



# *At Home Learning Resources*

## **Grade 5 - Week 12**



### **How to take the 2020 Census**



Online



Phone



Mail

### **Why it matters**

#### **Federal funding**

For local programs and organizations

#### **Better planning**

For roads, schools, healthcare and emergency services

#### **Determines representation**

In Congress and the state legislature

#### **Helps businesses**

Locate factories and stores, recruit employees and conduct market research

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

<https://2020census.gov/>

## Grade 5 ELA Week 12

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 completes 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 and get ready for summer. Students can also reflect back on the school year and write a bit about what they liked or learned.

**Writing:** Students will finish working on writing mystery stories this week. 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 finish this week. Students will be writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing.

**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.

# My Summer Reading Plan



Books/Authors I want to read:



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Where I will get books:

Borrow from the library

Read online

Trade books with friends

Buy at a bookstore

Buy Online

Other \_\_\_\_\_

Where I will read:

In my bedroom

In the living room

Outside

In my car

At the beach

Other \_\_\_\_\_

Log all of the books that you read. If you read 1 book, write it down. If you read 100, write them down. You can write them here. If you run out of room, add another piece of paper.

OR

Looking for an even easier way to log your books, do it online. [Click here](#) to enter your book titles online. Your school will keep a list of all of the books that you read.

Remember, you only need to log your books on paper **or** online. NOT BOTH!

**Happy Summer Reading!**

# THE BUS RIDE<sup>1</sup>

by Sahar Sabati

I had finished my night shift in the ER and was on my way home. I actually was a full two hours early, as I had gone off for break so late that I was sent home by the head nurse. It was still dark outside; usually I left the ER around eight, and now it was barely six fifteen. We had had a good, easy night, and we certainly deserved it, as the last couple of weeks in the ER were horribly hectic to the point of the entire staff being ready to quit en masse.

When I got into the bus, I was relieved that my favorite seat at the back was empty. From that view point of the back corner of the bus, I could see everyone. I didn't like being in a weak seat, where someone I couldn't see could be watching me.<sup>2</sup>

A man came in a few moments later and chose the sideway seat in front of mine. He was carrying two bags. One was a red postman's bag slung over his shoulder, the other was a black heavy-duty garbage bag he was half carrying, half dragging behind him. He put them both on the ground, propped his feet on them and leaned back in his seat.<sup>3, 4</sup>

For some kind of reason, I was particularly interested in this man. He had intrigued me, and I didn't know why. It happened sometimes that someone would catch my fancy. It made my imagination soar; made me weave an intricate web involving the person and the most insane stories.

In between quick glances, I noted that he was a middle-aged man, between forty to forty-five years of age, tall, thin but muscular, with an angular face and eyes set deep within their sockets. He had a five o'clock shadow and dark smudges under his eyes. His gaze was flickering around nervously, fluttering on each face around him, starting with the one on his right leading all the way to mine. I didn't react to the scrutiny. I held his gaze, then slid my eyes away. Just enough contact to let him know I wasn't afraid, but not too much so that he'd think I was interested.<sup>5</sup>

He continued watching the different people around him, his lips moving soundlessly, leaning his head back against the window and closing his eyes. He visibly relaxed. He was probably wary of meeting someone on the bus. An old girlfriend, maybe? Or maybe he was hoping to see someone, and was nervous about meeting again with that person.

I shrugged his eccentric behavior off—after all, he was just another one of the odd people who live in this city. I directed my gaze outside again at the city waking up. I still had thirty minutes of my ride to go.

Different scenarios explaining the man's behavior spinning in my head, I was dozing off when a sharp, foul smell made my eyes snap open. The man has opened his red bag and taken out a bottle, which seemed to be the source of the odor. I tried to control my wincing, as I didn't want the man to see it. God only knew what his reaction would be.<sup>6</sup>

The man, unaware of my musings, took a long sip out of the bottle. It looked like plain, clean water—why did it stink so much?

Once again, my imagination started to wander. Maybe the man had gone down on luck, and had spent the night hunting for meat to feed his family. Maybe he worked as a sewage-cleaner during the night. Maybe his washing machine didn't work, and when his clothes reached a state of utmost dinginess, he finally gave up and is now going to his mother's house to use hers, which would explain his state and the smell emanating from the bag.

My imagination was now fired up; I was wide awake. Since he was looking the other way, I observed him more closely, to fine tune my story. I suddenly noticed the blood on his hands. Some of it was fresh, the rest caked. It formed an indistinct pattern, and I couldn't see any visible wounds explaining the presence of blood.

However, it did correlate with my theory that he was a sewage-cleaner. After all, it wasn't easy work, and he could hurt himself easily. I wondered if he had taken the time to disinfect his wounds, since he could get an infection.

I was musing on the dangers of simple wounds when the man slowly turned his head towards me. His gaze traveled from my hands, resting on my bag, up to my eyes.<sup>7</sup> He met them and I shuddered. His eyes were empty and cold. Eyes cold like this could only belong to someone who had no soul... Someone who could be capable of anything.

The man started fidgeting again, as if looking for a comfortable position. Maybe he had a guilty conscience. What had he done, that he couldn't even sit comfortably in a bus?

My gaze fell on the ring that he was wearing. It was a gold chevalier, with a large green stone that could have been an emerald. The reason I noticed the ring was its spotlessness against the man's dirty skin. It wasn't a new ring; the stone showed obvious signs of wear. It didn't match the man's clothes and overall appearance, either. He was wearing the clothes of a construction worker, with visible wear and tear. He had no other jewelry on. It didn't make sense that someone who was wearing old, torn up clothes, would be wearing such a clean, expensive looking ring.<sup>8</sup> Personally, I would leave such a piece of jewelry at home for when I'd wash up and put some cleaner clothes on.

The picture was becoming grimmer by the minute. What if that smell wasn't that of sewage or an old sandwich? I had smelled that smell before. After all, I am a nurse. The smell was that of rotting meat. When taken in with the blood on his hands and the out of place ring, it did look like the man had killed someone and stuffed him or the clothes he was wearing during the killing in the bags he was wearing. It wasn't his own ring the man was carrying. It was the ring of the person he had killed.<sup>9</sup>

My stop was coming up, but I decided to stay on the bus until the man had left. The fact that he might be a murderer was too serious for me to ignore, especially after he caught me looking at

him with an odd look in his eyes. Had he guessed that I knew his secret? Would he follow me off the bus, then ambush me and kill me? Would my blood pouring over him add to the overall stench of his person?<sup>10</sup>

By then, my heart was pounding. Horrific visions of my mutilated body danced before my eyes. I forced them away with much difficulty. I didn't know what to think; surely I was exaggerating. I had to be exaggerating. It was possible that the murder story I had read last evening had been lingering in my mind a little too long. When I thought about it, holes appeared in my carefully knitted theory. Surely a murderer wouldn't take a public bus and face possible identification. But what about the proof? It couldn't lead to any other conclusion. I was certain about it.

However, as I watched my stop roll by, the ridiculousness of the situation hit me and I felt a sudden sense of embarrassment. A grown woman such as myself should know better. What looked innocent could be more than that, whereas what looked horribly suspicious could be just as innocent.

Many people had questionable hygiene. Maybe he was a homeless man moving from one location to another. It was probably the long, sleepless night that had fueled my errand train of thoughts. That and that book that would find its way to the donations box as soon as I got home.

It was embarrassing to have to admit that I'd made a mistake. I rang the bell and was getting up to leave when the man looked at me and winked. It startled me. I tentatively smiled back. When he smiled, I felt utterly ridiculous. A man with such a nice smile couldn't be a murderer. I got off and told myself that the extra walk would serve me as a lesson.

I finally got home, cold and tired. The wind had been blowing in my face the whole way, and every muscle in my body felt frozen. I took my keys out and opened the door. I kicked snow off the newspaper that was lying on the ground and gasped.<sup>11</sup>

Looking up at me was the man from the bus. Over his head was the title: "Man caught on tape killing wife and kids." It seemed that I had been right, after all. I fearfully looked around. I had been right about the man's past actions; had I guessed right about his future actions, including my possible demise? I hurried inside the house and closed the door firmly, knowing that I wouldn't be able to sleep anytime soon.

# SURVIVAL<sup>1</sup>

by John M. Floyd

Ross and McLane stood together on the grassy ridge, looking down at the coastline.<sup>2</sup>

"If he left this morning," McLane said, "he should be back by now."

"He'll be back," Ross said.

"I don't know. He told Susan there might be pirates about." McLane was leaning on a crutch he had made from a tree limb, and gazing at the spot where the beach disappeared around a peninsula a mile to the west. They knew which way was west, at least, from the sun. That was about all they knew.<sup>3</sup>

"Let's just hope he finds the boat."<sup>4</sup> McLane nodded.

"Or more survivors. Right?"

"Wrong. We don't need more survivors. There's barely enough food for the four of us. What we need is the boat." All of them had seen it, just before dark last night—an empty rubber lifeboat, drifting in somewhere beyond the peninsula.

"What if he finds it," McLane asked, "and leaves us here?"<sup>5</sup>

"I don't think that's a problem." Ross turned to glance at Susan McLane, who was standing fifty yards away. She also was looking west, her hands on her hips and the sea wind rippling her hair.<sup>6</sup>

"What do you mean?"

"I mean I saw your pretty wife leave the campfire last night, while Antonio was out in the jungle somewhere. She stayed gone quite a while."

McLane's face reddened. "You're a fool, Ross. I may be old, but Susan's too smart to fall for Antonio, or for you either. Which has also crossed your mind, hasn't it?"

Ross made no reply.

Watching him, McLane adjusted his crutch and said, "When did he leave, exactly? And what was he wearing?"

"What?"

"Antonio. When did he leave?"

Ross frowned. "I told you, he left at sunup. In that red shirt of his, and jeans."

"You're certain of that?"

"What's that supposed to mean?"

"Maybe he didn't leave at all," McLane said. "Maybe you just told me and Susan that, so we wouldn't be suspicious."<sup>7</sup>

"Suspicious of what?" Suddenly Ross blinked. "You think I killed him?"

"You said yourself, there's barely enough food. One less mouth wouldn't hurt. And if I were next, you'd have Susan all to yourself."

Ross glared at him. "Well, maybe that's—"

"There he is!" Susan shouted. She was down in a crouch, one hand shading her eyes, the other pointing west.<sup>8</sup>

Both men turned to look. Sure enough, a yellow lifeboat had rounded the peninsula and was coming this way. Inside it, paddling with what looked like a long piece of driftwood, was a man in a red shirt. Susan waved; Antonio waved back.

All of them watched until the boat disappeared beneath the brow of the ridge. The same thought was in all their minds: they were saved. Or at least they had a chance now. They knew their directions, and if they could find and pack enough water and food and row east, they would eventually hit the mainland.

Susan ran up to the men and said, breathless and grinning, "It'll take him a while to get up here. Come on, I want to show you both something."<sup>9</sup>

They followed her to a spot further inland, near where she was before. Here, the ridge ended in a sheer cliff.

"Look down there," she told them.

Carefully the two men walked to the edge and peered over. A hundred feet below, dark rocks covered the valley floor.

"What is it?" McLane asked.

Suddenly, without warning, Susan McLane snatched her husband's crutch away and shoved him over the cliff.<sup>10</sup>



For a moment Ross stood there stunned, gaping at her. Then, very slowly, his face changed. He broke out a smile.

"I knew it," he said. "Now all we have to do is get rid of Antonio and take the boat. Right?"<sup>11</sup>

Susan's face was flushed. "You don't think he'll suspect anything, do you?"

"Why should he?" Ross stepped cautiously to the edge and looked down again. "We'll just say—"

The heavy crutch caught him just behind the right ear. It didn't knock him cold, but it was enough. A second later he toppled over the edge.

Susan stared down at them both a moment, breathing hard. With a loud laugh she threw the crutch after them and turned away. Antonio was already walking toward her along the top of the ridge.

"It's done," she cried, running to him. "Now we can--"

She stopped. The man in the red shirt wasn't Antonio at all. He was older and leaner, with a world-weary face and tattered trousers. As he approached he pulled a short, ugly pistol from his waistband.<sup>12</sup>

Susan backed away, tripped on a rock, and sat down hard.

The man stopped five feet away.

"Are you a pirate?" she whispered, her eyes wide.<sup>13</sup>

"You've been watching too much TV." He waved the gun. "Stand up."

She stood up. "Who are you, then?"

"I'm with the cruise line. Assistant head of security. Three of us, two crewmen and I, washed ashore a few miles away. We thought we were the only ones who made it, till your friend showed up."<sup>14</sup>

"Why do you have his shirt on?"

"Because I didn't have one, and he was unconscious when I left. Dehydration. He'll be fine." The man studied her a moment. "He told us there were four of you."

"The other two aren't here."

"I know. I saw them leave."

Susan swallowed. "Oh." She looked about, ran a hand through her hair, then faced him again.

"Does this mean I'm under arrest?"

"You will be. I'm sure the search planes are out, and we found flares in the lifeboat. Someone should get to us soon."

She looked him up and down, thoughtfully. "I don't suppose there's anything I could do to...change your mind about this?"

"You could try to push me over the cliff too, but I wouldn't advise it."

Her face darkened. "In case you're wondering," she said, "Antonio was in on it, too."

"I'm sure he'll be glad you told me." He stepped back and motioned with the pistol. "Let's go, Ms..."

"McLane. Susan McLane. And you don't need the gun." She raised her chin. "I'm a corporate executive, believe it or not."

"Oh, I believe it," he said.

He kept the gun on her all the way to the beach.<sup>15, 16</sup>

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John Floyd is the author of more than 500 short stories and fillers in publications such as *Strand Magazine*, *Grit*, *Woman's World*, *Alfred Hitchcock's Mystery Magazine*, and *Ellery Queen's Mystery Magazine*. His stories have been nominated for both the Pushcart Prize and the Derringer Award.

If you could go back in time and restart the school year, what would you do differently and why?

1

What were your favorite parts of this school year?

2

What were your least favorite parts of this school year?

3

What one word would describe this school year? Explain why you chose the word.

4

What will you miss most about your classmates?

5

What will you miss most about your teacher?

6

What will you miss most about your classroom/school?

7

What was your favorite non-academic activity or event from this school year?

8

What was your favorite academic activity or event from this school year?

9

What was the best day you had this year?  
What made it the best?

10

What was the most interesting skill or topic you learned this year?

11

What was the most difficult skill or topic you learned this year?

12

What was something that was difficult for you at first but is now easy?

**13**

What was the easiest skill or topic you learned this year?

**14**

What do you wish that you had studied or learned this year?

**15**

What do you think was the most important things you learned this school year?

**16**

What did you accomplish this year that you are most proud of?

**17**

What was the kindest gesture you did for someone this year?

**18**

What was the kindest gesture someone did for you this year?

**19**

Which area of the classroom was your favorite? Why?

**20**

Which area of the school was your favorite? Why?

**21**

What will you miss most about this school year?

**22**

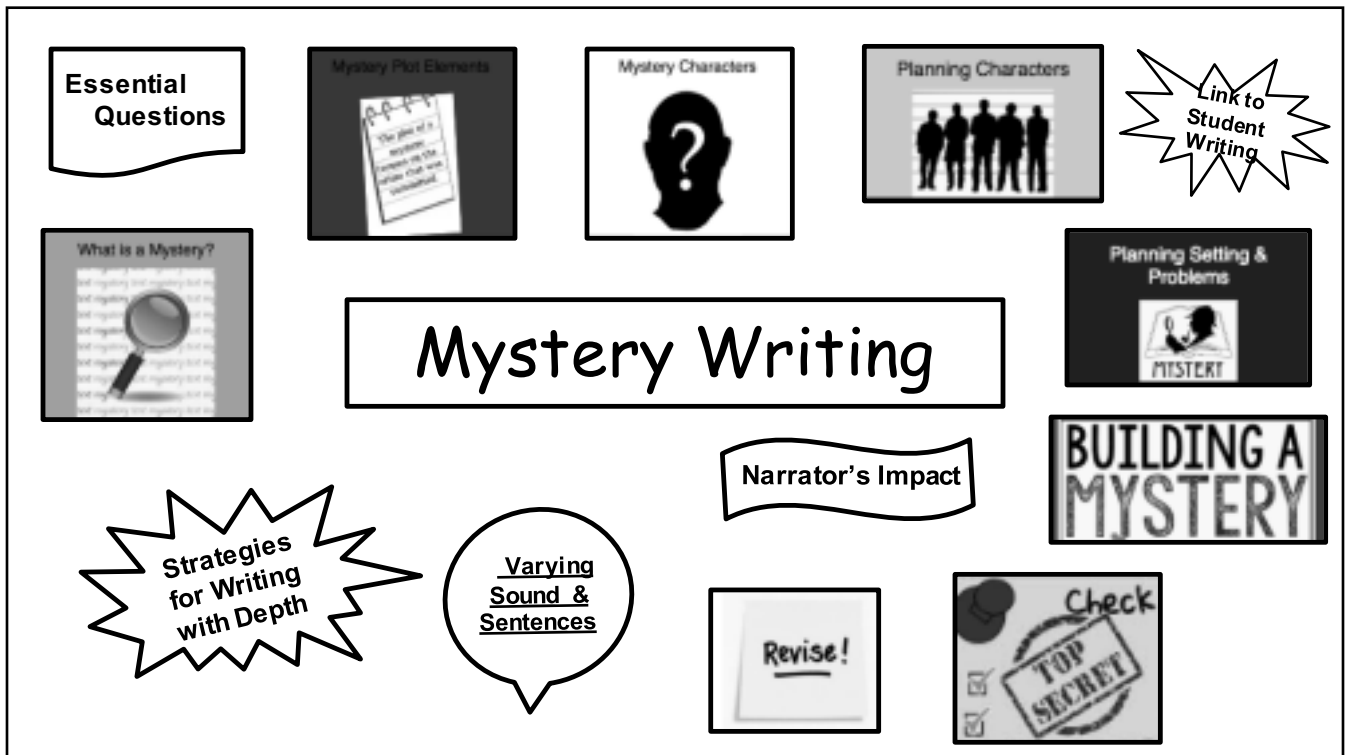
What was your favorite part of a normal school day? Why?

**23**

What was your favorite book you read in school this year?

**24**

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.



### Red Herring

A false lead that throws the investigator off track.




A red herring is a distraction!




### 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.



### Sleuth

Another name for a detective.



# Mystery Characters

Start thinking...what characters will you include?


### 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 a disappearance, 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. <del>flooding toilet</del> name tag</li> </ol>

\*Please do not choose a problem that includes violence.

As other cashier says no

**Sequence of Events**  
Using the clues listed, write the most events in your story, ending with the solution to the mystery.  
\*If there are not enough clues, add an additional sheet of paper.

1. Customers complain - toilet paper is missing
2. investigation starts - interviews
3. sanitizer knocked over - drips all over the shelves
4. face mask tucked behind lysol spray on top shelf
5. muddy footprints up the aisle
6. cashier interrogated
7. flooding toilet in men's room
8. stackpile found in secret closet at store

manager ordered to clean toilets

# 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





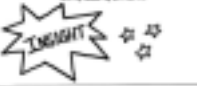


*When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim's warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.*

## 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...

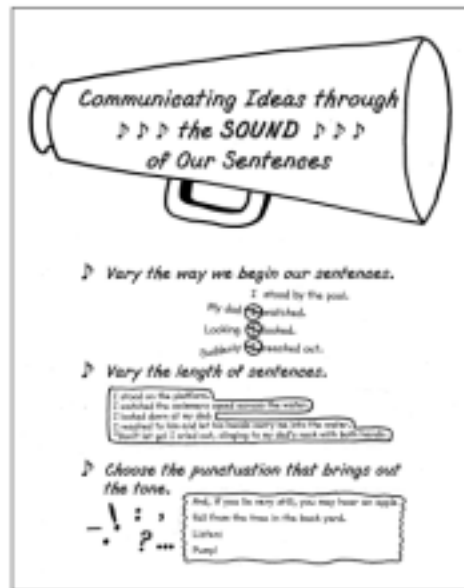
1. FLY ACROSS THE OCEAN
2. STEAL BACK THE MONA LISA FROM THE CROOKED CROOKS
3. RETURN THE FAMOUS PAINTING TO ITS HOME, THE LOUVRE.

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.

At lunch that day, Nathaniel, Jack, and I were sitting next to each other. "I wonder who would steal Mrs. Doole's stuff," said Jack. That's when I had an idea. "Hey guys," I said "maybe we can find out who robbed Mrs. Doole's store." Nathaniel and Jack were in, it was time to catch the criminal.

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

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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.

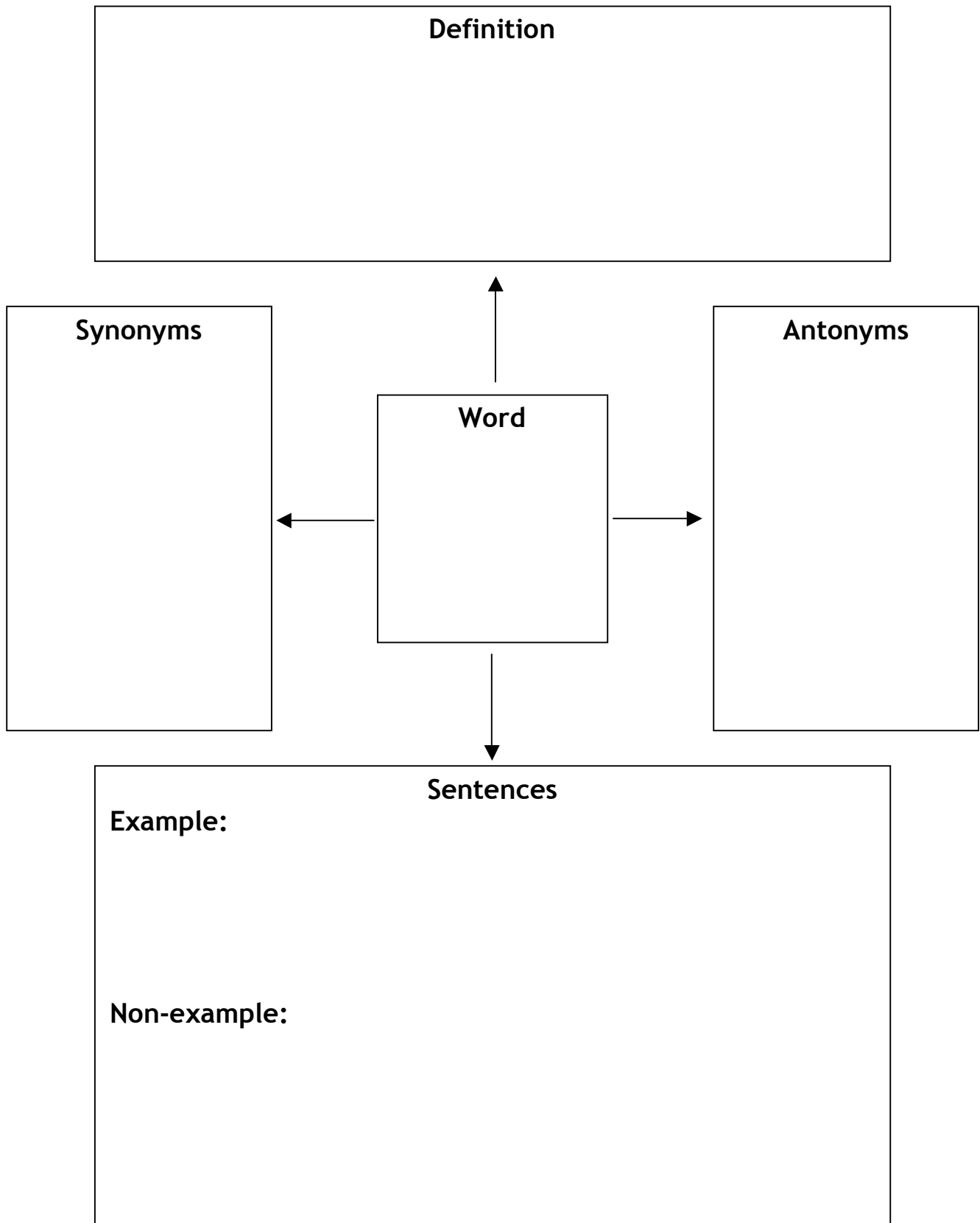
The lady on the phone told us that there was no Mr. Stahl there. Mr. Stahl had a false alibi! So I was almost certain that he was guilty. Then I remembered the bag that Mike and Dennis were delivering to him. I bolted to Mr. Stahl's office and searched for the bag. I found it under a pile of books. I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



New Vocabulary Word: \_\_\_\_\_



## Math Worksheet

1 a.  $7 \times \underline{\hspace{2cm}} = 56$

1 b.  $4 \times \underline{\hspace{2cm}} = 32$

2 a.  $10 \times \underline{\hspace{2cm}} = 50$

2 b.  $3 \times \underline{\hspace{2cm}} = 12$

3 a.  $\underline{\hspace{2cm}} \times 6 = 72$

3 b.  $3 \times \underline{\hspace{2cm}} = 30$

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

4 b.  $12 \times \underline{\hspace{2cm}} = 144$

5 a.  $6 \times \underline{\hspace{2cm}} = 60$

5 b.  $2 \times \underline{\hspace{2cm}} = 24$

6 a.  $\underline{\hspace{2cm}} \times 9 = 81$

6 b.  $9 \times \underline{\hspace{2cm}} = 27$

7 a.  $10 \times \underline{\hspace{2cm}} = 80$

7 b.  $\underline{\hspace{2cm}} \times 12 = 108$

8 a.  $9 \times \underline{\hspace{2cm}} = 36$

8 b.  $9 \times \underline{\hspace{2cm}} = 18$

9 a.  $\underline{\hspace{2cm}} \times 4 = 24$

9 b.  $\underline{\hspace{2cm}} \times 11 = 33$

10 a.  $\underline{\hspace{2cm}} \times 7 = 35$

10 b.  $7 \times \underline{\hspace{2cm}} = 77$

Name

Date



## MULTIPLYING FRACTIONS SHEET 3

Multiply these fractions together. Your answer should be given in simplest form, and left as an improper fraction.

1)  $\frac{3}{5} \times \frac{2}{3} =$

2)  $\frac{1}{4} \times \frac{5}{6} =$

3)  $\frac{4}{9} \times \frac{2}{3} =$

4)  $\frac{1}{8} \times \frac{5}{8} =$

5)  $\frac{3}{7} \times 8 =$

6)  $\frac{2}{9} \times \frac{6}{5} =$

7)  $\frac{2}{3} \times 8 =$

8)  $\frac{5}{7} \times \frac{7}{10} =$

9)  $\frac{7}{4} \times \frac{4}{5} =$

10)  $\frac{6}{15} \times \frac{4}{7} =$

11)  $6 \times \frac{3}{4} =$

12)  $\frac{9}{5} \times \frac{4}{9} =$

13)  $\frac{10}{7} \times \frac{4}{5} =$

14)  $\frac{4}{3} \times \frac{7}{5} =$

15)  $\frac{10}{6} \times 7 =$

16)  $\frac{5}{3} \times \frac{8}{5} =$

17)  $11 \times \frac{4}{5} =$

18)  $\frac{4}{7} \times \frac{9}{4} =$

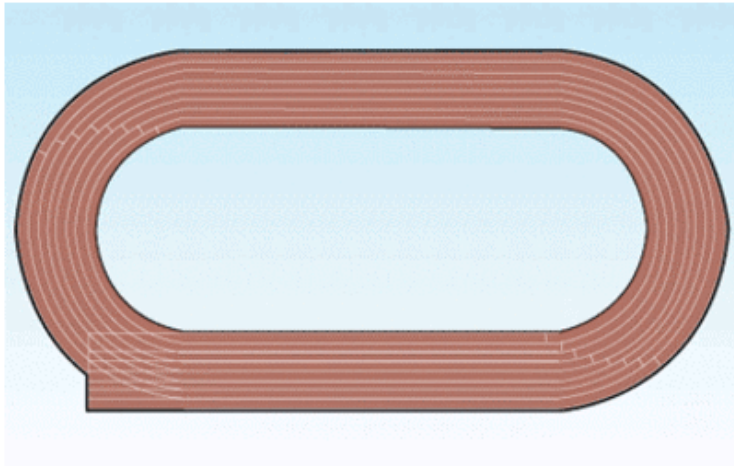
19)  $\frac{4}{9} \times 12 =$

20)  $\frac{3}{11} \times \frac{8}{3} =$

## Mrs. Gray's Homework Assignment



### 1/4 mile Track



1 lap =  $\frac{1}{4}$  mile

### Part One

Mrs. Gray gave a homework assignment with a fraction problem:

Will ran  $1\frac{2}{3}$  laps of a  $\frac{1}{4}$  mile track. How far, in miles, did Will run? Jenna and Steve worked together on solving the problem. Jenna said that Will ran about  $\frac{1}{2}$  mile because  $1\frac{2}{3} \times \frac{1}{4}$  is equal to about  $\frac{1}{2}$ . Steve answered that Will must have run more than  $\frac{1}{2}$  mile because when you multiply, the product is always larger than the factors and  $\frac{1}{2}$  is not larger than  $1\frac{2}{3}$ .

- Solve the problem. How far, in miles, did Will run?
- Is Jenna or Steve correct? Explain your reasoning using words, numbers, and/or pictures.

# Math Worksheet

1 a. \_\_\_\_\_  $\div$  10 = 7

1 b. 10  $\div$  \_\_\_\_\_ = 2

2 a. 100  $\div$  \_\_\_\_\_ = 10

2 b. \_\_\_\_\_  $\div$  6 = 9

3 a. 45  $\div$  \_\_\_\_\_ = 5

3 b. \_\_\_\_\_  $\div$  6 = 5

4 a. \_\_\_\_\_  $\div$  4 = 6

4 b. \_\_\_\_\_  $\div$  9 = 7

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

5 b. \_\_\_\_\_  $\div$  8 = 3

6 a. \_\_\_\_\_  $\div$  3 = 8

6 b. 8  $\div$  \_\_\_\_\_ = 2

7 a. 56  $\div$  \_\_\_\_\_ = 8

7 b. 90  $\div$  \_\_\_\_\_ = 9

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

8 b. 36  $\div$  \_\_\_\_\_ = 9

9 a. \_\_\_\_\_  $\div$  5 = 7

9 b. \_\_\_\_\_  $\div$  2 = 2

10 a. \_\_\_\_\_  $\div$  7 = 8

10 b. \_\_\_\_\_  $\div$  9 = 10


11 a. 4  $\div$  \_\_\_\_\_ = 1

11 b. \_\_\_\_\_  $\div$  2 = 5

Name \_\_\_\_\_

Date \_\_\_\_\_

The water bottle needs a table to flip on! Solve the multiplication problems to guide the water bottle to the table. Follow the arrows with the correct answers, and color in each arrow as you go.

**BEGIN** 

$4 \times \frac{3}{5}$

$2 \frac{2}{5}$

$8 \times \frac{1}{8}$

$\frac{12}{20}$

$\frac{1}{4}$

$4 \times \frac{2}{7}$

$5 \times \frac{2}{3}$

$3 \frac{1}{3}$

$2 \times \frac{5}{6}$

$1 \frac{2}{3}$

$2 \frac{2}{1}$

$\frac{15}{10}$

$3 \times \frac{1}{3}$

$7 \times \frac{3}{4}$

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


$3 \frac{1}{4}$

$5 \times \frac{2}{8}$

$1 \frac{1}{4}$

$\frac{1}{36}$

$7 \times \frac{5}{7}$

**END** 



## New Park

Part 1:

There are two design proposals for a new rectangular park in town.

- In design one,  $\frac{3}{4}$  of the area of the park is going to be a rectangular grass area and  $\frac{1}{2}$  of the grass area will be a rectangular soccer field.
- In design two, only  $\frac{1}{2}$  of the park is going to be a rectangular grass area and  $\frac{3}{4}$  of the grass area will be a rectangular soccer field.

Which design (one or two) will have a bigger soccer field? Explain your answer. Draw a diagram that can be used to compare the size of the soccer field in the two designs. Label the values  $\frac{1}{2}$  and  $\frac{3}{4}$  on the diagram.

## Multiplication within 100

$8 \times 1 = \underline{\quad}$	$5 \times 9 = \underline{\quad}$
$4 \times 7 = \underline{\quad}$	$6 \times 6 = \underline{\quad}$
$5 \times 4 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$
$8 \times 3 = \underline{\quad}$	$6 \times 2 = \underline{\quad}$
$0 \times 9 = \underline{\quad}$	$10 \times 7 = \underline{\quad}$
$6 \times 5 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$9 \times 8 = \underline{\quad}$	$3 \times 3 = \underline{\quad}$
$6 \times 4 = \underline{\quad}$	$7 \times 8 = \underline{\quad}$
$4 \times 4 = \underline{\quad}$	$5 \times 3 = \underline{\quad}$
$3 \times 9 = \underline{\quad}$	$6 \times 7 = \underline{\quad}$

## Division within 100

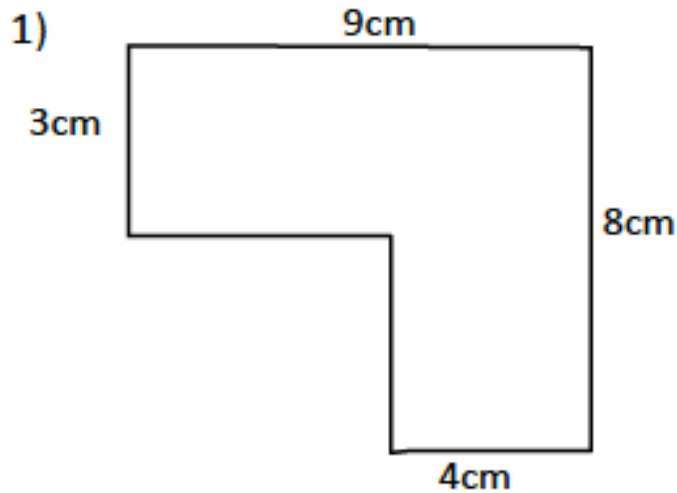
$8 \div 1 = \underline{\quad}$	$24 \div 3 = \underline{\quad}$
$35 \div 5 = \underline{\quad}$	$49 \div 7 = \underline{\quad}$
$81 \div 9 = \underline{\quad}$	$0 \div 12 = \underline{\quad}$
$18 \div 3 = \underline{\quad}$	$25 \div 5 = \underline{\quad}$
$35 \div 7 = \underline{\quad}$	$27 \div 9 = \underline{\quad}$
$14 \div 2 = \underline{\quad}$	$20 \div 4 = \underline{\quad}$
$42 \div 6 = \underline{\quad}$	$64 \div 8 = \underline{\quad}$
$40 \div 10 = \underline{\quad}$	$18 \div 2 = \underline{\quad}$
$12 \div 4 = \underline{\quad}$	$12 \div 6 = \underline{\quad}$
$32 \div 8 = \underline{\quad}$	$60 \div 10 = \underline{\quad}$



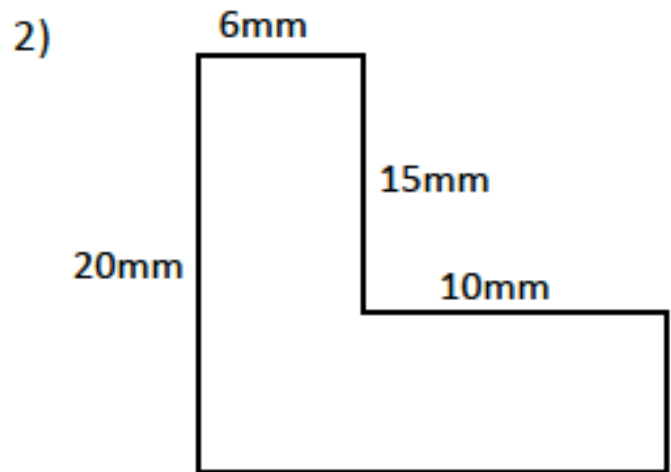


## AREA SHEET 6

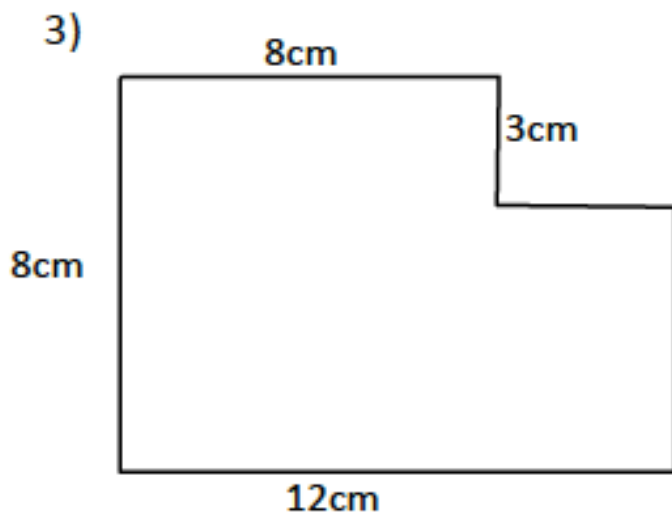
Work out the area of the following shapes by dividing them into rectangles. They are not to scale.



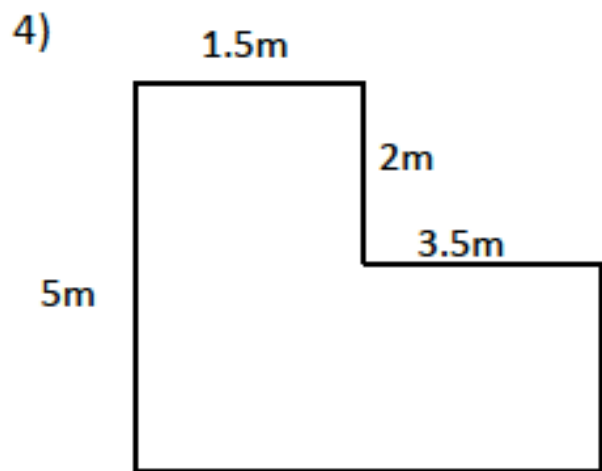
Area = \_\_\_\_\_



Area = \_\_\_\_\_



Area = \_\_\_\_\_

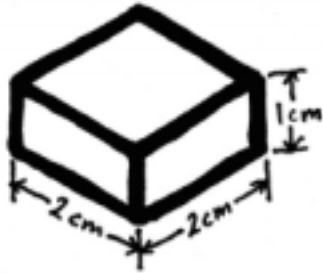


Area = \_\_\_\_\_

*Remember to write down the correct units.*

1

Karen says that the volume of this prism is  $5 \text{ cm}^3$  and that she calculated it by adding the sides together. Give the correct volume of this prism, and explain Karen's error.



2

Margo is designing a label. The dimensions of the label are  $3\frac{1}{2}$  inches by  $1\frac{1}{4}$  inches. What is the area of the label?

3

The chart below shows the dimensions of various rectangular packing boxes. If possible, answer the following without calculating the volume.

- Which box will provide the greatest volume?
- Which box has a volume that is equal to the volume of the book box? How do you know?
- Which box is  $\frac{1}{3}$  the volume of the lamp box?

Box Type	Dimensions (l × w × h)
Book Box	12 in × 12 in × 12 in
Picture Box	36 in × 12 in × 36 in
Lamp Box	12 in × 9 in × 48 in
The Flat	12 in × 6 in × 24 in

# ZIP LINE



## YOUR CHALLENGE

Design and build something that can carry a Ping-Pong ball from the top of a zip line string to the bottom in four seconds (or less!).

## BRAINSTORM & DESIGN

Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook.

1. Using these materials, what can you design that can carry a Ping-Pong ball down a zip line?
2. How will your Ping-Pong ball carrier stay on the zip line as it goes from the top to the bottom?
3. What kinds of materials should be in contact with the zip line so that the carrier slides quickly?

## BUILD, TEST, EVALUATE & REDESIGN

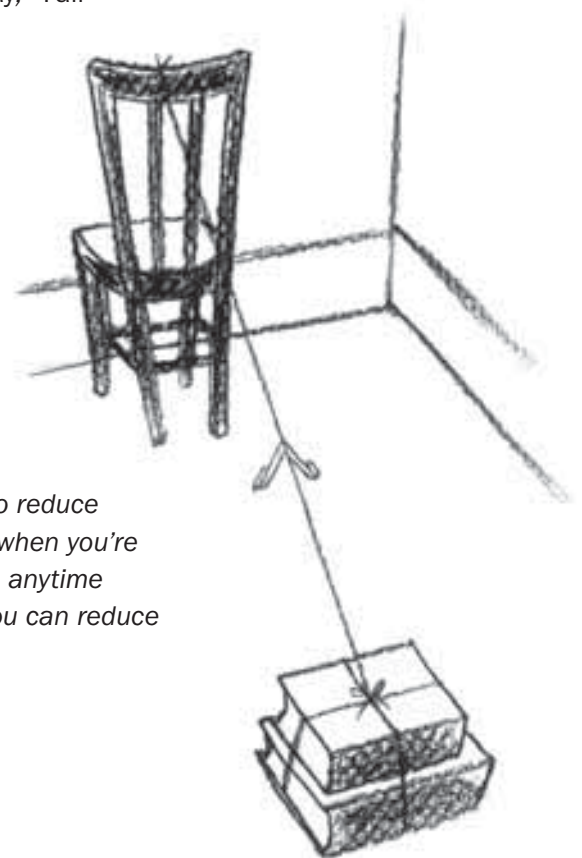
Use the materials to build your Ping-Pong ball carrier. Then make a zip line. Run the line between the back of a chair and a stack of books. Make sure the high end is about two feet above the low end. Test the carrier by putting it on the line. When you test, your design may not work as planned. The design process is all about “if at first you don’t succeed, then try, try again.” On *Design Squad*, we say, “Fail fast—succeed sooner!” Study the problems and then redesign. For example, if your Ping-Pong ball carrier:

- keeps dropping the ball—*Check that it has a big enough place to hold the ball.*
- stops partway down—*Make sure there’s nothing blocking your carrier where it touches the line.*
- doesn’t balance well—*Adjust the weights. Add weights or move them so they are farther below the zip line. Doing this changes the carrier’s **center of gravity**, the point within an object where all parts are in balance with one another. See how changing the numbers and positions of washers affects the carrier’s balance.*
- takes longer than four seconds to travel the zip line—*Find ways to reduce friction. Yes, there’s **friction**—the force that resists motion—even when you’re dealing with something as smooth as fishing line. You’ll find friction anytime things rub together. Experiment with different materials to see if you can reduce friction and speed up the Ping-Pong ball carrier.*

as built on TV™  
[pbs.org/designsquad](http://pbs.org/designsquad)

### MATERIALS (per person)

- chipboard (from a cereal box or back of a notepad)
- 2–4 small paper cups (i.e., 3-ounce)
- Ping-Pong ball
- 4 plastic straws
- scissors
- single-hole hole punch
- 4 feet of smooth line (e.g., fishing line or unwaxed dental floss)
- tape (duct or masking)
- 4 standard, flat steel washers (1 inch in diameter or larger)
- 4 wooden skewers



# TAKE IT TO THE NEXT LEVEL

- Slow down! Build a carrier that takes ten seconds to travel the length of the zip line.
- Piggyback time. Make a carrier that can hold several Ping-Pong balls at the same time.
- Blast off! Find a way to launch the Ping-Pong ball when the carrier gets to the end of the zip line.
- On your mark. Get set. Go! Set up two zip lines and race different ball carriers.

## MAKE IT ONLINE

### Travel by blimp, anyone?

Build a jet-propelled blimp that can travel across a large room. Make it out of 2 balloons, 2 straws, and some clay and tape. See how on Make Magazine's project page at [makezine.com/designsquad](http://makezine.com/designsquad).



## ENGINEERING IN ACTION

Ever want to zip up the side of a building like Batman or Spiderman? Now this superpower can be yours, thanks to engineer Nate Ball, host of *Design Squad*, and his friends. For a contest, they designed and built a climbing device that could carry a person 50 feet up the side of a building in less than five seconds. After months of work, the team tested their climber by lifting a 150-pound load of tires. Nate recalls, "After a few seconds, there was an awful sound. The gearbox exploded. The tires smashed to the ground with a huge crash." After analyzing the ruined climber, they made lots of changes and ended up winning third prize in the contest. Ultimately, they patented the climber and started a company to sell it. Today, soldiers, firefighters, and rescue workers around the world use the team's climber to fly up buildings. Now, those are *real* superheroes.



Watch the **DESIGN SQUAD Backyard Thrill Ride** episode on PBS or online at [pbs.org/designsquad](http://pbs.org/designsquad).



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In this task, you will develop a model that will help you describe the relationships between parts of an ecosystem. You will read a story about this ecosystem. A model of the ecosystem has been started for you on a separate model sheet. Each time you read a new part of the story, you will add new information to the model. Then, you will use the model to help you answer questions.



This is a true story that took place in Australia. The Australian ecosystem had open spaces with small hills covered with plants, such as grass and trees. One animal in this ecosystem was the kangaroo. Kangaroos eat different kinds of plants.

Find the model sheet. We have started the model for you by showing two parts of the ecosystem, the kangaroos and the plants. The arrow indicates how matter moves from the plants to the kangaroos.

Describe how matter moves from plants to kangaroos in this ecosystem.

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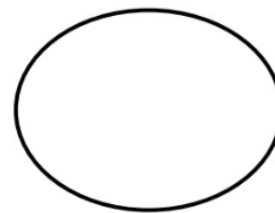
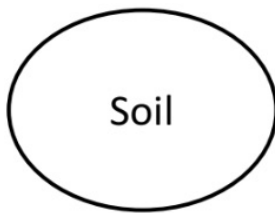


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One non-living thing that plants need in order to grow is soil. Write one more non-living thing that plants need in order to grow in the second circle below.



Go to your model sheet.

- o Add both non-living things to your model on the Model Sheet.
- o Draw arrows to show how matter moves between the non-living things and the rest of the ecosystem. (Hint: Arrows can point in any direction, and it is possible to have more than one arrow on each circle.)



Describe how matter moves from the non-living things to the kangaroo in this ecosystem. Use specific examples from your model to explain your ideas.

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In 1859, a farmer brought 24 rabbits to Australia. There were many green plants for the rabbits to eat. The rabbits grew strong and reproduced rapidly. By 1950, Australia had 600 million rabbits! Unfortunately, the rabbits damaged the ecosystem. They ate almost all the green plants.



Return to your model sheet.

- Add the rabbits to your model sheet.
- Draw one or more arrows to show how matter moves between rabbits and other parts of the ecosystem.

Why do you think many plants could not survive after rabbits were introduced to the ecosystem?

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Describe how the rabbits made the whole ecosystem weaker. Use what you know about ecosystems and examples from your model to support your reasoning.

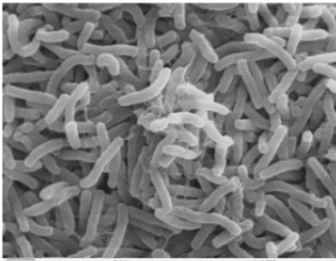
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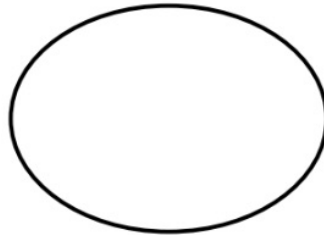
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Scientists decided to try to lower the number of rabbits by releasing a disease into their environment. The disease killed many of the rabbits. But the dead rabbits created problems for the environment. There were many dead rabbits, but eventually decomposers cleaned them up.



Write the name of a decomposer in the circle below.



Return to your model sheet.

- o Add the decomposer to your model.
- o Draw one or more arrows to show how matter moves between the decomposers and other parts of the ecosystem.

This ecosystem would not survive without the decomposers. Describe how decomposers cleaning up the dead rabbits made the whole ecosystem stronger.

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## 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. The game continues where you left off.

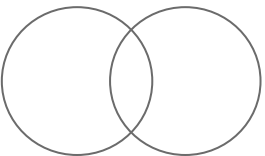
Three weeks ago, you went through the Prologue (Leaving Home) and Part One (New in Town). Two weeks ago you went through Part Two (Death in Boston). Last week, you continued with Part Three: March of the Apprentices. This week you’ll finish the game with Part Four: From Bad to Worse, and the Epilogue.



# 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>Apple, <b>Banana</b>, Crackers</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>