explain why **using facts** to support your opinion.

Section 3 History

- Make a timeline listing five to seven of the most important historical events of your **state** (in your opinion, of course ☺. I will give you a timeline if you want.) Include a sentence for each event explaining **why you think it's important**. These events must be from at least the 1500s or later.
- Choose one of the events listed on your timeline and complete the multi-flow map (I will provide) showing at least two causes and two effects of the event you've chosen. Remember to write in complete sentences.

Section 4 Economy

- What is produced or manufactured in your state? What type of agriculture (crops and animals) is grown/raised in your state? What types of businesses or industries flourish in your state? How are these products used and by whom (other states, countries)?

Section 5 Famous Man-Made Landmarks and Parks

- What are at least two **man-made** landmarks found in your state? (e.g., California has the Golden Gate Bridge.) Describe when, why, and by whom each was built. Name any national parks and at least two state parks found in your state. Tell about them (use details!).

Section 6 State Symbols

- Do not write a paragraph for this section.**
 - What are your State Flag, State Flower, State Bird, State Tree, State Animal or Mammal, State Gem, State Fish, and State Song? (If your state doesn't have one of these, just note that in your report.)
 - Explain the meaning of the symbols and words on your state flag.
 - Include a picture for each symbol and label each picture. Pictures may be hand drawn or printed.
 - Based on what you've learned about your state, design a new state flag or seal. Explain what is in your design and how it symbolizes your state.

Section 7 State Controversial Issue

- What is a **controversial issue/problem/challenge currently** facing your state? Describe the problem thoroughly and **two different positions** on how to solve it. Include the reasons each side uses to support its point of view. Which do you agree with and why? Provide reasons to support your position.
- Additionally, draw a political cartoon that expresses your feelings about this problem or issue. Provide a title for your cartoon and make sure your audience understands your point. (Your cartoon will be your illustration for this section.)

Bibliography

- Take the resource information you have been collecting as you have researched your state, and **rewrite it into the proper format** according to the guidelines I will give you.
- Using www.easybib.com or www.bibme.org is fine too.

Fiction Book Report by: _____ **Date:** _____

Title: _____

Author: _____ **Number of Pages:** _____

Genre: _____

Setting: Where and when does your story take place?

Where: _____ **When:** _____

Characters: Who are the characters in your story?

Plot: Describe the main events from your book in the Flow Map.

Beginning:



Middle:



End:

Theme: What is the author's main message in the story?

New Vocabulary: Choose and define three new words from your book.

Word:

Page:

Definition:

Favorite Scene: Illustrate your favorite scene and add a caption.



**Text Connection: Make a Text-to-Text, Text-to-Self, or Text-to-World Connection.
(I thought it was interesting that... OR ... reminds me of ...)**

Rating: On a scale of 1 (couldn't stand it) to 10 (LOVED it!), rate your book.

Recommendation: Would you recommend this book to a friend? Explain.

Points Possible: _____

Points Earned _____

Teacher Comments:

Non-Fiction Book Report by: _____ **Date:** _____

Title: _____

Author: _____ **Number of Pages:** _____

Genre: _____

Subject: Who/where/when/what is your book about?

Setting: Does your book happen in a specific place or time?

Where: _____

When: _____

New Learnings: What are three new facts you learned from this book?

New Fact #1:

New Fact #2:

New Fact #3:

New Vocabulary: Choose and define three new words from your book.

Word:

Page:

Definition:

Word:	Page:	Definition:

Favorite Part: Illustrate your favorite part and add a caption.



**Text Connection: Make a Text-to-Text, Text-to-Self, or Text-to-World Connection.
(I thought it was interesting that... OR ... reminds me of ...)**

Rating: On a scale of 1 (couldn't stand it) to 10 (LOVED it!), rate your book.

Recommendation: Would you recommend this book to a friend? Explain.

Points Possible: _____

Points Earned _____

Teacher Comments:

Week 30: March 23rd-27th

Below are the materials for our Distance Learning

Print Materials:

Go Math 11.2: Triangles (5.G.B.3, 5.G.B.4)

For this lesson we will be focusing on how to identify and classify triangles.

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 11 and Lesson 11.2. This will open in a new window for the lesson (earbuds needed). After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me. When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 11.2 Triangles

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to do the math trainer please use the lesson 11.2 consumable (see downloadable PDF) and either print and finish or write the problem and answer on another sheet of paper labeled with student name and lesson number. Once completed please scan or take a picture and email to me with name and lesson number.

Go Math 11.3: Quadrilaterals (5.G.B.3, 5.G.B.4)

For this lesson we will be focusing on how to identify and classify quadrilaterals..

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 11 and Lesson 11.3. This will open in a new window for the lesson (earbuds needed). After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me. When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 11.3 Quadrilaterals

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to the digital version please follow the same format to complete 11.3 as was done above for 11.2.

Go Math 11.4: Three Dimensional Figures (5.G.B.3, 5.G.B.4)

For this lesson we will be focusing on how to identify, describe, and classify 3-dimensional figures.

If using online option:

Please use one or both of the links below.

5th Grade Interactive Student Edition:

5th Grade Interactive Student Edition

Select Chapter 11 and Lesson 11.4. This will open in a new window for the lesson (earbuds needed). After you complete the lesson, do the personal math trainer (**Contact me if login information is needed**). Once that is completed, you will need to print the document above and e-mail it to me. When doing this, select print, then print as PDF or Document and save to your desktop. Then attach it to an email and email it to me with your name and lesson number. Any questions please email or use Remind and I will gladly assist in due time.

YouTube Option:

Go Math 5th Grade Lesson 8.5 Interpret Division with Fractions *UPDATED*

Watch video in full, then either visit the Personal Math Trainer, Print attached PDF file, or do work on a separate sheet of paper labeled with the student name and lesson number. Take a picture of completed page and e-mail it to me.

Print Option:

If you are unable to login to the digital version please follow the same format to complete 11.4 as was done above for 11.3.

Math Facts

Below is a link to do math drills, please do at least one Multiplication math drill a day. Please unselect addition, subtraction and division. This is all on the honor system but any student who emails me stating that they got a 90% or higher each day can get a point of extra credit for each drill when you return (you can do it as many times as you want each day to achieve a 90%)

<https://arithmetic.zetamac.com/>

Other Math Resources:

www.acorn5th.educatorpages.com - This is our classroom website. Under the "Math" tab there are extra videos relating to lessons, games for each lesson/topic, and even some Kahoots! For students.

Math Standard 5.NF.b.7a:

$\frac{1}{9}$ $\frac{1}{64}$ $\frac{1}{14}$ $\frac{1}{12}$ $\frac{1}{28}$ $\frac{1}{20}$ $\frac{1}{30}$ $\frac{1}{36}$ $\frac{1}{30}$ $\frac{1}{18}$ $\frac{1}{36}$ $\frac{1}{54}$

all worksheets for standard: [5.nf.7a](#)

Math Standard 5.NF.b.7b:

all worksheets for standard: [5.nf.7b](#)

Math Standard 5.NF.B.3:

all worksheets for standard: [5.nf.3](#)

Math Standard 5.NF.B.7c:

all worksheets for standard: [5.nf.7c](#)

Math Standard 5.GB.3:

Polygon Type Worksheet: <https://www.education.com/worksheet/article/what-type-of-polygon/>

Other Worksheets: [5.GB3 Worksheets - Common Core Math](#)

Classifying Quadrilaterals w/game, video, & lesson: [5.GB3 Common Core Games, Videos, Lessons, Worksheets, and Quizzes](#)

Math Standard 5.GB.4:

Worksheets:

[5.GB4 Worksheets - Common Core Math](#)

commoncoresheets.com/SortedByGrade.php?Sorted=5g4

Math Standard 5.MD.C.3:

Worksheets: [5.MD.C.3 Worksheets - Common Core Math](#)

Math Standard 5.MD.C.4:

Worksheets:

[5.md.4](#)

[5.MD.C.4 Worksheets - Common Core Math](#)

Math Standard 5.MD.C.5a-5c:

Worksheets:

[5.MD.C.5 Worksheets - Common Core Math](#)

[Volume Sort and Practice Freebie by Love Learning | TpT](#)

Any of the extra resources completed during this time may be turned in when we return for extra credit in Math.

Wonders Unit 6 Week 1: The Unbreakable Code (RL.5.1)

For this week we will be focusing on how different groups contribute to a cause.

If using online option:

We are using a mix of resources but all **except for Spelling Pg.152 and Grammar Pg.128** can be accessed on our connectED/Mcgraw hill login under resources (**Please contact me if login information is needed**).

<https://connected.mcgraw-hill.com/school/!4t5> ConnectED/Mcgraw Hill Login Page

Print Option

If you are unable to access some or all of the digital content via classroom or connectED we will have the PDF available. This will have a few assignments as well as the associated stories for those pages. As with math, if you are unable to print or scan the pages please complete them on a separate page, label it with page number and question numbers and scan/picture email it to me.

Science

Ok here you go guys! Here is the exciting one, this week we will be focusing on Earth's Systems and Human Effects on them. Some may be a review but most should be new to you. To access this please use the link below and go to Legends of Learning and do the Week 29 Playlists. Once it is completed feel free to use the site to have freetime with the associated activities and explore more (PS if you do other subjects in science or math and let me know you can receive extra credit)

[Legends of Learning](#) Class Code:Zegan-1

Social Studies

Please hop onto our class website Social Studies page (<https://acorn5th.educatorpages.com/pages/social-studies>). Here you will watch Westward Expansion videos and participate in Kahoots!

Writing

We will be creating a writing presentation on a State (other than Arizona). To do this please see the attached PDF as it includes an outline and instructions. Please have fun with this and learn something new!

Galileo

Please log into Galileo and do the associated assignments per your grade level.

Reading & Book Report

Please see attached Reading Log & Book Report formats to work on. Books chosen may be Fiction or Non-Fiction and I have included formats for both in the attached PDF.

COVID-19 DAILY SCHEDULE

© Jessica McHale Photography

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnatiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A- wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight



Sign up for important updates from Mrs. Zegan-Lister.

Get information for Acorn Montessori Charter School right on your phone—not on handouts.

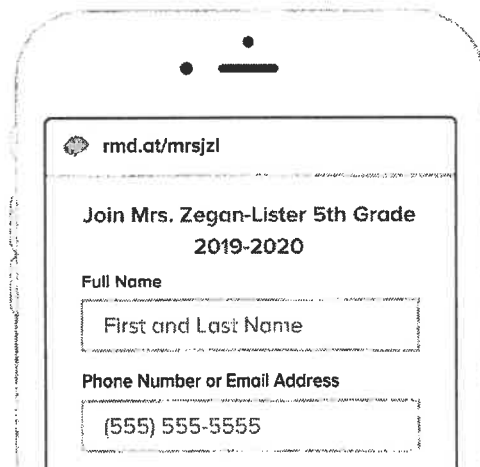
Pick a way to receive messages for Mrs. Zegan-Lister 5th Grade 2019-2020:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/mrsjzl

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @mrsjzl to the number 81010.

If you're having trouble with 81010, try texting @mrsjzl to (816) 272-1707.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/mrsjzl on a desktop computer to sign up for email notifications.

Name _____

Triangles

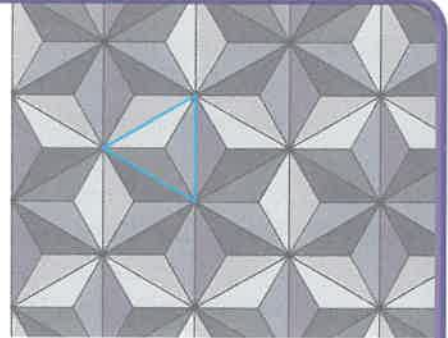
Essential Question How can you classify triangles?



Measurement and Data—
5.G.B.3, 5.G.B.4

MATHEMATICAL PRACTICES
MP2, MP6, MP7, MP8

Unlock the Problem



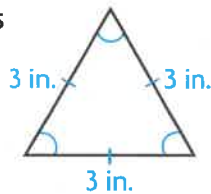
If you look closely at Epcot Center’s Spaceship Earth building in Orlando, Florida, you may see a pattern of triangles. The triangle outlined in the pattern at the right has 3 congruent sides and 3 acute angles. What type of triangle is outlined?



Complete the sentence that describes each type of triangle.

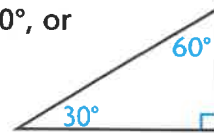
Classify triangles by the lengths of their sides.

An **equilateral triangle** has _____ congruent sides.

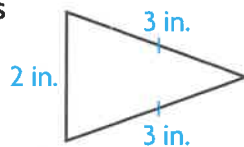


Classify triangles by the measures of their angles.

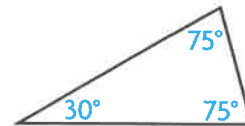
A **right triangle** has one 90° , or _____ angle.



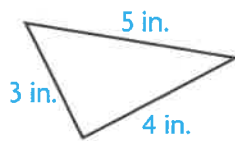
An **isosceles triangle** has _____ congruent sides.



An **acute triangle** has 3 _____ angles.



A **scalene triangle** has _____ congruent sides.



An **obtuse triangle** has 1 _____ angle.



The type of triangle outlined in the pattern can be classified by the length of its sides as an _____ triangle.

The triangle can also be classified by the measures of its angles as an _____ triangle.



MATHEMATICAL PRACTICES 6

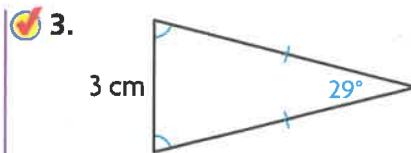
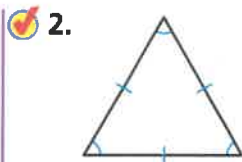
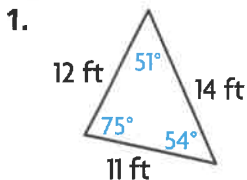
Is an equilateral triangle also a regular polygon? **Explain.**

Name _____

Share and Show



Classify each triangle. Write *isosceles*, *scalene*, or *equilateral*.
Then write *acute*, *obtuse*, or *right*.



Math Talk

MATHEMATICAL PRACTICES 8

Draw Conclusions Can you tell that a triangle is obtuse, right, or acute without measuring the angles? Explain.

On Your Own

A triangle has sides with the lengths and angle measures given.
Classify each triangle. Write *isosceles*, *scalene*, or *equilateral*.
Then write *acute*, *obtuse*, or *right*.

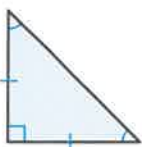
4. sides: 3.5 cm, 6.2 cm, 3.5 cm

angles: 27°, 126°, 27°

5. sides: 2 in., 5 in., 3.8 in.

angles: 43°, 116°, 21°

6. Circle the figure that does not belong. Explain.



7. **Go Deeper** Draw 2 equilateral triangles that are congruent and share a side. What polygon is formed? Is it a regular polygon?

Name _____

Quadrilaterals

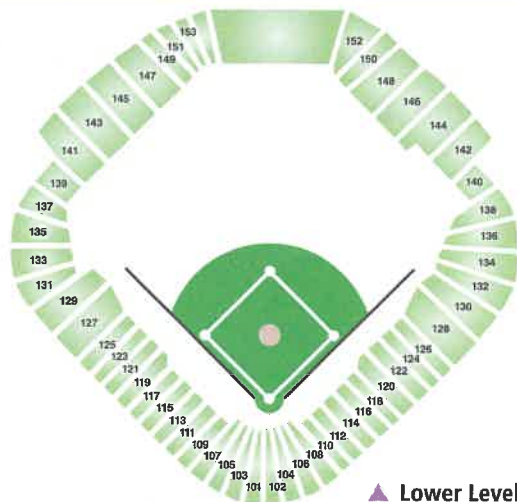
Essential Question How can you classify and compare quadrilaterals?

Common Core Measurement and Data—
5.G.B.3, 5.G.B.4
MATHEMATICAL PRACTICES
MP3, MP7

Unlock the Problem

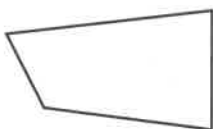
A seating chart for a baseball field has many four-sided figures, or **quadrilaterals**. What types of quadrilaterals can you find in the seating chart?

There are five special types of quadrilaterals. You can classify quadrilaterals by their properties, such as parallel sides and perpendicular sides. Parallel lines are lines that are always the same distance apart. Perpendicular lines are lines that intersect to form four right angles.



 Complete the sentence that describes each type of quadrilateral.

A general quadrilateral has 4 sides and 4 angles.



A **trapezoid** is a quadrilateral with at least

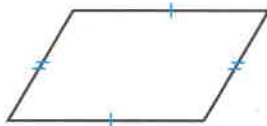
1 pair of _____ sides.



A **parallelogram** is a special trapezoid with

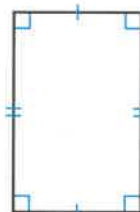
opposite _____

that are _____ and parallel.



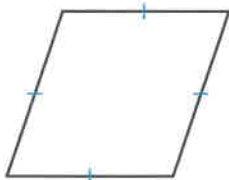
A **rectangle** is a special

parallelogram with _____ right angles and 4 pairs of _____ sides.



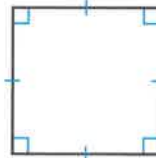
A **rhombus** is a special

parallelogram with _____ congruent sides.



A **square** is a special

parallelogram with _____ congruent sides and _____ right angles.



So, the types of quadrilaterals you can find in the seating chart of the field are



MATHEMATICAL PRACTICES 7

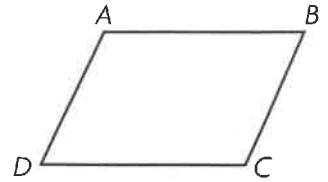
Identify Relationships How are trapezoids and parallelograms different?

Name _____

Share and Show



1. Use quadrilateral $ABCD$ to answer each question. Complete the sentence.



a. Measure the sides. Are any of the sides congruent? _____

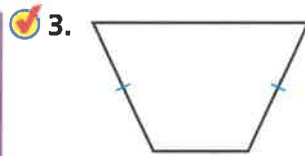
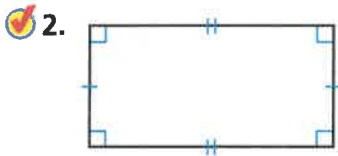
Mark any congruent sides.

b. How many right angles, if any, does the quadrilateral have? _____

c. How many pairs of parallel sides, if any, does the quadrilateral have? _____

So, quadrilateral $ABCD$ is a _____ and a _____.

Classify the quadrilateral in as many ways as possible. Write *quadrilateral, trapezoid, parallelogram, rectangle, rhombus, or square*.



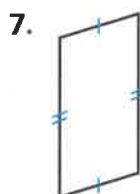
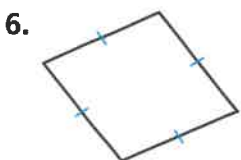
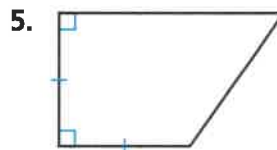
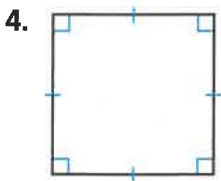
Math
Talk

MATHEMATICAL PRACTICES 3

Make Arguments Can a trapezoid have more than one pair of parallel sides that have the same length? Explain your answer.

On Your Own

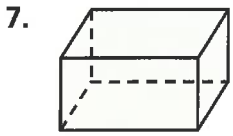
Classify the quadrilateral in as many ways as possible. Write *quadrilateral, trapezoid, parallelogram, rectangle, rhombus, or square*.

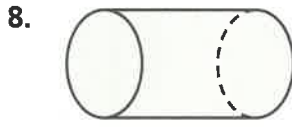


Name _____

On Your Own

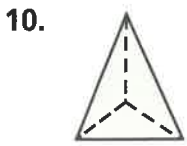
Classify the solid figure. Write *prism*, *pyramid*, *cone*, *cylinder*, or *sphere*.

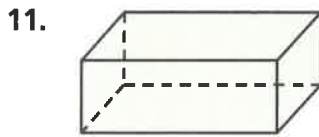


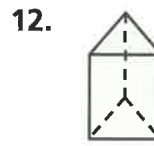


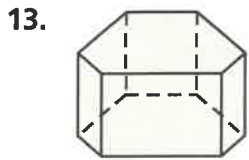


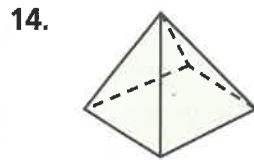
Name the solid figure.

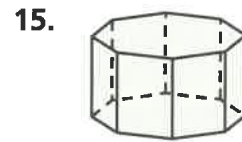












Problem Solving • Applications

16. **MATHEMATICAL PRACTICE 6** Use Math Vocabulary Mario is making a sculpture out of stone. He starts by carving a base with five sides. He then carves five triangular lateral faces that all meet at a point at the top. What three-dimensional figure does Mario make?

17. **THINK SMARTER** What is another name for a cube? Explain your reasoning.

18. **GO DEEPER** Compare the characteristics of prisms and pyramids. Tell how they are alike and how they are different.



Genre • Historical Fiction

The **UNBREAKABLE** Code

by Sara Hoagland Hunter ♦ illustrated by Julia Miner



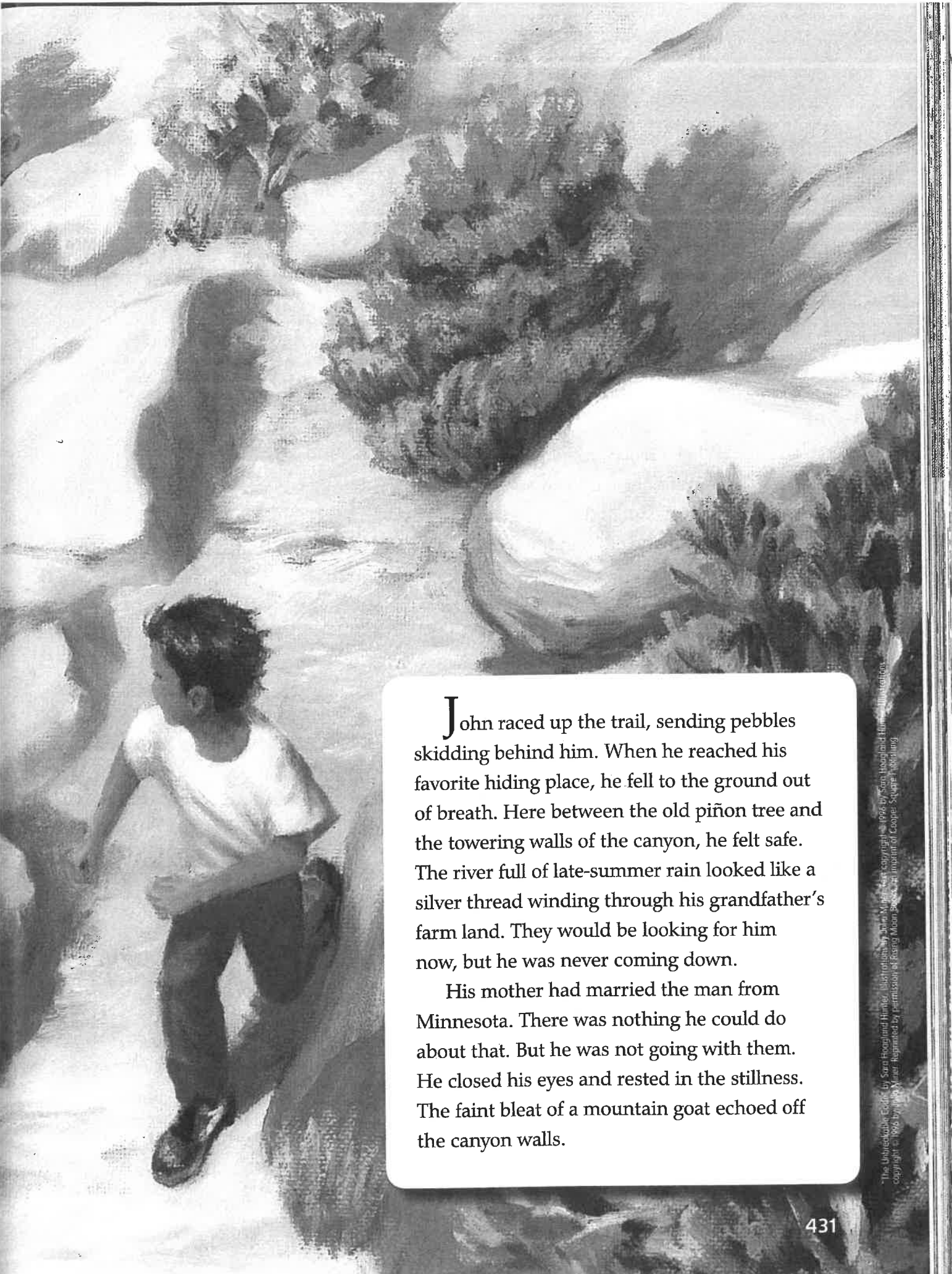
Essential Question

How do different groups contribute to a cause?

Read about how a group of Navajos helped the American military during World War II.



Go Digital!



John raced up the trail, sending pebbles skidding behind him. When he reached his favorite hiding place, he fell to the ground out of breath. Here between the old piñon tree and the towering walls of the canyon, he felt safe. The river full of late-summer rain looked like a silver thread winding through his grandfather's farm land. They would be looking for him now, but he was never coming down.

His mother had married the man from Minnesota. There was nothing he could do about that. But he was not going with them. He closed his eyes and rested in the stillness. The faint bleat of a mountain goat echoed off the canyon walls.

Suddenly a voice boomed above him: "Shouldn't you be packing?"

John's eyes flew open. It was his grandfather on horseback.

"Your stepfather's coming with the pickup in an hour."

"I'm not going," John said.

"You have to go. School's starting soon," said Grandfather, stepping down from his horse. "You'll be back next summer."

John dug his toe deeper into the dirt. "I want to stay with you," he said.

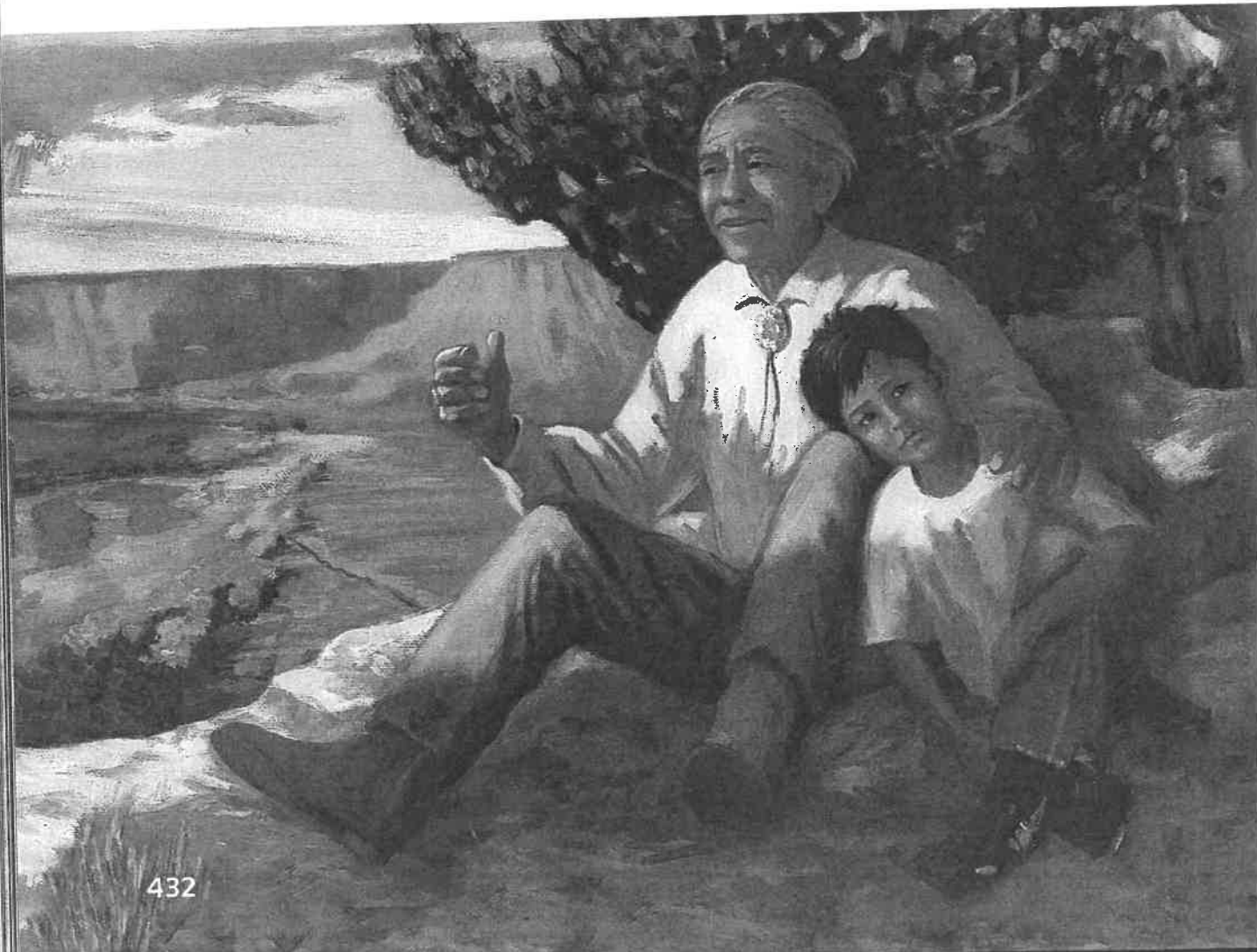
Grandfather's soft, brown eyes disappeared in the wrinkles of a smile.

John thought they were the kindest eyes he had ever seen.

"You're going to be all right," Grandfather said. "You have an unbreakable code."

"What's that?" asked John.

Grandfather sat down and began to speak gently in Navajo. The sounds wove up and down, in and out, as warm and familiar as the patterns of one of Grandmother's Navajo blankets. John leaned against his grandfather's knee.





"The unbreakable code is what saved my life in World War II," he said. "It's the Navajo language."

John's shoulders sagged. Navajo couldn't help him. Nobody in his new school spoke Navajo.

"I'll probably forget how to speak Navajo," he whispered.

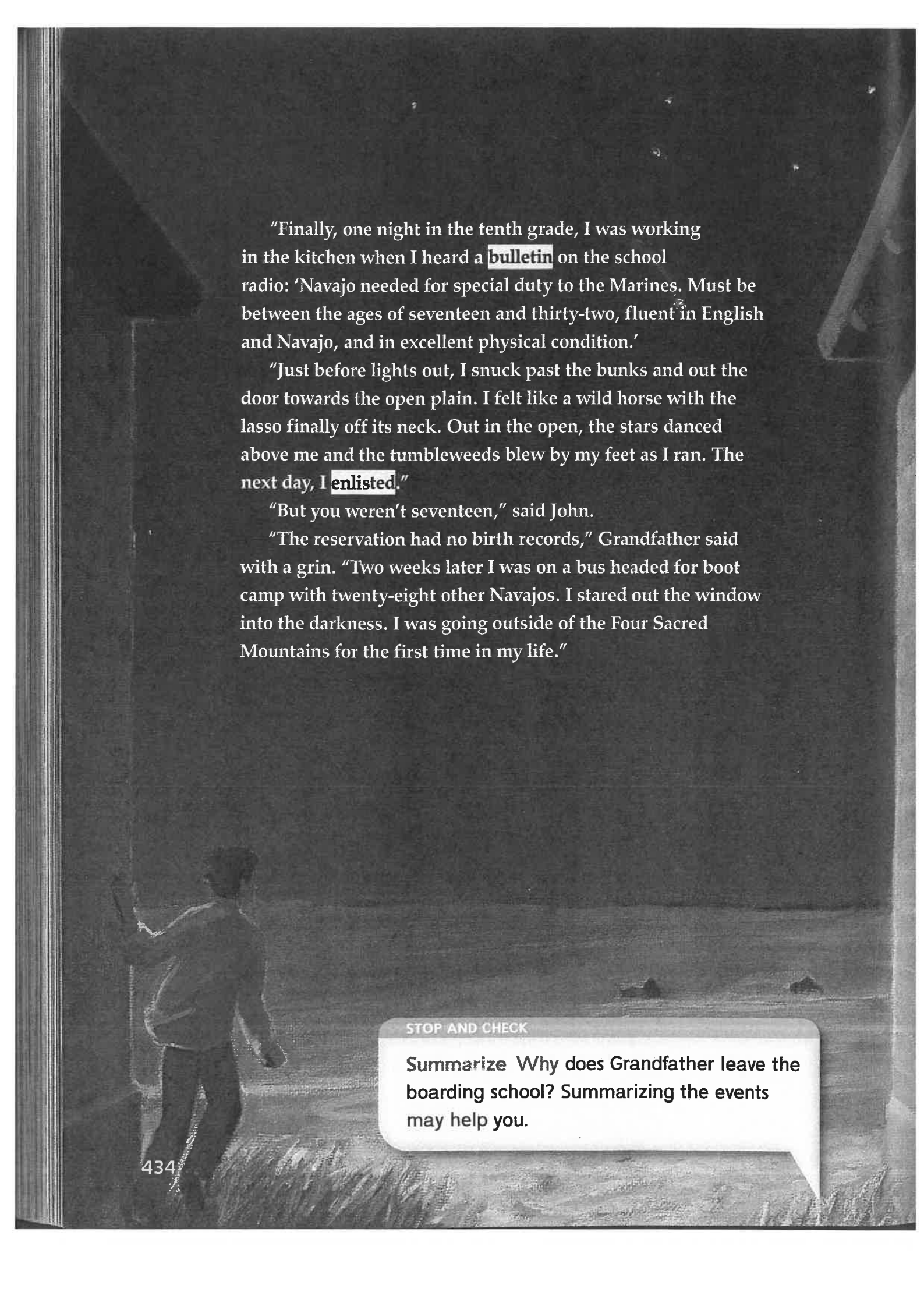
"Navajo is your language," said his grandfather sternly. "Navajo you must never forget."

The lump in John's throat was close to a sob. "You don't know what it's like there!" he said.

His grandfather continued quietly in Navajo. "I had to go to a government boarding school when I was five. It was the law.

"They gave me an English name and cut my hair off. I wasn't allowed to speak my language. Anyone who spoke Navajo had to chew on squares of soap. Believe me, I chewed a lot of soap during those years. 'Speak English,' they said. But Navajo was my language and Navajo I would never forget.

"Every summer I went home to herd the sheep and help with the crops. I cried when the cottonwoods turned gold and it was time to go back.



"Finally, one night in the tenth grade, I was working in the kitchen when I heard a **bulletin** on the school radio: 'Navajo needed for special duty to the Marines. Must be between the ages of seventeen and thirty-two, fluent in English and Navajo, and in excellent physical condition.'

"Just before lights out, I snuck past the bunks and out the door towards the open plain. I felt like a wild horse with the lasso finally off its neck. Out in the open, the stars danced above me and the tumbleweeds blew by my feet as I ran. The next day, I **enlisted**."

"But you weren't seventeen," said John.

"The reservation had no birth records," Grandfather said with a grin. "Two weeks later I was on a bus headed for boot camp with twenty-eight other Navajos. I stared out the window into the darkness. I was going outside of the Four Sacred Mountains for the first time in my life."

STOP AND CHECK

Summarize Why does Grandfather leave the boarding school? Summarizing the events may help you.

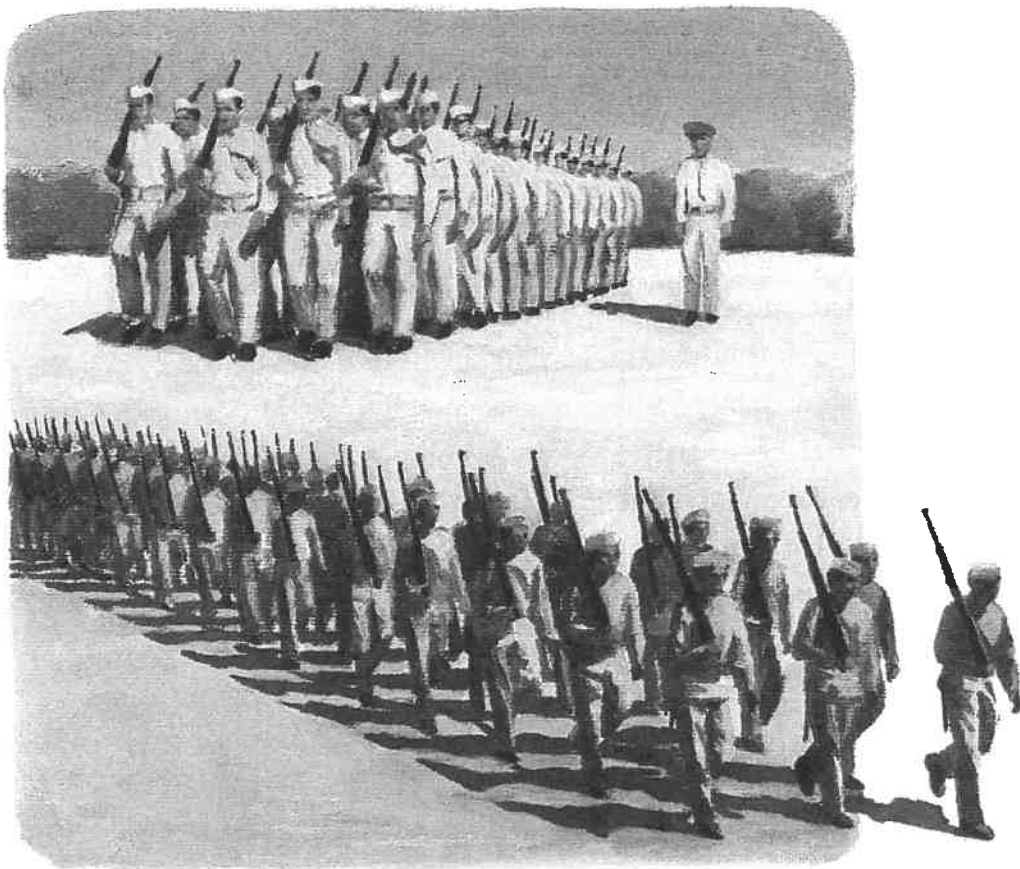
"Were you scared?" asked John.

"Of course," said his grandfather. "I didn't know where I was going or what our mission was. Most of all, I didn't know how I would measure up to the people out there I had heard so much about."

"How did you?" asked John, chewing his fingernail.

His grandfather began to laugh. "We were known as the toughest platoon at boot camp. We had done so much marching at boarding school that the drills were no problem. Hiking in the desert of California with a heavy pack was no worse than hauling water in the canyon in midsummer. And I'd done that since I was four years old.

"As for the **survival** exercises, we had all gone without food for a few days. A Navajo learns to survive.





"One weekend they bused us to a new camp in San Diego. On Monday we were marched to a building with bars on every window. They locked us in a classroom at the end of a long, narrow corridor. An officer told us our mission was top secret. We would not even be allowed to tell our families. We were desperately needed for a successful invasion of the Pacific Islands. So far the Japanese had been able to **intercept** and decode all American messages in only minutes. This meant that no information could be passed between American ships, planes, and land forces.

"The government thought the Navajo language might be the secret weapon. Only a few outsiders had ever learned it. Most importantly, the language had never been written down, so there was no alphabet for the Japanese to discover and decode.

"He gave us a list of more than two hundred military terms to code. Everything had to be memorized. No trace of the code could ever be found in writing. It would live or die with us in battle.

"When the officer walked out of the room, I looked at the Navajo next to me and began to laugh. 'All those years they told us to forget Navajo, and now the government needs it to save the country!'

"We were marched every day to that classroom. We were never allowed to leave the building. We couldn't even use the bathroom by ourselves. Each night, an officer locked our notes in a safe.

"The code had to be simple and fast. We would have only one chance to send each message. After that, the Japanese would be tracing our location to bomb us or trying to record the code.

"We chose words from nature that would be easy to remember under fire. Since Navajo has no alphabet, we made up our own.

"'A' became *wollachee*."

"Ant?" asked John in English.

Grandfather nodded.

"'B' was *shush*."

"Bear," said John.

"'C' was *moasi*. 'D', *be*. 'E', *dzeh*." His grandfather continued through the alphabet. Each time he named the Navajo word, John answered with the English.

"We named the aircraft after birds. The dive-bomber was a chicken hawk. The observation plane was an owl. A patrol plane was a crow. Bomber was buzzard.

"At night we would lie in our bunks and test each other. Pretty soon I was dreaming in code.



STOP AND CHECK

Summarize How do the Navajo soldiers create a code? Summarizing what they did may help you.



“Since we would be radiomen, we had to learn all kinds of radio **operations**. We were taught how to take a radio apart and put it together blindfolded. The Japanese fought at night, so we would have to do most of our work in complete darkness. Even the tiniest match flame could be a target.

“When the day came for the code to be tested in front of the top Marine officers, I was terrified. I knelt at one end of a field with our radio ground set. The officers marched towards me. Behind a building at the other end of the field, another code talker sat under military guard waiting for my transmission. One officer handed me a written message:

“‘Receiving steady machine gun fire. Request reinforcements.’

“It took only seconds for me to speak into the microphone in Navajo code. The officer sent a runner to the end of the field to check the speed and accuracy of the message. The Navajo at the other end handed him the exact message written in English before he even came around the corner of the building! They tested us over and over. Each time, we were successful. The government requested two hundred Navajo **recruits** immediately. Two of our group stayed behind to train them. The rest of us were on our way.”

"Tell me about the fighting!" said John.

Suddenly Grandfather's face looked as creased and battered as the canyon walls behind him. After a long pause he said, "What I saw is better left back there. I would not want to touch my home or my family with those pictures.

"Before we invaded, I looked out at that island. It had been flattened and burned. 'Let this never happen to a beautiful island again,' I thought. I just stayed on the deck of the ship thinking about the ceremonies they were doing for me at home. We invaded at dawn.

"I almost drowned in a bomb crater before I even got to shore. I was trying to run through the water and the bullets when I felt myself sinking into a bottomless hole. My eighty-pound radio pack pulled me straight down. I lost my rifle paddling to the surface.

"On the beach, it was all I could do just to survive. I remember lying there with gunfire flying past my ears. A creek that ran to the beach was clear when I first lay there. By noon it was blood red.

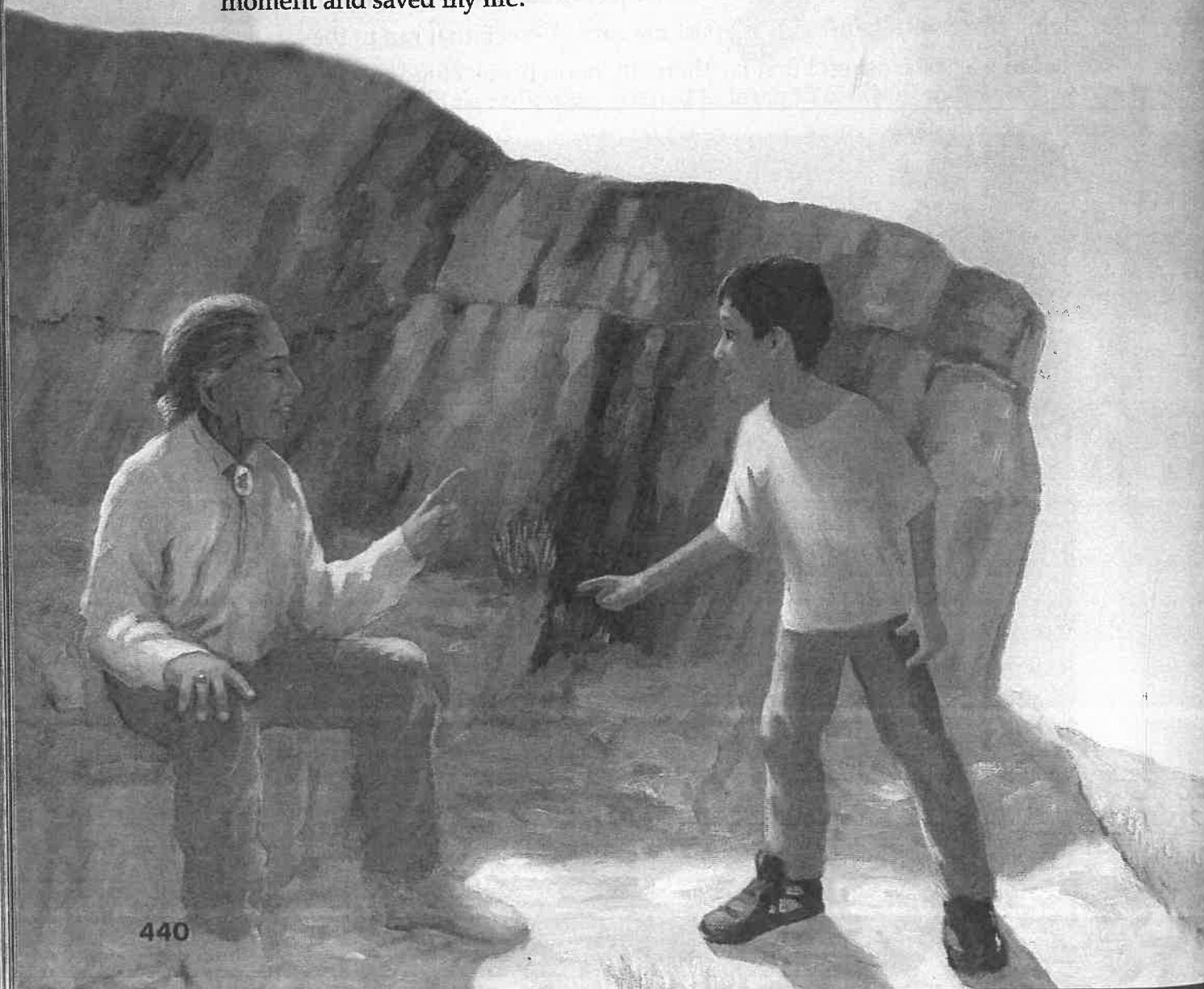


"The worst were the fallen soldiers I had to run over to go forward. I couldn't even stop to say I was sorry. I just had to run over them and keep going.

"I had to move through the jungle at night, broadcasting in code from different locations. One unit needed medical supplies. Another needed machine-gun support. I had just begun broadcasting to another code talker. 'Arizona! New Mexico!' I called. The next thing I knew, an American soldier behind me was yelling, 'Do you know what we do to spies?'

"Don't shoot!' I said. 'I'm American. Look at my uniform.' He didn't believe me. He had just heard the foreign language. He had seen my hair and my eyes. Japanese spies had been known to steal uniforms from fallen soldiers.

"One of my buddies jumped out of the bushes right at that moment and saved my life."



"How did you stay alive the rest of the time?" asked John.

"My belief was my shield," Grandfather answered.

He drew a ragged wallet from deep inside of his shirt pocket.

"Inside of this, I carried corn pollen from the medicine man. 'Never be afraid,' he said. 'Nothing's going to touch you.' And nothing ever did. More than four hundred code talkers fought in some of the bloodiest battles of World War II. All but a few of us survived.

"The Japanese never did crack the code. When they finally discovered what language it was, they captured and tortured one poor Navajo. He wasn't a code talker and couldn't understand the message they had intercepted. He told them we were talking about what we ate for breakfast. Our code word for bombs was 'eggs.'

"Six months before the war ended, Navajo code talkers passed more than eight hundred messages in two days during the invasion of Iwo Jima.

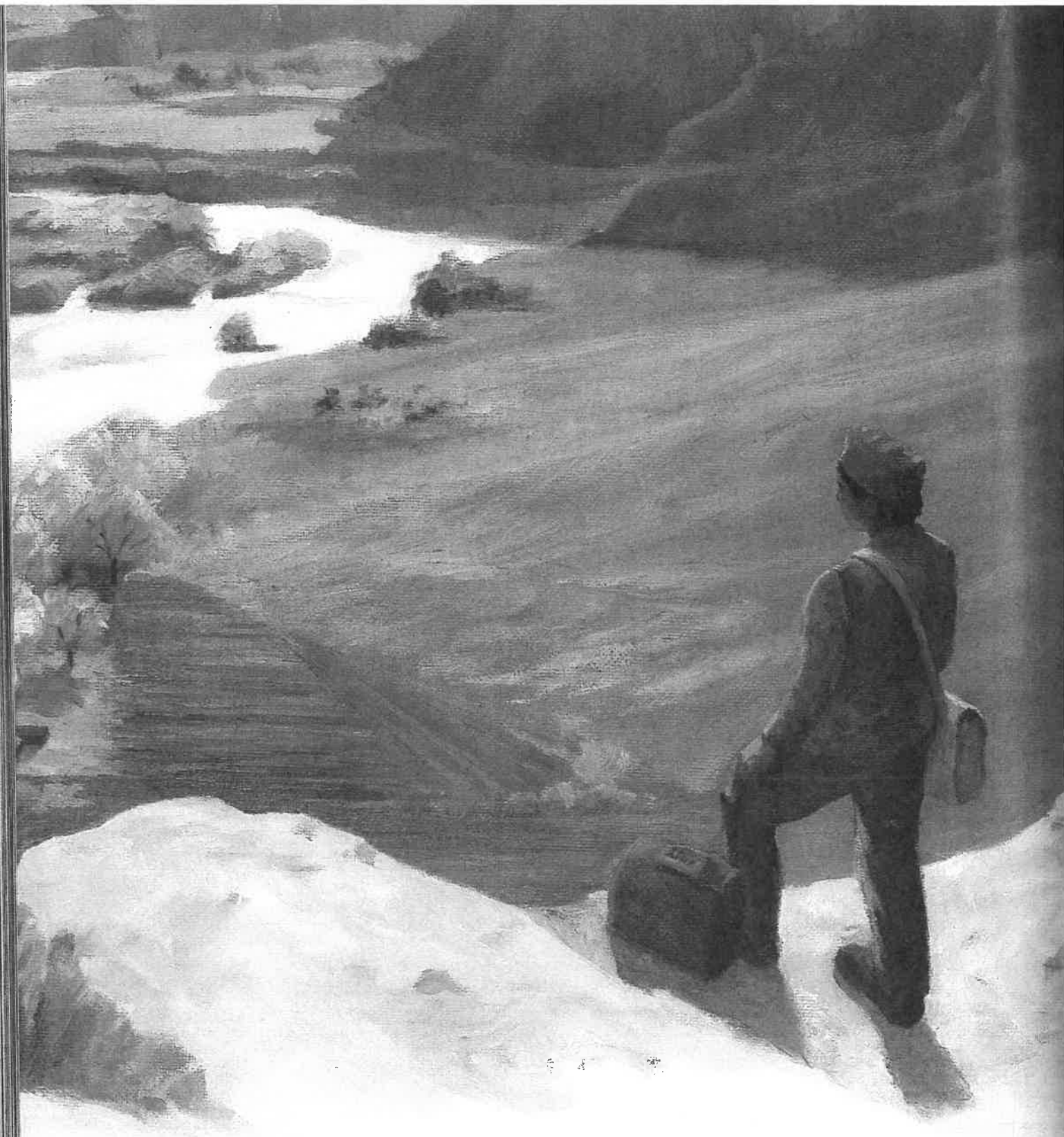
"When the American flag was raised on top of Iwo Jima's mountain, the victory was announced in code to the American fleet. 'Sheep-Uncle-Ram-Ice-Bear-Ant-Cat-Horse-Itch' came the code."

John tried to spell out the letters.

"Suribachi?" asked John.

"Yes," said Grandfather. "Mount Suribachi.





"When I came home, I walked the twelve miles from the bus station to this spot. There weren't any parades or parties.

"I knew I wasn't allowed to tell anyone about the code. I looked down at that beautiful canyon floor and thought, 'I'm never leaving again.'"

"But why did you leave in the first place?" asked John.

His grandfather lifted him gently onto the horse. "The answer to that is in the code," he said. "The code name for America was 'Our Mother.' You fight for what you love. You fight for what is yours."

He swung his leg behind John and reached around him to hold the reins.

"Keep my wallet," he said. "It will remind you of the unbreakable code that once saved your country."

John clutched the wallet with one hand and held the horse's mane with the other. He wasn't as scared of going to a new place any more. His grandfather had taught him who he was and what he would always have with him. He was the grandson of a Navajo code talker and he had a language that had once helped save his country.



STOP AND CHECK

Ask and Answer Questions How does Grandfather's story affect John? Go back to the text to find the answer.



Reread

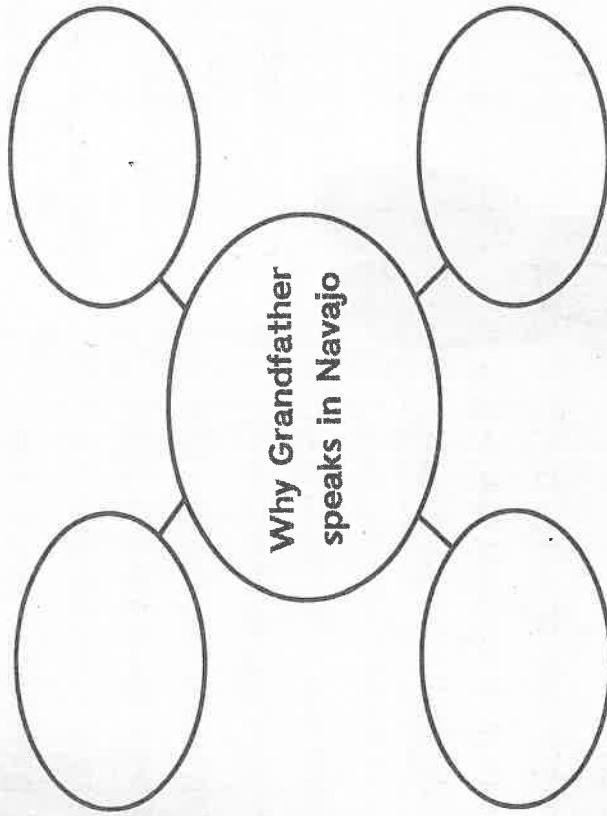
The Unbreakable Code

? Why does Grandfather speak to John in Navajo?



Talk About It Reread pages 432 and 433. Turn to your partner and discuss how the Navajo language is described in the selection.

Cite Text Evidence What effect does the Navajo language have on John? Write text evidence in the web.



Write Grandfather speaks to John in Navajo because _____



Literature Anthology:
pages 430-443

Close Reading Tip of the Week

When I reread, I can use the author's words and phrases to understand the characters. I find text evidence to answer questions.



Roberto

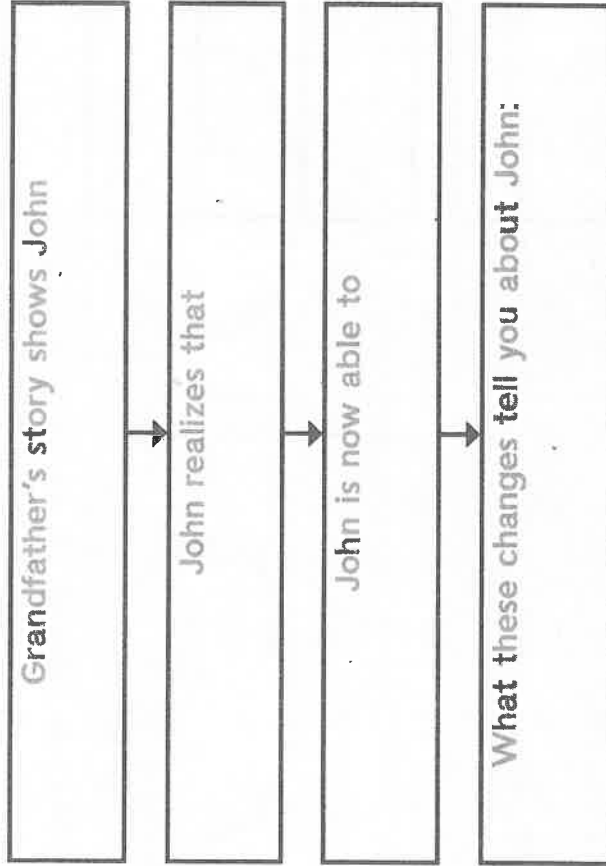
Christopher Robbins/Image Source/Alamy

? How does John's reaction to his Grandfather's words show how John has changed?



Talk About It Reread page 443. Turn to a partner and discuss how John has changed by the end of the story.

Cite Text Evidence How does Grandfather's story change the way John feels? Cite evidence from the text in your answer.



Write By the end of the story, John _____



QUICK TIP

I can think about how the author uses dialogue to share key details.

Your Turn

How does the author use dialogue and Grandfather's story to teach John about the strengths of his Navajo culture? Use these sentence frames to organize your text evidence.

The author includes Grandfather's stories to . . .

John's reaction to these stories shows that . . .

In the end, John . . .

Go Digital!
Write your response online.

? How is the message of this World War II poster similar to the message of *The Unbreakable Code* and "Allies in Action"?



Talk About It Look at the poster and read the caption. Talk with a partner about what the men are doing.

Cite Text Evidence Underline clues in the poster that help you understand what the message is. Circle evidence in the caption that explains about the poster's purpose.

Write The message of this poster is similar to the message of the selections because _____



QUICK TIP

I see details in the poster that help me compare it to the selections I read this week.



Build for Your Navy! This poster was created by Robert Muchley between 1941 and 1942. It encourages skilled workmen to join the Navy during the war.

Name _____

intercept

bulletin

recruits

operations

survival

enlisted

diversity

contributions

Finish each sentence using the vocabulary word provided.1. **(recruits)** On her first day in the army, my sister _____

2. **(contributions)** The food bank will use the _____

3. **(intercept)** During the game, he tried _____

4. **(operations)** The construction company _____

5. **(diversity)** The United States is a nation _____

6. **(survival)** A constant supply of food and water _____

7. **(bulletin)** I decided not to walk to school because _____

8. **(enlisted)** It has been over a year since _____

Name _____

The Scrap Drive

Alice watched the young girl drop the bottle into the recycle bin. She remembered how she had started recycling when she was the girl's age. During World War II, everything was rationed, and people needed to recycle. She recalled how schools in her city had a Scrap Drive contest every month and collected paper, metal, rubber, and fabric. One day she had asked her father, "Dad, how can I help my school win the contest?"

"That old, bald tire in the garage might help," Dad had said. "A rubber tire can be reused to make 20 pairs of boots."

Alice and her dad had found the tire and started to roll it to the collection center at the bottom of the hill. The tire slipped from Dad's grasp and rolled downhill. "Stop that tire!" Dad had shouted. They raced after the tire, but it had crashed into the collection center building. Alice smiled to herself and remembered how proud she had felt when her school had won the contest that month.

Answer the questions about the text.

1. How do you know this text is historical fiction?

2. A flashback is a scene from the past that interrupts a story. What sentence tells that a flashback is coming?

3. What two time clues signal that this takes place in the past?

Name _____

astronaut	mechanical	automatic	telegraph	autograph
telephone	myth	photograph	mechanic	astronomer
automobile	television	telescope	telegram	disaster
photography	phonics	mythical	telephoto	homophone

A. Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.

1. tele _____ oto _____
2. my _____ ical _____
3. au _____ mobile _____
4. te _____ vision _____
5. autogra _____ _____
6. _____ otograph _____
7. as _____ onomer _____
8. _____ chanical _____
9. tele _____ aph _____
10. pho _____ graphy _____
11. tele _____ one _____
12. _____ tomatic _____
13. homoph _____ e _____
14. _____ lescope _____
15. _____ tronaut _____

Copyright © The McGraw-Hill Companies, Inc.

B. Write these spelling words on the lines in reverse alphabetical order: *phonics, myth, telegram, disaster, mechanic*

16. _____ 18. _____ 20. _____
 17. _____ 19. _____

Name _____

- **Capitalize** the first word, all important words, and all proper nouns in a greeting.
- Capitalize only the first word in the closing.
- Capitalize these **abbreviations** commonly used in letters and formal e-mails: Mrs., Mr., Ms., Dr., Inc.

Read each part of the letter. On the lines provided, rewrite each part with the correct capitalization.

1. To whom it may concern:

2. I am writing on behalf of dr. Morton and mrs. rodriguez.

3. They are both employees of american meganews, inc.

4. Please let my assistant, ms. hart, know when we can all meet.

5. with all best wishes,
