



# *At Home Learning Resources*

## **Grade 5 - Week 11**

*Get Counted*  
**2020 Census**

The Census starts in April  
More info | [www.2020census.gov](http://www.2020census.gov) | Job opportunities

### How to take the 2020 Census

Online      Phone      Mail

### Why it matters

<b>Federal funding</b> For local programs and organizations	<b>Better planning</b> For roads, schools, healthcare and emergency services
<b>Determines representation</b> In Congress and the state legislature	<b>Helps businesses</b> Locate factories and stores, recruit employees and conduct market research

**Shape your future**  
**Your community, your voice**

<https://2020census.gov/>

## Grade 5 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3801>

This week continues a focus on mystery reading and writing. Your child should be reading, writing, talking and writing about reading, and exploring new vocabulary each week.

**Reading:** Students need to read each day. They can read the mystery included in this packet and/or read any of the mystery books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

**Writing:** Students will continue working on writing mystery stories for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 5 Mystery Writing Choice Board](#). This writing should last throughout the weeks. This is a great opportunity to explore new topics. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 mystery and work to refine it throughout, or might write multiple mysteries, getting better each time.

**Word Work:** Students can work on learning new vocabulary words using clues in the text. Students can choose any words they find in their reading.

When reading fiction texts, think about the following. Stop and jot, and respond in writing as you are reading or when you are done.

# Drawing on All You Know to Read Well & Interpret Texts



Read alertly.

See details as meaningful.



Uncover life lessons or messages:

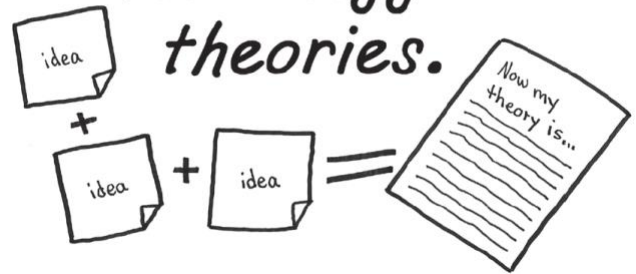
Name a big problem or challenge faced by the main character.



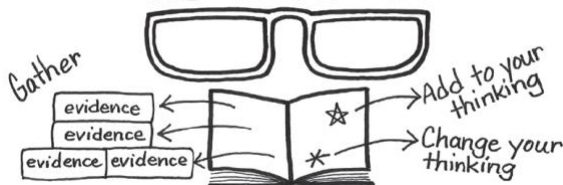
Look for a moment when something related to that problem shifts.



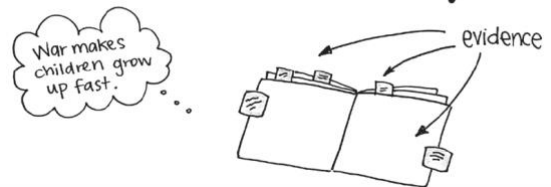
Connect ideas to form bigger theories.



Read on, using your interpretation as a lens.



Determine themes and support them with evidence from across the story



# The Monkey's Paw



Written by Rus Buyok and  
Keith and Sarah Kortemartin  
Illustrated by Mariano Epelbaum



The campfire crackles, and Miguel lazily digs his roasting stick into the glowing embers. Kara and Damien stare transfixed at the dancing flames as they all bask in the unadulterated languor that only comes at the beginning of summer vacation. They survived their first year of middle school—they deserve a break.

Shelly shuffles out of the darkness on the other side of the fire, looking haggard and exhausted, even in the warm glow. The trio barely look up from their reverie. With a determined movement, Shelly flings something into the flames that bounces off a burning log and lands between Miguel's sneakers.

He leans forward and sees that it's a severed hand, the fingers curled into a clawlike fist.

"What the—!" Miguel squeaks as he bolts upright. The scent of singed hair hits his nostrils, and he cringes.

"If you know what's good for you, you'll toss that back in the fire," Shelly says, her voice shaking, almost frantic.



"What . . . why do you have a *hand*?" Damien stutters. Kara pokes at it with a stick, and the three shudder as the fingers open on their own.

"It's not a hand—it's a monkey's paw, and you need to torch it," Shelly snaps. "It's supposed to grant wishes, but everything you ask for turns out horrible." She darts around the fire, but Kara snatches the paw off the ground and clutches it behind her back.

Shelly steps away, her terrified expression melting into something icy and distant in the firelight. She shakes her head. "I'm warning you: burn that thing before it ruins your life, too." With that, she turns and sprints away as if something were chasing her.



"She's so weird," Miguel says.

Kara holds the paw up to the flickering light and gingerly brushes away some soot. It looks ancient—maybe even mummified. "Weird or not, this is pretty astonishing."

"You don't *actually* believe that story about wishes," Damien challenges. "Let me see it."

Kara hands the paw to Damien, who grasps it between his thumb and forefinger with a frown of distaste.

"Of course I don't believe in a paw granting wishes," she says, "but it's just cool to have, like a *curio*." Miguel and Damien stare at her blankly. "That's a legitimate word—look it up."

"It's getting late, and I told my mom I'd be home before ten," Miguel says. "Help me with the fire."

"That means I have to go home and pooper-scoop the backyard before Dad comes home tomorrow," Damien whines, fidgeting with the monkey's paw. "Do you guys have any idea how much a mastiff poops? It's like an adult human male squats in our yard four times a day. I wish I didn't have to clean up after Bruiser anymore."

The paw twitches in Damien's hand, and he chucks it on the ground with a shriek. Kara and Miguel start laughing as Damien repeatedly screeches, "It moved!"

"Don't be ridiculous," Kara says, picking up the paw. "It's just a dried-up old husk of a hand. There's nothing to be afraid of."





Three days later, Damien's mastiff, Bruiser, is hit by a truck and killed. When Miguel and Kara hear about the news from other friends, they try texting, emailing, and calling Damien, but he doesn't respond. Finally, after days of silence, they ride their bikes to his house, and as the evening shadows stretch toward a summer storm beginning to roil, they knock on the door.

Damien answers, looking disheveled with red-rimmed eyes.

"I'm so sorry," Kara says and jerks him into a tight hug.

"Thanks," Damien mumbles into Kara's shoulder. Eventually, Kara releases him, and the three go inside to sit in the living room in uncomfortable silence.

Finally, Miguel breaks the tension by asking, "How are you doing?"

"Not great, man," Damien replies and clears his throat. "Bruiser used to sleep on the bed with me, and now I can't sleep without him there. My parents don't seem concerned; they went out to some work party tonight and left me here like there's nothing wrong."

"That's harsh," Miguel says.

"The worst part is that his death is my fault." Damien's voice catches in his throat, and he wipes his eyes. "Shelly warned us to burn the paw."

"I know you're in a lot of pain right now," Kara says, "but do you really think a shriveled knickknack could cause something like this?"

"It's the only logical explanation," Damien retorts.

"It's the most *illogical* explanation possible," Kara says.

"Do you have it with you?" Damien asks.

"It's in my backpack, but what difference does that make?"

Miguel sits up taller. "You're not thinking about—"

"If it worked once, it could work again," Damien snaps.

“Except for the ‘everything you ask for turns out horrible’ part, or have you forgotten that?” Miguel asks. Rain patters gently on the roof, filling the large room with a noise similar to faint static on an old television.



“I have a chance to get my friend back, and I’m going to take it,” Damien states as he seizes Kara’s backpack off the couch and rummages through it. Miguel makes a move to stop him, but Damien yanks out the paw in a flash and holds it up.

One desiccated finger is curled down.

“This is an awful idea,” Miguel says.

“Just let him try,” Kara says. “When nothing happens, he’ll see he’s done everything he possibly can, and maybe that’ll help him feel a little better.”

Miguel and Kara observe as Damien whispers something. They wait and listen to the rain gradually increasing in intensity, none of them sure exactly what they’re waiting for.

After what seems like forever, Kara says, “See, it’s just a creepy, gross old monkey’s paw—nothing more, nothing less.” She grabs the hand, returns it to her backpack, and zips the backpack shut.

“Now, my friend, you need to take a shower, so scuttle on upstairs while Miguel and I find some food and a movie that won’t depress us any more than we already are.”

Damien nods and reluctantly climbs the stairs, dragging his feet. A few minutes later, they hear the shower running. Kara points for Miguel to start going through the collection of movies on the shelf while she searches through the kitchen.

Thunder rumbles in the distance, and night descends. Soon, the three friends are covered in blankets on the couch, eating microwave popcorn, watching Damien’s favorite comedy, and laughing as if nothing terrible could ever happen.





They see the flash of light out front a split second before the crack of thunder shakes the windows like a cannon blast and the house plunges into blackness. Kara throws the blanket over her head, Miguel nearly leaps out of his skin, and Damien yelps like a frightened puppy.

A moment later, they all start to laugh at each other's reactions—until Miguel shushes them.

“Did you hear that?” he asks and whips out his cell phone to turn on the flashlight, almost blinding Kara and Damien.

“Hear what?” Kara asks, shielding her eyes from the sudden brightness.

Miguel puts his finger to his lips. They listen. From somewhere at the back of the house, they hear a faint scratching over the rain.

“What is that?” Miguel asks. Kara shakes her head, but Damien's eyes grow wide.

They clamber off the couch, cautious, Miguel in the lead with the light, followed by Kara enveloped in her blanket, and then Damien. The scraping sound grows louder as they approach the door leading to the backyard, but when they're near enough to grasp the handle, the noise halts.

They can hear their own anxious breathing as Miguel peers through the blinds covering the window in the upper part of the door. “It's like a black hole back there,” he says.

“Must be a branch or something caught in the thunderstorm,” Kara suggests, trying to sound confident, but her voice is scarcely above a whisper.

The scraping sound starts again, clearly this time on the outside of the house: a **rhythmic** pulse that moves sluggishly, as if something is using the exterior wall to drag itself along.

Miguel tracks the sound with his cell phone light as it haltingly works its way across one wall and then another. It stops.

Kara clutches the blanket around herself like a protective shield. Miguel focuses the light on the point where the noise ceased.

Lightning flashes, and Kara emits a squealing sound. “Let's go back to the living room,” she pleads to Miguel and Damien, who both nod enthusiastically.



They enter the living room, Kara diving onto the couch and covering herself with the boys' blankets, hunkered into the corner.

Miguel and Damien move toward the couch but freeze when something strikes the front door.

*Thump.*

It doesn't sound like rapping with hard knuckles on wood—more like tossing something sodden and heavy against it.

*Thump.*

Miguel shines his light on the front door. Kara tries to bury herself in the corner of the couch, and Damien covers his mouth, stifling a scream.

*Thump.*

Slowly, Miguel and Damien cross the living room, moving toward the large curtained window next to the front door.

"Stay away from—" Kara starts.

*Thump.*



As they near the window, Miguel and Damien cautiously push the fabric aside and lean forward to peer through the rain-streaked glass, using the cell phone light to pierce the darkness beyond.

"I can't see anything," Miguel says, his breath fogging the window.

*THUMP!*

Something smashes into the door, rattling the hinges, and the boys bound back.



The thing outside scratches slowly down the door, beginning at the top and raking all the way to the base. Damien's eyes widen, fixed on the door, as the scratching comes again, long and slow. Damien steps forward.

"No, don't," Miguel begs, grabbing Damien's arm, but Damien shakes him off.

"Damien, don't open the door!" Kara screams as he reaches for the dead bolt. Miguel is frozen in horror.

The scratching combines with a low, gurgling growl. Behind Damien, Kara's shaking hands fumble with her backpack's zipper. Damien unlocks the dead bolt as a prolonged scratch finally trails off.

*THUD!*

The door shakes. The low growl turns into a horrific snarl. Kara manages to open her backpack and plunges her hand inside. She feels the leathery skin and coarse hair and pulls out the monkey's paw. Two fingers are curled down.

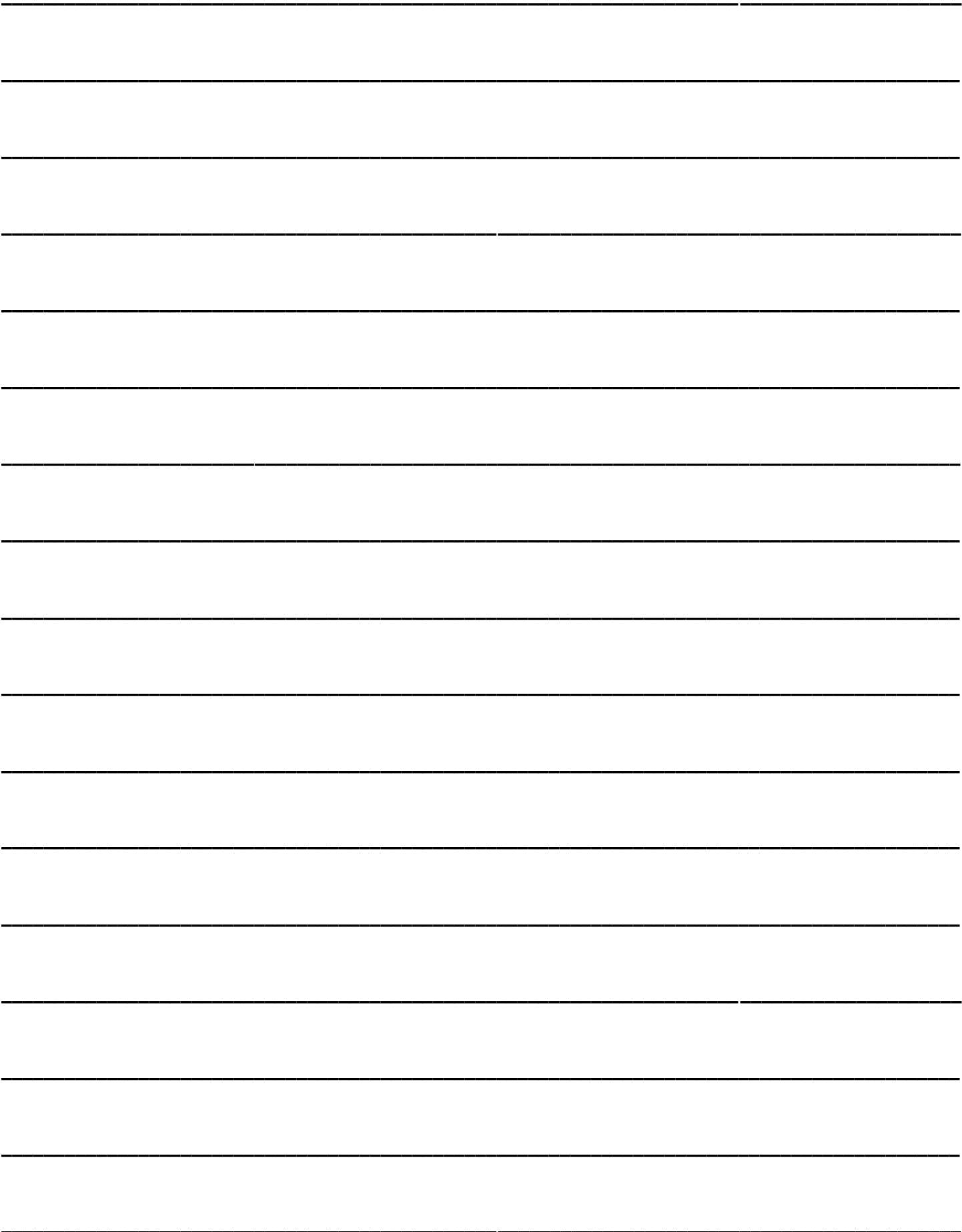
With trembling hands, Damien anxiously unlocks the doorknob and whispers, "Bruiser..."

Kara squeezes her eyes shut and wishes. The paw twitches almost imperceptibly in her hand.

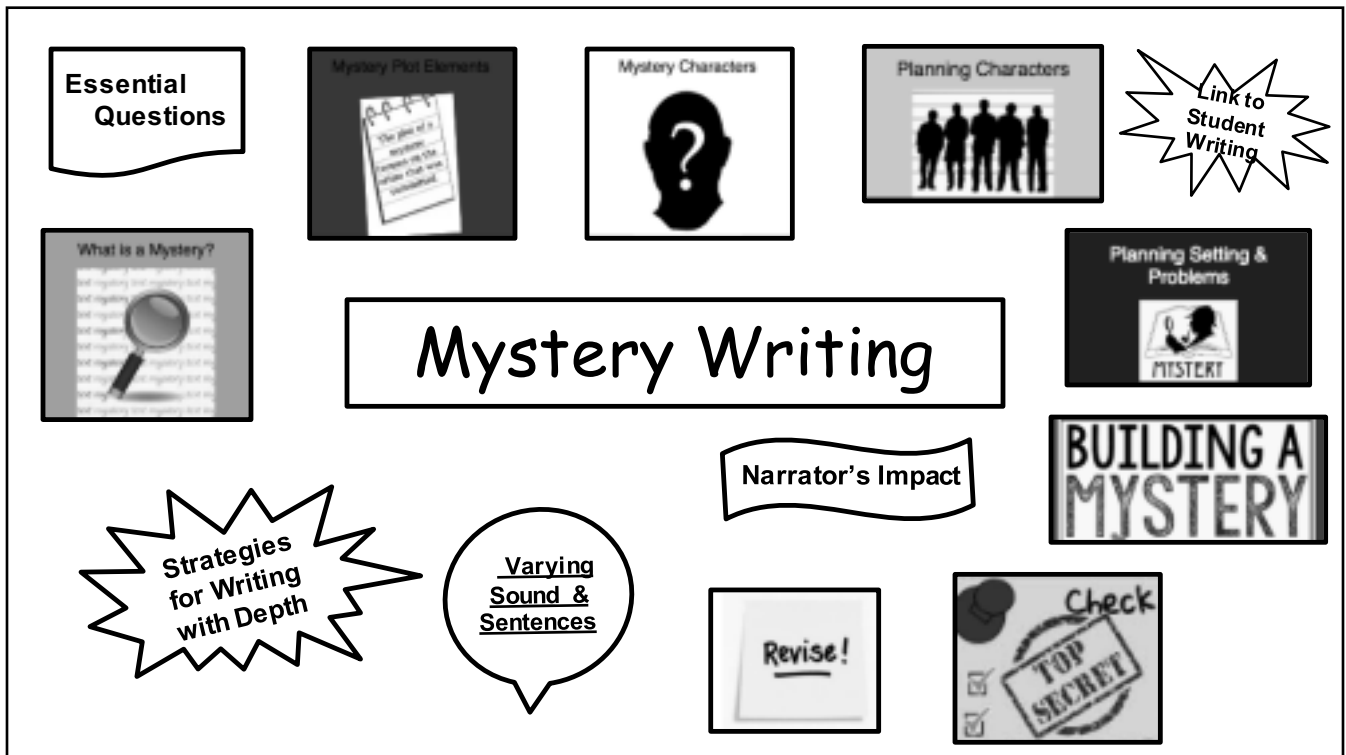
Damien swings the door open to see the rain falling gently in the deserted darkness beyond.







Grade 5 Mystery Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own mystery story.



A central choice board for mystery writing. The title "Mystery Writing" is in a large box in the center. Surrounding it are various icons and text boxes: "Essential Questions" (top left), "Mystery Plot Elements" (top left, with a document icon), "Mystery Characters" (top center, with a question mark head icon), "Planning Characters" (top right, with silhouettes of people), "Link to Student Writing" (top right, starburst), "What is a Mystery?" (middle left, with a magnifying glass icon), "Planning Setting & Problems" (middle right, with a person icon and the word "MYSTERY"), "Strategies for Writing with Depth" (bottom left, starburst), "Varying Sound & Sentences" (bottom center, speech bubble), "Narrator's Impact" (bottom center, banner), "BUILDING A MYSTERY" (bottom right, large text), "Revise!" (bottom center, box), and "Check" (bottom right, box with a "TOP SECRET" stamp).

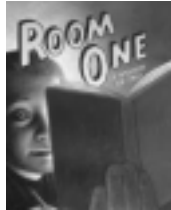
## Essential Questions

When writing a mystery, you should keep some essential questions in mind:

- How does the narrator's point of view affect a story?
- Why is it important to know the structure of a text?
- How do the essential elements of a mystery affect its quality?
- How is mystery unique as a genre?
- How do great mystery writers hook and hold their readers ?



# What is a Mystery?



**What is a Mystery?** Everyone enjoys a good mystery! A **mystery** is a fictional story in which a character needs to figure out who committed a crime. Whether it is on television, at the movies, or in a game or book, many people enjoy the challenge of figuring out who is responsible for a crime.

Mystery stories all have several things in common. All mystery stories have at least one **suspect**, or a person who could have committed the crime. In many mystery stories, suspects have alibis. An **alibi** is an excuse or reason a suspect might use to show his or her innocence. Most mysteries have at least one **victim**, or character who was wronged, hurt, or killed in the story. Mystery stories also have an investigator or a **detective**. These characters can either be professional or amateur **sleuths**. Amateur investigators are people who aren't trained to hunt down **clues**, but who like to try to solve a crime. Investigators often try to find a **witness** to the crime, or someone who may have seen the crime in progress or may have knowledge of it. Investigators also try to find **evidence** to help solve the crime. Investigators try to track down these clues to determine a person's **motive**, or reason for committing a crime. After they gather enough **evidence**, investigators put the details and pieces together to try to solve the crime.

A mystery is unique from other stories because the **plot**, or main purpose, of the story focuses on a **crime**, which is a puzzle or problem that needs to be solved. Authors of mysteries add clues to the story to help the reader solve the puzzle by the end of the book. They also add misleading clues called **red herrings** to keep readers in suspense. Mystery authors want the reader to try to predict, or guess, the final outcome. Authors usually don't reveal the solution until the end of the book.



RICKS-BRICKS

Defendant Testifies

13

## Mystery Plot Elements

**Clue**

A fact or object that helps to solve mysteries.

Start thinking... what crime/problem will happen? What clues can you include? What evidence? Will you have a red herring?

**Crime**

An act that is against the law.

**Evidence**

Something that helps prove who committed the crime.


A red herring is a distraction!

**Red Herring**

A false lead that throws the investigator off track.


### Suspect

A person who is believed to have possibly committed the crime.




### Victim

Someone who is harmed or suffers some loss because of the crime.



### Witness

Someone who saw the crime being committed and can provide some information.



# Mystery Characters

Start thinking...what characters will you include?

### Sleuth

Another name for a detective.




### Detective

A person who investigates mysteries and gathers information.



### Alibi

An excuse that a suspect uses to show that he or she was somewhere other than at the scene of the crime when the crime was committed.



## MYSTERY ELEMENTS

Characters  
Suspects are characters who may have caused the problem the mystery is trying to solve. Detectives or investigators try to solve the mystery.

<p><b>Suspects</b></p> <p>You will need to create suspects for your mystery story. You must have at least three suspects. You will need to write a short description of each suspect and why they are suspected of committing the crime.</p> <p>Circle the suspect who will end up being guilty of the crime.</p>	<p><b>Who Are Your Suspects?</b></p>   
<p><b>Detective</b></p> <p>You will need to have a detective in your story. The detective can be a child or an adult. Describe your detective and tell a little bit about him or her. If your detective has a partner or a helper, describe him or her as well.</p>	<p><b>Who Is Your Detective?</b></p>   

<p><b>Suspects</b></p> <p>You will need to create suspects for your mystery story. You must have at least three suspects. You will need to write a short description of each suspect and why they are suspected of committing the crime.</p> <p>Circle the suspect who will end up being guilty of the crime.</p>	<p><b>Who Are Your Suspects?</b></p> <p>Store manager</p> <p>old lady customer</p> <p>cashier</p>
<p><b>Detective</b></p> <p>You will need to have a detective in your story. The detective can be a child or an adult. Describe your detective and tell a little bit about him or her. If your detective has a partner or a helper, describe him or her as well.</p>	<p><b>Who Is Your Detective?</b></p> <p>detective A lady / nice / about 50 / likes with kindness</p> <p>detective B lady / "bad guy" / "kiss" / looks</p>



**Setting**  
The location where the mystery takes place.

**Plot**  
The plot is the story of the mystery. Usually there is

- A problem or puzzle to solve
- Something that is missing
- A secret
- An event that is not explained

Most mystery plots use suspense. This means that the reader does not know the solution while he or she is reading the mystery.

Setting	What Is Your Setting?
Decide where your story will take place. A mystery can take place anywhere, but here are some ideas: a school, an amusement park, a baseball field, your house, an airport, the mall, or the library. Don't forget to include the store the crime was committed in the setting of your story.	
Problem	What Is Your Problem?
In order for a story to be a mystery there must be a puzzle, secret, or mysterious problem to be solved. You must decide what crime or prank has been committed, or what has been stolen. Good suggestions come will happen in your story. Some suggestions include something being stolen, something or someone gone missing, anonymous letters being sent to a character, strange events or unexplainable noises, etc. <small>*Please do not choose a problem that includes violence.</small>	

### Planning Your Mystery

Setting	What Is Your Setting?
Decide where your story will take place. A mystery can take place anywhere, but here are some ideas: a school, an amusement park, a baseball field, your house, an airport, the mall, or the library. Don't forget to include the store the crime was committed in the setting of your story.	<ul style="list-style-type: none"> <li>* school</li> <li>* the beach</li> <li>* grocery store</li> <li>* mall</li> <li>* any neighborhood</li> <li>* theater</li> </ul>
Problem	What Is Your Problem?
In order for a story to be a mystery there must be a puzzle, secret, or mysterious problem to be solved. You must decide what crime or prank has been committed, or what has been stolen, or what mysterious event will happen in your story. Some suggestions include something being stolen, something or someone gone missing, anonymous letters being sent to a character, strange events or unexplainable noises, etc. <small>*Please do not choose a problem that includes violence.</small>	<ul style="list-style-type: none"> <li>* all the hand sanitizer is gone</li> <li>* the toilet paper is missing</li> <li>* the secret guy disappeared</li> </ul>

**Clues**  
Clues are hints that help the detectives and reader solve the mystery. They can be things people say or do or objects that are found.

**Distractions**  
Distractions are things that lead an investigator off the path, including clues that do not add up to a solution but make the search longer.

**Structure**  
Structure refers to the way the story is set up. Most mysteries have a structure like this:

- Introduction: learn about the problem, meet characters
- Body of story: someone is working to solve the mystery
- Conclusion: mystery is solved

Clues	What Are the Clues in your story?
The most include clues that lead to the suspect.	<ol style="list-style-type: none"> <li>1. muddy footprints</li> <li>2. a face mask left behind</li> <li>3. sanitizer drips</li> <li>4. flooding toilet</li> <li>5. name tag</li> </ol>
These clues might include fingerprints, witnesses, items left at the scene of the crime, or clues to the mystery or anything else that you think might help the reader figure out who is guilty.	<p><small>As other cashier says no</small></p>
Sequence of Events	
Using the clues below, create a sequence of events that solve the mystery. If there are not enough clues, add an additional sheet of paper.	<ol style="list-style-type: none"> <li>1. Customers complain - toilet paper is missing</li> <li>2. investigation starts - interviews</li> <li>3. sanitizer knocked over - drips all over the shelves</li> <li>4. face mask tucked behind lysol spray on top shelf</li> <li>5. muddy footprints up the aisle</li> <li>6. cashier interrogated</li> <li>7. flooding toilet in men's room</li> <li>8. stackpile found in secret closet at store</li> </ol> <p>manager ordered to clean toilets</p>

# BUILDING A MYSTERY

**SCHOLASTIC**  
http://teacher.scholastic.com

# Narrator's Impact

When writing your mystery story it is important to understand the impact the narrator will have on how your events in the story are described.

- What type of narrator will you have (1st person? 3rd person?)
- You as the author need to make sure you develop the narrator's point of view!

## 1st Person Example

*When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim's warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.*

## 3rd Person example

*If I am out of my mind, it's all right with me, thought Moses Herzog.*

*Some people thought he was cracked and for a time he himself had doubted that he was all there. But now, though he still behaved oddly, he felt confident, cheerful, clairvoyant and strong. He had fallen under a spell and was writing letters to everyone under the sun. ... [H]e wrote endlessly, fanatically, to the newspapers, to people in public life, to friends and relatives and at last to the dead, his own obscure dead, and finally the famous dead.*

### Strategies for writing with Depth

<p>Try to understand what is unknown about your topic by asking questions.</p>	<p>Take notes and organize the know well and ask, "where's the mystery here?"</p>
	<p>Imagine how an idea or topic applies to multiple situations in your life.</p>
	<p>Ask tough questions and try to answer them.</p>
<p>Write with both big images and small details.</p>	<p>Don't worry about finding "perfect" thoughts. Let your pencil fly freely!</p>
<p>Write about the same idea or topic repeatedly from different perspectives.</p>	

### Steal Back the Mona Lisa By Meghan McCarthy

While Jack is asleep in his room...  
Outside his room, and all the way across the sea in France...  
A few crooked crooks are...  
**STEALING THE MONA LISA!**

Wake up, Jack, wake up!  
**STEAL BACK THE MONA LISA!**

Jack was asleep, but something wakes him up.  
Jack has a mission.  
But what is it?

**QUICK, JACK! GET DRESSED!**

Instead of his clothes, Jack finds nothing but brown suits and brown hats. He puts on a special-agent watch that does a very special thing.

Jack struggles out the window. **QUICK JACK! USE THE LASER LIGHT!**

A car is waiting for him outside. A very **FAST** car.  
"I can't drive!" says Jack. "I'm too little."

**YES, YOU CAN!**  
And they speed away.

But where is Jack going? To France, of course!  
Jack's mission is to...

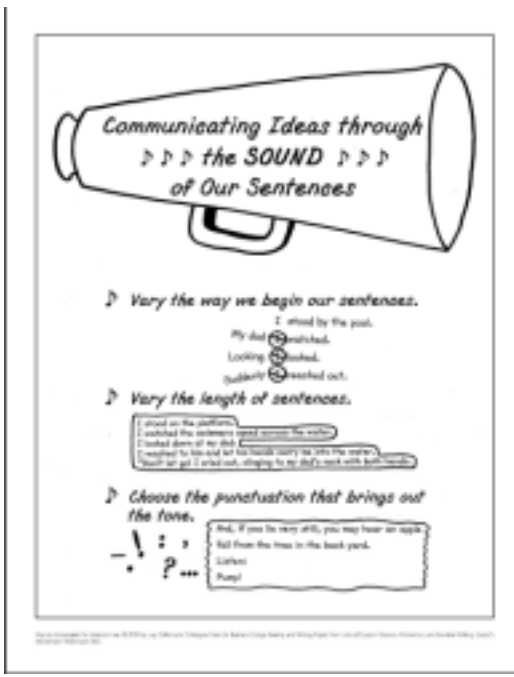
1. FLY ACROSS THE OCEAN
2. STEAL BACK THE MONA LISA FROM THE CROOKED CROOKS
3. RETURN THE FAMOUS PAINTING TO ITS HOME, THE LOUVRE.

Meanwhile, the crooked crooks are designing plans to ruin the MONA LISA!

Can Jack come to the rescue in time?

Perhaps not. Jack is being followed. Will they stop him from saving the MONA LISA?

**NO!**  
Jack releases slippery oil.



## Communicate Ideas Through Sound and Sentences

**Student Example:**  
*This must be Mike they all thought, "Hey! Umm, sir are you Mike? If so we found your dog!" the three said. He nodded but something was wrong he looked like he was in pain, like if tiny sharp needles were sticking into him. He tried to get up to see Mizu but he couldn't get up. The curly tailed dog whined and walked in circles around Mike. "Mike are you okay? Do you want us to help you up?" Ajit asked Mike. "I-I broke my leg. I fell on a rock while I was out walking my dog. I've been stuck ever since I fell". He explained the rest of the story. Then Ajit, Balaji and the dad helped him up onto his feet.*

## Revision Strategies

### 1. Including details in your writing

- One time...
- Hint at the trouble right from the start...
- What were you thinking?
- What was being said?
- What did you do?
- Build out the world of the story. Where were you? What did it sound like? Look like?

### 2. Reading it out loud to self

- "It helps to read it out loud to hear the sound of each word and rhythm of the sentences."
- "The sound of our words is powerful. Writer's communicate with readers by choosing words that convey not only the content but also the mood, the tone, and the feeling they want to convey."

Example: **Original sentence:** *He was there when I was born I think.*

Listening to my sentence it wasn't creating the mood I wanted so I reworded: **You were there when I was born, so I've been told.**

## Ingredients for a Mystery

When cooking up a mystery, authors use this tasty recipe.

**Directions:** Check all of the ingredients found in the mystery you read.

### CHARACTERS:

- Suspects:** Characters believed to have possibly committed the crime
- Detective:** Character trying to solve the mystery
- Witnesses:** Characters who saw the crime being committed

### SETTING:

- This is the location where the mystery takes place.

### PLOT:

When reading a mystery, the story usually includes one of the following:

- A problem that needs to be solved
- An event that cannot be explained
- A secret
- Something that is lost or missing
- A crime that has been committed

### CLUES:

- Clues are hints that can help the reader and the detective solve the mystery. They can be things people say or do, or objects that are found that provide important information. (Check the box if the mystery you read had clues.)

### RED HERRINGS:

- These are distractions or fake clues that may lead the reader or the detective off track. Red herrings often make it more difficult to solve a mystery. (Check the box if the mystery you read had a red herring.)

### RECIPE FOR A MYSTERY:

Most mysteries are set up the same way. The structure of a mystery usually looks like this:

- Beginning:** Characters are introduced and the reader learns about the problem
- Middle:** Detectives work to solve the mystery by interviewing suspects and gathering clues
- End:** The mystery is solved



"Attention everyone," Mrs. Doole said to our class as we walked in her classroom from science, "I will be opening up a store for our school starting today." Our whole class gazed upon all the delicious snacks that she had on her table. The next day everyone came in with a ton of money. Mrs. Doole's jar was full of money and her store supply was running low.

After Mrs. Doole restocked, the sales were back to how they were before, until we came into school on Friday morning. Over the loudspeaker Mr. Stahl said "Attention all students and staff, Mrs. Doole's shop was robbed last night, 400 dollars in cash and all of her snacks are gone and the store will be temporarily closed until we find out who has done this crime." I couldn't believe that. What kind of person would steal from a teacher? I knew I had to get to the bottom of this.

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The three of us showed up to school extra early in the morning to investigate the crime scene. As we examined the classroom, Nathaniel pointed out that the lock for the cabinet that Mrs. Doole stored everything in was smashed. We opened up the cabinet and looked very closely for any clues, when all of a sudden, we heard a voice ask, "What are you boys doing in here?" We turned around to find Mr. Stahl staring at us.

# The Robbery at the Wang School

By JD

“Attention everyone,” Mrs. Doole said to our class as we walked in her classroom from science, “I will be opening up a store for our school starting today.” Our whole class gazed upon all the delicious snacks that she had on her table. The next day everyone came in with a ton of money. Mrs. Doole’s jar was full of money and her store supply was running low.

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After we explained ourselves, Mr. Stahl said, “Follow me, I have a video from the security cameras, and I can’t figure out who this person is.” We followed Mr. Stahl all the way to his office and he played the tape of someone stuffing their bag with money and food over and over on his computer. “Judging by the criminals size, I’d say that’s a student.” said Mr. Stahl. Now we had a lead.

Before we had to go to class we asked Mr. Stahl if he could let us keep investigating Mrs. Doole’s room. He told us that he could temporarily move Mrs. Doole into a different classroom until we find out who did this.

That day, Mrs. Doole’s class was held in the basement where it was very cold and crowded. Kids were playing tricks on her by hiding in all the unneeded stuff. I thought that this could be the perfect way to stay after school and find clues. At 2:50, me, Nathaniel, and Jack snuck into the elevator and went to the basement to hide from all the staff members. By that time, Mrs. Doole was already gone and we could just stay and hang out until everyone left.

About 10 minutes later Mike and Dennis, the custodians, came down to grab something, so we needed to hide with super stealth. I hid behind a stack of desks and chairs, Jack was behind an unused giant whiteboard, and Nathaniel hid inside a cabinet. Mike walked over to the cabinets and Dennis was walking towards the pile of desks that I was behind. My heart was racing and I was shaking because I was afraid that I was going to be caught in the basement. Dennis was right in front of me and he reached out...

His hand was inches away from me, but he only grabbed a chair. I was so lucky that he didn't see me. Then, my attention drifted to Mike right next to the cabinet that Nathaniel was in. He opened up the cabinet, but Nathaniel wasn't there anymore. He must've used his super ninja skills to avoid being caught. Mike grabbed a bag out of the cabinet and said to Dennis, "It's time to give this to Mr. Stahl." Once they were gone we were able to come out of our hiding spots. "How'd you do that?" me and Jack asked Nathaniel. "I just used my ninja training and got out of there lightning quick," he responded.

We waited about 10 minutes so it was safe to get out without being caught. We got back to Mrs. Doole's classroom and investigated immediately. Right away, Nathaniel pointed out the trail of cheetos. "The criminal must've had a snack during his getaway," said Nathaniel. We followed the trail and ended up in the office. We saw Omayra at her desk and asked if she knew anything about this. "I do know that Cheetos are Mr. Stahl's favorite snack," she told us. We now have a suspect.

We went back up and tried to think of who likes Cheetos the most. The names we came up with were Mr. Stahl, Richie, and Talvin, but we knew from Mr. Stahl's tape that the crime was committed by a student.

The next day we gathered our suspects and interrogated all of them. We started with Richie. "Richie, where were you at 6:30 to 7:00 on Thursday night?" questioned Jack. "I was at my baseball game, I swear," said Richie. I checked the PYO schedule and saw that Richie's team, the Indians in fact did have a game on Thursday night at 6:00. "You're free to go," Nathaniel told him.

The next suspect was Talvin. "I can tell you for a fact that I was playing video games with Javi," he told us. We logged in to Talvin's PS4 account and checked his history. It told us that he was online with Javi playing video games during the crime. We told Talvin that he could go home. Next up was Mr. Stahl. He told us that he was at the Ninety Nine when the crime took place. We called the Ninety Nine and asked if there was a Mr. Stahl there on Thursday night.

The lady on the phone told us that there was no Mr. Stahl there. Mr. Stahl had a false alibi! So I was almost certain that he was guilty. Then I remembered the bag that Mike and Dennis were delivering to him. I bolted to Mr. Stahl's office and searched for the bag. I found it under a pile of books. I came back and looked through the bag. Right on top was a giant bag of Cheetos and 400 dollars!

The crime was solved and we found out that Mr. Stahl was a red herring and that he had his daughter rob the store for him. Mr. Stahl was locked up in jail and Mr. Passeri was the new principal. Mrs. Doole closed her shop and never opened it again.

**The End.**

## Vocabulary

Write one word in each *Word* box. Then use the clues from the text and what you already know about the word to determine the definition of each word. If you find more words, do the same thing on a separate piece of paper.

Word	+	Story Clues	+	What I Know	=	My Definition
1.						
2.						
3.						
4.						
5.						



## Math Worksheet

**1 a.**  $11 \times 5 = \underline{\hspace{2cm}}$

**1 b.**  $9 \times 9 = \underline{\hspace{2cm}}$

**2 a.**  $2 \times 9 = \underline{\hspace{2cm}}$

**2 b.**  $6 \times 8 = \underline{\hspace{2cm}}$

**3 a.**  $8 \times 5 = \underline{\hspace{2cm}}$

**3 b.**  $5 \times 10 = \underline{\hspace{2cm}}$

**4 a.**  $6 \times 11 = \underline{\hspace{2cm}}$

**4 b.**  $7 \times 9 = \underline{\hspace{2cm}}$

**5 a.**  $3 \times 8 = \underline{\hspace{2cm}}$

**5 b.**  $10 \times 11 = \underline{\hspace{2cm}}$

**6 a.**  $7 \times 5 = \underline{\hspace{2cm}}$

**6 b.**  $3 \times 9 = \underline{\hspace{2cm}}$

**7 a.**  $3 \times 2 = \underline{\hspace{2cm}}$

**7 b.**  $4 \times 8 = \underline{\hspace{2cm}}$

**8 a.**  $6 \times 12 = \underline{\hspace{2cm}}$

**8 b.**  $7 \times 4 = \underline{\hspace{2cm}}$

**9 a.**  $8 \times 4 = \underline{\hspace{2cm}}$

**9 b.**  $2 \times 2 = \underline{\hspace{2cm}}$

**10 a.**  $4 \times 11 = \underline{\hspace{2cm}}$

**10 b.**  $5 \times 11 = \underline{\hspace{2cm}}$

# Math Worksheet

**1 a.**

$$\begin{array}{r} 883 \\ \times 63 \\ \hline \end{array}$$

**1 b.**

$$\begin{array}{r} 250 \\ \times 36 \\ \hline \end{array}$$

**2 a.**

$$\begin{array}{r} 105 \\ \times 92 \\ \hline \end{array}$$

**2 b.**

$$\begin{array}{r} 172 \\ \times 80 \\ \hline \end{array}$$

**3 a.**

$$\begin{array}{r} 655 \\ \times 27 \\ \hline \end{array}$$

**3 b.**

$$\begin{array}{r} 112 \\ \times 87 \\ \hline \end{array}$$

Four grade levels need equal time for indoor recess, and the gym is available for three hours.

- a. How many hours of recess will each grade level receive? Draw a picture to support your answer.
- b. How many minutes?
- c. If the gym can accommodate two grade levels at once, how many hours of recess will 2 grade levels receive in 3 hours?



Mr. Peterson bought a case (24 boxes) of fruit juice. One-third of the drinks were grape, and two-thirds were cranberry. How many boxes of each flavor did Mr. Peterson buy? Show your work using a tape diagram or an array.



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

## Division Worksheet

1 a.  $43 \div 12 =$  \_\_\_\_\_

1 b.  $64 \div 7 =$  \_\_\_\_\_

2 a.  $36 \div 10 =$  \_\_\_\_\_

2 b.  $70 \div 12 =$  \_\_\_\_\_

3 a.  $63 \div 7 =$  \_\_\_\_\_

3 b.  $76 \div 12 =$  \_\_\_\_\_

4 a.  $34 \div 4 =$  \_\_\_\_\_

4 b.  $82 \div 12 =$  \_\_\_\_\_

5 a.  $32 \div 9 =$  \_\_\_\_\_

5 b.  $78 \div 11 =$  \_\_\_\_\_

6 a.  $81 \div 12 =$  \_\_\_\_\_

6 b.  $86 \div 12 =$  \_\_\_\_\_

7 a.  $17 \div 11 =$  \_\_\_\_\_

7 b.  $18 \div 7 =$  \_\_\_\_\_

8 a.  $19 \div 5 =$  \_\_\_\_\_

8 b.  $38 \div 5 =$  \_\_\_\_\_

9 a.  $42 \div 12 =$  \_\_\_\_\_

9 b.  $60 \div 9 =$  \_\_\_\_\_

10 a.  $92 \div 11 =$  \_\_\_\_\_

10 b.  $39 \div 7 =$  \_\_\_\_\_

## Fractions Worksheet

**1 a.**  $\frac{4}{6} \times 5 =$

**1 b.**  $3 \times \frac{3}{12} =$

**2 a.**  $5 \times \frac{1}{2} =$

**2 b.**  $4 \times \frac{4}{6} =$

**3 a.**  $4 \times \frac{1}{2} =$

**3 b.**  $\frac{4}{8} \times 5 =$

**4 a.**  $2 \times \frac{2}{8} =$

**4 b.**  $\frac{2}{4} \times 4 =$

**5 a.**  $5 \times \frac{1}{12} =$

**5 b.**  $3 \times \frac{5}{8} =$

**6 a.**  $\frac{5}{6} \times 2 =$

**6 b.**  $\frac{3}{12} \times 5 =$

**7 a.**  $6 \times \frac{2}{6} =$

**7 b.**  $3 \times \frac{3}{8} =$

**8 a.**  $\frac{4}{6} \times 2 =$

**8 b.**  $\frac{1}{8} \times 5 =$

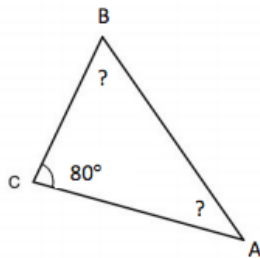


Solve by drawing a rectangular fraction model and writing a multiplication sentence.

Beth had  $\frac{1}{4}$  box of candy. She ate  $\frac{1}{2}$  of the candy. What fraction of the whole box does she have left?

Extension: If Beth decides to refill the box, what fraction of the box would need to be refilled?

Angle A of a triangle is  $\frac{1}{2}$  the size of angle C. Angle B is  $\frac{3}{4}$  the size of angle C. If angle C measures 80 degrees, what are the measures of angle A and angle B?



# Math Worksheet

1 a. \_\_\_\_\_  $\times$  7 = 14

1 b. \_\_\_\_\_  $\times$  12 = 120

2 a. \_\_\_\_\_  $\times$  10 = 40

2 b. 4  $\times$  \_\_\_\_\_ = 28

3 a. \_\_\_\_\_  $\times$  12 = 60

3 b. \_\_\_\_\_  $\times$  12 = 96

4 a. 9  $\times$  \_\_\_\_\_ = 45

4 b. \_\_\_\_\_  $\times$  4 = 32

5 a. 10  $\times$  \_\_\_\_\_ = 100

5 b. 12  $\times$  \_\_\_\_\_ = 84

6 a. \_\_\_\_\_  $\times$  6 = 18

6 b. \_\_\_\_\_  $\times$  12 = 36

7 a. \_\_\_\_\_  $\times$  5 = 40

7 b. \_\_\_\_\_  $\times$  3 = 24

8 a. \_\_\_\_\_  $\times$  5 = 20

8 b. \_\_\_\_\_  $\times$  11 = 121

9 a. \_\_\_\_\_  $\times$  2 = 22

9 b. \_\_\_\_\_  $\times$  6 = 48

10 a. \_\_\_\_\_  $\times$  2 = 14

10 b. \_\_\_\_\_  $\times$  8 = 96

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

## Division Worksheet

1 a.

$$\begin{array}{r} \overline{8) 808} \end{array}$$

1 b.

$$\begin{array}{r} \overline{8) 594} \end{array}$$

1 c.

$$\begin{array}{r} \overline{6) 207} \end{array}$$

2 a.

$$\begin{array}{r} \overline{7) 834} \end{array}$$

2 b.

$$\begin{array}{r} \overline{6) 805} \end{array}$$

2 c.

$$\begin{array}{r} \overline{5) 400} \end{array}$$

3 a.

$$\begin{array}{r} \overline{9) 361} \end{array}$$

3 b.

$$\begin{array}{r} \overline{8) 687} \end{array}$$

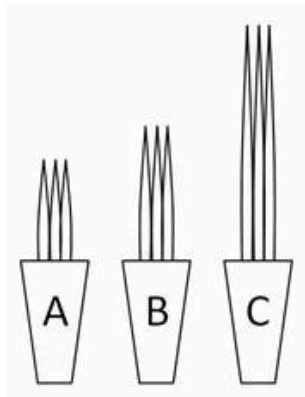
3 c.

$$\begin{array}{r} \overline{8) 597} \end{array}$$



## Task

The students in Raul's class were growing grass seedlings in different conditions for a science project. He noticed that Pablo's seedlings were  $1\frac{1}{2}$  times as tall as his own seedlings. He also saw that Celina's seedlings were  $\frac{3}{4}$  as tall as his own. Which of the seedlings shown below must belong to which student? Explain your reasoning.



## Task

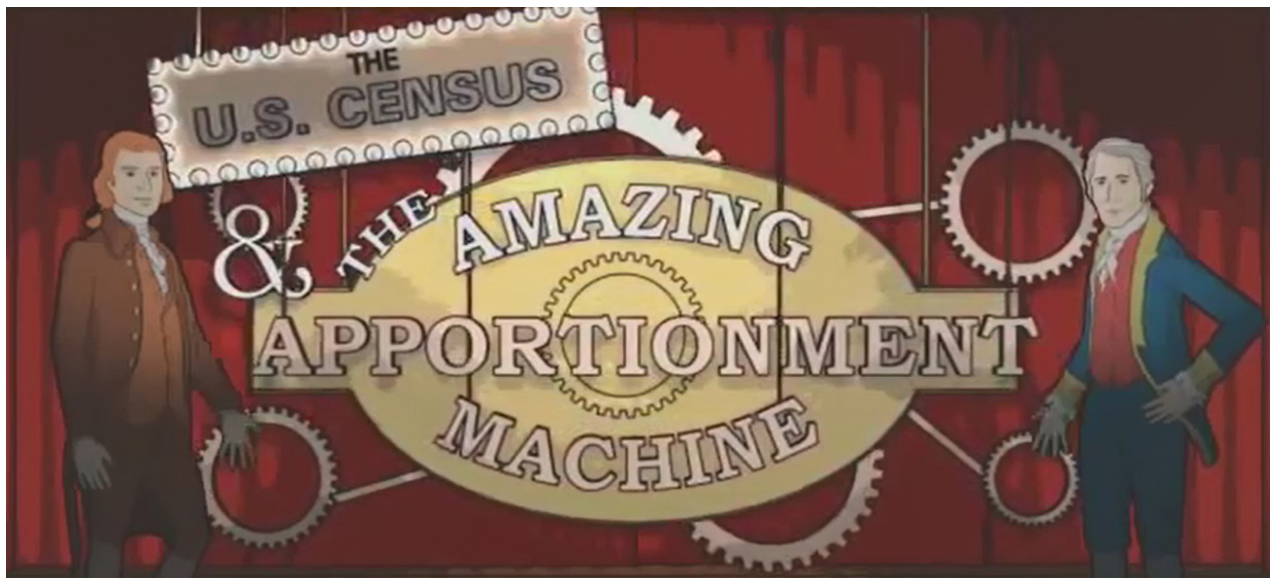
Kulani is painting his room. He needs  $\frac{1}{3}$  of a gallon to paint the whole room. What fraction of a gallon will he need for each of his 4 walls if he uses the same amount of paint on each? Explain your work and draw a picture to support your reasoning.



# Minute Challenge:

## The Amazing Apportionment Machine

### Warm-Up Activity



While watching “The Amazing Apportionment Machine Animated Video,” <[www.census.gov/schools/resources/videos/apportionment-machine.html](http://www.census.gov/schools/resources/videos/apportionment-machine.html)>, answer the following questions:

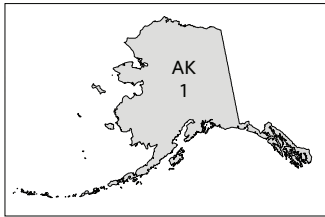
1. What is apportionment?
2. Since the \_\_\_\_\_ Census, Congress has used the Method of Equal Proportions.
3. According to the Constitution, each state should have at least \_\_\_\_\_ representative(s) or seat(s)?
4. How many total seats are in the House of Representatives?
5. Why is the apportionment formula used?
6. How many people did each House member represent in 1790 and 2000?
7. What is the purpose of apportionment?

Bonus Question: When will the next apportionment take place?



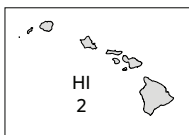
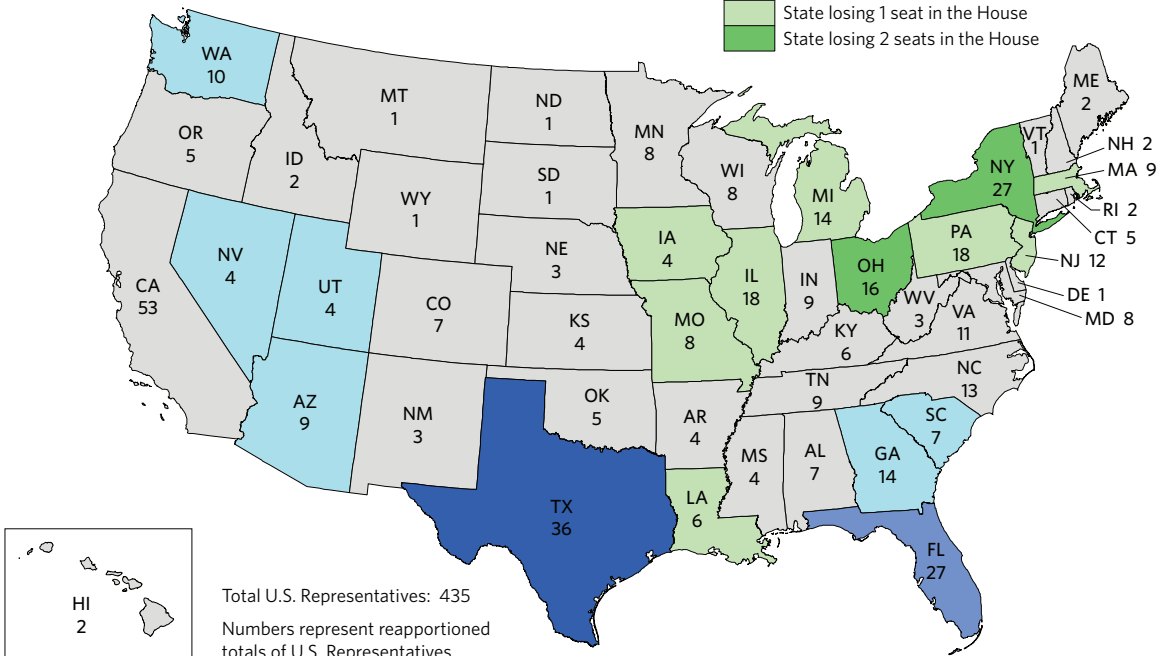
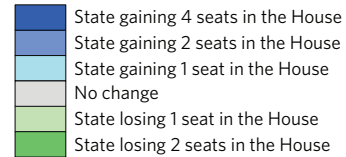
# Minute Challenge: Apportionment Map

## Warm-Up Activity



### Apportionment of the U.S. House of Representatives Based on the 2010 Census

Change from 2000 to 2010



Total U.S. Representatives: 435  
Numbers represent reapportioned totals of U.S. Representatives.

Source: U.S. Census Bureau, <[www.census.gov/schools/resources/maps/apportionment.html](http://www.census.gov/schools/resources/maps/apportionment.html)>

The U.S. Constitution requires that a census (population count) be taken every 10 years for the purpose of reapportioning the U.S. House of Representatives. Apportionment is the process of dividing the 435 memberships, or seats, in the U.S. House of Representatives among the 50 states.

*Use the map above to answer the following questions:*

1. What two states gained the most seats in the House, and what two states lost the most?
2. Of the states that had no change in their numbers, list those that have eight or more seats in the House?
3. Of the states that gained one or more seat(s) in the House, list those that have eight or less seats?
4. Of the states that lost one or more seat(s) in the House, list those that have eight or less seats?
5. How many states have 20 or more seats in the House? What conclusions can you draw about these states?



**1. In what way does plant nutrition differ from human nutrition? Choose the best answer.**

- a. Plants make their own nutrients; humans must consume theirs.
- b. Plant nutrition consists mainly of protein; human nutrition consists mainly of carbohydrates.
- c. Plants absorb their nutrients from the soil; humans get theirs from food.
- d. Plants cannot make their own food; humans can.

**2. Which of the following do plants gain from sunlight?**

- a. Carbon dioxide
- b. Energy
- c. Sugar
- d. Water

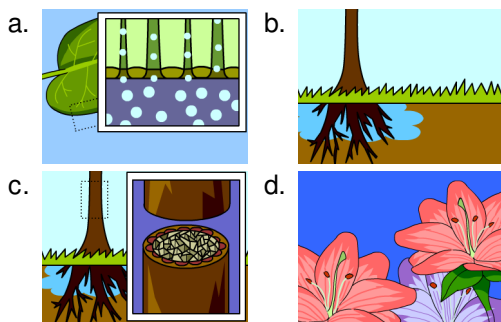
**3. What might happen if plants could not produce glucose?**

- a. They would not be green
- b. They could not grow and function
- c. They could not absorb energy from the sun
- d. They would not have leaves

**4. What is the main function of xylem within a plant?**

- a. It keeps the leaves green
- b. It enables the plant to absorb sunlight
- c. It turns energy into glucose
- d. It transports water and nutrients from the roots to the leaves

**5. Which of the following depicts xylem?**



**6. Which part of the human body is most similar to stomata in plants?**

- a. The heart
- b. The brain
- c. The lungs and airways
- d. The fingers and toes

**7. If you were looking for a plant's chloroplasts, where would you find them?**

- a. In its fruit
- b. In its xylem
- c. In its roots
- d. In its palisade and spongy cells

**8. Chlorophyll is a type of pigment, and so is the melanin in your skin. What is a pigment?**

- a. Something that aids with photosynthesis
- b. Something that helps plants grow
- c. A substance that contains color
- d. Something that helps plants absorb water

**9. Chlorophyll traps energy from sunlight and stores it as what kind of energy?**

- a. Kinetic energy
- b. Heat energy
- c. Color energy
- d. Chemical energy

**10. In photosynthesis, water molecules are split into \_\_\_\_\_ and \_\_\_\_\_ atoms.**

- a. Hydrogen and oxygen
- b. Sulfur and lithium
- c. Carbon and nitrogen
- d. Glucose and fructose

## Mission US – An Interactive Way to Learn History



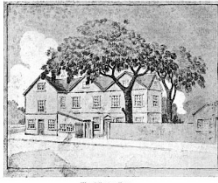
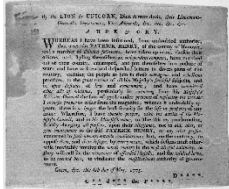
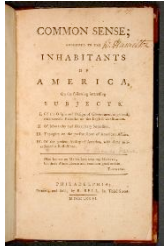


In this interactive game, “For Crown or Colony”, you will be put into the shoes of a printer’s apprentice in 1770 Boston, where you will encounter Patriots, Loyalists, and the Boston Massacre.

Go to <https://mission-us.org> and click on “Register” to set up a free account. (No personal information is required.) If you played the game last week, just log in.

Two weeks ago, you went through the Prologue (Leaving Home) and Part One (New in Town). Last week you went through Part Two (Death in Boston) and completed a vocabulary activity. This week, continue with Part Three: March of the Apprentices.

Then complete the following vocabulary activity.

**MISSION 1: "For Crown or Colony?"**  
**Part 3: March of the Apprentices (February 23-26, 1770)**  
**Vocabulary Activity**

<p style="text-align: center;"><u>LIBERTY TREE</u></p> <p>A regular meeting place for Patriots to express their viewpoints and protest the British interference in the colonies. The tree was also used for hanging effigies, posting broadsides, distributing pamphlets, and hanging flags. During the siege of Boston in 1775, a group of Loyalists cut down the tree and used it for firewood.</p> 	<p style="text-align: center;"><u>BROADSIDE</u></p> <p>A printed poster or public announcement, designed to catch a reader's attention and declare the latest news, government proclamations, public service announcements, opinions or advertisements.</p> 
<p style="text-align: center;"><u>PAMPHLET</u></p> <p>A printed leaflet or booklet, often containing political, philosophical or religious arguments, essays, and commentaries on current events. Pamphlets were usually printed and distributed quickly and cheaply.</p> 	<p style="text-align: center;"><u>MARTYR</u></p> <p>One who suffers or sacrifices something of great value – often one's own life – for refusing to renounce a belief or standing up for one's principles.</p>
<p style="text-align: center;"><u>SPINNING BEE</u></p>  <p>A gathering of people, usually women, to encourage the production of yarn as opposed to importation. Spinning bees were a popular forum for expressing opposition to heavily taxed British goods.</p>	<p style="text-align: center;"><u>STAMP ACT</u></p> <p>The Stamp Act of 1765, established by Parliament, imposed a tax on all public and legal documents including permits, contracts, newspapers, wills, pamphlets, and even playing cards. Colonists protested the Act, claiming that it was not fair for Parliament to impose taxes on the colonies if the colonies were not represented in Parliament. The Stamp Act was repealed on March 18, 1766.</p> 

**MISSION 1: "For Crown or Colony?"**  
**Part 3: March of the Apprentices (February 23-26, 1770)**  
**Vocabulary Activity**

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SONS OF LIBERTY

A political group that originated in Boston following the Stamp Act in 1765, made up of Patriot men that resisted Crown laws. Groups calling themselves "Sons of Liberty" existed in every colony. In 1773, the Sons of Liberty organized the Boston Tea Party in response to England's Tea Act.



KING GEORGE III

The King of Great Britain from 1760 to 1820. Imposed many different taxes on American colonies in an effort to pay for military efforts in North America and elsewhere. Viewed as the classic symbol of British sovereignty and tyranny – "The Crown." Blamed by many for prolonging the conflict with the colonies and the American Revolution unnecessarily, and ultimately losing the colonies.



PENNYWHISTLE

A small, inexpensive woodwind instrument, also known as a tin whistle.





**MISSION 1: "For Crown or Colony?"**  
**Part 3: March of the Apprentices (February 23-26, 1770)**  
**Vocabulary Activity**

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Name:

Date:

Activity: After reading and talking about the words or terms on the flash cards, read this letter Nat Wheeler sent to his parents back in Uxbridge shortly before the funeral of Christopher Seider. Use the cards and your memory to help you fill in the missing words and terms.

King George III  
pennywhistle

Liberty Tree  
broadside  
martyr

pamphlet  
spinning bee

Stamp Act  
Sons of Liberty

My dear Mother and Father,

I do not wish to alarm you, but tensions here in Boston are rising by the day. In my last letter I told you of the death of a young apprentice, Christopher Seider. Preparations for his funeral are now underway, and many people in Boston have strong feelings about the incident. I have heard several people call Christopher a \_\_\_\_\_, since his life was sacrificed in support of the Patriot cause. I must decide if I agree. It is a lot to think about.

My work does not provide me with much distraction, as Master Edes is busy printing information about the funeral. He printed a \_\_\_\_\_ to give to people at the funeral, with Patriot opinions and essays about the current state of affairs with Britain. Perhaps it will move the people of Boston to take further action.

Just a few days ago Master Edes had me post a \_\_\_\_\_ announcing information about the funeral to the people of Boston. I was told to put the paper at a popular gathering place for Patriots, the \_\_\_\_\_. I learned that it has been an important location for the Patriots. After the \_\_\_\_\_ in 1765, when printed paper and documents were taxed, many gathered there to protest and voice their opinions. I heard that several men, known as the \_\_\_\_\_, met there to protest violently, and even burned effigies of British officials!

**MISSION 1: "For Crown or Colony?"**  
**Part 3: March of the Apprentices (February 23-26, 1770)**  
**Vocabulary Activity**

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I cannot help but sometimes question the actions of the man who wears the crown, \_\_\_\_\_.

It seems no matter what he does, the Boston is an unhappy town. I do not believe that he and the redcoats will back down any time soon, and I worry about what will come next.

But please, do not fear that my days are filled only with talk of conflict and death. Recently, Mrs. Edes allowed me to sit in on her \_\_\_\_\_, which was a great success. She and the other Patriot women are committed to make their own yarn and cloth to avoid importing British goods. In the few moments I have to myself, I am practicing new songs on my \_\_\_\_\_. I am becoming quite good, and will play a song or two when I see you next.

I pray that you and Samuel are well, and that all is well on the farm.

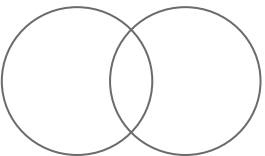
Your loving son,

Nat

# ESL at Home 3-5 Weeks II-12

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a TV Show or Movie and write a review for it! Include a summary and why you like it/don't like it.</p> <p>First, _____. Next, _____. Last, _____. I like this/don't like this because _____. Another reason is because _____.</p>	<p>Find <b>10 food random items</b> of your choice in your house. Line them up in alphabetical order. A-Z.</p> <p><b>Example:</b> Crackers, Apple, Banana</p> <p style="text-align: center;">↓</p> <p><b>Apple, Banana, Crackers</b></p>	<p>Go on a walk outside. What are some <b>natural resources</b> that you see? What are some <b>physical features</b> of your area? Sketch and label.</p> <p><b>Natural resources:</b> water, plants, sunlight. <b>Physical Features:</b> Mountain, hills, river.</p>	<p>Design your dream house. Draw and label rooms, furniture, and the fun features you would put at your house!</p>	<p>Write your own math problem and solve it. Then, write to explain how you solved it.</p> <p><b>Example:</b> <math>468+782=</math></p> <p>First, _____. Next, _____. Last, _____.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read two books. Compare/contrast the characters, setting, problem, solution, etc. using a venn diagram.</p> 	<p>Use things around your house to create an invention to launch items into the air using <b>force</b>. How do you get items to go farther? Less distance? Higher? Sketch and label your invention.</p>	<p>Practice reading aloud to someone in your family. Then, ask your family member questions about the text to see if they were listening!</p>	<p>Find 5 things in your home that have <b>acute angles</b>.</p> <p>Find 5 things in your home that have <b>obtuse angles</b>.</p> <p>Find 5 things in your home with lines that are <b>parallel</b>.</p> <p>Sketch and label these items!</p>	<p>Write your opinion on distance learning. How do you feel about learning from home? Do you like it/dislike it? Why? Write three reasons.</p> <p>I like/dislike distance learning. First, _____ because _____. Another reason I _____ is because _____. Finally, _____.</p>