At Home Learning Resources

Grade 5 - Week 7

Content	Time Suggestions
Reading (Read books, watch books read aloud, listen to a book, complete online learning)	At least 30 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Vocabulary**	20-30 minutes daily
Math	45 minutes daily
Science	25 minutes daily
Social Studies	25 minutes daily
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order, but can be spread throughout the day.

Grade 5 ELA Week 7

Your child can complete any of the activities in weeks 1-6. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/Page/3801

This week begins a focus on informational or nonfiction 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 articles included in this packet and/or read any of the nonfiction/informational 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 be working on informational books 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 Nonfiction 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 informational book and work to refine it throughout, or might write multiple books, getting better each time.

Word Work: Students can work on learning new vocabulary about a topic they are interested in. They can write the word, draw the word, and write the word in a sentence.

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

To Read Nonfiction Well...

Make a connection to your text.

Preview the whole text and predict how it might go.

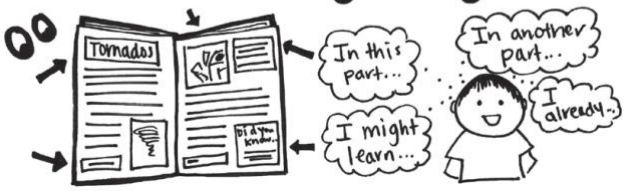
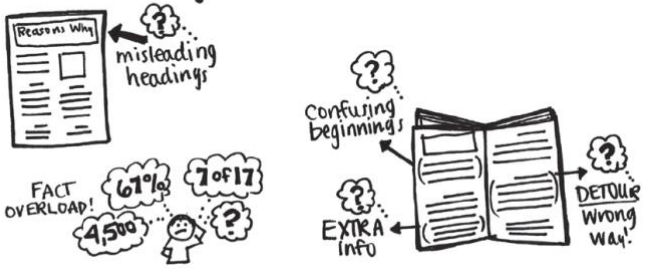


Figure out the text's structure – use it to determine importance.

Tackle the hard parts.



Notice if the text is hybrid – use your lenses to read.

Figure out the meaning of unknown words.

COURTESY OF ROXANNA PEARL BEEBE-CENTER

Politics

How Climate Change Is Impacting Animals in the Canadian Arctic

The ice is moving in ways it should not.

BY ROXANNA PEARL BEEBE-CENTER

DECEMBER 1, 2017

In this reported piece, 12-year-old writer Roxanna Pearl Beebe-Center explains what she learned about the impact of climate change on animals while visiting the Canadian Arctic.

A distressed mother polar bear is stranded on a piece of ice in the middle of a great gray ocean in the Canadian Arctic. Eyes wide, she stares up at our ship, the *Ocean Endeavour*, a colossal, man-made block of steel that intrudes upon her wild, icy haven.

She leaps into the frigid sea, a cub at her heels, her eventual destination the shore about eight miles away, where she may spend a long time hungry. Seals are her favorite food, and she can only catch them from atop the ice. With the ice melting faster and forming later, she has less time to hunt.

The ice is moving in ways it should not. Scientists keep a sharp eye on the Arctic because it is our planet's air conditioning, cooling the globe. And if it malfunctions, as is already happening, people everywhere will notice.

Traveling with my family on a two-week trip to Greenland and the Canadian Arctic in July, I saw the effects of these changes first-hand.

It's where I met 23-year-old Jennifer Kalibuk of Iqaluit, capital of Nunavut, the newest territory of Canada. She's an indigenous Inuit woman, and climate change is affecting her food, traditions, and even her home, buckling porches and cracking ceilings. Permafrost — a layer of soil that is supposed to stay frozen — is melting. Pillars that are embedded in the earth to hold up Arctic buildings are sinking, causing large and costly damage. "It's impacting people's homes who don't have money to pay for the repairs," Jennifer tells *Teen Vogue*.

It's also getting harder to find food. During a recent winter, when Jennifer said the weather was "weird," her uncle nearly died while hunting on the ice at a time when it would ordinarily have been at its thickest. It had appeared that way that day, but sadly, it was actually weak, and he and his snowmobile sank. "He was in the hospital for about three months, so he is actually now, because of that experience, too afraid to go on the ice," Jennifer says. "That prevents him from hunting for his family, for providing for his family the traditional country food that we love."

Traditional practices have also undergone the impact of climate change. Before her grandfather died, Jennifer interviewed him about his favorite spot for hunting seals, which was only reachable when the water was frozen solid. "It doesn't get that cold anymore, so it doesn't actually freeze anymore," Jennifer says. "The traditional knowledge that has been passed down orally, telling stories of that particular place, it was gone with him. He was the last of his family to have known all the traditional knowledge of that specific place."

A week before we were in Cape Dorset, ice barricaded the Inuit community. Ships normally can get through the Arctic for only about six weeks in the summer. The only way out most of the year is by snowmobile or airplane, according to what locals told me.

In July, the roads are ditches of mud. Clouds of mosquitoes swarmed Brianna Rowe, 26, a shipmate I followed as she interviewed Inuit children and teachers about their lives, school, family, and traditions.

Brianna, who works for Reach the World and is director of the climate-change education project Disappearing Ice, connects classrooms with travelers via the Internet, so kids can travel the world virtually. She was using her vacation, as a student member of the Explorers Club, to connect U.S. classrooms with Arctic classrooms so kids can learn about one another's cultures — including how the U.S. is one of the main countries affecting the climate much farther north.

"The decisions that people make in the U.S. have a global impact," Brianna tells *Teen Vogue*. "It is important for everybody to be aware of their decisions, and their impact on the environment has an effect on the entire world's environment."

Kristin Gates, a park ranger who trekked alone across the Brooks Range, knows this all too well. Part of the year, 30-year-old Kristin patrols Denali National Park by dog sled, and she's making a short film about plastics pollution and garbage in the Arctic. "Climate change is something that affects us every day during the winter months," she tells *Teen Vogue*. Frozen rivers are Alaska's highways, and when they don't freeze solid, travel becomes dangerous and difficult.

Unfortunately, mushing (a form of travel that relies on dogs to pull a sled), which Kristin was hoping to learn about first-hand, is now almost nonexistent. Dog mushing as a practice mostly died out after Inuit communities were settled in villages by the Canadian government in the 1950s, so she heard stories about the old days but has not found anyone traveling by dog sled. Nowadays, travel mostly uses motors and gas, in four-wheelers, snowmobiles, and trucks. Kristin enlisted some of us from the ship and others from the community to clean up the beach. In about an hour we collected 17 bags of trash, a potential threat to seabirds and mammals.

People's lives are changing from our warming world — but is the future of adorable little animals just as dim? For birds, that's not necessarily the case, according to George Sirk, an ornithologist and lecturer who was aboard our ship. "Evolution dictates that the fittest will survive. If you can't cut it, then you won't make it. But then there will be other birds that make it, they'll come up from down south and say hey there's lots of food up here," he tells *Teen Vogue*.

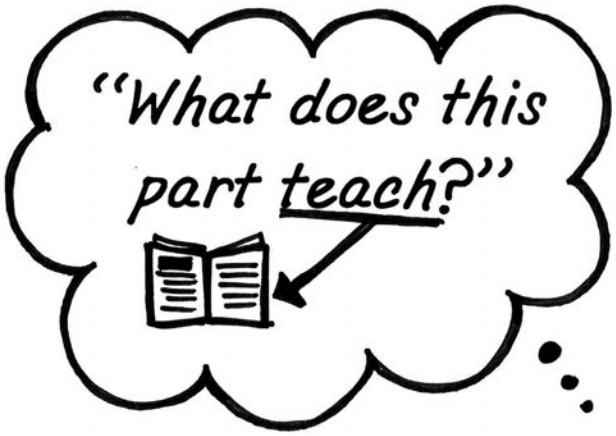
But, according to Sirk's calculations, 60,000 bird species used to flutter and fly about our world, and now only about 9,000 do, he claims. As Sirk said, it's worth noting that birders have different definitions of what a species is. Melting could actually benefit some birds. When the ice melts, the breeding season will lengthen, and there will be more to eat. That adds to the appeal for birds from the south to come live in the Arctic, which is good for them but not for the native birds.

At the trip's end, everyone aboard our ship went their separate ways. My family and Brianna headed home to the U.S., George headed to Canada. Jennifer stayed aboard. Kristin left for the Arctic Circle Trail through Greenland. And Arctic life remained, but with a future in peril.

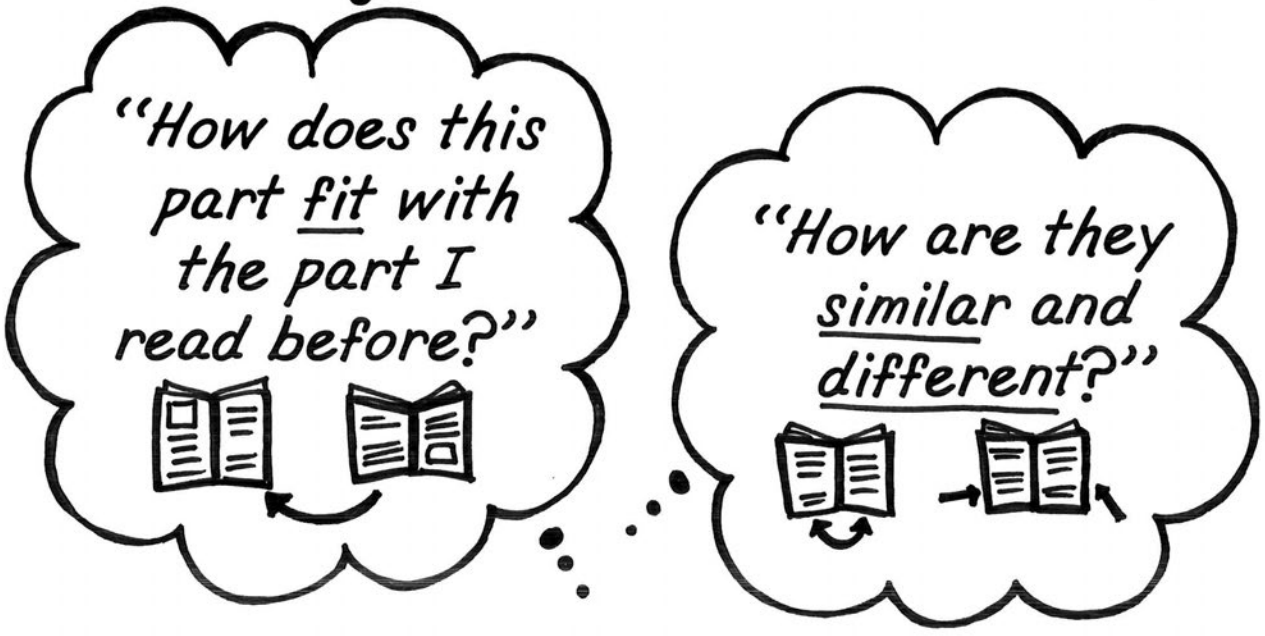
Even though the Arctic is far away, you can help protect what's left. Here's a good list of ways to help, and another that describes protection efforts and how to join the fight.

Readers Synthesize Within a Text By...

- Reading a part and thinking,



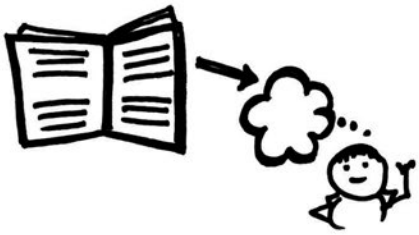
- Reading the next part and thinking,



To Synthesize Across Subtopics, Researchers...

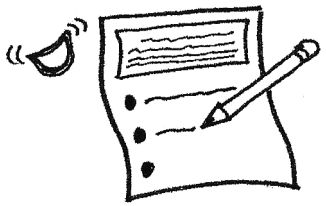
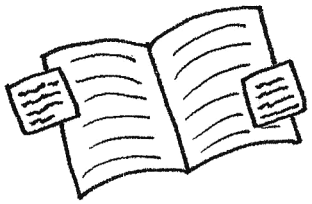
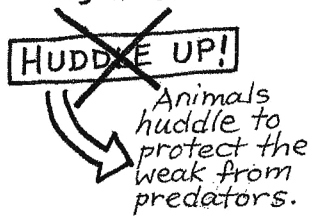
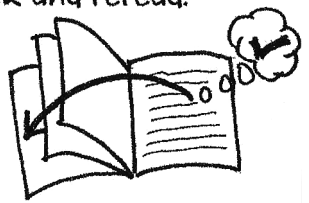
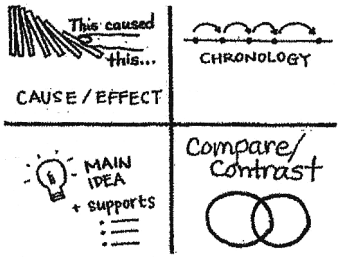
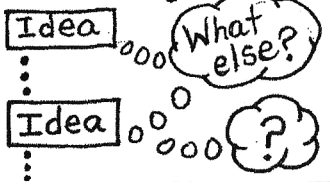
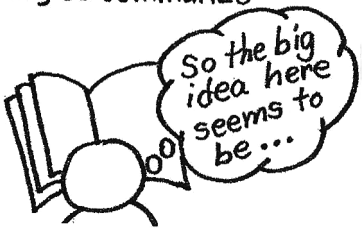
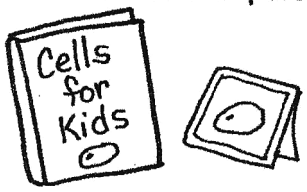
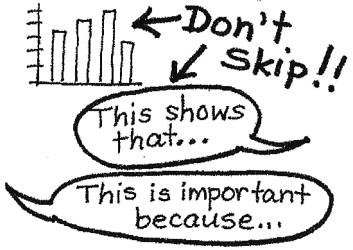
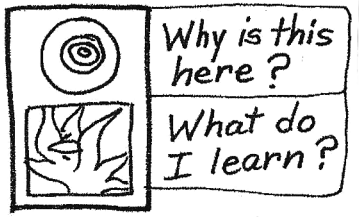
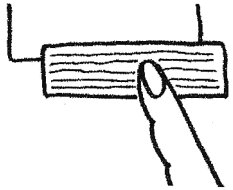
- Identify a subtopic to study further, reminding themselves what they already know about it

- Read a section of a text to learn about the subtopic and ask how it connects to what they already know



- Read another section of text and ask,

Work Readers Do to Rise to Challenges of Complexity

Summarize often, by talking or jotting. Summarize as big ideas and supporting details 	Add in headings by annotating or using Post-its 	Reword the headings to reflect the big idea / what that part is mostly about 	Be alert for when things remind you of something you read earlier – go back and reread. 
Preview the structures/look for common ones 	Expect the text to be about more than one thing . Push yourself to ask "what else is this text teaching?" 	Read a lot before trying to explain the big ideas. Use your own words to try to summarize 	Go find out more – get an easier text, find a website for kids, ask someone who is expert 
Look for examples and restatements that explain technical terms. Sometimes, go outside the text. 	Study the statistics and numbers and try to explain what they mean 	Try to explain why the visuals are there – ask yourself what new information they offer 	Don't skip the captions! See if you can find information in the caption that wasn't in the visual or text 

When summarizing informational texts, think about the text structure and structure your summary to match. Write a summary of the informational texts that you read.

BOXES and BULLETS

Main Idea or Subtopic

- Supporting detail
- Supporting detail
- Add more bullet points if your text includes them

SEQUENTIAL

Main Idea or Subtopic

1. First thing that happens
2. Second thing that happens
3. Add more steps if your text includes them

COMPARE & CONTRAST

Similarities between two things

- First similarity
- Second similarity
- Add more similarities if your text includes them

Differences between two things

- First difference
- Second difference
- Add more differences if your text includes them

CAUSE and EFFECT

An action that happens first: the reason something else happens

- detail about the action
- add more details if your text includes them

PROBLEM and SOLUTION

A problem

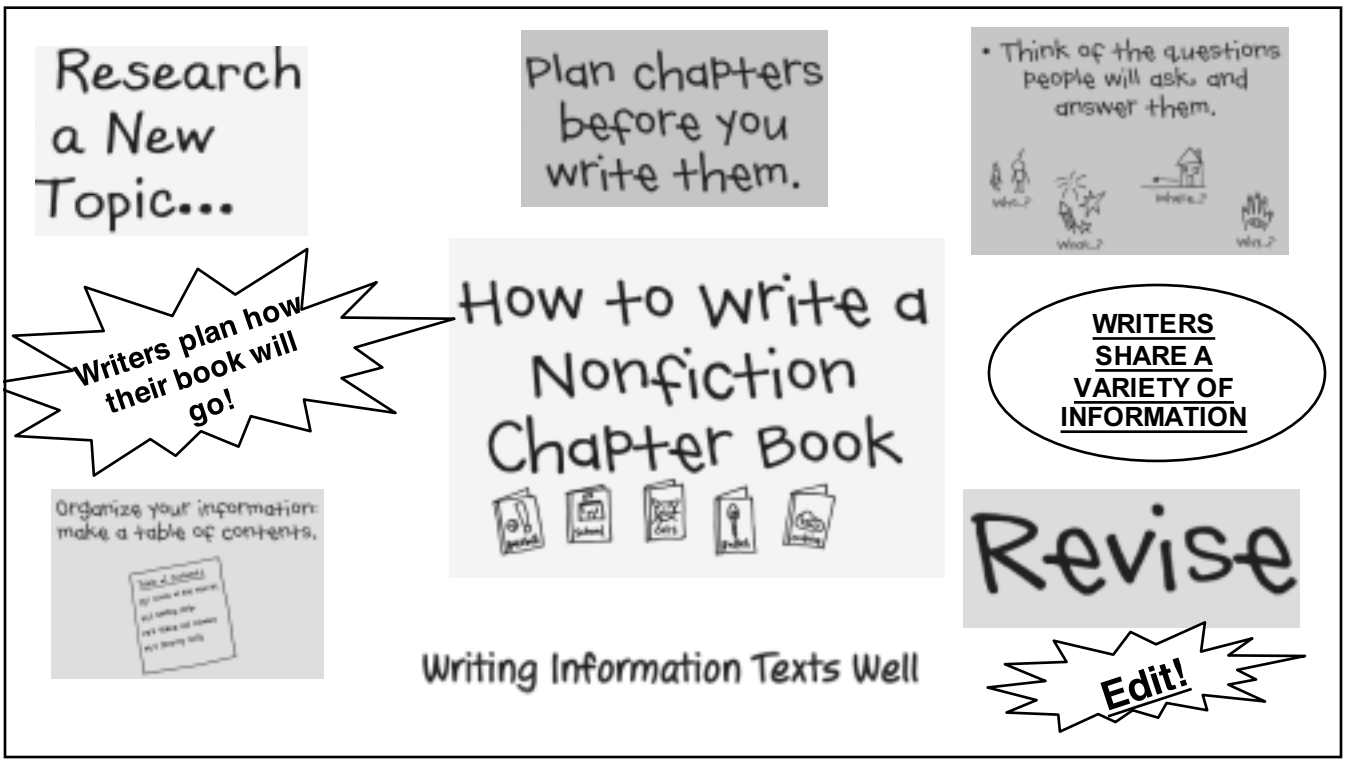
- detail about the problem
- detail about the problem
- add more details if your text includes them

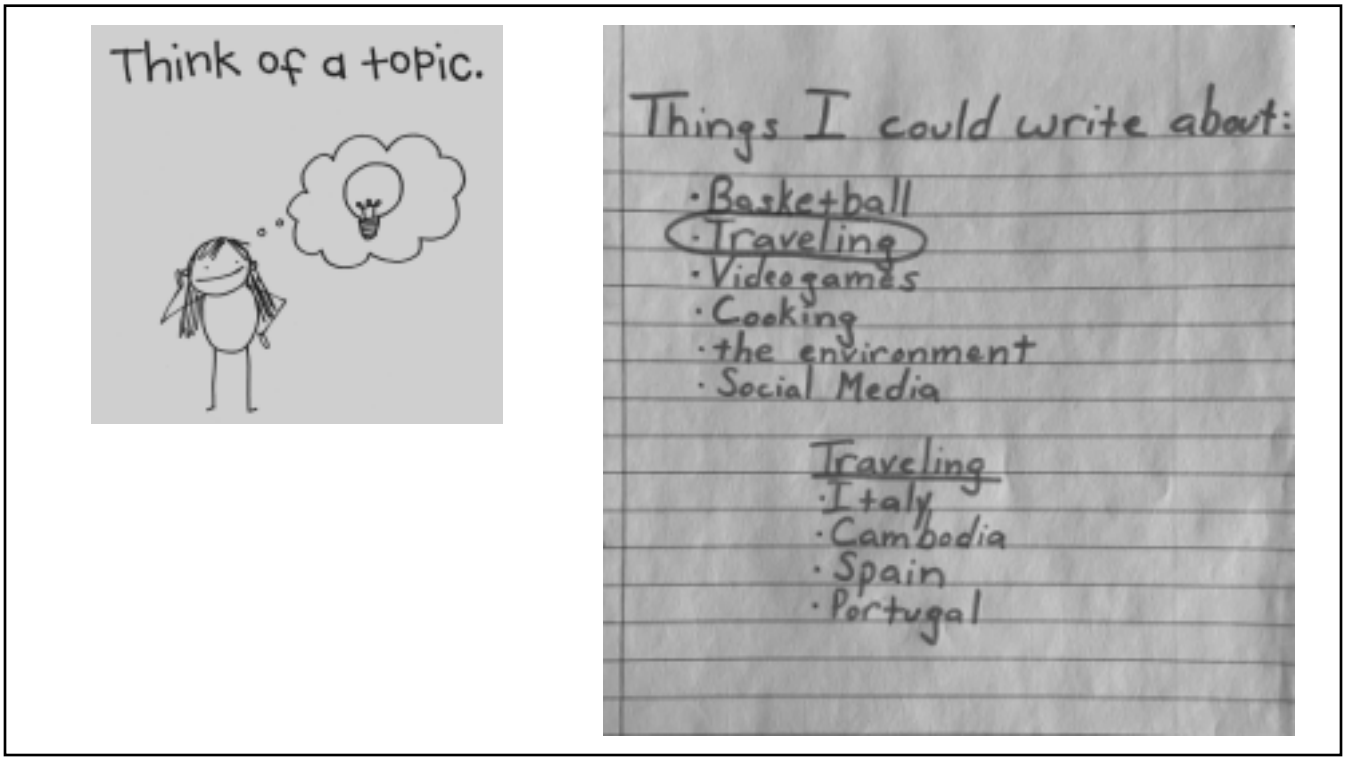
PROBLEM and SOLUTION

A solution to the problem

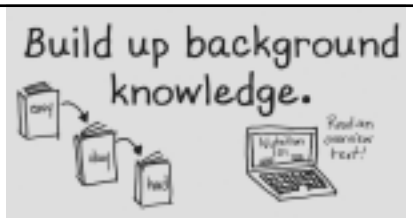
- detail about the solution
- detail about the solution
- add more details if your text includes them

Grades 5 & 6 Nonfiction Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own informational book that teaches others.

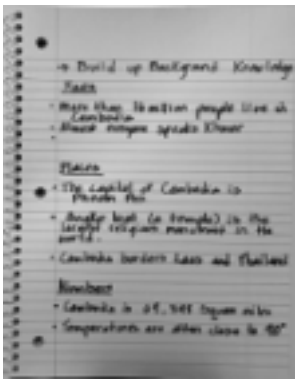




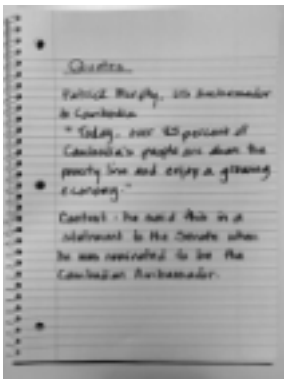
Research a New Topic...

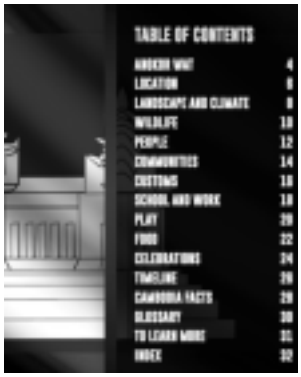


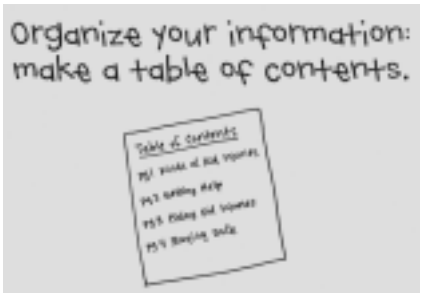
Record important facts (exact names, places, numbers)

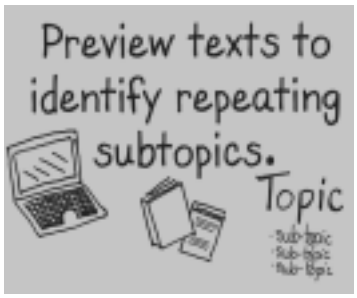


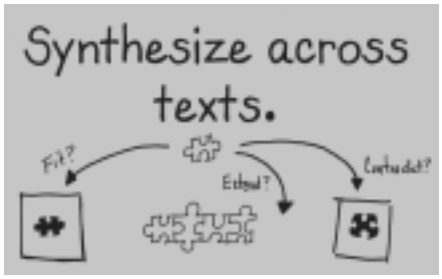
Capture quotes and, if possible, the context in which they were said.

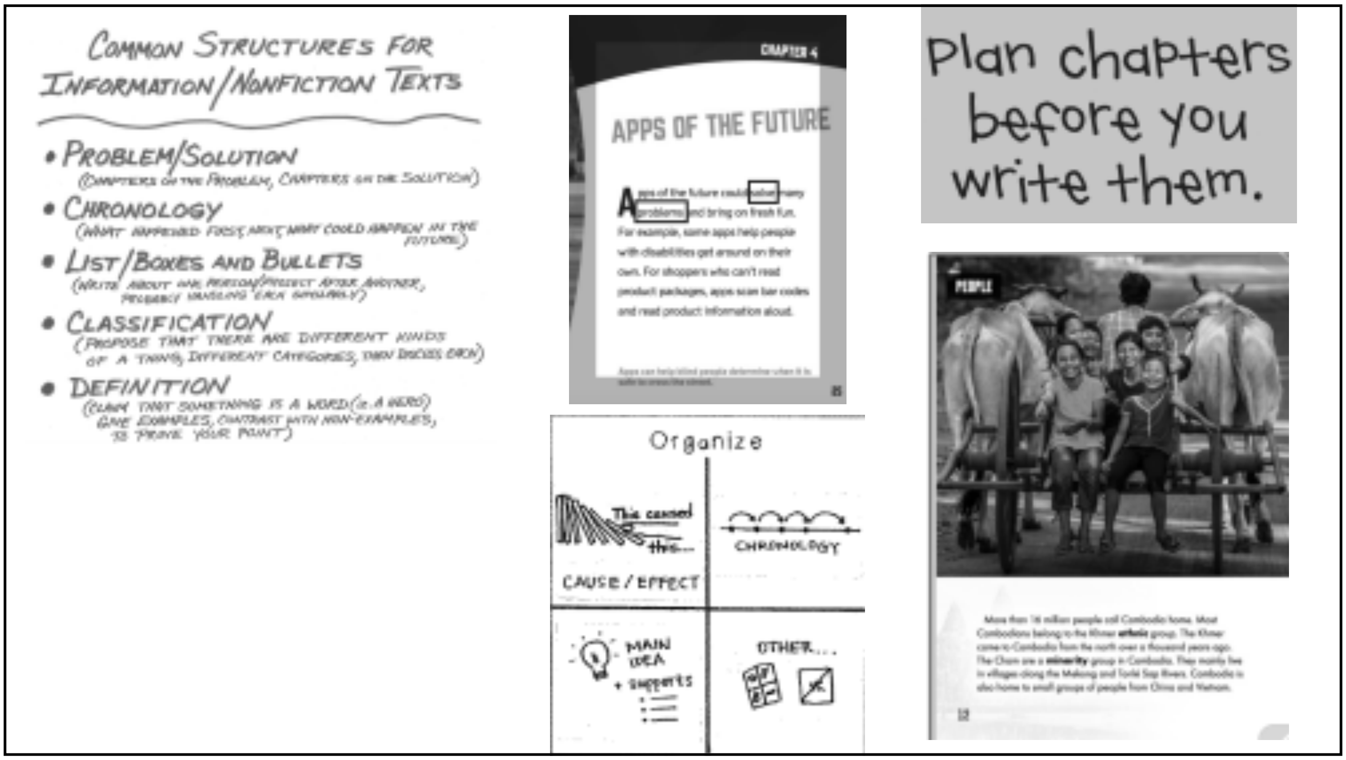


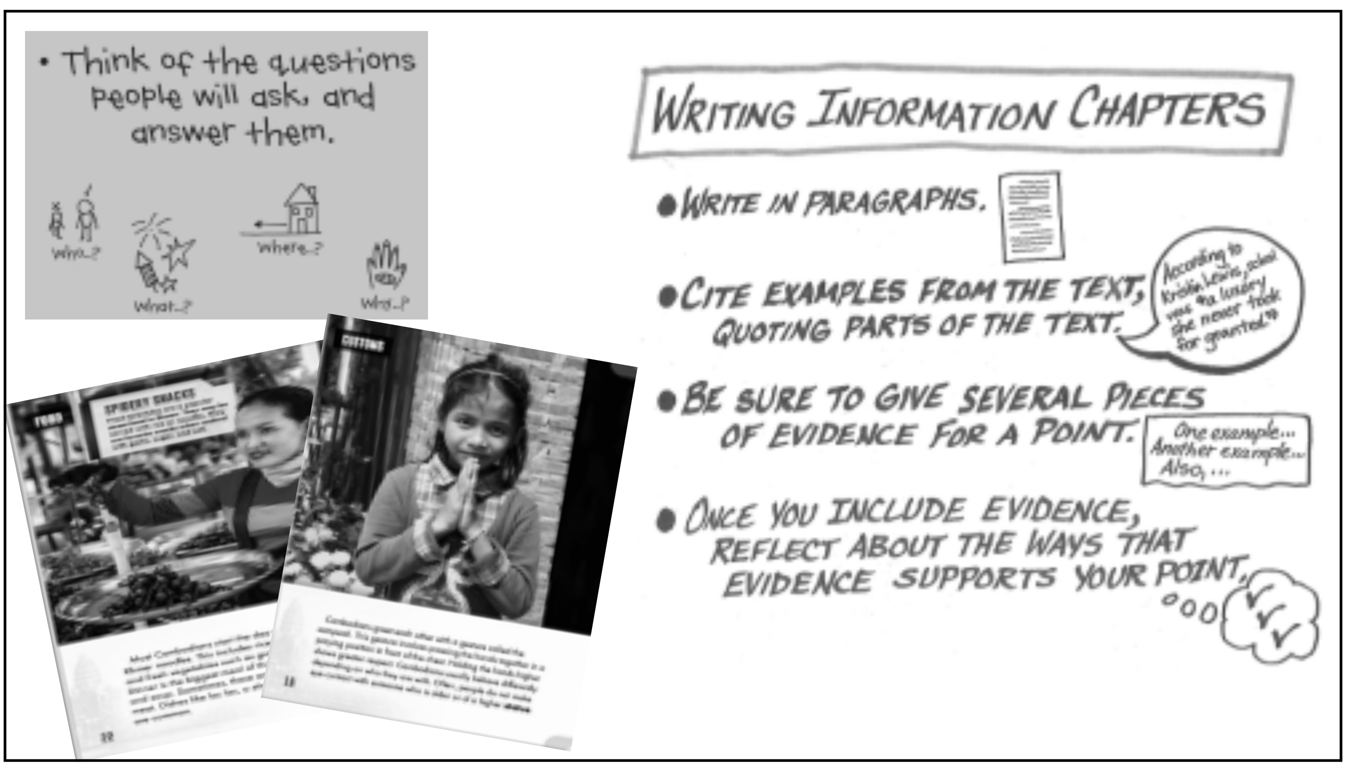









COMMON STRUCTURES FOR INFORMATION/NONFICTION TEXTS
• PROBLEM/SOLUTION
(CHAPTERS ON THE PROBLEM, CHAPTERS ON THE SOLUTION)
• CHRONOLOGY
(WHAT HAPPENED FIRST, NEXT, WHAT COULD HAPPEN IN THE FUTURE)
• LIST/BOXES AND BULLETS
• CLASSIFICATION
(PROPOSE THAT THERE ARE DIFFERENT KINDS OF A THING, DIFFERENT CATEGORIES, THEN DISCUSS EACH)
• DEFINITION
CHAPTER 4
APPS OF THE FUTURE
Apps of the future could solve many problems and bring on fresh fun. For example, some apps help people with disabilities get around on their own. For shoppers who can't read product packages, apps scan bar codes and read product information aloud.
Plan chapters before you write them.
Organize
This caused this...
CAUSE / EFFECT
CHRONOLOGY
MAIN IDEA + supports
OTHER...
PEOPLE
More than 16 million people call Cambodia home. Most Cambodians belong to the Khmer ethnic group. The Khmer came to Cambodia from the north over a thousand years ago. The Cham are a minority group in Cambodia. They mainly live in villages along the Mekong and Tonlé Sap Rivers. Cambodia is also home to small groups of people from China and Vietnam.
12


• Think of the questions people will ask, and answer them.
Who...?
What...?
Where...?
Why...?
SPIDERY SNACKS
12
13
WRITING INFORMATION CHAPTERS
• WRITE IN PARAGRAPHS.
• CITE EXAMPLES FROM THE TEXT, QUOTING PARTS OF THE TEXT.
"According to Kristin Lewis, school was the luxury she never took for granted."
• BE SURE TO GIVE SEVERAL PIECES OF EVIDENCE FOR A POINT.
One example... Another example... Also, ...
• ONCE YOU INCLUDE EVIDENCE, REFLECT ABOUT THE WAYS THAT EVIDENCE SUPPORTS YOUR POINT.

Information Writers Combine a Variety of Information

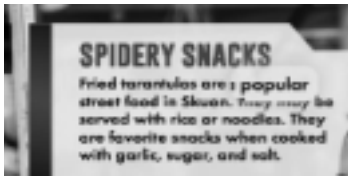
- Explanations
- Descriptions
- Quotations → from other texts or experts
- Vocabulary Words in **bold**
- Definitions • Glossary
- Maps and Photographs
- Text boxes
- Statistics
- Observations
- Lists
- Diagrams With Labels

Revise

Define key terms and use technical vocabulary

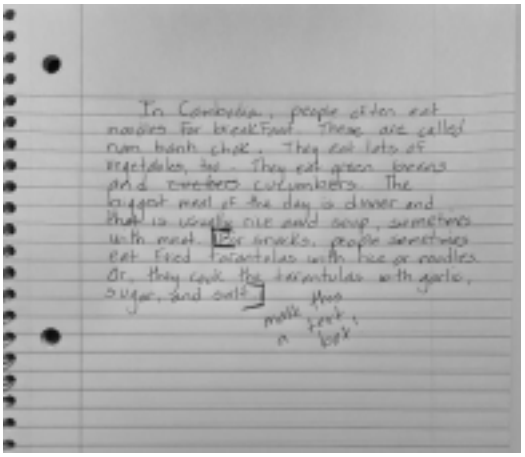
Western-style clothing is common in Phnom Penh. But older Cambodians tend to dress more **traditionally**. Many wear sarongs, or large rectangular pieces of cloth that are wrapped around the waist.

Provide a surprising fact or statistic



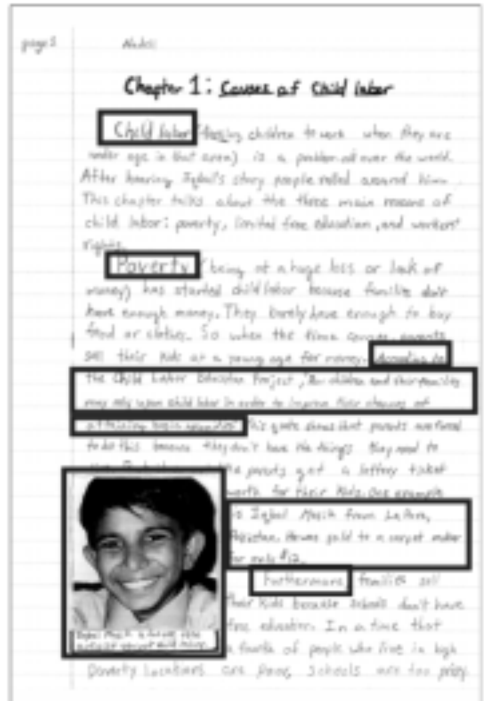
Include a glossary to define key terms.

Revise



Writing Information Texts Well

- Build a logical structure, so the progression from one part to the next makes sense.
- Write with a variety of specific, concrete information.
- Glue the bits of information and discussion together with transition words.
- Elaborate with details that bring the text to life (examples, statistics, stories, facts, your subject's own words).
- Make your sentences more complex so you sound more authoritative.
- Use text features purposefully, to teach information in new and special ways.
- Craft introductions that frame each chapter and the whole book.
- Incorporate quotations to:
  - Bring a person to life
  - Build an idea
  - Highlight information
  - Give authority to your writing
- Lead into and out of quotations and introduce the source.



Questions to Ask Yourself as You Edit

1. Does this make sense? Are any words or parts missing?
2. Are all my sentences complete? Have I checked for run-ons and fragments?
3. Have I used correct capitalization (for names and the beginning of sentences)?
4. Have I used commas and quotation marks for dialogue?
5. Have I checked to see that all my verbs and subjects agree? Are my verbs in the right tense (past, present, future)?
6. Do the words all seem to be spelled right? Do they look right? Have I checked any I'm uncertain of?
7. Have I checked for frequently confused words (*to, too, two; there, their*)?
8. Have I paragraphed and indented?

Edit!!

Today there are more than 16 million people live in Cambodia.

?

The largest religious site in the world is the temple of angkor wat in siem reap.

?

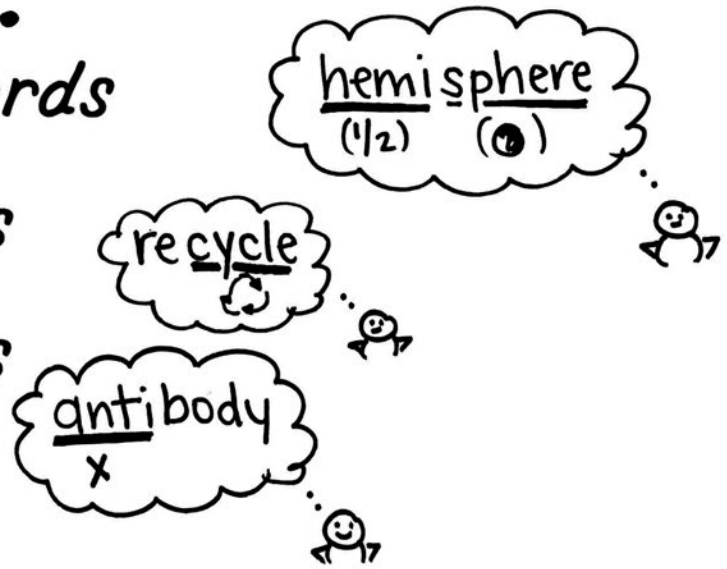
Their are many different kinds of interesting animals in Cambodia.

?

Figuring Out the Meaning of Unknown Words

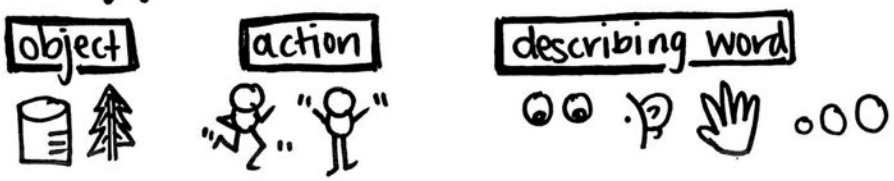
Look in...

- Root words
- Suffixes
- Prefixes



Look around...

- What do you picture?
- What's happening?
- Is it positive or negative?
- What type of word is it?

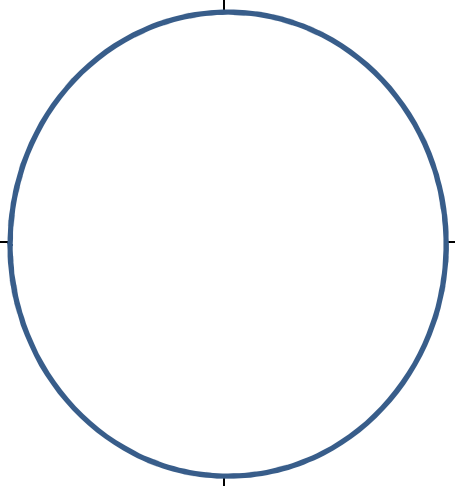


You can use this form to learn new vocabulary. One is included, but you can make your own for as many as you need.

Name _____

Vocabulary Four Square

Write the definition:	Use it in a sentence:
Write a synonym of the word:	Draw a picture:

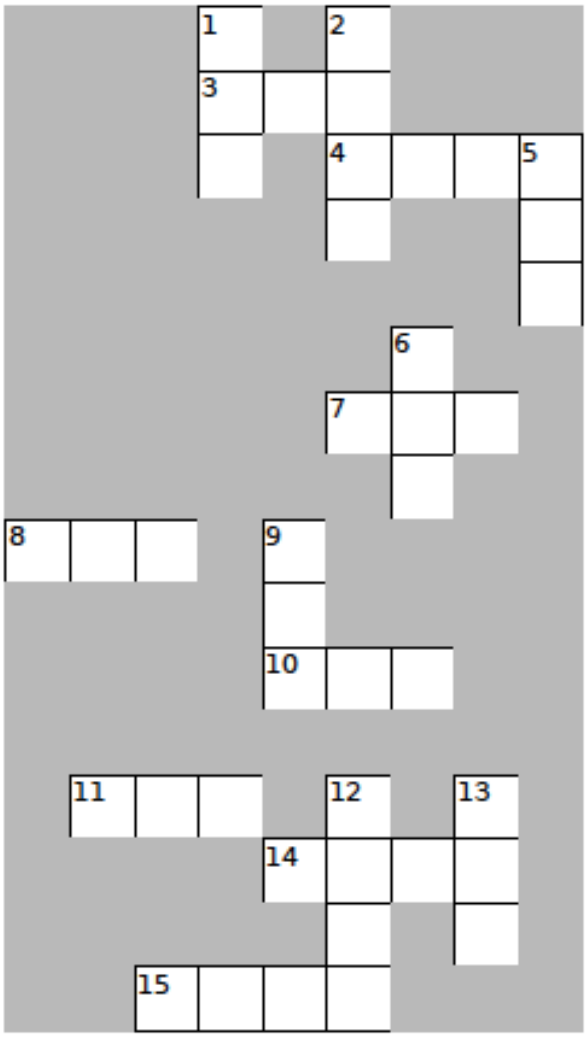


Multiplication Facts to 100

Find each product.

1 × 5	2 × 2	10 × 9	8 × 6	0 × 3	5 × 2	2 × 6	0 × 4	6 × 3	4 × 2
6 × 9	2 × 1	1 × 4	6 × 1	9 × 5	8 × 1	6 × 10	2 × 4	4 × 7	9 × 9
2 × 0	7 × 8	10 × 3	3 × 10	1 × 8	4 × 1	7 × 6	3 × 0	6 × 6	9 × 6
2 × 3	7 × 5	8 × 3	10 × 5	0 × 6	10 × 1	6 × 5	8 × 2	6 × 0	3 × 8
9 × 7	0 × 9	5 × 5	10 × 4	0 × 10	5 × 6	5 × 7	7 × 2	4 × 9	10 × 2
9 × 1	4 × 10	4 × 4	5 × 8	0 × 1	8 × 5	1 × 1	3 × 4	1 × 3	3 × 7
5 × 1	5 × 10	1 × 2	7 × 10	8 × 9	8 × 4	0 × 0	5 × 4	2 × 10	7 × 9
7 × 1	1 × 0	3 × 2	7 × 7	6 × 4	10 × 10	3 × 9	1 × 6	5 × 9	0 × 2
8 × 7	8 × 10	1 × 7	7 × 4	0 × 5	3 × 3	9 × 10	4 × 6	5 × 0	5 × 3
4 × 3	7 × 0	9 × 3	8 × 0	0 × 7	2 × 8	4 × 5	6 × 7	9 × 2	6 × 2

Multiply the problems below and write the product into the puzzle.



Across

3 15 x 31 = ___
4 42 x 31 = ___
7 32 x 19 = ___
8 37 x 25 = ___
10 24 x 35 = ___
11 17 x 42= ___
14 44 x 29 = ___
15 21 x 48 = ___

Down

1 38 x 17 = ___
2 63 x 24 = ___
5 12 x 24 = ___
6 47 x 15 = ___
9 52 x 14 = ___
12 39 x 32 = ___
13 20 x 28 = ___

Task

The table shows four people who earn the typical amount for their education level.

Name	Level of Education	Weekly Income
Miley	High School Dropout	$440.50
Niko	High School Graduate	$650.35
Taylor	2-Year College Graduate	$771.25
Pinky	4-Year College Graduate	$1,099.20

a. How much more does Niko earn than Miley in one week?

b. If Taylor and Miley both work for 2 weeks, how much more will Taylor earn?

c. How much money will Pinky earn in a month? About how long will Miley have to work to earn the same amount?

Division Facts (A)

Find each quotient.

$48 \div 8 =$	$24 \div 6 =$	$40 \div 5 =$	$8 \div 1 =$
$54 \div 9 =$	$15 \div 5 =$	$14 \div 2 =$	$12 \div 3 =$
$30 \div 5 =$	$28 \div 4 =$	$20 \div 4 =$	$2 \div 1 =$
$50 \div 5 =$	$49 \div 7 =$	$20 \div 5 =$	$36 \div 4 =$
$4 \div 4 =$	$35 \div 7 =$	$36 \div 9 =$	$10 \div 5 =$
$12 \div 4 =$	$10 \div 1 =$	$8 \div 4 =$	$21 \div 7 =$
$42 \div 6 =$	$70 \div 10 =$	$56 \div 7 =$	$6 \div 6 =$
$6 \div 2 =$	$27 \div 9 =$	$9 \div 9 =$	$5 \div 5 =$
$54 \div 6 =$	$81 \div 9 =$	$30 \div 6 =$	$18 \div 6 =$
$63 \div 7 =$	$20 \div 10 =$	$45 \div 5 =$	$6 \div 3 =$
$18 \div 2 =$	$24 \div 8 =$	$1 \div 1 =$	$35 \div 5 =$
$40 \div 10 =$	$25 \div 5 =$	$8 \div 2 =$	$80 \div 8 =$
$16 \div 4 =$	$5 \div 1 =$	$36 \div 6 =$	$50 \div 10 =$
$7 \div 7 =$	$8 \div 8 =$	$24 \div 3 =$	$12 \div 6 =$
$16 \div 8 =$	$21 \div 3 =$	$6 \div 1 =$	$30 \div 3 =$
$3 \div 3 =$	$63 \div 9 =$	$12 \div 2 =$	$90 \div 9 =$
$60 \div 6 =$	$45 \div 9 =$	$32 \div 4 =$	$100 \div 10 =$
$9 \div 3 =$	$56 \div 8 =$	$72 \div 9 =$	$4 \div 1 =$
$7 \div 1 =$	$27 \div 3 =$	$72 \div 8 =$	$28 \div 7 =$
$40 \div 4 =$	$30 \div 10 =$	$24 \div 4 =$	$18 \div 9 =$
$42 \div 7 =$	$64 \div 8 =$	$40 \div 8 =$	$90 \div 10 =$
$15 \div 3 =$	$70 \div 7 =$	$60 \div 10 =$	$3 \div 1 =$
$32 \div 8 =$	$4 \div 2 =$	$14 \div 7 =$	$80 \div 10 =$
$48 \div 6 =$	$10 \div 10 =$	$10 \div 2 =$	$9 \div 1 =$
$18 \div 3 =$	$16 \div 2 =$	$2 \div 2 =$	$20 \div 2 =$

Name: _____ Date: _____

Division Worksheet

1 a. $3\overline{)8\ 8\ 1\ 7}$	**1 b.** $5\overline{)8\ 9\ 3\ 6}$	**1 c.** $8\overline{)5\ 3\ 1\ 4}$
2 a. $2\overline{)5\ 1\ 2\ 4}$	**2 b.** $2\overline{)9\ 4\ 2\ 7}$	**2 c.** $6\overline{)5\ 3\ 0\ 4}$
3 a. $7\overline{)7\ 5\ 3\ 1}$	**3 b.** $8\overline{)2\ 5\ 6\ 1}$	**3 c.** $3\overline{)6\ 5\ 2\ 5}$

An office space in New York City measures 48 feet by 56 feet. If it sells for $565 per square foot, what is the total cost of the office space?

Multiplying and Dividing

Calculate each product or quotient.

8 × 6 =	45 ÷ 5 =	4 × 2 =	1 × 4 =
7 × 8 =	8 × 9 =	5 × 6 =	42 ÷ 7 =
42 ÷ 6 =	3 × 1 =	56 ÷ 7 =	81 ÷ 9 =
4 × 3 =	45 ÷ 9 =	28 ÷ 7 =	10 ÷ 2 =
3 ÷ 3 =	2 ÷ 1 =	6 × 5 =	2 × 1 =
5 × 5 =	10 × 7 =	7 × 9 =	20 ÷ 5 =
6 × 3 =	2 × 4 =	90 ÷ 9 =	1 × 7 =
7 × 7 =	9 × 10 =	5 ÷ 5 =	9 × 9 =
5 × 2 =	4 × 9 =	24 ÷ 8 =	3 × 4 =
6 × 10 =	7 × 10 =	63 ÷ 9 =	8 ÷ 4 =
5 × 8 =	4 × 3 =	5 × 5 =	12 ÷ 2 =
2 × 3 =	24 ÷ 8 =	2 × 7 =	16 ÷ 2 =
1 × 9 =	7 × 10 =	36 ÷ 9 =	16 ÷ 2 =
30 ÷ 5 =	8 × 4 =	6 × 1 =	10 ÷ 5 =
2 × 7 =	6 ÷ 3 =	35 ÷ 7 =	42 ÷ 7 =
7 ÷ 1 =	7 × 6 =	7 ÷ 1 =	3 ÷ 3 =
5 × 4 =	9 ÷ 3 =	16 ÷ 8 =	30 ÷ 5 =
2 × 5 =	10 × 6 =	48 ÷ 6 =	6 ÷ 2 =
1 × 5 =	10 ÷ 10 =	90 ÷ 10 =	4 × 6 =
24 ÷ 6 =	7 × 6 =	3 × 8 =	56 ÷ 7 =
7 × 9 =	4 × 10 =	3 × 8 =	8 ÷ 1 =
72 ÷ 8 =	9 ÷ 3 =	9 × 7 =	72 ÷ 9 =
8 ÷ 4 =	10 ÷ 2 =	10 ÷ 10 =	6 ÷ 3 =
40 ÷ 8 =	7 ÷ 1 =	8 × 8 =	3 × 6 =
9 × 5 =	28 ÷ 4 =	90 ÷ 9 =	48 ÷ 8 =

1.	0.45	0.46	0.47	**0.48**	0.49
2.	0.1	0.2	0.3		0.5
3.	2.8	2.9		3.1	3.2
4.	9.9		10.1	10.2	10.3
5.	1.97	1.98	1.99		2.01
6.	3.98	3.99		4.01	4.02
7.	7.99		8.01	8.02	8.03
8.	4.96	4.97	4.98	4.99	

Write the next three numbers in the sequences below.

1. 0.45 0.46 0.47 **0.48** **0.49** **0.50**

2. 1.7 1.8 1.9 _____ _____ _____

3. 0.96 0.97 0.98 _____ _____ _____

4. 5.97 5.98 5.99 _____ _____ _____

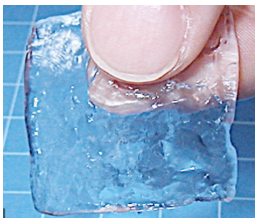
5. 1.96 1.97 1.98 _____ _____ _____

6. 0.67 0.66 0.65 _____ _____ _____

7. 3.03 3.02 3.01 _____ _____ _____

8. 9.95 9.96 9.97 _____ _____ _____

Greatminds.org aligns with 5.NBT.B.7



Problem #1

Scientists are creating a material that may replace damaged cartilage in human joints. This *hydrogel* can stretch to 21 times its original length. If a strip of hydrogel measures 3.2 cm, what would its length be when stretched to capacity?

Problem #2

Thirty-two cyclists make a seven-day trip. Each cyclist requires 8.33 kilograms of food for the entire trip. If each cyclist wants to eat an equal amount of food each day, how many kilograms of food will the group be carrying at the end of Day 5?

Why would a hawk move to New York City?
To explore this mystery, click on the link below.

MYSTERY science
Web of Life | Mystery 1

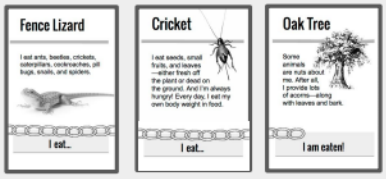
https://mysteryscience.com/ecosystems/mystery-1/food-chains-predators-herbivores-carnivores/119?code=NzYzNzIwNDg&t=student

THE GOALS OF THE FOOD CHAIN GAME

- Make as many food chains as you can.
- Make the chains as long as you can. (Longer chains get bonus points!)

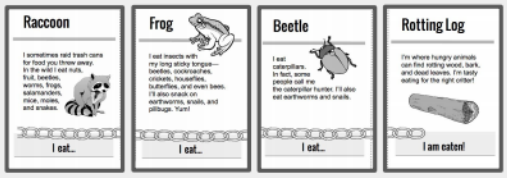
HOW SCORING WORKS:

You'll get **1 point** for every card in a food chain:



*3 cards = **3 points***

If your chain is 4 cards or longer, you get an extra **2 bonus points**:



4 cards
+ 2 bonus points
= 6 points

HOW STEALING WORKS:

- You CAN'T steal on the first round.
- Starting in the second round, you can choose a card from the center stack **<u>or</u>** you can STEAL a card from another player *if* you can use that stolen card to make a chain right away.
- You CAN'T steal a card that is already in a player's food chain.

TIP: THINK CAREFULLY

Read the cards carefully. The Cricket card says crickets eat leaves. The Oak Tree has leaves. That means the cricket can eat the oak tree!

Advanced Play: Making Food Webs

Some of your food chains can be connected to form a network of interlocking chains — that is, a food web.

If you have time, see how many chains you can connect in a food web. It is possible to arrange the entire deck of cards so that every card is connected to the others by a predator or prey relationship.

Score Card

Name: _____

1. WRITE DOWN YOUR LONGEST CHAIN:

_____ eats _____ eats _____ eats

_____ eats _____ eats _____. Yum!

2. ADD UP YOUR SCORE! Use the back if you run out of room:

Chain 1:
Write down how many cards are in the chain: _____
If there are 4 or more, add 2 bonus points: _____

Chain 2:
Write down how many cards are in the chain: _____
If there are 4 or more, add 2 bonus points: _____

Chain 3:
Write down how many cards are in the chain: _____
If there are 4 or more, add 2 bonus points: _____

Chain 4:
Write down how many cards are in the chain: _____
If there are 4 or more, add 2 bonus points: _____

Chain 5:
Write down how many cards are in the chain: _____
If there are 4 or more, add 2 bonus points: _____

TOTAL points = _____ points

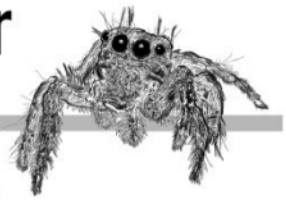
MYSTERY science

Web of Life | Mystery 1

EAT OR BE EATEN

a food chain game

Jumping Spider



I pounce on insects that spend time on the ground. I eat crickets, ants, cockroaches, caterpillars, and even daddy long legs.

I eat...

MYSTERY science

Fence Lizard

I eat ants, beetles, crickets, caterpillars, cockroaches, pill bugs, snails, and spiders.

I eat...

MYSTERY science

Dead Leaves

I may not look tasty, but I'm just what some animals want for lunch.

I am eaten!

MYSTERY science

Mouse

Cartoon mice eat cheese. Real mice like me eat human food—when we can find it. I'll also eat seeds and nuts (like acorns), or snack on vegetables like zucchini or tomatoes. And sometimes I eat crickets and beetles.

I eat...

MYSTERY science

Pigeon

You can feed me popcorn, bread crumbs, and peanuts. But when no one gives me human food, I eat seeds and berries—plus snails, earthworms, and crickets.

I eat...

MYSTERY science

Web-spinning Spider

I eat flying insects. House flies, butterflies, and even honeybees can get caught in my web. Dinner is served.

I eat...

MYSTERY science

Crow

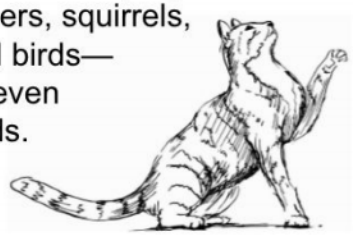
I eat almost anything: acorns, fruits, seeds, and human food. I like beetles, crickets, and cockroaches. I hunt for animals like frogs, moles, mice, and lizards. I'll even steal eggs from the nests of robins, sparrows, and pigeons.

I eat...

MYSTERY science

House Cat

Yes, I eat cat food. But I like to hunt, too. I prey on mice, gophers, squirrels, small birds—and even lizards.



I eat...

MYSTERY science

Swallowtail Butterfly

I drink nectar from flowers—and I'm not picky about what flowers. I'm happy in a flower garden, vegetable garden, or a clover patch. Even a parsley plant is fine with me.

I eat...

MYSTERY science

Sparrow

I eat seeds, grains, grass, and berries. I'll also eat bread crumbs if they're around. And sometimes I'll snack on ants.

I eat...

MYSTERY science

Clover

I have leaves, flowers, and small seeds. They're a great snack if you like that sort of thing.

I am eaten!

MYSTERY science

Opossum

I eat all kinds of things. I catch frogs, moles, snakes, mice, and salamanders. I snack on beetles, cockroaches, earthworms, crickets, and snails. I'm also happy to eat vegetables, seeds, even human food!

I eat...

MYSTERY science

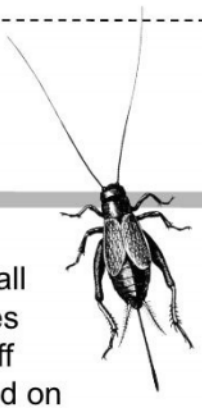
Snail

I eat soft green plant leaves—lettuce, parsley, flower leaves, clover, and even grass. Oak leaves are too tough for me, but if I'm hungry I'll nibble on dead leaves.

I eat...

MYSTERY science

Cricket



I eat seeds, small fruits, and leaves —either fresh off the plant or dead on the ground. And I'm always hungry! Every day, I eat my own body weight in food.

I eat...

MYSTERY science

Lunch Leftovers

I'm the lunch some kid didn't finish—half a peanut-butter sandwich and an apple with a bite out of it. That's OK—I'm the perfect treat for some hungry animal.

I am eaten!

MYSTERY science

Robin

I hop around searching for worms, caterpillars, snails, beetles, crickets, ants, spiders, and even daddy long legs. I'll also eat fruits and berries off bushes and trees.

I eat...

MYSTERY science

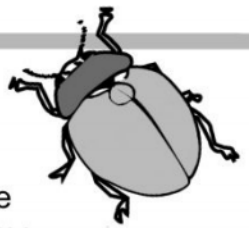
Caterpillar of a Moth

I chow down on rotting wood and dead leaves. That's why you can usually find me hiding under a rotting log.

I eat...

MYSTERY science

Beetle



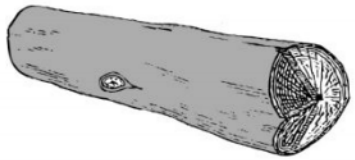
I eat caterpillars. In fact, some people call me the caterpillar hunter. I'll also eat earthworms and snails.

I eat...

MYSTERY science

Rotting Log

I'm where hungry animals can find rotting wood, bark, and dead leaves. I'm tasty eating for the right critter!

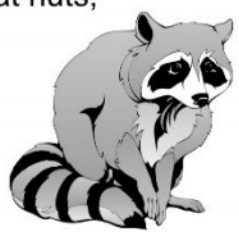


I am eaten!

MYSTERY science

Raccoon

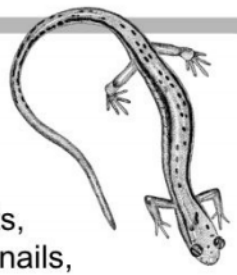
I sometimes raid trash cans for food you threw away. In the wild I eat nuts, fruit, beetles, worms, frogs, salamanders, mice, moles, and snakes.



I eat...

MYSTERY science

Salamander

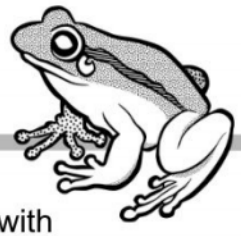


I eat nice crunchy beetles, ants, crickets, along with snails, spiders, ants, and pillbugs. Want to join me for lunch?

I eat...

MYSTERY science

Frog



I eat insects with my long sticky tongue—beetles, cockroaches, crickets, houseflies, butterflies, and even bees. I'll also snack on earthworms, snails, and pillbugs. Yum!

I eat...

MYSTERY science

Parsley Plant

I'm where animals can find leaves, flowers, and small seeds. In fact, I'm one of the *only* plants that swallowtail caterpillars eat! Bragging rights.

I am eaten!

MYSTERY science

Hawk

I swoop down to grab small animals with my sharp claws. I eat gophers, mice, pigeons, robins, sparrows, even lizards and snakes!

I eat...

MYSTERY science

Daddy Longlegs

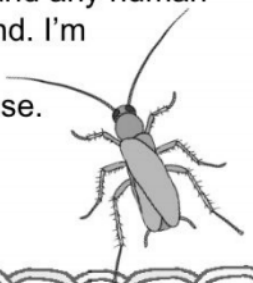
I eat insects of all kinds—along with worms, snails, and pill bugs. I'm not a spider, but I eat spiders when I catch them.

I eat...

MYSTERY science

Cockroach

I eat many things, including bark, paper, leaves (living and dead), and any human food I can find. I'm particularly fond of cheese.



I eat...

MYSTERY science

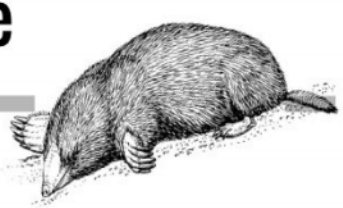
Oak Tree

Some animals are nuts about me. After all, I provide lots of acorns—along with leaves and bark.

I am eaten!

MYSTERY science

Mole



I chow down underground (and under logs). I'll eat beetles, earthworms, pill bugs, and crickets. I stay hidden in my tunnel, safe from hawks and housecats!

I eat...

MYSTERY science

Ant

I'm happy to eat human food (like peanut butter), but when that's not around, I'll eat nectar from flowers, seeds from grasses, and any dead insects I find lying around.

I eat...

MYSTERY science

Gopher

I tunnel underground and gnaw the roots of plants—any plants! Sometimes I leave my hole to snack on leaves—keeping an eye out for animals that want to snack on me!

I eat...

MYSTERY science

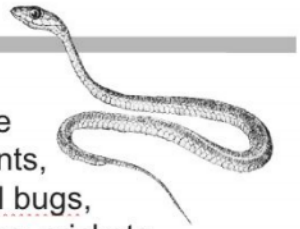
Flower Garden

Come and get it! I have lots of flowers with sweet nectar, plus lots of leaves and seeds.

I am eaten!

MYSTERY science

Garter Snake



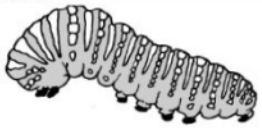
I hunt in the grass for ants, beetles, pill bugs, cockroaches, crickets, earthworms, and spiders. I also eat mice, frogs, salamanders, & lizards. Don't be scared of me...unless you're on my list of snacks.

I eat...

MYSTERY science

Swallowtail Caterpillar

Like many caterpillars, I'm a picky eater. I only eat carrot leaves and parsley plants from vegetable gardens.



I eat...

MYSTERY science

Gray Squirrel

I eat nuts, like acorns from the oak tree. But that's not all! I eat seeds, fruit, birds' eggs, even lunch leftovers! Peanut butter sandwich? Yes please!

I eat...

MYSTERY science

Grass

I have lots of leaves and lots of seeds. That's lunch for lots of critters.

I am eaten!

MYSTERY science

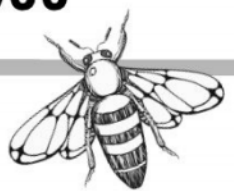
Earthworm

I eat bits of plants—like dead leaves or rotting wood. Anywhere that leaves are falling, I can find something for lunch.

I eat...

MYSTERY science

Honeybee



I eat pollen and nectar from flowers. I'm happy anywhere flowers bloom—a flower garden, a vegetable garden, a parsley plant, or a patch of clover.

I eat...

MYSTERY science

Pill bug

I eat dead leaves, rotting wood, and the fungi that grow on them. Look for me under logs. Poke me, and I roll in a ball—that's why some people call me a roly poly.

I eat...

MYSTERY science

Veggie Garden

If you're looking for lettuce, tomatoes, cucumbers, and zucchini squash, I'm the place. Stop by for some leaves and flowers too!

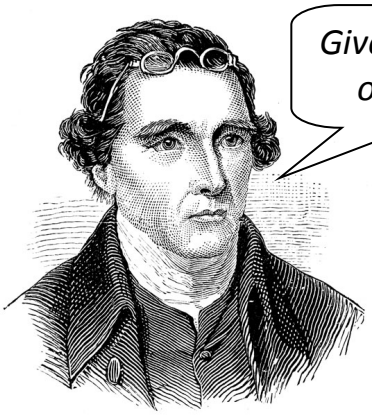
I am eaten!

MYSTERY science

KEEP THIS TEXT FOR NEXT WEEK!

Hey, King: Get Off Our Backs!

Name:

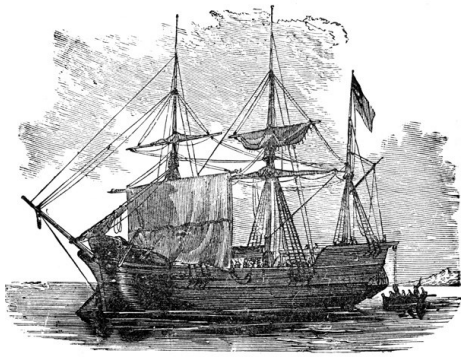


Patrick Henry

Really? Was it that bad? By 1776, the American colonists living under English rule thought so. In fact, things were so bad that they went to war to gain their independence. But why? What could have been so intolerable?

The first Englishmen came to America four hundred years ago looking for gold, silver, and a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a **charter** giving them permission to set up a colony in America. But they did not find what they were looking for. Times got so hard those first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

Hail to the King



Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn't what it used to be. Back in the 1200s, a king could really do what he wanted! But this was the 1600s, and now the English people had representatives in **Parliament** who made laws and stood up for peoples' rights. They even gave advice to the king. Bah!

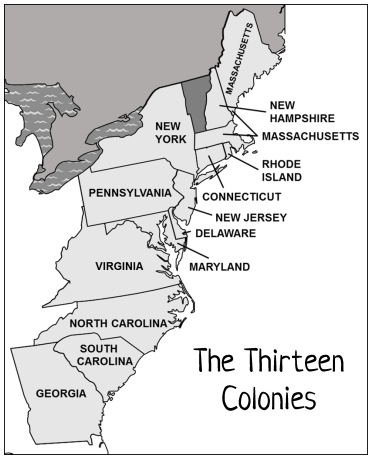
The House of Burgesses was the group of representatives in Virginia. The Mayflower Compact was the agreement the Plymouth colonists signed while they were still on board the Mayflower, before they set foot on dry land. Even then, they knew they would need a government!

You Don't Mind If We . . . Uh . . .

Govern ourselves, do you? In America, the colonists needed some kind of government to deal with everyday problems. After all, the king was on the other side of the ocean. And because of Parliament, the colonists were used to having a say in government. In Virginia Colony, the first settlers decided each community should have two representatives and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a **compact** agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Women didn't get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England's laws.

We're Doing Just Fine, Thanks

England had a lot of other colonies besides those in America and plenty of other problems to deal with. The king and Parliament didn't have much time to pay attention to the American colonists. By the mid-1700s there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things the way they wanted to without much interference.

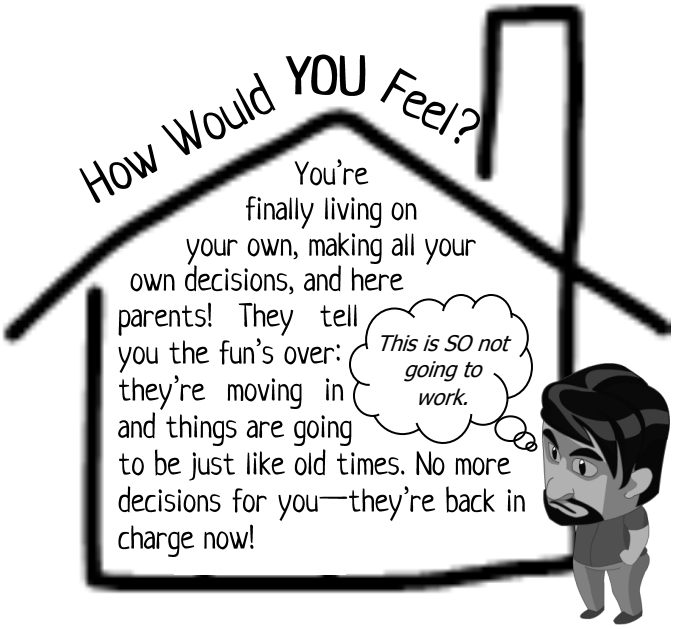


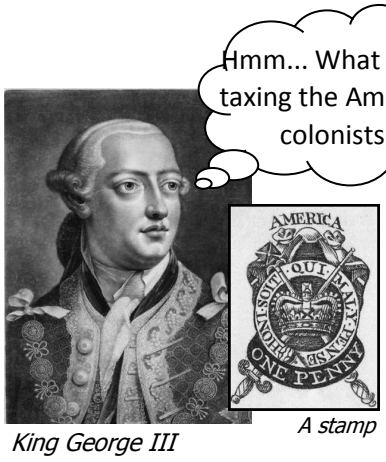
Hey, King: Get Off Our Backs!

Name:

A Raw Deal

But then times got tough, and the British government went looking for money. Great Britain, which now included both England and Scotland, saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, and mine for valuable minerals. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a bargain on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.





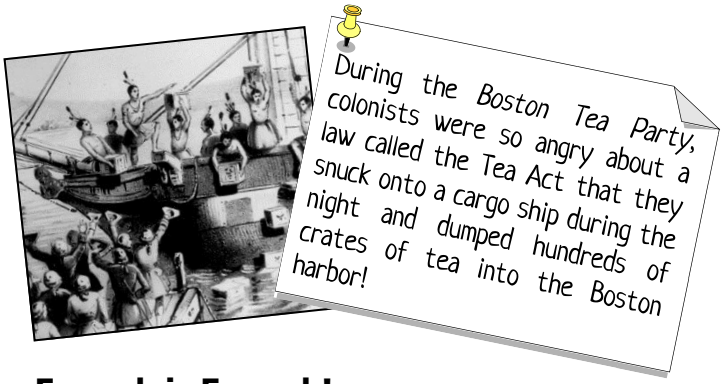
King George III *A stamp*

Looking for a Fast Buck?

That was only the beginning. In the mid-1700's, Britain fought two expensive wars. Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Taxing the American colonists seemed like the perfect idea. So in 1765, Britain passed the **Stamp Act**, which forced colonists to put expensive tax stamps on all legal documents, as well as newspapers, calendars, and almanacs. The colonists had an answer for that: They quit buying British goods! But this *boycott* didn't work for long. Britain repealed the Stamp Act after one year, but things did not get better.

From Bad to Worse

As soon as the Stamp Act was gone, the British passed the **Declaratory Act** saying that the colonies were dependent on the king and declaring that all laws passed in the colonies had no effect. As if that weren't bad enough, Britain also passed the **Townshend Revenue Act**, taxing things it knew the colonists couldn't make for themselves: paint, glass, paper, lead, and tea. This Act also allowed British government workers to search peoples' houses and even break down doors to seize items the homeowner hadn't paid taxes for. On top of that, the **Quartering Acts** of 1765 and 1774 forced certain colonists to let British troops live in their houses. The soldiers didn't even have to pay rent! Then, in the 1770s, a series of laws cracked down on rebellious activity in Massachusetts colony. Colonists called these the **Intolerable Acts**.



Enough is Enough!

The colonists finally decided there was only one solution: self-government! On July 4, 1776, the colonies adopted the **Declaration of Independence**, announcing that the United States was free from Great Britain. It wasn't that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. The United States of America was born.

Hey, King: Get Off Our Backs! Name: _____

A. Phrases to Know. Learn these phrases from the Declaration of Independence by matching each one with its definition.

____ 1. Unalienable rights

____ 2. Pursuit of happiness

____ 3. Natural rights

____ 4. Consent of the governed

____ 5. Just powers

____ 6. Self-evident

A. Rights people are born with

B. Can be seen just by looking at it

C. Permission of those under the government's rule

D. Rights that cannot be taken away

E. Trying to find joy and contentment

F. Powers that are fair

B. Reconstruct the Declaration. The outline below shows the 4 parts of the Declaration of Independence and what each part is for. You will get a set of cutouts with statements that are in the Declaration. Decide which section each statement belongs in and piece the Declaration back together!

Part 1: Preamble

An introduction explaining why the Declaration is being written.

Part 2: Natural Rights

The colonists explain the rights of people and the role of government power.

Part 3: Grievances

A list of the colonists' complaints.

Part 4: Resolution of Independence

The colonists declare their independence from Britain.

PREAMBLE	NATURAL RIGHTS
GRIEVANCES	RESOLUTION OF INDEPENDENCE
The king has refused to agree to laws that would benefit the people.	Our own governments have been abolished.
All men are created equal.	The king has caused fighting among the colonists.
Our trade with the rest of the world has been cut off.	We pledge our lives, fortunes, and honor in support of this Declaration of Independence.
Sometimes it becomes necessary for one group of people to cut ties with another group of people.	The king gets to decide whether the judges keep their jobs and how much they get paid.
New laws have taken away our right to a jury trial in many cases.	When government threatens peoples' natural rights, the people have the right to abolish it and make a new government.
We now cut all political connection with Great Britain.	The king has opened new government offices and sent "swarms of officers to harass our people."
The king has housed large numbers of troops in our communities.	Government must get its power from the consent of the governed.
When one group of people decides to separate from another, they should explain why.	We declare that the colonies are and should be free and independent states.
Life, liberty, and the pursuit of happiness are "unalienable rights."	The king has tried to keep people from coming to the colonies to live.

ESL at Home 3-5 Weeks 7-8

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

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: S A T	Go on a shape hunt. Find five things in your house for each shape: Rhombus Trapezoid Equilateral	How many words can you make from this word? educational	List 5 things in your home that are **solids.** List 5 things in your home that are **liquids**. List 5 things in your home that are **gases**.	Imagine two of your friends went to your school when no one was there. Write or draw their adventure.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are **magnetic**. Find four things in your home that are **mixtures**. Find four things in your home that are **transparent**.	Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.